Summer 6-2015

Mind[set]fulness: How Can I Control My Brain?

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Mind[set]fulness

Teacher Background

Adapted from the lesson plan "Growth Mindset," by Khan Academy, Perts, and Stanford University's applied research center on academic mindsets (link to their lesson here), this unit aims to help students and teachers develop a better understanding of growth mindset. Previous understandings of the brain posited that it was a static device with a fixed capacity for learning, growth, and talent. However, newer findings are showing that this is not the case. A path between neurons will become stronger the more it is used, even if this pathway is responsible for unhealthy or inaccurate information. When faced with new challenges, learning opportunities, and even failure, the brain will forge new neural pathways. The physical structure of brain is altered and new neural connections are formed. With continued practice and challenge, these new pathways are strengthened. In this way, the experience of learning something new has physical changes to the brain (Bernard, Sara, *Neuroplasticity: Learning Physically Changes the Brain*. December 1 2010 http://www.edutopia.org/neuroscience-brain-based-learning-neuroplasticity)

In a nutshell, the following diagram displays the differences in the attitudes that fixed-minded vs. growth-minded students have regarding skills, challenges, effort, feedback, and setbacks.

http://trainugly.com/mindset-makers-breakers-pt1/

Carol Dweck, a pioneer in the study of mindset and author of *Mindset: The New Psychology of Success* explains the differences between the two mindsets.

"In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities."

(http://mindsetonline.com/whatisit/about/index.html)

Carol Dweck's research suggests that:

…with students of all ages, from early grade school through college, that the changeable view can be taught. Students can be taught that their intellectual skills are things that can be cultivated -- through their hard work, reading, education, confronting of challenges, etc. When they are taught this, they seem naturally to become more eager for challenges, harder working, and more able to cope with obstacles. Researchers (for example, Joshua Aronson of the University of Texas) have even shown that college students' grade point averages go up when they are taught that intelligence can be developed.

In addition to explicit instruction on Growth Mindset and Neuroplasticity, she suggests several tips on how to help students develop growth mindset:

Teachers should focus on students' efforts and not on their abilities. When students succeed, teachers should praise their efforts or their strategies, not their intelligence. (Contrary to popular opinion, praising intelligence backfires by making students overly concerned with how smart they are and overly vulnerable to failure.)

When students fail, teachers should also give feedback about effort or strategies -- what the student did wrong and what he or she could do now. We have shown that this is a key ingredient in creating mastery-oriented students .In other words, teachers should help students value effort. Too many students think effort is only for the inept. Yet sustained effort over time is the key to outstanding achievement.

In a related vein, teachers should teach students to relish a challenge. Rather than praising students for doing well on easy tasks, they should convey that doing easy tasks is a waste of time. They should transmit the joy of confronting a challenge and of struggling to find strategies that work. - See more at: http://www.educationworld.com/a_issues/chat/chat010.shtml#sthash.QlPdMvPJ.dpuf

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Teacher Resources

Additional Resources provided by the Growth Mindset lesson by Khan Academy, PERTS, and Stanford University (https://s3.amazonaws.com/KA-share/Toolkit-photos/FINAL%20Growth%20Mindset%20Lesson%20Plan%20(April%202015).pdf)

Additional Resources

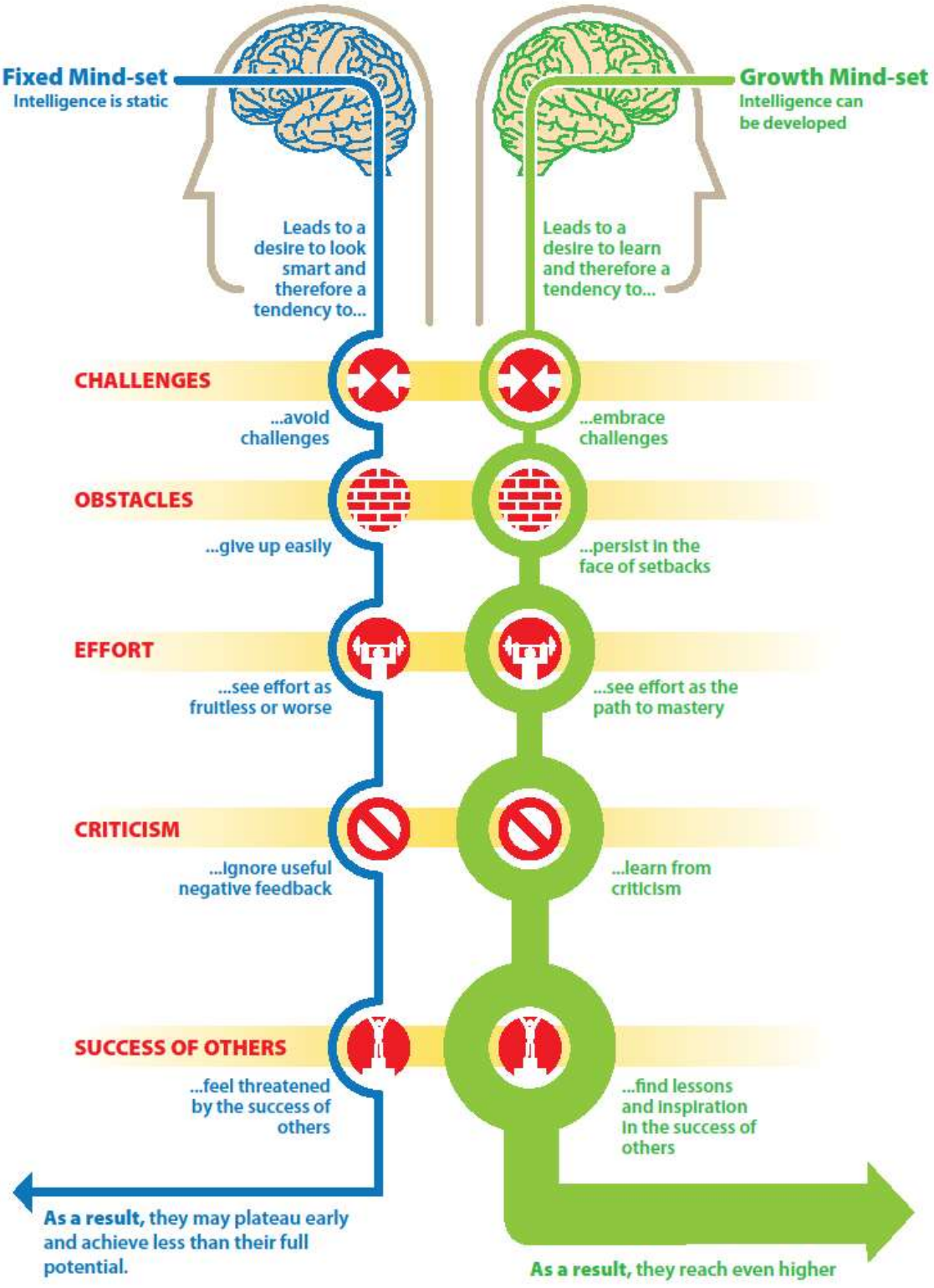
Jo Boaler Setting Up Positive Norms in Math Class
Quick overview of Neuroplasticity

