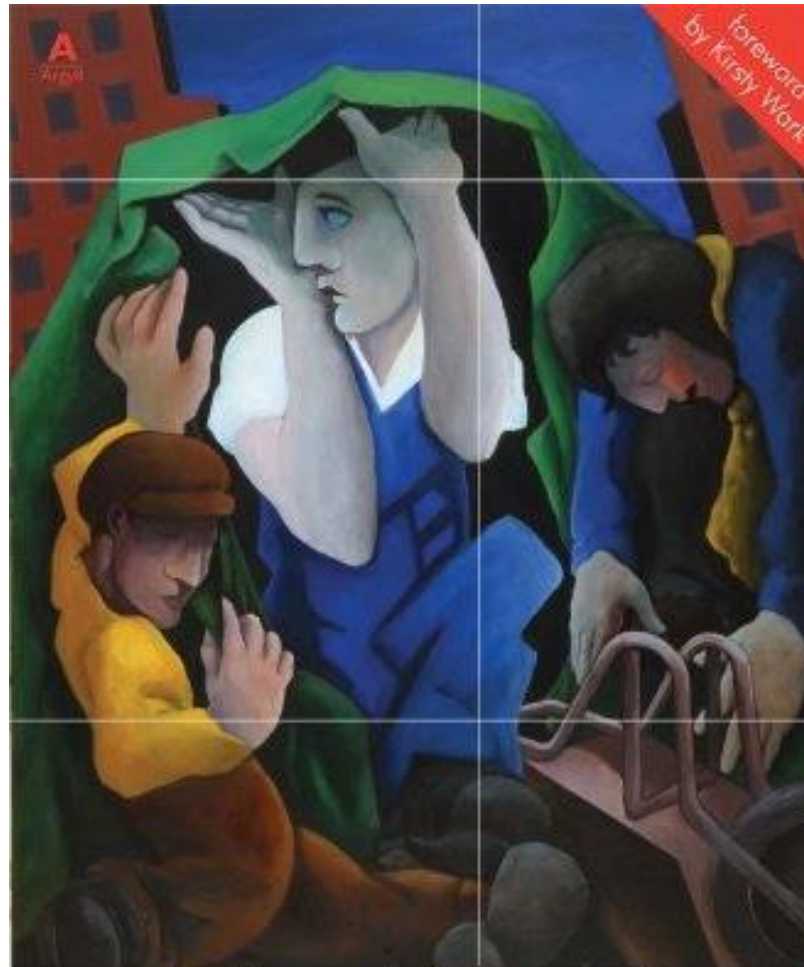




centre for  
**confidence**  
and well-being

Carol Craig



**The Scots'**  
Crisis of Confidence  
CAROL CRAIG

# Learning the lessons from America – what not to do

- Over the top praise for not very much
- Not giving any critical feedback
- Encouraging young person to focus too much on him/herself and his/her feelings
- Restricting competition for over 7s so that those who don't win don't feel bad
- Giving prizes/recognition regardless
- Restricting opportunities to fail
- Undermining resilience.



# *How to stay healthy - the ultimate nutrition guide*







Result – declining academic standards and ...



