

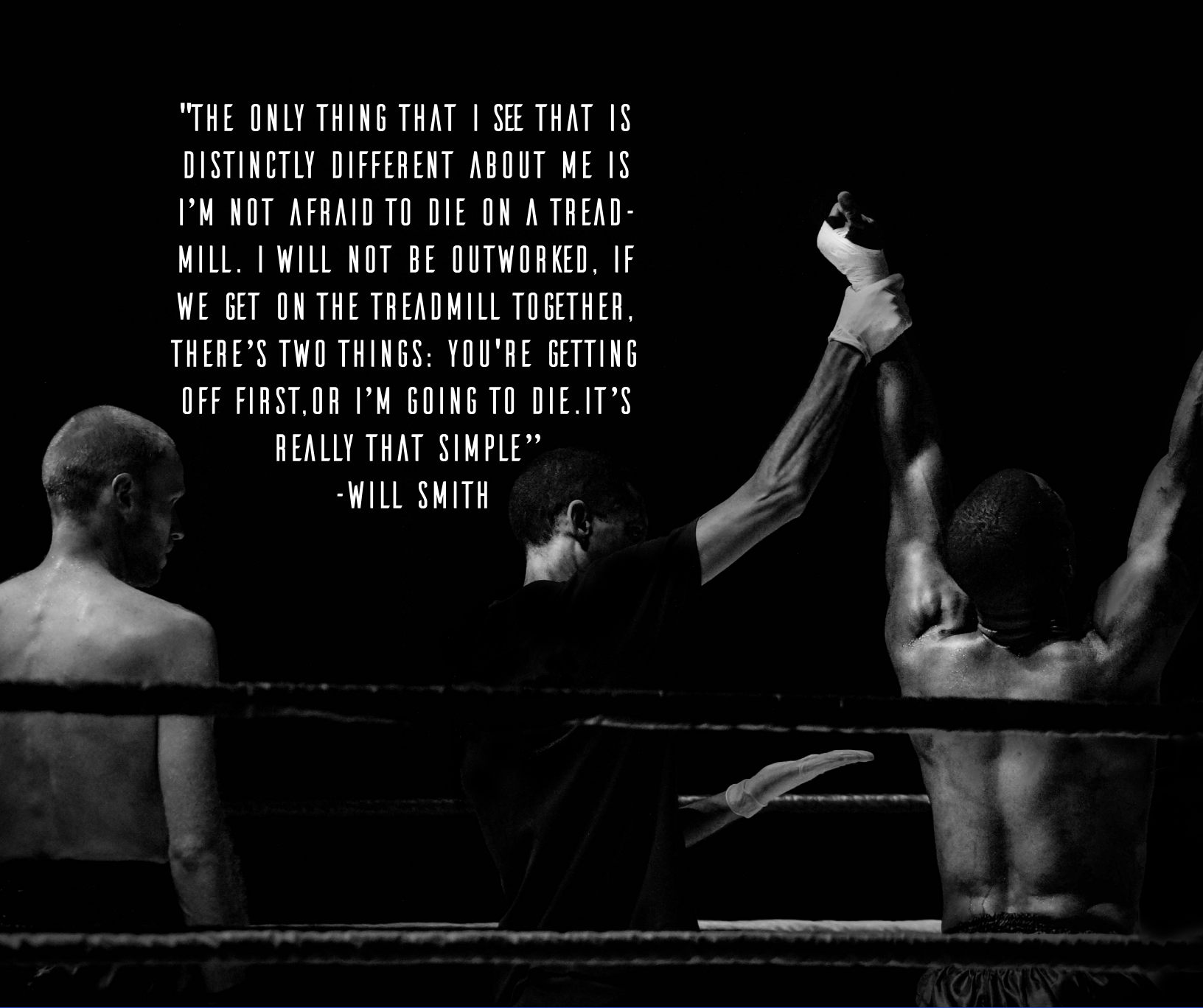


BUILDING GRIT

BUILDING PERSISTENT, RESILIENT STUDENTS WITH GRIT

A lack of persistence and resilience is inhibiting educational outcomes for many students. Angela Duckworth is a prominent researcher in the field of grit. She defines it as “perseverance and passion for long-term goals” (Duckworth, 2007). Grit is about determination, resolve, resilience, discipline, self-control, persistence and a willingness to do whatever it takes to achieve important goals. It is a combination of resilience and persistence. People who are gritty are more resilient in the face of adversity, they bounce back after failure and disappointment, and they persist when progress is slow, boring, tedious or difficult. Grit is the action that leads to learning, improving and thriving.





