

## INTRODUCTION TO MINDSET

PAGE: What is Mindset?

- Define Mindset: “An established set of attitudes held by someone.”
- Define Fixed Mindset: “belief that intelligence, skill, or talent is something that you are born with– something that is fixed, and unable to be changed.
- Define Growth Mindset: “belief and understanding that with effort and perseverance, they can succeed– even if failure comes first.”
- Create your own example of fixed mindset: ANSWERS WILL VARY.
- Create your own example of growth mindset: ANSWERS WILL VARY.
- DISCUSSION: It says “unlock their potential” instead of “unlock their FULL potential” because the word full suggests that the learning process is complete.

PAGE: Mindset Pre-Assessment

- The mindset pre-assessment is a quiz designed to determine whether a student has a fixed or growth mindset. All of the sentences are FIXED growth mindset statements. Discuss with your class where they are on the scale of fixed vs growth and ask which changes they would like to make.

PAGE: Fixed VS Growth Task Cards

- Example 1: Fixed
- Example 2: Fixed
- Example 3: Fixed
- Example 4: Growth
- Example 5: Growth
- Example 6: Growth
- Example 7: Fixed
- Example 8: Growth
- Example 9: Fixed
- Example 10: Growth
- Example 11: Fixed
- Example 12: Growth

PAGE FOUR: The Brain & Mindset

- Students will sketch what they know about the brain and explain what they believe to be true about intelligence. They may not write much because they aren't sure. That's okay! They are going to LEARN about the brain and intelligence.

## PAGE: The Brain & Mindset

- Summarize how the brain plays into mindset: Exercising skills strengthen pathways and lead to potential and achievement. Simultaneously, neglecting skills can do the opposite. ANSWERS WILL VARY.
- Define Neuroplasticity: “The ability of the brain to change, adapt, and rewire itself throughout out entire life.”

## PAGE: The Brain & Mindset: Left VS Right

- Left brain: Mathematics, analytics, reading, spelling, writing, sequencing, verbal and written language. Linear thinking, sequential processing, logical decision-making, reality-oriented.
- Right brain: Multi-dimensional thinking, art, music, drawing, athletics, coordination, repairs, remembers faces, places, events. Holistic thinking, random processing, intuitive decision-making, non-verbal processing, fantasy-oriented.

## PAGE VEN: The Brain and Mindset Activity

- Students will take the online quiz to determine whether they are more right or left brain dominated. They should discuss with their neighbor whether or not they believe the results are accurate.

## **FAILURE, EFFORT, AND SUCCESS**

### PAGE: Failure, effort, and success

- Define failure: “the omission of expected or required action”
- Define effort: “a vigorous or determined attempt”
- Define success: “the accomplishment of an aim or purpose.”
- EXAMPLES WILL VARY DEPENDING ON THEIR INTERPRETATIONS OF THE DEFINITION.

### PAGE: Famous Failures Research

- Albert Einstein: Although Einstein had a rough childhood in which he was told many times that he would not succeed, he persevered and discovered the math formula  $E=MC^2$ .
- The Beatles: They were rejected by Decos Recording Studio, but did not stop until they found their success, leading to 27 #1 records.

## PAGE CONTINUED: Famous Failures Research

- WALT DISNEY: Fired from a newspaper for lacking imagination, but is now known for his creativity in his films and amusement parks.
- Michael Jordan: Was cut from his high school basketball team, but is now a six time NBA champion.
- Oprah Winfrey: Known as the richest woman in the united states, but was told originally that she wasn't fit for television.
- Steve Jobs: he was removed from the company HE started, but is known for all of the APPLE products.

## PAGE: Famous Failures Writing Activity

- Answers will vary based on student failures. However, they should write about how they turned their failure into success or a learning experience.

## PAGE: Learning from Failure

- Answers will vary based on student failures. On each cut-out, they will write their failure in the middle and on each flap, 4 things they learned or took away from the failure.

## PAGE: Pessimism and Optimism

- Students should describe how each of the quotes provided demonstrate either pessimism or optimism. The only quote that demonstrates pessimism is, "The word happiness would lose its meaning if it were not balanced by sadness."