Read the following article about how "Quiet Time" changes a school in San Francisco Visitacion High School

Credit:

The Growth Mindset lesson designed by Khan Academy, PERTS, and Stanford University; Lessons adapted by Samantha Bos; Images found on google.com; Videos found on youtube.com

Two Mindsets



Graphics by Nigel Holmes based on research by Carol Dweck http://dww.ed.gov DOINGWHATWORKS

Stage 1 – Desired Results

Established Goals (e.g., standards)

Transfer

Students will independently use their learning to…
Persevere through challenges
Demonstrate a growth mindset
Analyze and regulate their emotions using intentional practices
Teach a 5th grade student about growth mindset and mindfulness practice

Meaning

Understandings	Essential Questions
Students will understand that…. *Adopting a growth mindset is important for academic, character, and personal growth.* *A person's brain, emotions, and outlook are flexible and can be regulated and strengthened with intentional practices such as mindfulness.*	*Who and what influences my state of mind?* *How much control do I have over my intelligence and talents?* *How much control, if any, do I have over my happiness and emotional state?*

Acquisition

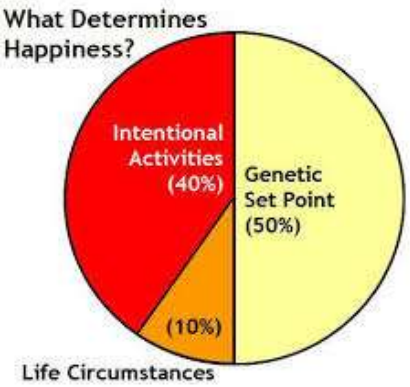
Knowledge	Skills
Students will know… *The brain is malleable and intelligence and skill can be developed* *Stress-management and emotion-regulation are skills that can be developed through a variety of mindfulness practices* *Mindfulness is being intentionally aware and open to the present moment*	*Students will be able to…* *SWBAT explain fixed and growth mindset* *SWBAT describe neuroplasticity and explain how perseverance grows the brain* *SWBAT identify as well as compare and contrast different mindfulness techniques* *SWBAT reflect on which mindfulness practice would be the most beneficial for him/her* *SWBAT analyze the effect of putting their chosen mindfulness technique to practice by comparing self-reported stress levels for one week.* *SWBAT synthesize and present information gathered about one mindfulness technique*

Stage 2 – Evidence

CODE (M or T)	**Evaluative Criteria** (for rubric)	
A		Performance Task(s) *Students will demonstrate meaning-making and transfer by…* • *5th grade mentor program. Student will design a presentation about a mindfulness technique of their choosing and create a presentation. They will also design a presentation in order to teach their 5th grade mentee growth mindset (This should ideally be done over three days, the first of which as a get to know you and pre-assessment of 5th graders'*

A,M A,M,T		*mindsets, the second session to teach about growth mindset, the third session to teach and practice a mindfulness technique.)* • *Rubrics for the Growth Mindset Task and Mindfulness Technique Task will provide a scaffold for the performance task. Transfer the grades for each of these presentations to the final rubric.*
A, M		Other Evidence (e.g., formative) • Growth Mindset & Mindfulness Post Test (attached)(note: students may choose between completing page 1 or page 2 – both assess the same material. Page 3 is required for all students) • Growth Mindset Task • Mindfulness Technique Task • Exit Slips • Mindfulness Log • Mindfulness Planning Sheet • Do Nows • Video Reflection

