



Student Mindset Builder



Applied Brainology® Curriculum Guide for Home Use



# Implementation Guide for Home Use

## Applied Brainology® Curriculum

Building Students' Confidence, Fulfillment, and Achievement Through the Understanding of Expandable Intelligence





# Applied Brainology® Curriculum: Reinforcing a Growth Mindset

In Applied Brainology® the goal is to sustain, reinforce, and deepen students' growth mindsets and help them develop the metacognitive practices and habits that they can put into practice in all their content classes throughout the year. Students are encouraged to take charge of their learning, self-monitor, and reset their course based on personal outcomes.

The Applied Brainology® curriculum is comprised of 22 lessons that are designed to take place once per week, but activities can be spread out even more. The curriculum includes video and review materials of how the brain grows; it is designed to remind students of the Brainology® experience, as well as accelerate students who **have not** experienced Brainology® yet. Next, students engage in a series of activities to practice self-assessment, goal-setting, planning, self-monitoring, and reflection. The curriculum can stand alone even if students have not had the original Brainology instruction.

### There are five strands that spiral throughout the curriculum:



1 Growth Mindset



2. Goal-Setting



3. Emotions, Stress & Learning



4. Effective Effort



5. Learning Strategies

The strands indicate the overall theme of each lesson. The first seven lessons spiral through Goal Setting; Growth Mindset; and Emotions, Stress & Learning. The next seven lessons spiral through Effective Effort, Learning Strategies, and more work with Goal Setting. The last seven lessons provide continued practice in all of the strands. There are additional resources for parents to use to go even deeper with a strand when needed.



### **Blended Learning Curriculum**

Five video lessons are designed to be completed independently and are indicated with the video icon. Students will use a computer, laptop, or tablet to view videos, participate in discussion boards, and complete a module assessment online. Students may watch the 6-7 minute videos multiple times to complete these activities if needed.

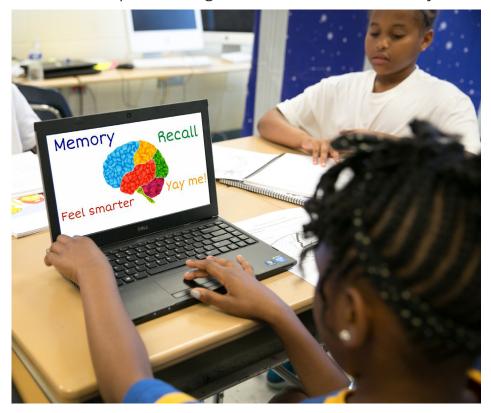


### The lessons are designed to be flexible in their implementation, and include:

- Access to Applied Brainology® online course
- Rubrics for students to assess their own growth-minded and academic behaviors
- Growth Mindset Goal-Setting templates
- · Surveys and scans with self-scoring, feedback, and student planning for improvement
- Resources for effective learning strategies
- Games and active learning options

By engaging with these activities at home over the year, students will learn the strategies needed to promote growth in school and outside of school. Furthermore, students will practice those strategies in a variety of ways until they become deeply-embedded habits. Coupled with parental support, students will cocreate a learning environment that promotes a growth mindset and self-efficacy.

On the next page, you will find a sample implementation plan with hyperlinks to the lessons. You should feel free to alter the plan, change the order, substitute activities, or repeat activities as desired.





### Lesson 2

## Malleable Mind and Setting Growth-Minded Goals

- Brain and Neuron Art
- Goal-Setting Mini Lesson 1: Setting the Goal
- Self-Assessment: Brain Health Scan





# Lesson 2: Malleable Mind and Setting Growth-Minded Goals





Strands: Goal-setting and Growth Mindset

### **Objectives:**

- Students will learn that their brains grow, change, and become more intelligent with effort.
- Students will reflect about what in their lives they would like to get better at and how much effort they have put into it to date.
- Students will brainstorm what makes a good goal (SMART goal) and draft a goal that they would like to work towards in the next 7 weeks.

Time: 40-45 min.

Materials: Neural Growth handout; Growth-minded goal setting template and Brain Health Scan handout

#### **Activity 1: Brain and Neuron Art**

- 1. Student materials: Neural Growth (brain graphic) handout; 3 different colored pens or pencils
- 2. Have the student reflect about 1 or 2 things they are "good at." Ask: What is something that you are pretty good at that you have spent some time learning to do?
- **3.** Have the student draw a neuron in the empty box. You can demonstate drawing a neuron for the student in the empty box. Ask the student to pretend it's a strong neuron that represents the thing they currently feel they are pretty "good at." The student will write an explanation of how they drew their neuron to make it appear strong.
- 4. Next, tell the student: Choose three things you would like to be very good at doing (e.g., math, singing, soccer, etc.). Write each on one of the lines in the "key." Choose a different color to represent each thing.
- 5. Students should draw brain neurons on the brain graphic that represent how good they are now at each of those things. You can demonstrate by drawing a neuron for these three things for the student. Tell the student: Something you are good at should be drawn with lots of neurons, connected by dendrites. Something you are struggling with should be drawn with just 2 neurons, not connected to each other. Something that you are not at all good at or perhaps haven't even tried yet should be drawn with just a single neuron.
- **6.** Have the student add neurons over the course of the year when they practice their skills, to fill up their brains even more!