## **THE KEYS TO MOTIVATION**

### PAGE: Understanding Motivation

- Define motivation: "the reason or reasons one has for acting or behaving in a particular way."
- Synonyms: inspiration, incentive, reason, drive, ambition, determination
- Antonyms: discourage, hindrance, prevention

## PAGE: Motivational Task Cards

- These task cards are individualized for each student. Students' answers will vary depending on the SMART goal they set for themselves. Explain to your students that their answers should be detailed and written in complete sentences/paragraph format, unless the task asks otherwise. The more detailed your students are, the more they will take away from the activity.

## PAGE: Understanding Perseverance

- Define Perseverance: "steadfastness in doing something despite difficulty or delay in achieving success"
- Synonyms: persistence, tenacity, grit, purposefulness
- Antonyms: apathy, indifference, laziness

## PAGE: Perseverance Task Cards:

- These task cards are meant to help students empathize and put themselves and others in situations in which it is necessary to persevere. They should read the scenario on the task card and write a DETAILED description about how they would coach the person on perseverance and why. The "why" is important here.

## PAGE: What is the attribution theory?

- Define attribution theory: "one attempts to understand the behavior of others by attributing feelings, beliefs, and intentions to them."
- Example of attribution theory: Answers may vary. If a student does poorly on an exam in Algebra 2, he or she may associate themselves with being bad at ALL mathematical subjects.

## PAGE: Building Confidence

- This is such a fun and BENEFICIAL activity. Create a classroom environment by either choosing to make this a whole-class or group activity. Each person in the group has this sheet of paper and they are working on building each others' confidence using growth mindset statements. Be sure to explain that they are only writing POSITIVE growth mindset statements on their peers' papers. Students will be shocked at the way others view them and will begin changing their own mindset, too.

PAGE: Building Confidence Reflection

- Students should complete this immediately after the building confidence activity. Their answers will vary depending on their feelings.

## **DEVELOPING YOUR IDENTITY**

PAGE: The Importance of Identity

- When you hear the word ID what do you think of? ANSWERS WILL VARY.
- Components of a person's identity: self-worth, self-concept, self-knowledge, self-talk, and self efficacy
- Why is it important to know and understand one's identity? The deeper level you know yourself, the more you can develop your growth mindset, leading to success.

PAGE: Identity focus lesson

- Each student's focus lesson will be different based on his or her knowledge of identity. It is important to encourage students to look deep within themselves to get the most out of this topic. Encourage them to fill out the ENTIRE chart based on their personal identity.

PAGE: My Identity Statement

- Again, each student's identity statement will be different. They should complete this activity AFTER the focus lesson. They should create their identity statement based on their answers in the focus lesson.

## **LEADERSHIP AND CRITICAL THINKING**

PAGE: Café conversations

- You will need to separate students into groups (4-5 students works best). They are using critical thinking skills to discuss the topics I've provided in the packet. You can either "surprise" them with the topics OR you can give them the topics prior to the activity so that they can research them a bit and be more prepared to discuss.
- Be sure to have a timer. Each session will be a total of 10-13 minutes. You can make it longer, but the conversation is meant to be lively and it may dull.
- Prior to doing this activity, coach students on how to politely disagree with someone.

## PAGE: Leadership Mission Statement TIPS

- Break students into groups of 4.
- Each group will develop a mission statement for the class. As a group, they should use their leadership skills to develop a mission statement that is REALISTIC and well thought out. Since there are four components, each group member can create a separate component OR they can work together.
- I would encourage you to allow students to share their mission statements to the class and then develop a classroom mission statement together, using the different pieces from each group (reasonably, of course).

## **SELF-ASSESSMENT AND REFLECTION**

### PAGE: The Brain and Mindset

- Students should demonstrate what they've learned over the course of the unit. I would strongly encourage you to have them look at the difference from their pre-assessment to their post-assessment.

### PAGE: Capstone Project

- Students should complete their capstone project based on their selected topic (from the topics page). Projects will vary depending on their topic and physical presentation piece. Use the rubric to grade the capstone.