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment *How will you check students' prior knowledge, skill levels, and potential misconceptions?* • *Growth Mindset & Mindfulness Pre-test (attached)* • *Ask students at the beginning of the unit* *1) Do you think you are born with a certain amount of intelligence or can you change it?* *2) Do you think you are born to have a certain amount of happiness or can you change it?* *3) Do you think you have control over your emotions?*	
	Learning Activities **Day 1:** **EQ:** *Who and what influences my state of mind?* **Do now: Write a list of all the things that make people happy.** **(A Do-now is a quick warm-up that students complete in a journal when they first enter class. This should last 5-10 minutes, including sharing out.)** Explain to students that we will be studying what is called Positive Psychology (Positive Psychology is the study of what makes people happy.) Show the first 7 minutes of the documentary *Happy* (on Netflix.) Share that thousands of studies have now been exploring what makes people happy instead of what ails them. Through this research, they have found the following to be true:  Explain the pie graph. Have students brainstorm a class list of what things make	Progress Monitoring (e.g., formative data) **Warm-up/Do now: Write a list of all the things that make people happy.**

	people happy (they should already have some ideas from their Do-Now.) Have a "recorder" write these on the board. Then model for students which part of the pie graph each of these would fall into. Then, pass out sticky notes that have different examples that would fit into all three categories on them and have students take turns posting them where they fall on the graph. Students will likely struggle to differentiate between intentional activities and life circumstances, so be clear to correct these or have other students correct these using the "My Favorite No" model. [*In this model, you or a student defends why an answer is wrong from the standpoint of the "favorite" wrong answer. Example: My favorite "no" is the sticky note that says "the amount of money you make" should be put in the 40% category. It actually belongs in the 10% life circumstances category. This is my favorite no because most people think that money is an intentional activity but it actually is just your situation – even if you work hard for it. It can't buy you happiness*.] The more circumstantial events that you can come up with, the better. Students will see that no matter what your life circumstances are, it still only contributes 10% to your happiness. Keep the pie graph visual posted to remind students that 40% of their happiness is in their control. **Discuss the following question with students** Can money buy you happiness? **Show clip from Happy documentary on money** **(Available on Netflix titled *Happy*)** **Minute 24 – 25:30** **Discuss the following questions:** When can money bring you happiness? How long does your excitement last when you get a really cool new toy or gift? Do bad events in life control your happiness? Do good events in life control your happiness? What are activities that fall into that 40% of intentional activities that we can actually try? **Day 2:** **EQ:** *How much control do I have over my intelligence and t alents?* Do Now: Are certain people born smarter than others? Can your amount of "smartness" change? Share out sample answers. Show the following videos and discuss as a class https://www.youtube.com/watch?v=WtKJrB5rOKs You may want to pause at certain points during the clip to explain the basic terminology of the brain **Neuron**: cells in the brain that hold and carry messages **Axon**: long fiber that connects neurons – this is how the messages get sent between neurons How do people become more intelligent? • How does the diagram of the neurons "At birth vs. At age 6" demonstrate this?	Observation Do Now: Are certain people born smarter than others? Can your amount of "smartness" change?

	• How does the second diagram of the nerves of the animal living in a cage vs. an animal living with other animals and toys demonstrate this? • How are our brains like muscles? • When do our brains grow the most? (Clarify here that it is when you challenge your brain or get an answer wrong and then figure out strategies to correct your mistake!) https://www.youtube.com/watch?v=ELpfYCZa87g ▪ What is neuroplasticity Explain the vocabulary "growth mindset" and "fixed mindset" **Growth mindset** : the belief that hard work, challenge, and learning from mistakes will grow your brain and your intelligence **Fixed mindset**: the belief that a person is only born with a certain amount of intelligence or talent and it can't change Have students go to Khan Academy and choose a subject that they are interested in but know nothing about and watch a video. Instruct them to pause and re-watch any segments that they did not understand at first. On strips of colored paper, have them write down either something new that they learned or something that they still do not understand. These will be taped up onto a picture of a brain to represent that neural connections are made when you struggle to learn new information. Model this using a video of your choice or https://www.khanacademy.org/science/cosmology-and-astronomy/life-earth-universe/history-life-earth-tutorial/v/earth-formation Write down on one strip of paper and tape to the brain. *As an alternative for classes without technology, have students brainstorm challenges that they have had in classes and/or the thoughts that they have when they experience these challenges. Write these on strips. As a class, share out examples of facts that they learned or still do not understand. Especially celebrate students who share facts that they still don't understand. As they share out, have students bring their strips of paper up and use tape to connect it to different parts of the brain. Explain that each mistake or new piece of information is like a growing muscle, your brain is making more connections. Use this visual throughout the unit to represent that new connections are made every time our brain tries something new or struggles to learn new information. Discuss How does this visual represent what's happening in your brain? What happens each time you experience "failure" to understand or do something? Exit Ticket: What is one thought that a person with a growth mindset might have? **Day 3-** The mind is a powerful but changeable tool **EQ**: *How much control do I have over my intelligence and talents?* Do now: Show the picture of deep snow with one path clearly carved out. Ask students to answer "What's the fastest way to get across?" Show a second picture, but now with a bear in the path and ask them to answer "What's the BEST way to get across?"	"Still Don't Understand" or "New Knowledge" strips of paper Exit Ticket: What is one thought that a person with a growth mindset might have? Do now: Show the picture of deep snow with one path clearly carved out. Ask students to answer "What's the

