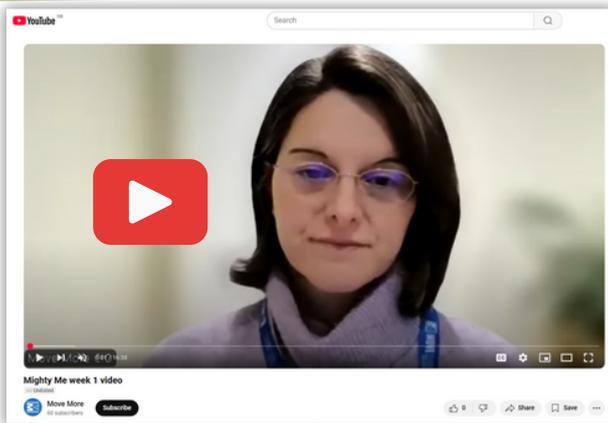


mighty me!

Move More Self-Esteem Programme for Families

MEMBER SCHOOL
MOVE
MORE
EVERY CHILD THRIVES

WEEK THREE



Self-esteem can be described as liking yourself, feeling worthwhile, believing in yourself and knowing what you do well. Children who have low self-esteem often engage in negative self-talk (“I am stupid”, “I will never be able to do it”). Often, they think that they are not smart enough, able enough, they struggle to see the light at the end of the tunnel. Some children become very sad while some try to mask their feelings by turning into “jokers” and “class clowns”.

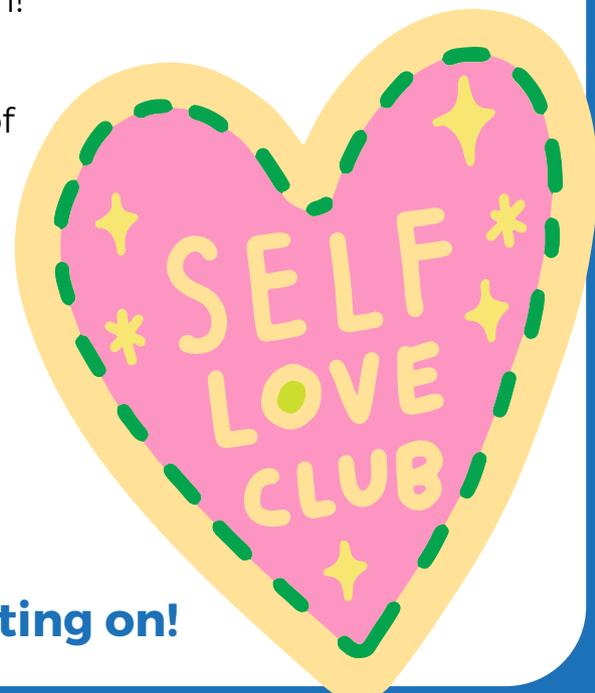
Does this sound familiar? If yes, then this programme is for you and your child. During the next few weeks, we will be sharing ideas around supporting your child’s self-esteem. Self-esteem usually develops organically but we can also be intentional about it. The programme includes activities for both adults and children, with the aim to create a supportive environment where children feel empowered, valued, and understood. There will be a mixture of facts and practical ideas – all with the goal to empower you to improve your child’s self-esteem.

Why do this: Self-esteem gives children confidence to try new things, do things that they might not enjoy and face challenges rather than avoid them. We think these are very important reasons so let’s get stuck in!

We encourage you to:

- **Listen** to the videos and read each installment of the programme over the next 5 weeks;
- **Reflect** where you are at with regards to topics discussed;
- Use the tools suggested in a way that fits your family and your life;
- **Encourage** your children to complete activities;
- **Share** your thoughts/progress/feedback with us via email (marijana@move-more.org) and/or via social media by tagging @MoveMoreCIO

We can’t wait to hear how you are getting on!



