


MIND in the Making

THE SEVEN ESSENTIAL LIFE SKILLS
EVERY CHILD NEEDS

A Conversation with Ellen Galinsky
September 15, 2010

Webinar Series Sponsored by Robert Leslie Publishing

"WE NEED TO GET THESE IMPORTANT MESSAGES OUT."
—T. BERRY BRAZELTON, M.D., HARVARD MEDICAL SCHOOL
FOUNDER, BRAZELTON TOUCHPOINTS CENTER



MIND
IN THE
MAKING

THE SEVEN ESSENTIAL LIFE SKILLS
EVERY CHILD NEEDS

ELLEN GALINSKY



Ellen Galinsky

President and Co-Founder
Families and Work Institute

Author, *Mind in the Making: The
Seven Essential Life Skills Every
Child Needs*



THE JOURNEY
TO
MIND IN THE MAKING

MIND IN THE MAKING VIDEO CLIP

THE “HELPER VS. HINDERER” EXPERIMENT

J. Kiley Hamlin, Karen Wynn, and Paul Bloom, “Social Evaluation by Preverbal Infants,” *Nature* 450, no. 7169 (2007): 557-59.



EXECUTIVE FUNCTION:

What is it and why is
it important?

MIND IN THE MAKING VIDEO CLIP

THE “DAY-NIGHT” TASK

Cherie L. Gerstadt, Yoon Joo Hong, and Adele Diamond, “The Relationship Between Cognition and Action: Performance of Children 3 ½ Years Old on a Stroop-like Day-Night Test,” *Cognition* 53, no. 2 (1994): 129-53.

The Seven Essential Life Skills

- Focus and Self Control
- Perspective Taking
- Communicating
- Making Connections
- Critical Thinking
- Taking on Challenges
- Self-Directed, Engaged Learning

Focus and Self Control

Children need this skill in order to achieve their goals, especially in a world that is filled with distractions and information overload.

It involves paying attention, remembering the rules, thinking flexibly, and exercising self control.



Focus and Self Control:

What Can We Do To
Promote This Skill?

Perspective Taking

Perspective taking goes far beyond empathy; it involves figuring out what others think and feel, and forms the basis for children's understanding of their parents', teachers', and friends' intentions. Children who can take others' perspectives are also much less likely to get involved in conflicts.



Perspective Taking: What Can We Do To Promote This Skill?

Communicating

Communicating is much more than understanding language, speaking, reading and writing – it is the skill of determining what one wants to communicate and realizing how our communications will be understood by others. It is the skill that teachers and employers feel is most lacking today.



Communicating:

What Can We Do To Promote This Skill?

Making Connections

Making connections is at the heart of learning – figuring out what’s the same and what’s different, and sorting these things into categories.

Making unusual connections is at the core of creativity. In a world where people can google for information, it is the people who can see connections who are able to go beyond knowing information to using this information well.



Making Connections:

What Can We Do To Promote This Skill?

Critical Thinking

Critical thinking is the ongoing search for valid and reliable knowledge to guide beliefs, decisions and actions.



Critical Thinking:

What Can We Do To
Promote This Skill?

Taking on Challenges

Life is full of stresses and challenges. Children who are willing to take on challenges (instead of avoiding them or simply coping with them) do better in school and in life.

MIND IN THE MAKING VIDEO CLIP

THE “VISUAL CLIFF” EXPERIMENT

Mary D. Klinnert et al., “Emotions as Behavior Regulators in Infancy: Social Referencing in Infancy,” in *Emotion: Theory, Research, and Experience*, ed. Robert Plutchik and Henry Kellerman, 57-86 (New York: Academic Press, 1983)



Taking on Challenges:

What Can We Do To
Promote This Skill?

Self-Directed, Engaged Learning

It is through learning that we realize our potential. As the world changes, so can we, for as long as we live – as long as we learn.



Self-Directed, Engaged Learning:

What Can We Do To Promote This Skill?



Wrap-up & Mind in the Making Video Clip: The Marshmallow Test

Yuichi Shoda, Walter Mischel, and Philip K. Peake, "Predicting Adolescent Cognitive and Self-Regulatory Competencies from Preschool Delay of Gratification: Identifying Diagnostic Conditions," *Developmental Psychology* 26, no. 6 (1990): 978-86.

Questions from the Audience

How can educators best teach/support/empower parents in developing these skills? ... Also, how can we best facilitate children learning these skills from each other (peers)?

Shirley Wells
Moundsvew Schools
St. Paul, MN

Questions from the Audience

With the impact of the economy, more and more families are faced with challenges they have never had before. This would include the parents' loss of income, changing roles in the family, loss of homes, etc. We all know that children are resilient, but what long term effects will this have on their lives?

Pat Hickman

Early Learning Coalition of Indian River, Martin and
Okeechobee Counties Inc.
Okeechobee FL

Questions from the Audience

In our fast-paced world, parents need information that is quick, easy to read and directly to the point. Often parents (and some teachers) don't have the time to read the entire book or attend PD in order to hear a complete message. How would you recommend that a child care center begin communicating with families about the current research on brain development?

Tara Dwyer
DVAEYC
Philadelphia, PA

20% Discount for Webinar Participants

Special signed copies of *Mind in the Making* are available to webinar participants at 20% off of the list price of \$16.99.

To obtain this discount, please send an email to shuang@familiesandwork.org. Include your full name, address and affiliation and use this code in the subject line: RLWEB.