	Explain that this is like the paths between neurons in your brain. Often, a path gets carved out because it gets used too much, but that doesn't always mean it's the best path to take. If you try thinking things a new way, or try something challenging, you carve a new path that's hard at first, but eventually gets easier. Then when new things come your way, you have paths to choose from. This is how you can grow your intelligence. Activity: Have a simple grid drawn out in chalk or using masking tape. Students act as neural impulses. There is a pre-set "path" designed by the teacher that you demonstrate to one student. Students line up and have to get through the maze. The rest of the class doesn't know the correct path, but easily watches the rest of their peers and follows through one at a time. Hire one student "actor" to pretend to be the new or challenging thought or experience trying to get across. Have them act out trying to get through the maze a new way, exaggerating how difficult and uncomfortable it is. Then ask if there are any other students who remembered the pathway that that student took and if they could recreate it. Ask the students who did the original maze if they could retrace the steps of the new path. Discuss with students: How is this like the brain? How are habits formed? How are habits changed? What is a "habit of thought?" Explain that this is how thoughts and habits work. If our brain sees the same path over and over again, it's easy to take. When we try something new, it creates a new passageway that gets easier over time. Exit Slip: How is my brain like the maze? How do I create new paths between neurons? **Day 4** **EQ:** *How much control do I have over my intelligence and talents?* Ted Talk and discussion Watch "The Power of Belief" TEDTalk (10:52) with students and stop to discuss it as you go along. Note that this video might be more suitable for students 6th grade and above. Stop at 1:57 Briefly discuss Josh's story and the quote • "The moment we believe that success is determined by an ingrained level of ability, we will be brittle in the face of adversity." - Josh Waitzkin Stop at 4:20 Discuss the study about 7th graders with both fixed and growth mindsets • What is a growth and fixed mindset? • What happened to the 7th graders' scores over the next two years? Stop at 5:36 Discuss differences in Growth and Fixed Mindsets • What do people with fixed mindsets focus the most on? How do both mindsets view effort? • How do both mindsets view obstacles?	fastest way to get across?" Show a second picture, but now with a bear in the path and ask them to answer "What's the BEST way to get across?" Exit Slip: How is my brain like the maze? How do I create new paths between neurons?

	Optional viewing and discussion from 5:36-7:55 • What was this study about? • What kind of praise did the kids in the "Fixed Mindset" group get? • What kind of praise did the kids in the "Growth Mindset" group get? • What were the results of this study? Optional viewing from 7:55 - 9:40 Watch remaining video, then ask students: • How does their brain change? • How does it grow? Refer back to the Pie Graph from Day 1 and explain that adopting a Growth Mindset is an intentional activity that falls in the 40%. Have a student record and post a sign on the Pie Graph that says "Growth Mindset."	
	Day 5 (adapted from lesson written by Samantha Bos) **EQ:** *How much control do I have over my intelligence and talents?* Do Now: Show powerpoint of Michael Jordan Does MJ have a fixed or a growth mindset? How do you know? Each student will be given the name of someone famous or a teacher from their school and will be asked to match the name with a failure story on the wall. Students will be given different people depending on their assumed familiarity with the people. For certain classes, labels will be put up classifying the groups of people by profession for the sake of time and convenience. Have students write a "brushstroke" sentence of a time when they failed at something but learned a lesson ▪ Make sure that you write about the lesson that you learned. ▪ Don't worry about telling the whole story – assume that your reader already knows what happened in the story. ▪ Example: I am going to write about the time that I really messed up at a piano competition in 8th grade and I learned the importance of practicing before a big event. Share out if time permits. **Assign the interactive homework – due _____** **(designed by Samantha Bos)**	Do Now: Show powerpoint of Michael Jordan Does MJ have a fixed or a growth mindset? How do you know? Brushstroke Sentence
	Day 6 (Khan Academy, PERTS, and Stanford University) **EQ:** *How much control do I have over my intelligence and talents?* Do Now- does experiencing failure always mean that you have a growth mindset? When would be an exception? (If you experience failure but don't think about why you did or try to learn from it) Teacher shares a personal story about a time when he/she experienced failure but learned as a result of it. Try to emphasize hard work, strategies you used,	Do Now- does experiencing failure always mean that you have a growth mindset? When would be an exception?

	and what kind of help you may have received from others. **Sample story:** *When I was in middle school, I remember struggling with adding negative numbers. I had a hard time figuring out what a 'negative' even meant when talking about a number - how can you haveless than nothing? I ended up going through many practice problems and continuing to get many of them wrong. I was a very shy kid, so I didn't ask my teacher many questions. My thought was that I had reached 'the peak' of my math talent, and it was all downhill from here. I eventually asked my mom about this topic and she explained to me the basic concept of negative numbers.This helped me understand it a little, but it was still fuzzy to me. I then researched online for some real-life contexts to show what these mysterious numbers represented outside of some abstract universe. Some of them made sense, and others didn't. I still didn't entirely get it and I was so frustrated that I wanted to just give up (or continue hoping that negative numbers were not going to appear in math class ever again). I started to dislike math simply because I couldn't understand it anymore. Instead of entirely giving up on my academic career, I eventually mustered up the courage to ask my teacher for help as well. She explained it in a few different ways, and gave me new strategies to try out. After some practice with these new strategies, I started to solidify my understanding of negatives which allowed me to quickly pick up basic algebra afterwards. While it was a lot of work and I wanted to give up at many points during my journey, I eventually was able to 'rewire' my brain so that negative numbers actually made sense to me.* As a class, create a list on the board of possible areas in which people may have experienced failure. Have students use their "brushstroke" story or another example and write down no more than two sentences describing the situation. In small groups, have students share out their stories. Assign students to write a letter to a future student or to their future self. Tell them to reflect on the times when you failed at first but through persevering, your brain created new neural connections and you eventually became better at the task at hand. Write a letter to a future student of your class about this struggle. In at least five sentences, tell this student your story and give them advice on what they should do next time they encounter an obstacle when learning something new. An example is below. Feel free to be as creative as you would like.	Letter to Future Student

Dear Future Student,

When learning my multiplication tables I found it really hard to memorize the 9's table. With 5 and 10 there's a pattern to their products, but 9 really gets complicated.

