

# Applied BRAiNOLOGY®

## Lesson 5

### Growth Mindset Goal-Setting

- Goal-Setting Mini Lesson 2: Making a Plan
- Leap For Your Goals game



## Lesson 5

Students will learn how to set growth mindset goals, set a personal goal, and reflect deeply about their plan, tools, and strategies to reach that goal.

## Lesson 5: Growth Mindset Goal-Setting



**Strands:** Growth Mindset

**Objectives:**

- Students will learn how to set growth mindset goals; set a personal goal; reflect deeply about their plan, tools, and strategies to reach that goal; and create an action plan.
- Students will play a game that demonstrates how time, effort, and a support system can be especially helpful in achieving goals.

**Time:** 35-45 min.

**Materials:** Growth Mindset goal-setting template, sticky dots

**Activity 1: Action Planning:** Begin by debriefing with the students:

**What is a Growth Mindset Action Plan?**

1. You choose specific and effective strategies to achieve success, and you decide when and how you will use them.
2. You consider the resources you will need and where you will get them.
3. You have a vision for success and know how to measure progress.
4. You plan to review your progress, get feedback, and reflect on how you can adjust your plan if needed so you can continue to grow.

**What are possible strategies for success?**

Brainstorm/chart list of possible strategies with class for a relevant sample goal.

**When and how can you measure progress?**

(Brainstorm/chart the ways you could measure progress towards a relevant sample goal.)

1. Explain to students that they will be developing an action plan to meet their goal.
2. Teacher may choose to:
  - Provide a model of the goal template that is already filled out with the action plan information, and share it with the whole class to talk about how to plan actions that will achieve a goal.
  - Fill out one together for a goal the teacher has already determined. The class suggests barriers anyone might have, tasks anyone could take, supports anyone could tap into, etc.
3. Working individually, in pairs, or in small groups, students use their goal template to create a plan to

achieve their goal, identifying the strategies they will use, the resources they will need, and how they will measure their progress.

4. Teacher can circulate as a consultant/facilitator, make individual appointments to review students' plans, and/or ask students to hand them in and provide written feedback before implementing them.
5. Commitment and putting the plan to work: Ask students if they are willing to commit to their action plan and get started on it. They can sign their plans and save them in a binder or folder in the classroom, or post them on a bulletin board to keep them in mind.

## The Teacher as Facilitator

Here are some sample questions you can ask students to help them create a great growth mindset action plan:

***If students choose strategies that are too vague or general (e.g., “work harder”):***

- What would it look like if you worked harder/studied more for that? What different steps would you take? Which would you do first?
- What are some of the ways that you can make sure you put in more effort? Think about what kept you from putting in effort in the past—what could you do differently?
- Can you ask some other students for ideas about ways to learn this?

***If students aren't sure how to measure their progress:***

- What would you change first? How would you know you were getting better at this?
- Who could you ask for feedback to help you know if you were making progress?
- Are there any (tools/rubrics or smaller tests/assignments coming up) that you could use to help think about and check up on your progress?
- Imagine what it would be like if you achieved this goal. Pretend that you did, and write a description of your experience and what has changed.

***If students struggle with how to deal with falling short of the goal:***

- Think about how you might feel and write that down. Now, imagine what you would tell a friend to do about the situation. What advice would you give?
- I'll bet you will have learned a lot about which strategies worked and which ones didn't. How could you learn from your experience to make a better plan next time?

***If students struggle with what to do when they have reached their goal:***

- You reached your goal—great! What's the next challenge you would want to take on?
- I'll bet you have learned a lot about what worked for you. How could you use that to get to your next goal?

**Activity 2: Game to Foster a Growth Mindset: Leap for Your Goals**

**Purpose:** This activity provides students an opportunity to **set a goal and experience results achieved with effort, support, and feedback** from others. It's important to have students attempt the task with no help, coaching, etc., at first, and then gradually add information, strategies and effort until the end, drawing students' attention to how far they have come.

**Directions:** Put students in teams of 3-4. Give each team some stickers (about 4 per group). Ask students to pick one jumper per team, with the rest acting as observers.

- Students place a dot at the jumpers' starting points. They set a goal together for how far they want the jumper to jump (e.g., "to the chair" or "3 feet") Share each team's goal out loud.
- The jumper tries one standing long jump and the team marks how far s/he got.
- Have teams meet to give feedback to the jumper and create some strategies or tactics for getting farther.
- The jumper jumps again and the team marks that distance with a second sticker.
- A final attempt can be made, but tell the students to cheer for their teammate (and if they have more advice to give, to provide it). Mark the final jumps.
- If you like, and time allows, more students can have chances to be jumpers.

**Debrief/Processing:** Ask...

- *Jumpers—what was it like to be responsible for the team's goal? What helped you?*
- *Observers—what was it like to trust the jumper to improve?*
- *What did it feel like to have already told the class your goal? Why?*
- *What made a difference in helping you reach your goals?*
- *What got in the way of reaching your goals?*

**Possible Reflective Journal:** In your life, when have you been like the jumper, trying hard at something and improving because someone encouraged you? When have you been like the team, watching someone work at something and encouraging him/her or helping him/her to achieve a goal?

# GROWTH MINDSET GOAL ACTION PLANNING FRAMEWORK

**S**pecific  
**M**otivational  
**A**ctionable  
**R**ealistic  
**T**ime-bound  
**GOALS**

What is my SMART goal?

**Current State**  
Where am I now? To meet this goal, what new skills or knowledge will I need to learn?

### Identify Obstacles

What fears or barriers might be holding me back?



What obstacles might happen as I work toward my goal?

How do I sabotage myself and limit my own success?

## ACTION PLAN: TASK ANALYSIS

Task	Planned Completion Date	Notes
1.		
2.		
3.		
4.		
5.		

### How will I know I achieved my goal?

### Support System: Get plugged in!

Who could give me feedback on my progress and strategies?

Who can support me?

How often will I review my goal and plan?

### Motivation Evaluation

How challenging is this goal for me?

a. Not at all... b. Somewhat... c. Very... Can I do it?

a. Yes, definitely b. Probably c. Maybe d. Probably not

How motivated am I to achieve this goal? WHY?

a. Not at all... b. Somewhat... c. Very...

Who else wants me to achieve this goal and why?

What or who is inspiring to me (maybe has already been successful at this goal)?