**Kyle McMahon**

**I'm a Special Little  
SNOWFLAKE  
& I'm Proud of it!**

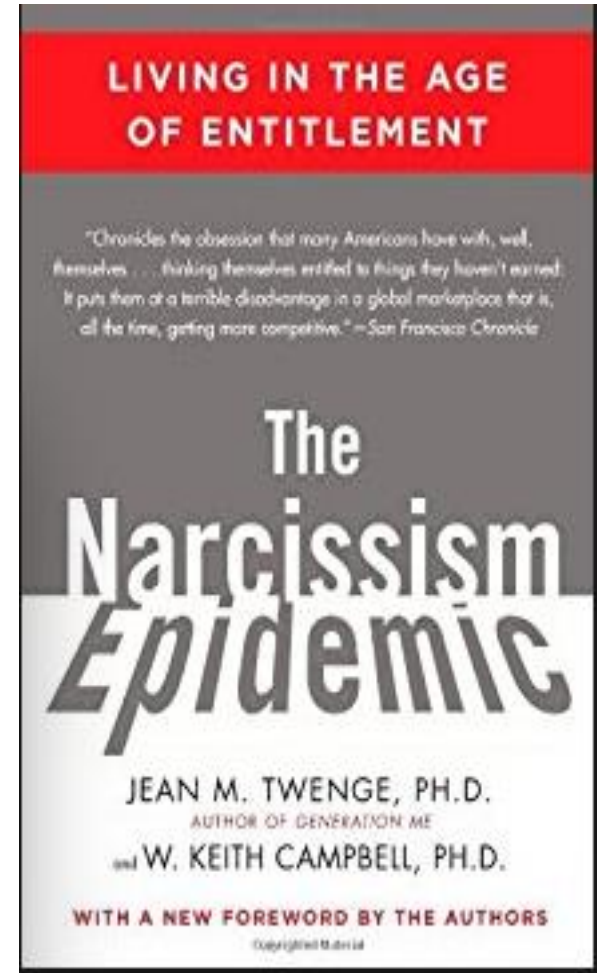
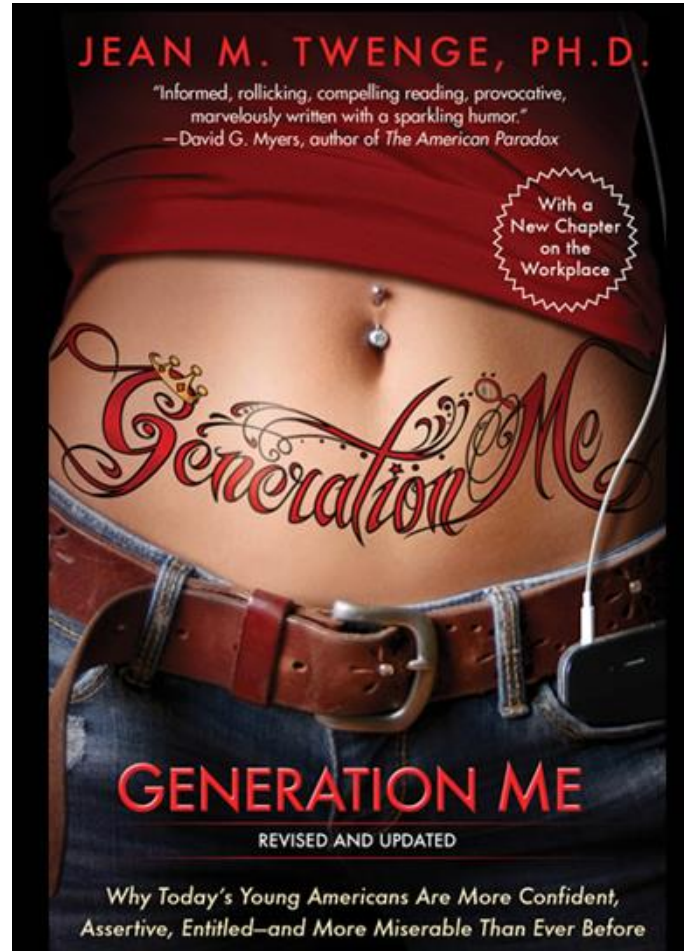






