

Lesson Title: **Session #1: Growth Mindset**

Lesson Type: Mentor Summit Lesson

Grade Level: ALL

<p>Step 1 Objective: <i>Standards, benchmarks, other objectives as needed --What should students know, understand, and be able to do as a result of the lesson?</i></p>	<p>Mentors will:</p> <ul style="list-style-type: none"> • continue to learn about growth mindset • be able to see the connections of a growth mindset in their academic, social, and personal lives. • reflect on their own mindset • understand that doing challenging work is the best way to make the brain stronger
<p>Step 2 Assessment Evidence/Evaluation: <i>Performance task – What will students do to show what they have learned?</i> <i>Performance criterion – How good is good enough to meet standards?</i></p>	<p>Mentors will:</p> <ul style="list-style-type: none"> • create a spectrum with fixed mindset on one end and growth mindset on the other • create a self-image and place it on the spectrum • present their spectrum to the whole group to share their self-assessment on their own growth mindset • recognize situations in their academic and personal lives where they can alter their fixed mindset behaviors to growth mindset behaviors • self-assess their own failures and challenges
<p>Ice Breaker (5 minutes)</p>	<p>1) ICE BREAKER (slides 2-17) - Crumpled Reminder – FOLLOW POWER POINT</p> <ol style="list-style-type: none"> a. GEAR UP staff will split up mentors into groups. (4-5 mentors per group) b. GEAR UP staff will pass out paper and markers to each group. c. GEAR UP staff will ask the mentors to crumple the piece of paper and then stand near a wall. d. GEAR UP staff will ask them to throw it at the wall with the feelings they have when they make a mistake. e. GEAR UP staff will then ask them to retrieve the paper, un-crumple it, and color each line with different colors. <ol style="list-style-type: none"> i. As they are tracing the lines, ask them to think about the following questions: <ol style="list-style-type: none"> 1. What does the crumpled paper represent? 2. What kind of feelings do we get from making mistakes? 3. What does this activity teach us? f. GEAR UP staff will ask mentors share their thoughts within their

<p>(5 minutes)</p>	<p>groups. Then, give a couple of mentors the opportunity to share their thoughts to the whole group.</p> <p>i. To conclude the activity, GEAR UP staff will tell the mentors that these lines represent all the synaptic brain activity that happens when they make a mistake. Explain how they can learn from mistakes. Ask them to keep the paper and stick it into a notebook or folder to look at when they make a mistake. This physical reminder will prompt students to use mistakes to strengthen their brain every time they open their notebook.</p>
<p>(1 minute)</p>	<p>g. GEAR UP staff will show the following video embedded in the PowerPoint: https://youtu.be/ELpfYCZa87g</p> <p>h. GEAR UP staff will ask debrief questions:</p> <p>i. What did the crumpled activity and video reveal about intelligence?</p>
<p>(3 minutes)</p>	<p>1. If Mentors do not respond, guide the conversation toward the realization that we learn from our mistakes and that our brain is always working to learn new things.</p> <p>2. Although making mistakes can cause some frustration, we should take this as a learning experience. Next time we know what not to do.</p> <p>3. Remind them that having a growth mindset can have huge positive effects on their academic and personal lives</p>
<p>(2 minutes)</p>	<p>i. GEAR UP staff will use these debrief questions as a segue way into the next activity. Explain to the mentors that the following activity will ask them to reflect on their own mindset.</p>
<p>(2 minutes)</p>	<p>2) SPECTRUM ACTIVITY:</p> <p>a. GEAR UP staff will assign a specific topic to each group (<i>Challenges, Criticism, Success of Others, Feedback, or Goals</i>).</p> <p>b. GEAR UP staff will explain to mentors that each group will create a spectrum on the poster board with a fixed mindset phrase on one end and a growth mindset phrase on the other with respect to the topic. (Example shown on ppt).</p>
<p>(5 minutes)</p>	<p>c. GEAR UP staff will pass out a poster board, markers and glue sticks to each group.</p> <p>i. Each mentor will also receive a stick figure to represent themselves. They will place this figure on the spectrum indicating where they see themselves. Prompt them to get creative with their images and the spectrum! There is no wrong or right answer.</p>
<p>(3 minutes)</p>	<p>d. GEAR UP staff will ask the mentors to reflect on the following questions while they are engaged in this activity:</p>
<p>(2 minutes)</p>	<p></p>

	<ul style="list-style-type: none"> a. Being as sincere as possible, where do you feel you fall on the spectrum? <ul style="list-style-type: none"> i. If you fall short on the spectrum, what can you do to develop a stronger growth mindset? ii. If you are on the positive end of the spectrum, how can you help motivate your peers to have more of a growth mindset? b. Where do you feel your peers generally fall on the spectrum? <p>3) Staff will have small groups share their “Spectrums” and reflections to the entire group.</p> <p>4) GEAR UP staff will end activity by touching on the following main points:</p> <ul style="list-style-type: none"> a. Having a growth mindset will allow you have a positive attitude when facing any challenges! b. It is okay to make mistakes! In fact, the more you make, the more you learn. c. Feel free to share your own personal story!
<p>Step 4 Lesson Debrief: (10 min) <i>How will you debrief the lesson to increase understanding of the objectives?</i></p>	<p>1) While they are working on their Brain Boards, have the following questions posted for all to see</p> <ul style="list-style-type: none"> a. Being as sincere as possible, where do you feel you fall on the spectrum? b. If you fall short on the spectrum, what can you do to develop a stronger growth mindset? c. If you are on the positive end of the spectrum, how can you help motivate your peers to have more of a growth mindset? d. Where do you feel your peers generally fall on the spectrum?
<p>Step 5 Reflection: (10 min) <i>What happened during my lesson? What did my students/mentees learn? How do I know? What did I learn? How will I improve my lesson next time?</i></p> <ul style="list-style-type: none"> • Self-Reflection • Mentor Reflection 	<p>How did it go What will you do different the next time? The same?</p>
<p>Follow-up: <i>What type of follow up will be used to enhance or deepen the understanding of the topic?(individual, small group, large group)</i></p>	

Materials Needed:

- White paper (one per student) ✓
- Markers – Mixed colors per small group ✓
- Chart Paper (1 per group/5 groups) ✓
- Glue sticks ✓
- Tape ✓
- Brain Activity video ✓