I got kind of down for a while, but then I remembered how I learned to make free throws in basketball. It took try after try to get them in. I had to start from two feet from the basket and keep practicing my form. Only after a long time could I make them in with some consistency. With that in mind, I stuck with it and learned all the way from 9 x 1 to 9 x 12. Even though it took me a little longer than other students at that time, I am now able to recall them very easily. Stick with what you're working on. The struggle means you're getting close.

Sincerely,
Charlie

Day 7 –
EQ: *How much control, if any, do I have over my happiness and emotional state?*

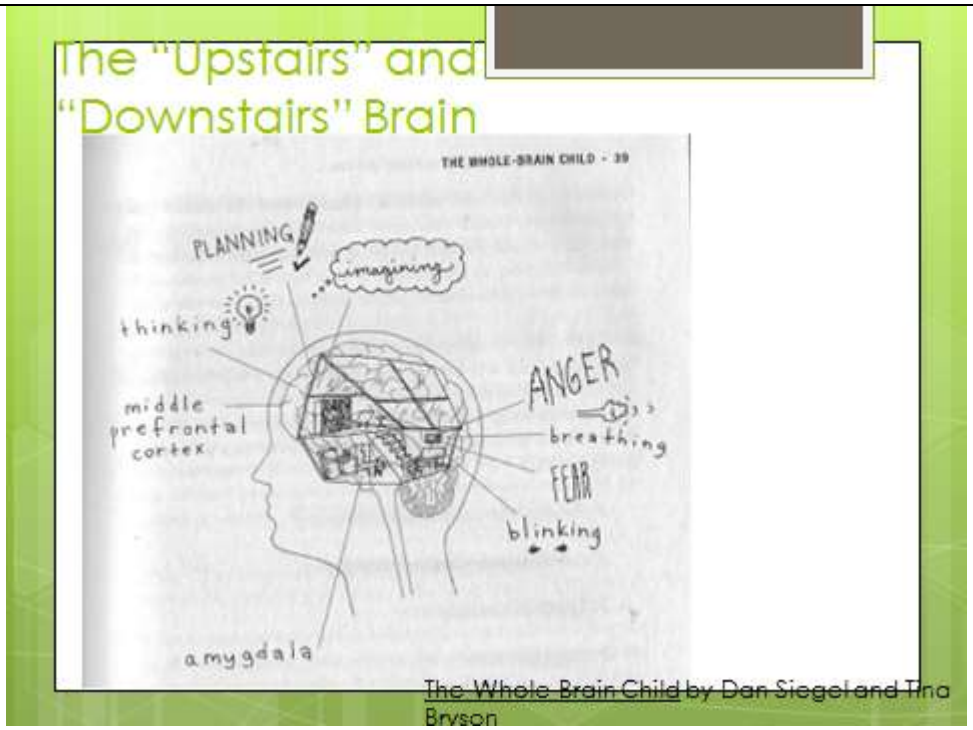
Do Now: What is stress? Can I control my response to stress?

While students are writing in their journals, wait for a quiet moment toward the end and pop a balloon loudly (make sure you know your students first.)
Ask students:
What happened in your body and mind when I popped the balloon?
Where did you feel it in your body?
When you feel stressed about something, where do you feel it in your body?

Explain that our brains evolved over thousands of years to deal with stressful situations, like being chased by a mountain lion. Those stressful situations only came up once in a while, so it was okay for our brain to handle all of the symptoms (eyes dilating, muscles tensing, blood flowing, heart racing.) Now, we are experiencing stress way more often and even when it isn't necessary.

Explain the analogy of the upstairs and downstairs brain. **The upstairs brain is the frontal and pre-frontal cortex** that developed last to help us think calmly, imagine, use reason and logic. **The downstairs brain** developed first to help us kick in all of those **survival instincts**. If we are always operating in our downstairs brain, we can never get to the upstairs brain where we do our most creative and great thinking. Furthermore, being stuck in the downstairs brain prevents us from working out conflict or handling our emotions.

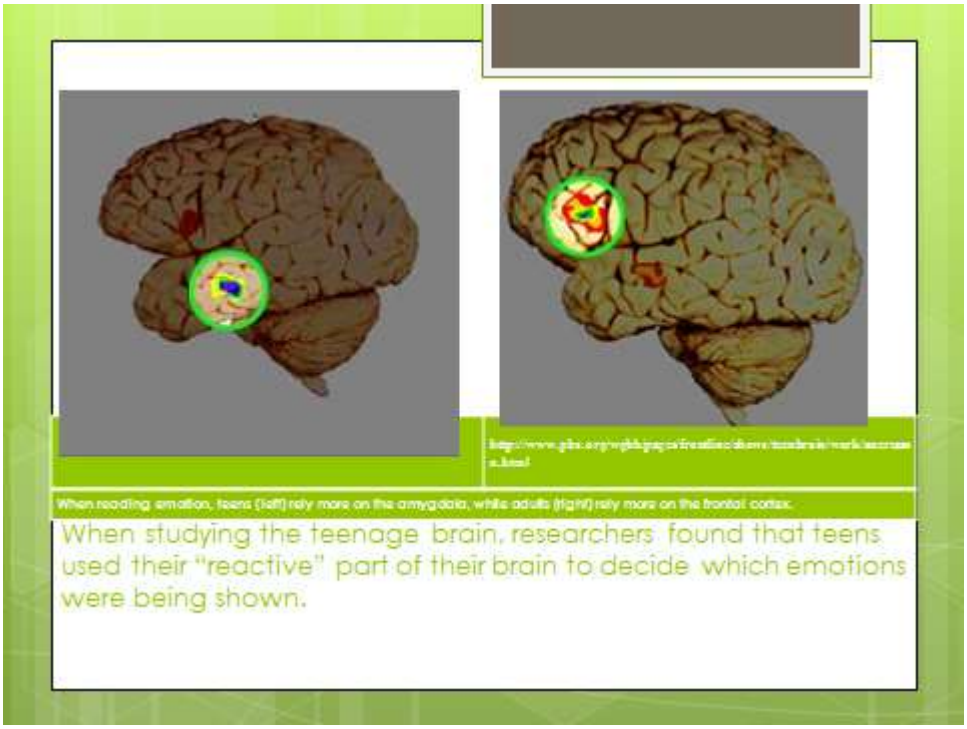
Do Now: What is stress? Can I control my response to stress?