# What is Narcissism?





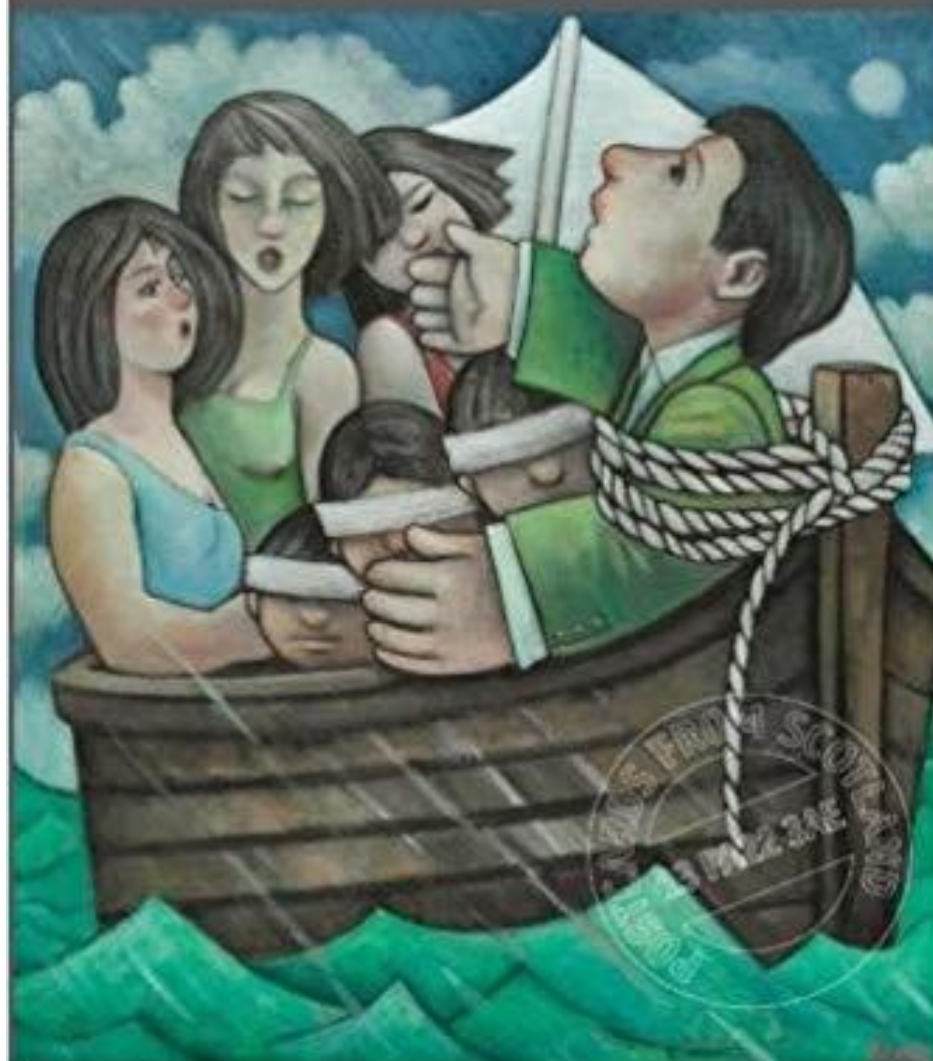


**Meanwhile back in Scotland, until 1987 ...**



# Hiding in Plain Sight

Carol Craig



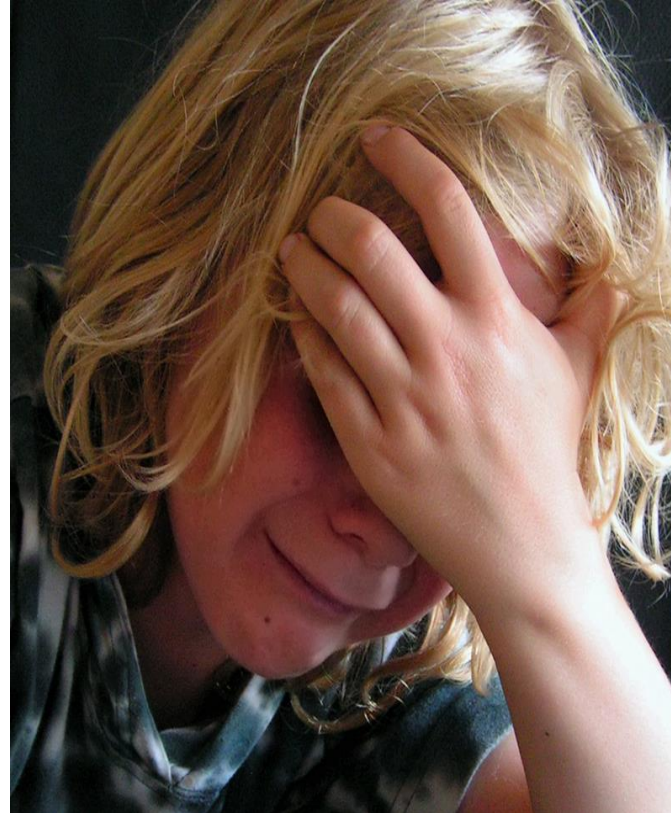
# Parenting styles

Cold/firm Authoritarian	Cold/soft Neglectful
Warm/firm Authoritative	Warm/soft Indulgent/permissive



# New approach to child rearing

- Overprotective
- Fearful of negative experiences
- Wanting to avoid adversities at all costs



# The need for both support and challenge



# Centre's 10 key messages on resilience

1. Remember **bad feelings**:
  - **don't last**
  - have a **purpose**
  - **galvanise** us to do things differently.
2. Try to **normalise** young people's set-backs. Help them to see they are not abnormal in having difficulties in life.
3. Help them to see that **problems can be solved**.
4. Encourage young people to keep things in **perspective** – the problem is usually confined to only one part of their lives.



# Centre's 10 key messages on resilience

5. Remember the value of **humour** – laughing can be a great release (but only if it is well-intentioned).
6. Encourage young people to accept **responsibility** for their actions.
7. When **reading stories**, or **discussing events**, point out how people manage to overcome difficulties.
8. Remember that learning is often frustrating. Encourage young people to **persist** and believe they can get there.
9. Provide **support**. Help them to see there are people who care about them and can give them help and advice when needed.
