Parent and Carer Leaflet

'I don't regret the things I've done. I regret the things I didn't do, when I had the chance.'

Unknown

Promoting Emotional Health & Well-being

Parent and Carer Leaflet

'I don't regret the things I've done. I regret the things I didn't do, when I had the chance.'

Unknown

Promoting Emotional Health & Well-being

Challenge Your Mindset

The way we think about ourselves and our abilities greatly influences how we approach learning something new and how we deal with setbacks.

Research finds that when we approach something with a fixed mindset, we tend to think that change is impossible in that area and, when experiencing setbacks or mistakes, feel de-motivated and give up. Whereas if we approach learning something new with a growth mindset, we tend to believe with effort we can get better at it and view setbacks as an opportunity to learn new strategies and ask others for help.

In this unit, Skipper gives up when he finds something hard to do. He learns the importance of developing a **growth mindset**. He teaches the children about their brains and how these are constantly changing with what we repeatedly think, feel or do. Once children understand this, it can be a useful starting point to explore the impact on their choices in and out of school.

In this unit, we will be learning that:

- Who we are and what we are good at is not fixed.
- The way we think, feel or learn shapes our brain.
- I can change through the choices I make.

Talk It Over:
Share with your child a time you struggled to learn something new. What strategies did you use to help you keep going?

Home Activity:
Changing your words can help you to change your mindset. For example, instead of saying 'I'm not good at this', try saying 'I am not good at this … YET'. Now support your child to create a growth mindset poster.

Key Book: *The Dot* by Peter H Reynolds

Challenge Your Mindset

The way we think about ourselves and our abilities greatly influences how we approach learning something new and how we deal with setbacks.

Research finds that when we approach something with a fixed mindset, we tend to think that change is impossible in that area and, when experiencing setbacks or mistakes, feel de-motivated and give up. Whereas if we approach learning something new with a growth mindset, we tend to believe with effort we can get better at it and view setbacks as an opportunity to learn new strategies and ask others for help.

In this unit, Skipper gives up when he finds something hard to do. He learns the importance of developing a **growth mindset**. He teaches the children about their brains and how these are constantly changing with what we repeatedly think, feel or do. Once children understand this, it can be a useful starting point to explore the impact on their choices in and out of school.

In this unit, we will be learning that:

- Who we are and what we are good at is not fixed.
- The way we think, feel or learn shapes our brain.
- I can change through the choices I make.

Talk It Over:
Share with your child a time you struggled to learn something new. What strategies did you use to help you keep going?

Home Activity:
Changing your words can help you to change your mindset. For example, instead of saying 'I'm not good at this', try saying 'I am not good at this … YET'. Now support your child to create a growth mindset poster.

Key Book: *The Dot* by Peter H Reynolds