Upstairs and Downstairs Brain handout

Pass out the Upstairs and Downstairs Brain handout. Have students match the list of brain activities to the part of the brain it is associated with.

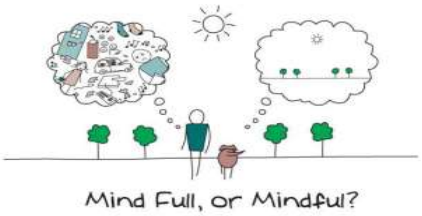
If time permits, show the slide on the teenage brain and its response to emotional faces



What does this say about the teenage brain? Its automatic response is to read emotions and situations with the downstairs brain, and often times those interpretations are incorrect. With growth mindset in mind, we can start to train the brain to use the upstairs brain and make more accurate judgments.

Discuss: Explain. Refer back to the Pie Graph from Day 1 and explain that what we are learning about controlling our brains falls into the 40% category.

	If time permits, have students develop and act out skits that demonstrate the difference between reacting with your downstairs brain or responding with your upstairs brain. Sample conflicts include: - Between parent and child - Between friends - Between teacher and student	Observe skits
	DAY 8 **EQ:** *How much control, if any, do I have over my happiness and emotional state?* Do Now: Why would we want to re-train our brain to use the upstairs part more often? Why not use the "survival" downstairs brain? Discuss as a class. Choose one of the following videos that best suits your class on stress and discuss the help and mental consequences of too much stress. https://www.youtube.com/watch?v=I6402QJp52M Wellcast - Stress Management Other interesting videos on physical effects of positivity Dr. Masaru Emoto experiment on freezing water	Do Now: Why would we want to re-train our brain to use the upstairs part more often? Why not use the "survival" downstairs brain?
	Conduct a mini mind experiment with your class. In this demonstration, students are instructed to close their eyes and think of their worst, most stressful memory for one minute. Then, you show them a list of vegetables for 30 seconds. Turn off the screen and have students write down as many as they can remember. Do a brain break, and then repeat this activity but have them think of their most pleasant, relaxed memory for one minute. Show the list of fruits for 30 seconds. Have them write down as many as they can remember. In most cases, this experiment will demonstrate how stressful memories that trigger the downstairs brain actually impair our memory.	
	Have students work in groups to come up with a list of positive phrases and positive things that they can do. Have them choose one to enlarge, decorate, hang in the classroom, and share out with the class.	Positive Message Boards
	Day 9 **EQ:** *How much control, if any, do I have over my happiness and emotional state?* Do Now: What does it mean to be mindful? If you don't know, take your best guess! Define Mindfulness: Openness and awareness of the present moment. Show students Mindfulness by Diane Winston Have students complete the Video Response. You may choose to stop the video when the questions are answered at the following times: (2:01 – How did Diane's experience learning to meditate change her? 3:38 – How many studies have been done now about mindfulness and meditation?	Do Now: What does it mean to be mindful? If you don't know, take your best guess! Video Response

	4:24 – How does meditation affect a person's body? 7:25 – When scientists studied the brains of people who meditate, what did they find?) Exit Ticket: What does this picture mean?  **DAY 10 – 12** **EQ:** *How much control, if any, do I have over my happiness and emotional state?* Over the next few days, you will introduce several different mindfulness techniques. Only show the ones that you are comfortable with, because student buy-in requires teacher buy-in. Practicing the mindfulness techniques along with students while ignoring minor behaviors, can foster a respect for the practice. You may choose which order you teach the practices in and how long you would like to practice them. There are plenty of videos on each of these practices on youtube if you would like to search for something else. For tactile meditation, I often print off mandala templates and allow the students to color them in while I play calming music in the background. For music therapy, I have a music therapist come visit the class and instruct on her practice. For yoga, I have a yoga instructor come and do a yoga class with the students. For mindful eating, I bring in jolly ranchers and instruct them in a slow practice of mindful eating, directing them to pay attention to each of the five senses as they eat it. All of the strategies are outlined in the attached powerpoint. For exit tickets, I typically have them reflect on which practice they preferred for that day and why. **DAY 13** **EQ:** *How much control, if any, do I have over my happiness and emotional state?* Tell students that they will be choosing one mindfulness technique to master over the next week. They will work through a planning sheet to help them determine which practice is the best fit. They will also be monitoring their own stress level on a mindfulness log (attached.) For the next several days, set aside ten minutes at the beginning of class for them to fill out their mindfulness log and/or practice their strategy. If technology is available, have them find the videos that they would like to use during the week ahead of time (guided meditations, etc.)	Exit Ticket: What does this picture mean? Exit Tickets Mindfulness Planning Sheet Mindfulness Log