"THE ONLY THING THAT I SEE THAT IS
DISTINCTLY DIFFERENT ABOUT ME IS
I'M NOT AFRAID TO DIE ON A TREAD-
MILL. I WILL NOT BE OUTWORKED, IF
WE GET ON THE TREADMILL TOGETHER,
THERE'S TWO THINGS: YOU'RE GETTING
OFF FIRST, OR I'M GOING TO DIE. IT'S
REALLY THAT SIMPLE"

-WILL SMITH

IN ORDER TO IMPROVE PERFORMANCE THROUGH GRIT, SCHOOLS ARE ABLE TO FOCUS THEIR EFFORTS ON CERTAIN EXPLICIT, TEACHABLE ELEMENTS OF GRIT:

- ↳ DELAYED GRATIFICATION;
- ↳ CONTINUOUS IMPROVEMENT;
- ↳ MASTERY THROUGH DELIBERATE PRACTICE;
 - ↳ GOAL SETTING;
 - ↳ HABIT FORMATION;
- ↳ EFFORT AND ENERGY MANAGEMENT.

DELAYED GRATIFICATION

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“We must all suffer from one of two pains:
the pain of discipline, or the pain of regret.”—Jim Rohn

“Preschool children who delayed gratification longer, were described by their parents (years later) as adolescents who were significantly more competent” (Mischel, Shoda & Rodriguez, 1989). They had higher SAT scores, educational attainment and good health, while being inversely related to rates of crime and substance abuse (Shoda, Mischel & Peake, 1990).

THE MASHMALLOW TEST

CONTINUOUS IMPROVEMENT

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“YOU HAVE TO APPLY YOURSELF EACH DAY TO
BECOMING A LITTLE BETTER. BY APPLYING
YOURSELF TO THE TASK OF BECOMING A LITTLE BETTER EACH AND EVERY
DAY OVER A PERIOD OF TIME, YOU WILL BECOME A LOT BETTER.”
-JOHN WOODEN.

MASTERY THROUGH DELIBERATE PRACTICE

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A look at the research

In 1993, Anders Ericsson led a study at the elite, Berlin Academy of Music (Ericsson, Krampe, & Tesch-Romer, 1993). The first part of the study was to split the school's violinists into three groups. The first group comprised of those judged by their professors to be future world class soloists. The second group was comprised of those who were predicted to be excellent professional musicians, while the third group was comprised of those predicted to be great amateur musicians. The musicians were all asked the same question: over the course of your career, (since you first picked up the violin) how many hours have you practised? They found that each member of group one (world class soloists) had already completed 10,000 hours or more of purposeful, single-minded practice. The second group (excellent professional musicians) had completed roughly 8,000 hours, while the third group (great amateur musicians) had completed just over 4,000 hours. Accomplished individuals work day after day, for at least 10 years, to reach the top of their fields. In other words, even the most gifted performers need a minimum of 10,000 hours of intense practice before they win international competitions (Ericsson, Prietula, & Cokely, 2007). It is also interesting to note that the researchers could not find a single "natural" in the academy. A natural in this sense is a violinist who floats seamlessly to the top and who practises a fraction of the time their peers do. Nor could they find any "grinds" people who worked harder than everyone else but didn't have what it takes to reach the top. The research suggests that once a musician has enough talent to make it to a top music school, the factor that distinguishes one performer from another is how hard he or she has worked (Gladwell, 2008).



DELIBERATE PRACTICE

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Deliberate practice focuses on tasks beyond our current level of competence and comfort. It requires “considerable, specific and sustained effort to do something you can’t do well or even at all” (Ericsson, Prietula & Cokely, 2007).





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GOAL SETTING

Those students who were taught mental contrasting and implementation intentions completed over 60 percent more practice questions than students in the control condition (Duckworth, Grant, Loew, Oettingen, & Gollwitzer, 2011). Rather than “shoot for the moon”, mental contrasting and implementation intentions has proven results.

HABIT FORMATION

“WE ARE WHAT WE REPEATEDLY DO. EXCELLENCE, THEN, IS NOT AN ACT, BUT A HABIT.”—ARISTOTLE

Habit loop (Duhigg, 2013)

Our habits can be broken into three steps:

1. The trigger: the event that starts the habit (triggers could include time of day, other people, a location, a preceding event or an emotional state).
2. The routine: the behaviour that you perform (the habit itself).
3. The reward: the benefit that is associated with the behaviour

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EFFORT AND ENERGY MANAGEMENT

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Dwight Eisenhower once said,
“What’s important is seldom urgent,
and what’s urgent is seldom important.”

BUILDING PERSISTENT, RESILIENT STUDENTS WITH GRIT

Grit is one of the best predictors of our success in work, learning and life. For improved performance, teach grit.

UPP grit builders are age-appropriate, based on evidence and make an impact. Our grit training and resources teach essential components such as delayed gratification, continuous improvement, mastery through deliberate practice, goal setting, habit formation and effort and energy management.

At UPP, our resources and training improve student performance by building growth mindsets, grit and wellbeing for schools communities. [To find out more](#), click here.



TO PURCHASE THE RESOURCE FOR THE STUDENTS AT YOUR SCHOOL
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THE GRIT BUILDER

THRIVE

IMPROVING STUDENT PERFORMANCE THROUGH MINDSETS,
GRIT AND WELLBEING.

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