Self-esteem building block No3: Growth mindset

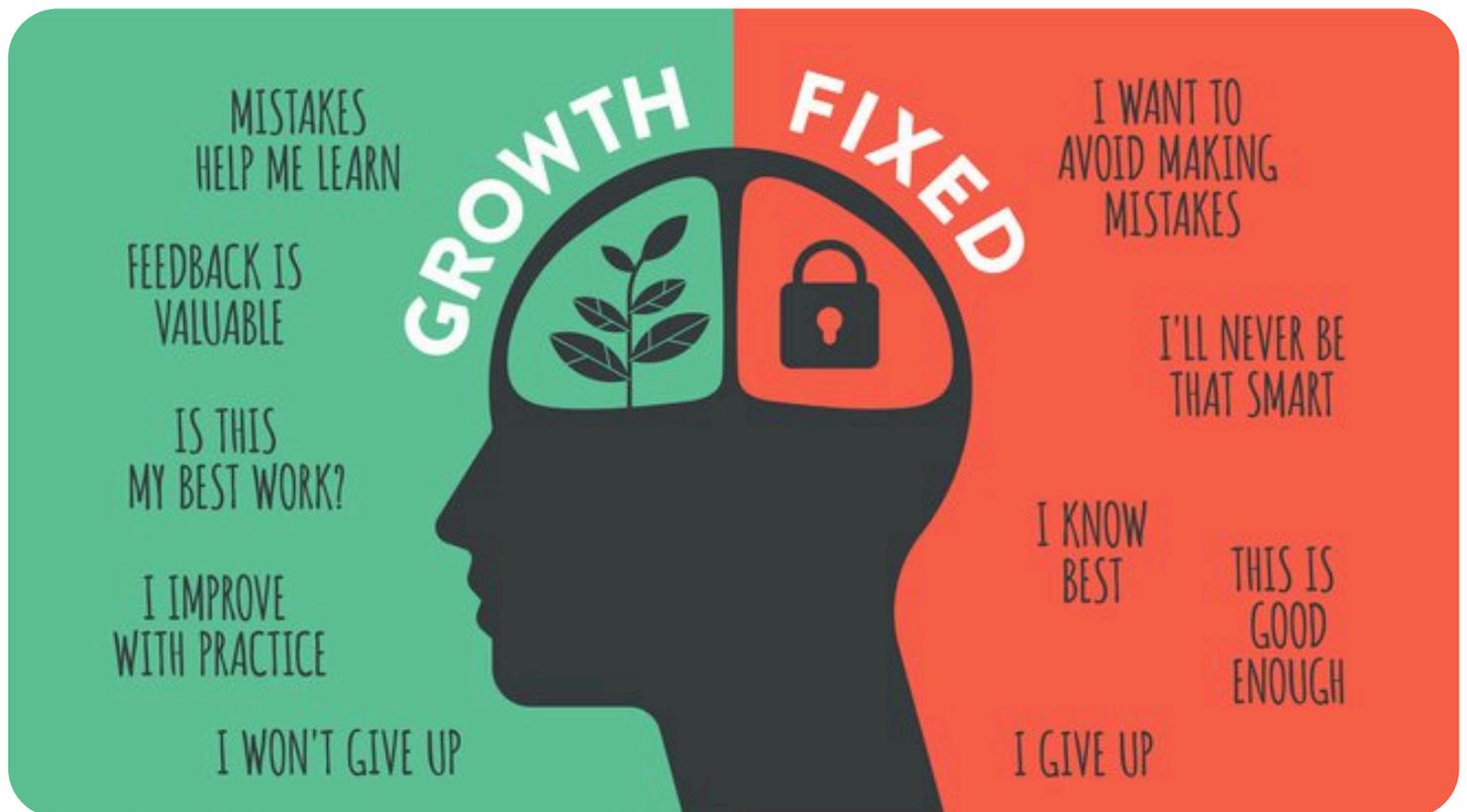
Growth mindset is an idea championed by Professor Carol Dweck who identified 2 ways in which children view intelligence and their ability to learn:

- **Fixed mindset**
- **Growth mindset**

Children with a fixed mindset believe that intelligence and potential are decided at birth which then makes them believe that there is very little they can do to improve. On the other side, children with a growth mindset believe that both intelligence and ability can be developed over time if we put enough effort, intention and focus into it.

Children with a fixed mindset often say things like “I am stupid”, “I can’t do it”, “There is no point in trying”, “This is too difficult, I might as well give up”. They tend to avoid challenges because they think that struggling with something will make them look stupid. When children with a fixed mindset receive feedback, they tend to take it personally. If they find a task easy, they will stop pushing themselves to improve as they are concerned about failing and focus too much on the outcome rather than on effort. It isn’t unusual for a child with a fixed mindset to believe that they already know everything there is to know. Ultimately, their view of intelligence, potential and ability is fixed, negative and limited.

Children with a growth mindset, on the other side, feel like their current intelligence, personality, and moral character are not pre-determined and set in stone; they are just starting points. They believe that with effort and determination, these qualities can



change. This is why children with a growth mindset trust that they can improve with effort; they enjoy taking on challenges because they learn from them; and they appreciate getting feedback from people. If they see other people doing well, they view that as a sign that they can do well too.

For them, there is so much they'd like to know and learn. Finally, there is one phrase they use very often and that is "I am not as good at this as other people...yet".

Fixed mindset is often negatively linked with **self-esteem**. For example, research tells us that children with fixed mindset tend to experience greater self-esteem loss when faced with academic struggles. Furthermore, they tend to equate failure with personal inadequacy which contributes to feelings of worthlessness and self-doubt. In contrast to this, children with growth mindset tend to reframe failure as an opportunity to learn and grow which has positive impact both on their confidence and self-esteem. As a result, they are more likely to deal with stress and anxiety inducing situations better.