	Practice Planning Sheet attached Mindfulness Log attached Introduce the final project, which will be a culmination of their understanding of growth mindset and mindfulness. Show the sample projects, explain rubrics, and set due dates. If possible, get pictures of their fifth grade buddies to get them excited about teaching them. **DAY 14-18** **EQ:** *How much control, if any, do I have over my happiness and emotional state?* Mindful Log Work Day on Growth Mindset and Mindfulness Presentation **Day 19-20** **EQ:** *How much control, if any, do I have over my happiness and emotional state?* **EQ:** *How much control do I have over my intelligence and talents?* Before meeting with fifth grade buddies, guide students in deciding on "get to know you" activities and designing a pre-assessment about growth mindset and mindfulness. Meet with fifth grade buddies Fifth grade buddies fill out reflection forms **If we can rewire our neural passageways through failure, challenges, and trying new things, we can rewire our attitudes If we can rewire our attitudes, we can rewire our behaviors If we can rewire our behaviors, we can rewire our lives and world**	Growth Mindset Presentation Mindfulness Presentation Observation 5th grade Reflection Form

Dear 6th grade Leadership Class,

The 5th grade teachers have contacted GBMS teachers asking for advice. Their fifth grade students have been showing extreme stress and frustration with their schoolwork. They have been heard saying things like *"I will never be good at math,"* and *"I'm just not smart."* It is possible that they haven't yet trained their brains in how to be mindful and deal with difficult emotions.

You will be matched with one of these fifth graders to teach them about growth mindset and mindfulness. You will have freedom in HOW you decide to teach this, but you must create:

- One set of interview and "get to know you" questions
- One presentation or product explaining growth mindset
- One presentation or product explaining your chosen mindfulness practice

For either presentation, you can create a poster, google presentation, song, skit, story, etc.

Good luck!

Ms. Drake

Performance Task - Fifth Grade Mentor Visits

	1 - Unsatisfactory	**2 – Partially Proficient**	**3 - Proficient**	**4 - Advanced**
Growth Mindset Presentation	Enter score from the rubric on Growth Mindset Task			
Mindfulness Technique	Enter score from the rubric on Mindfulness Task			
Collaboration with Fifth grader	Student was not engaged with their fifth grade student	Student was engaged with their fifth grader, but was frequently off task	Student was focused on teaching their fifth grader for most of their time together	Student was focused the entire time on teaching their fifth grade buddy and clearly dedicated to helping him/her
Effectiveness of teaching	Student did not have their fifth grade student fill out a reflection	Student helped the fifth grade student fill out most of their reflection	Student helped the fifth grade student fill out some of the reflection and the fifth grade student was able to complete the rest	Student taught in such a way that the fifth grade student was able to accurately complete the reflection without assistance

Growth Mindset Task-- <u>Checklist for Growth Mindset presentation</u>

- ✓ Choose a scenario in which a person might experience "failure." This could be sports, academics, family, or overall attitude.
- ✓ Explain at least 4 thoughts that someone with a fixed mindset might have in this situation
- ✓ For each fixed mindset thought that you include, explain a growth mindset thought that replaces it.
- ✓ For both fixed and growth mindsets, clearly explain two behaviors that a person might show if they continue having these thoughts

Some examples of "failure scenarios" include

- Failing a test
- Trying really hard in a basketball game but still losing
- Not understanding a math problem
- Not trying hard in classes but are passing with good grades

	1 - Unsatisfactory	**2 – Partially Proficient**	**3 - Proficient**	**4 - Advanced**
Identifies thought patterns of a fixed mindset	Student identifies 1 fixed mindset thought through picture or words	Student identifies 2 accurate fixed mindset thought through pictures and/or words	Student identifies 3 accurate fixed mindset thoughts through pictures and/or words	Student identifies 4 or more accurate fixed mindset thoughts through pictures and/or words
Identifies thought patterns of a growth mindset	Student identifies 1 growth mindset thought through picture or words	Student identifies 2 accurate growth mindset thought through pictures and/or words	Student identifies 3 accurate growth mindset thoughts through pictures and/or words	Student identifies 4 or more accurate growth mindset thoughts through pictures and/or words
Explains how thought patterns impact behaviors	Student does not explain how growth or fixed mindset thinking impacts behavior	Student explains one specific behavior that results from either fixed or growth mindset	Student explains 1 specific behavior that results from each mindset, or only explains behaviors for one or the other	Student explains 2 specific behaviors that results from both fixed mindset and growth mindset thinking
Originality	Student copies a sample poster or displays little originality	Student shows some originality	Student shows originality	Student creates a presentation that is completely original and different from all samples

SAMPLE MINDSET POSTERS

Failure Scenario #1: Not succeeding at an art project

Fixed Mindset Behaviors

This person might

Give up on art

Expect perfection and be too hard on him/herself

Growth Mindset Behaviors

This person might

Improve on their artistic abilities

See mistakes as a chance to grow as an artist

Adapted from image on http://princessartypants.blogspot.com/2014/10/growth-mindset-in-art-room.html

Failure Scenario #2: General thoughts about failing

Fixed Mindset Behaviors

This person might:

Feel jealous when other people succeed

Not try new things

Growth Mindset Behaviors

This person might:

Be inspired by others' success

Improve on their work

Failure Scenario #3:

Not succeeding in math

Growth Mindset Behaviors

This person might:

Attempt math problems even if they are hard

Celebrate their hard work when they solve a problem

Fixed Mindset Behaviors

This person might:

Not take AP math classes in high school

Get a bad grade and not look at their mistakes

Adapted from http://trainugly.com/mindset-makers-breakers-pt1/

Mindfulness Technique Task -- **Checklist for Mindfulness technique presentation**

- ✓ Describe in your own words what "mindfulness" means
- ✓ Describe in your own words what your mindfulness technique is
- ✓ Research and explain how your mindfulness technique affects a person's physical or mental health
- ✓ List the steps of how you practice it (this will help you lead your fifth grader!)
- ✓ Draw or find a picture or video of your technique