10. Create a **positive environment** that emphasises the importance of relationships and a sense of purpose: there is more to life than the way they feel.

# Centre's definition of confidence

Self-efficacy +  
optimism



# Centre's definition of confidence

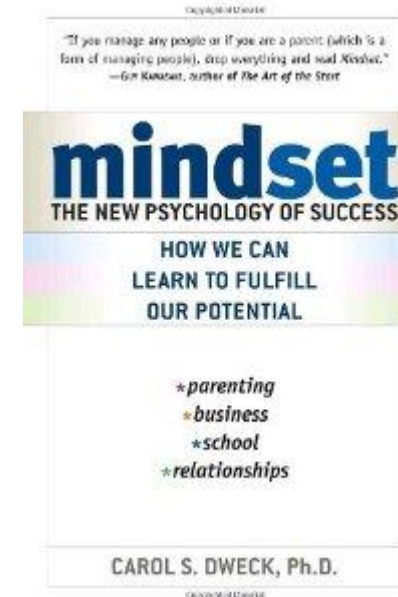


Self- efficacy is **I can** (not how I feel about myself).  
It is the belief you can meet specific goals - not a particular set of skills such as public speaking. Not about personality.



# Professor Carol Dweck's self-theories

- Based currently at Stanford University in California
- Over 30 years research in this area
- Interested in student perceptions of themselves as learners
- Self theory linked to self belief, motivation and future aspirations
- Carol Dweck has been in Scotland several times. Two of these were Centre events.



# **The Growth Mindset**

**“For twenty years, my research has shown that the view you adopt for yourself profoundly affects the way you lead your life. It can determine whether you become the person you want to be and whether you accomplish the things you value.**

**How does this happen?**

**How can a simple belief have the power to transform your psychology and, as a result, your life?”**

**Professor Carol Dweck**

# Effort

- Those with a **fixed mindset** view effort as a **reflection** of **low intelligence**.
- Those with a **growth** mindset see effort as a necessary part of **success**.
- Hard work means 'I don't get it, 'I'm unintelligent
- They **try harder** when faced with a setback.
- Effort = lack of ability
- Effort = success.
- They use effort to **overcome** difficulty.



