










## The language of resilience

Some examples:

### How to practice growth mindset self-talk

Growth Mindset What to say:	Fixed Mindset What <i>not</i> to say:
 “This task is really hard, because I’m still developing my problem-solving skills in this area!”	 “I’m finding this task hard because I’m stupid/I’m not naturally good at this sort of thing.”
 “I’m not a ‘math person’ — yet! I just need to keep working at it!”	 “I’m not a ‘math person’. I’d like to be, but it’s just not one of my strengths.”
 “When I struggle with something, it means I’m learning.”	 “When I struggle with something, it means I’m a failure.”
 “I didn’t do great, but I don’t have to get it perfect this time. I just need to grow my understanding step by step.”	 “I didn’t do great, but I tried my best. What’s the point in trying again if I didn’t get it perfect this time?”

Based on research and graphics developed by Dr Carol Dweck 1. Dweck C. Carol Dweck Revisits the ‘Growth Mindset’. Education Week. <https://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>. Published 2015. Accessed September 25, 2020.


[www.mindsethealth.com](http://www.mindsethealth.com)

## Prompts for reviewing classwork

- What did you learn during this task? In what way was it difficult?
- Did you make any mistakes? If so, which ones?
- What skills did you have to use during this activity? Had you used any of these previously?
- If you had to start it all over again, would you do anything differently next time?
- What advice would you give a student just starting this task?
- 'You can't do it... yet'.