	1- Unsatisfactory	**2- Partially Proficient**	**3- Proficient**	**4- Advanced**
Description of Mindfulness	Student has no description of mindfulness	Student has a partially correct definition of mindfulness	Student has an accurate description of mindfulness	Student has an accurate and elaborate definition of mindfulness
Technique	Student does not describe their technique	Student somewhat describes their technique	Student accurately describes their technique	Student accurately and elaborately describes their technique
Effects on Health	Student has no effects of their technique on one's health	Student has minimal evidence of effects on health	Student has several facts about the effects on health	Student has ample evidence of the effects on health
Steps	Student does not list the steps of how to practice it	Student has a brief list of steps, but some steps are missing	Student has an accurate list of steps on how to practice	Student has an elaborate list of steps or a video that leads you through these steps
Picture or video	Student does not include a picture or video	Student includes a picture or video, but it isn't pertinent to their mindfulness technique	Student includes a picture or video that is pertinent to their mindfulness technique	Student includes multiple pictures and videos that are pertinent to their mindfulness technique

In your own words, what is mindfulness?

How does this technique affect a person's mental and/or physical health? (Sample google search: How does guided visualization affect health?)

1)

2)

My mindfulness technique is _____

In your own words, what is your mindfulness technique?

Draw a sketch of what this practice looks like

What steps does a person need to take in order to practice this technique?

List the steps

-
-
-
-

Pre/Post Test **Page 1**

Directions: Match each mindfulness technique with its description.

Name: _____

Date: _____

Word Bank

Guided Imagery	Breath Meditation	Mindful Eating	Music Therapy
Tactile Meditation	Gratitude	Progressive Muscle Relaxation	
Body Scan	Yoga		

1. Completing an activity that involves using touch or using art to focus on the moment.
   _____
2. Practicing showing thanks regularly using an organized system
   _____
3. Scanning your body and relaxing one muscle group at a time.
   _____
4. Focusing on inhaling and exhaling and noticing only the sensations of your breath
   _____
5. Scanning your body and simply noticing what is happening inside of it.
   _____
6. A practice that uses breath, meditation, and body poses to achieve relaxation.
   _____
7. Imagining a scene in your mind, like the beach, and experiencing all five senses in this scene.
   _____
8. During some activity, such as eating, focusing your mind on all of the senses that you experience while doing the act.
   _____
9. Using music on purpose to achieve certain goals, whether these goals be physical or mental
   _____

Pre/Post Test **Page 2**

Directions: Match each mindfulness technique with the picture that represents it.

Word Bank

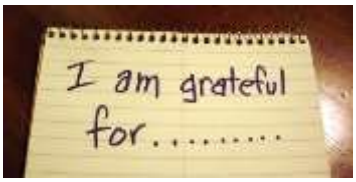
Guided Imagery	Breath Meditation	Mindful Eating	Music Therapy	Tactile Meditation
Gratitude Journal	Progressive Muscle Relaxation		Body Scan	Yoga

_____

_____

_____

_____



_____

_____

_____

_____

_____

Directions: Complete the following sentences.

1) **In your own words, what is mindfulness?**
   I think mindfulness means _____

2) **What is growth mindset?**
   Growth mindset is _____

3) **What is fixed mindset?**
   Fixed mindset is _____

4) **What is the easiest mindfulness technique and why?**
   I think the easiest mindfulness technique is _____ because
   _____

5) **What is the most difficult mindfulness technique and why?**
   I think the most difficult mindfulness technique is _____ because
   _____

6) **How is the body scan different from progressive muscle relaxation?**
   The body scan technique is different from progressive muscle relaxation because _____
   _____

7) **What do all of these mindfulness techniques have in common?**
   _____

8) **What is neuroplasticity and how does it work?**
   Neuroplasticity is _____

9) **What are ways of making your brain grow?**
   Ways to make your brain grow are _____

Your name _____

Name of 6th grade buddy _____

Fixed mindset means…

a) You believe that you are born a certain way and can't change it

b) You believe that you can read minds

c) You believe that your brain is like a muscle that can grow by exercising it

Growth mindset means

a) You believe that you are born a certain way and can't change it

b) You believe that you can read minds

c) You believe that your brain is like a muscle that can grow by exercising it

One a scale of 1-5, please rate your 6th grade buddy on how well they taught you growth mindset by circling a number

1 2 3 4 5

On a scale of 1-5, please rate your 6th grade buddy on how well they taught you a mindfulness technique by circling a number

1 2 3 4 5

Your name _____

Name of 6th grade buddy _____

Fixed mindset means…

d) You believe that you are born a certain way and can't change it

e) You believe that you can read minds

f) You believe that your brain is like a muscle that can grow by exercising it

Growth mindset means

d) You believe that you are born a certain way and can't change it

e) You believe that you can read minds

f) You believe that your brain is like a muscle that can grow by exercising it

One a scale of 1-5, please rate your 6th grade buddy on how well they taught you <u>growth mindset</u> by circling a number

1 2 3 4 5

On a scale of 1-5, please rate your 6th grade buddy on how well they taught you a <u>mindfulness technique</u> by circling a number

1 2 3 4 5

Mindfulness Video Response

Name:

How did Diane's experience with meditation change her?

How many studies have been done now about mindfulness and meditation?

a) 10 +
b) 100+
c) 1,000+
d) 100,000+

How does mindfulness affect a person's body?

When they studied the brains of people who meditate, what did scientists find?

a) They were more stressed
b) Their brain material got thinner
c) Their frontal cortex (upstairs brain) got stronger
d) They didn't find a change