# Set of 6 studies of children

	Praised for <b>effort</b>	Praised for <b>ability</b>
goals	90% of the group created learning goals	66% of the group created performance goals
enjoyment	continued	decreased
persistence	continued	decreased
performance	improved	declined
lied about scores	one individual	40%

# Praising for ability (e.g. talent or intelligence)

- Can change a young person's mindset from growth to fixed.
- Encourages young people to create **performance goals** and display a **helpless response** when faced with challenges.
- Encourages young people to **lie** about scores.
- **Undermines** motivation and willingness to take risks.

# **Praise for effort**

- Encourages people to adopt a growth mindset.
- Encourages people to create learning goals and display a mastery response when faced with setback.
- Increases motivation and success.

# Dweck's research on pre-schoolers – stress the importance of struggle





# Good feedback is important

- Constructive criticism is necessary if we want people to develop and learn.
- Praise is not something to be eliminated but we need to be careful – praising for the effort and the process will help the person become more motivated and ultimately more resilient.

‘People are made, not born’

The ‘growth mindset’ –  
‘Not pie in the sky’ ...

NORMAN DOIDGE

# The Brain that Changes Itself



Stories of Personal Triumph from  
the Frontiers of Brain Science

"The power of positive thinking finally gains scientific  
credibility. Miracle-making stuff"

THE NEW YORK TIMES

"Doidge has identified a tidal shift in basic science and a  
potential one in medicine. The implications are monumental"

JOHN H. HARRIS, THE ECONOMIST

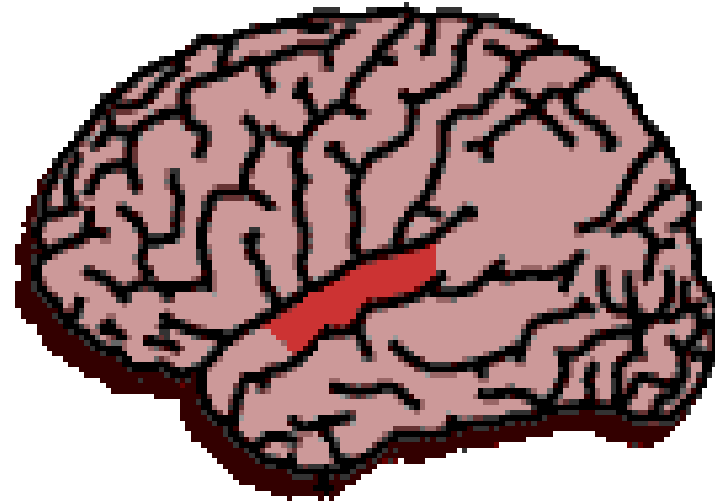


# Evidence from neuroscience

- Rats in a rich environment have heavier brains, by 10%, than those in a boring environment.
- Taxi drivers have bigger areas which deal with 3D space – the hippocampus - than non-taxi drivers.
- Musicians have a larger auditory cortex.



- People who play music have been found to have auditory centres that are BIGGER than normal.
- The 'sound' area of their brain grew through practising their music.





a campaign to introduce a  
**kindergarten stage**  
for children aged  
three to seven



[www.upstart.scot](http://www.upstart.scot)