We are all a mixture of fixed and growth mindset because we all have times when we think we can improve and equally days when even the smallest setback knocks us over and we give up. The point isn't that we have a growth mindset 100% of the time as that is impossible. We are aiming for a general pattern that relies more on a growth mindset rather than fixed mindset.

It is clearly important that we are more intentional in our parenting practice when it comes to nurturing growth mindset. Here are some ideas how to do that.

Growth Mindset Tips for Mighty Parents



Help your child recognise when their fixed mindset has taken over:

Draw attention to it and validate their feelings. When they are calmer, explore what strategies they have tried, how effective they are and what new strategies they could try. This will help your child see a difference between growth and fixed mindset, encourage them to be more reflective and over time, gradually, change their brain wiring to reflect growth mindset more.



2

Talent praise versus effort praise:

When you give your child feedback about how smart or talented they are you send the message that your child has talent in some areas, but not in others. When they struggle to learn something, they view this as not

having the talent and won't ever be good at it. Talent praise also makes your child want to demonstrate their talent by doing things that they can do well and avoiding difficult or challenging tasks. The alternative is to praise the effort and hard work that goes into learning and success.



TALENT PRAISE

- Well done you're really smart.
- Wow, you got an A.
- You nailed it – you're a natural.

EFFORT PRAISE

- Well done, I noticed how much you practiced.
- What did you find helped you to do so well?
- Great, what did you find most difficult to learn?

3

Seeing mistakes as wonderful opportunities to learn:

Dweck and Haimovitz have found that the way adults respond to failure and setback is one of the most important factors in whether children develop a fixed mindset response. Adults that downplay ("It's okay, you can't be good at everything") or overreact to a setback ("How did you such a simple mistake! What were you hinking?") send the message that the child doesn't have the natural ability to succeed.

message that the child doesn't have the natural ability to succeed.

Dweck points out that the better response is to focus on the learning and growth that comes from a setback: "Hey, I noticed that you didn't do well in the game today. What do you think you need to work on to get better?" This sends the message that mistakes do not define ability and are not permanent. It also emphasizes that life is full of challenges and setbacks - **if we aren't making mistakes we aren't learning.**

EVERY MISTAKE

is a progress

Growth Mindset Boosting Activities for Mighty Children

Sorting statements activity: explain to your child difference between growth and fixed mindsets. Use a piece of paper that you will separate into two columns. Head one column “Fixed mindset” and the other “Growth mindset”. Then encourage your child to sort the following statements into those two columns. They can either copy statements or cut and paste them. You can talk about their choices and address any issues/questions that arise from this.

This activity can be powerful because once a child has an understanding of the difference between a fixed mindset and a growth mindset, they can use that internal knowledge to foster better skills to succeed no matter what the outcome of a particular situation might be.

Sorting statements:

1. *I am not good at this.*
2. *Mistakes help me learn and grow.*
3. *Everything must be perfect!*
4. *I don't need to practice.*
5. *I like to try new things.*
6. *It's good enough, I can stop now.*
7. *I can always improve, so I'll keep trying.*
8. *I made a mistake so what is the point in continuing?*
9. *I am going to train my brain to get better at this.*
10. *I can learn to love a challenge.*
11. *Either I am good at something or I am not.*
12. *If I don't bother trying I can't fail.*
13. *I will only try things I know I can do.*
14. *I know that asking for help is a sign of strength.*
15. *I will never be as clever as my sister.*
16. *The more I read the better reader I will become.*
17. *If things don't go well, I can try again.*
18. *I know if I keep trying I will be able to do things that I struggle with.*
19. *I feel upset when people comment on my work.*
20. *I don't have brains for Maths so there is no point in trying.*
21. *Failing at something is a waste of time.*
22. *I know I can't do this yet, but I will keep working on it.*



The magic of “Yet”: This is a very simple practice that can be used in a number of different ways. The idea is that when adults notice a child speaking/acting from their fixed mindset point of view, they need to help a child shift that mindset by rephrasing their thoughts by using the word “Yet”.

Here are some examples:

Fixed Mindset: *“I can’t do Maths!”*

Growth Mindset: *“I can’t do long division YET but if I work hard I will be able to do it.”*

Fixed Mindset: *“I’m useless at French!”*

Growth Mindset: *“I find French difficult and can’t speak it YET but I know that if I practice enough, I will gradually pick up words and learn over time.”*

Encourage your child to rephrase their thoughts as they come out organically or have a dedicated time for writing thoughts down and using a different coloured pen for inserting the power of **“Yet”**.

This very simple intervention will help your child shift their thinking and hopefully feel more positive. It will help them move the focus onto what needs to happen next in order to reach their goal. Do they need to keep practising? Do they need to try a new strategy? Do they need to ask for help? Do they need more time? It will also help them see that they don’t have to be stuck in a current situation, that they have the power to change.

CLICK HERE



Have a look at our
video link for more tips!
<https://youtu.be/G3Uk8CL4JNU>

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