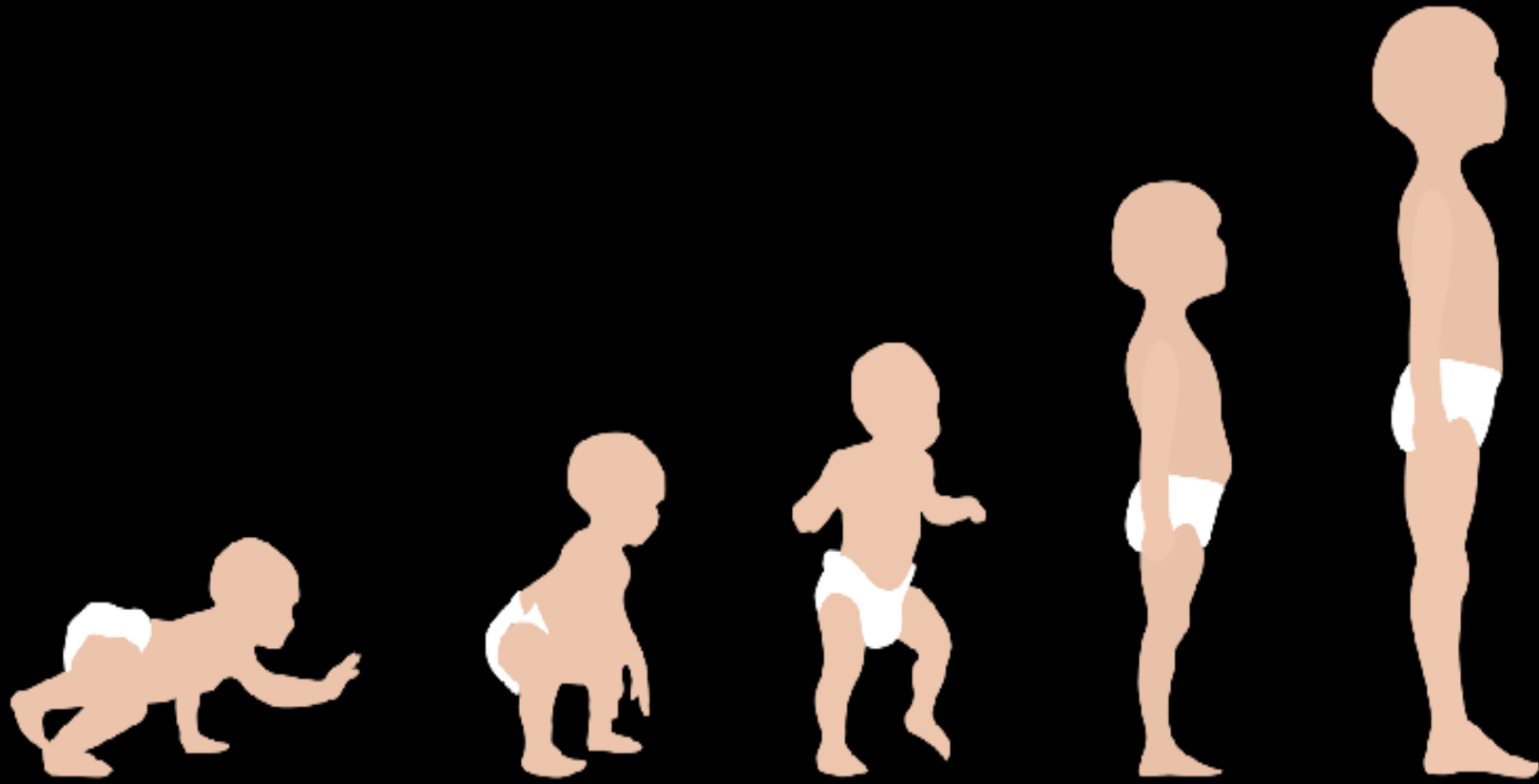
a kindergarten  
stage  
between 3 and 7,  
based on the  
Nordic model –  
thus ring-fencing  
early childhood for  
developmentally-  
appropriate,  
play-based  
education

Nurture

LOVE

PLAY

Nature



Human children are designed to develop certain skills and capacities naturally. These are the foundations on which we build formal education.





Creativity and  
confidence

Problem-solving



Empathy and  
social skills

Language

Focusing  
attention



Self regulation

Copyrighted Material  
'Persuasive, rigorous, creative and wise. Brilliant.'

Tim Harford, author of *The Undercover Economist*

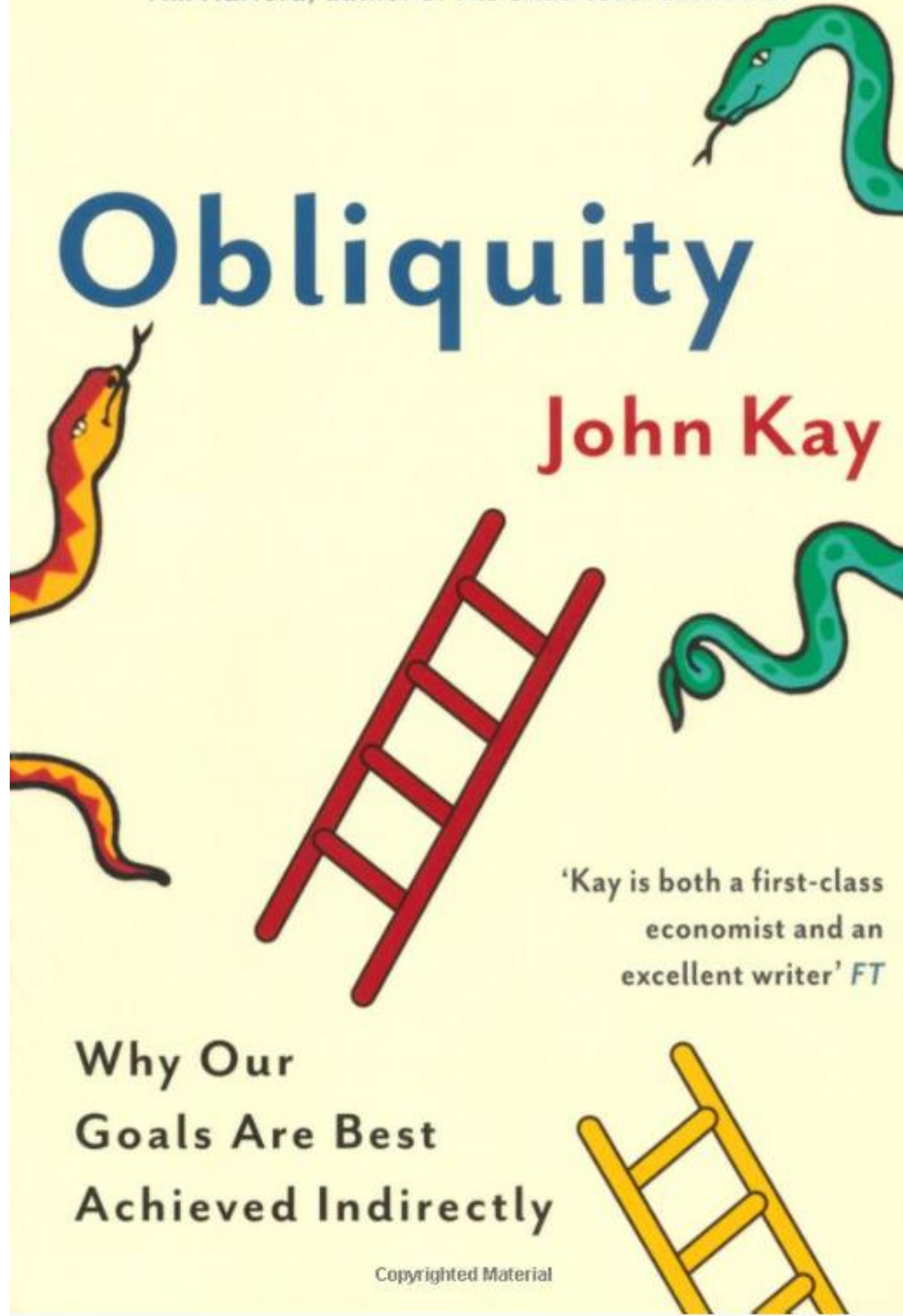
# Obliquity

John Kay

Why Our  
Goals Are Best  
Achieved Indirectly

'Kay is both a first-class  
economist and an  
excellent writer' *FT*

Copyrighted Material



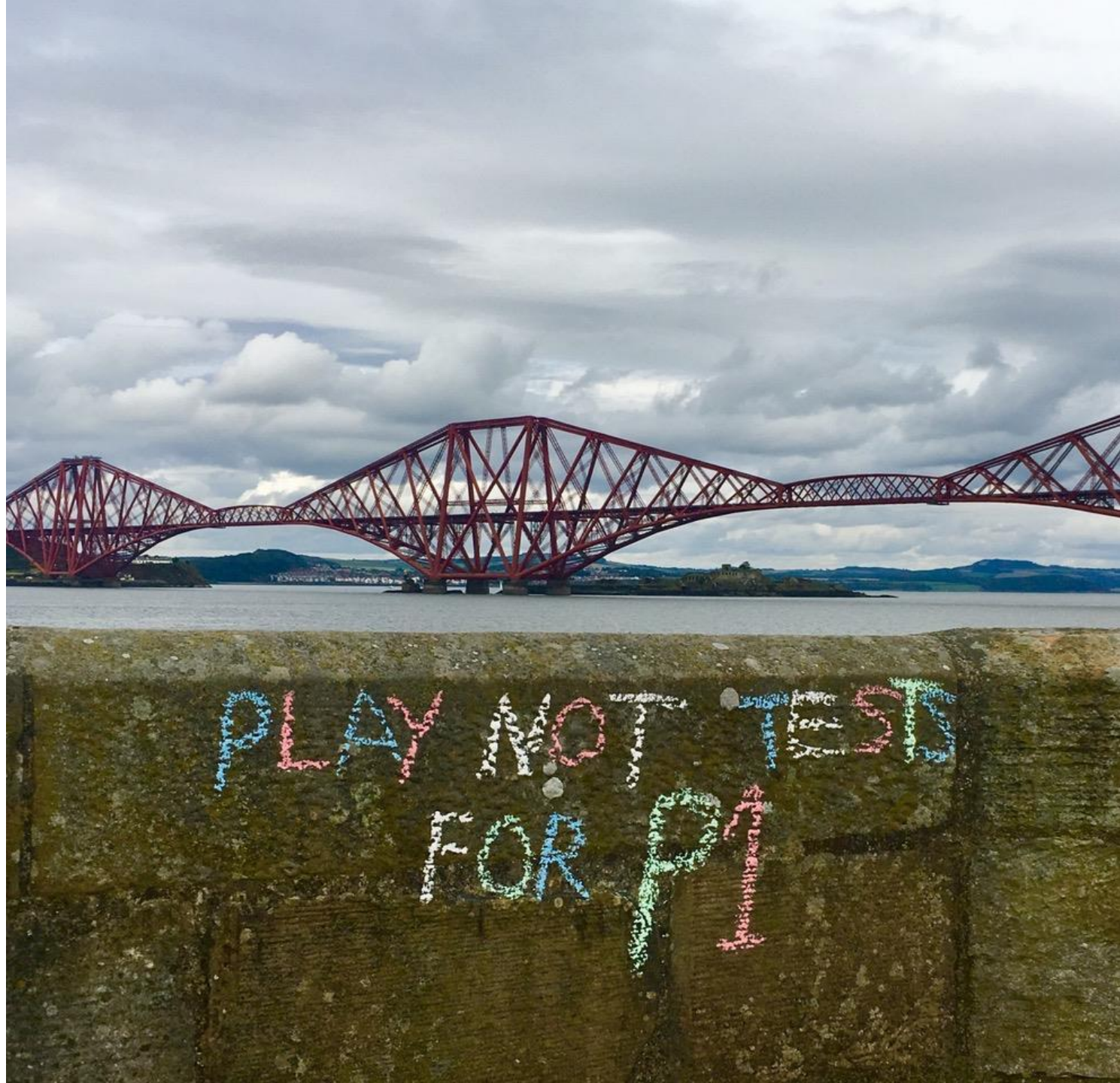
PLAY,  
NOT TESTS,  
for P1













# Need to think more holistically and naturally about what children need

- Confidence, resilience and well-being all matter.
- We need all of them for a good, healthy life.
- We also need a sense of our own individuality as well as being part of a bigger whole.
- Relationships are of fundamental importance.
- Children and young people need both support and challenge.

# Thank You

Buy Postcard books from Cairns Moir stall at this event

or

Online – [www.postcardsfromscotland.co.uk](http://www.postcardsfromscotland.co.uk) and Amazon

If you want to be kept informed of new publications or Centre events please give me your email address at the end.