### **Activity 2: Goal-Setting Mini Lesson 1: Setting the Goal**

Connect Setting Goals to Growth Mindsets and the Malleable Mind: Frame this part of the lesson by reminding the student: Since we know we can grow our brains, and we will be learning many strategies for growing our brains, it will be great to have a goal to work on to apply our new strategies and habits. So, we will first work on one goal and write a plan. Later, you will have a chance to re-set your goal or write a new one in a few weeks.

- 1. What is a goal? Options:
  - Student brainstorms about the definition of a goal.
  - Student looks up "goal" in the dictionary or online (dictionary.com unabridged definition: target, purpose, aim).
- 2. Why set a goal?
  - Share and summarize: change or progress is wanted or needed; it helps us to focus, plan, and make progress; it helps us take charge of our learning, etc.
- 3. What is a Growth Mindset learning goal? Summarize:
  - It is stated in a positive way:
    - I will learn to...
    - I will be able to...
    - I will succeed in...
  - It is challenging but achievable.
  - It includes growth in a capacity or skill.
  - It reflects things we value.
  - It recognizes potential barriers that need to be overcome.
- **4.** Parent provides or elicits examples of goals for the student's grade level and specific content area.
  - Intermediate goal: I will be able to add and subtract fractions.
  - Middle School goal: I will succeed in mastering each of the nine concepts in Algebra I.
  - High School goal: I will write an essay at the rubric score point 5 level by Spring.
- **5.** Parent provides a model of the goal template that is already filled out with the goal and shares it with the student to talk about the elements of a growth mindset goal.
  - Explain to the student that they will be setting individual growth mindset goals.
  - Distribute goal template to the student.
  - Have the student use their goal templates to define a personal growth mindset learning goal that is challenging, achievable, and reflects growth in a capacity or skill, and describe the possible obstacles they may come across.

Parent can provide feedback to the student on their goals before moving on to action planning.



#### The Parent as Facilitator

Asking good questions is one of the keys to helping your student develop competence as an independent learner. Good guestions are open-ended; they require the student to think deeply; and, ideally, they are questions that you cannot answer yourself, where the student's unique perspective is important. Here are some sample questions you can ask your student to help them create a great growth mindset goal:

### If your student sets a pure performance goal—e.g., "get over 90% on a test"

- What do you think you would need to learn more about to reach that target?
- What would you need to get better at doing to achieve that score?
- Which "mind muscles" do you need to build up to get there?

### If your student doesn't know what skills and knowledge are needed for success on their goal:

- Let's look at the skills and content that are necessary to succeed at this. Here are some ideas [provide examples]. Which ones are most challenging for you right now? Which ones need to come first?
- Let's look at your past efforts to see where you (lost points/got confused/had difficulty) for clues on things to work on and improve.

#### If your student chooses goals that are not challenging or are unattainable in the timeframe:

- Do you think that this goal will challenge you at a high level? Are there ways that you could make it more of a growth goal so you will get stronger?
- That's a great thing to strive for—it's really challenging. Can you break down the goal into smaller steps so you can reach success in stages and learn from your growth and progress?

Note: Students are only writing their goals today—not completing the entire template.

### **Activity 3: Brain Health Scan**

Suggestions for introducing the scans to your student:

- Explain the purpose of the scan:
  - This activity will help you give yourself a kind of "check-up" on your strategies, challenges, and mindset for learning. You'll be able to score yourself to see where you are now, and how to get into the Growth Zone, through smart strategies.
  - The purpose of the scan is to help you make good choices and boost your learning. You won't be graded on your answers. So don't worry about trying to "look good" here—this is a learning goal activity. The more truthfully you answer, the more it will help you, and you will see yourself move into the growth zone over time.
- Introduce the particular scan using the text at the top of the page, for example: *To learn, grow, and* perform well, you need to use strategies that help the brain develop new connections and get smarter. You can use this scan to get feedback on your learning strategies and how you can improve them.
- Parents can demonstrate filling out the scan and self-scoring (answering candidly to model a growthoriented learning goal), and reading their feedback, highlighting the areas where they have room for growth.
- Tell the student: Now you try it—let's see where you have room to grow!



Give your student a copy of the Brain Health Scan and give the student 3 minutes to take it. Remind the student that every day is an opportunity to make good, brain-healthy choices. After the student adds up their score, they can read the feedback to find out why and how these habits help their brains grow.

Ask the student to turn to page 3 and choose one area to focus on improving. They can look at their answers and choose something from the category where they scored 1's or 2's. If they did not circle any 1's or 2's, then they can think about how they could challenge themselves to take on a new fitness goal.

Provide some ideas on how your student can plan to improve. It can be helpful for students to share their goals with another person (like a sibling or another parent) to add a level of accountability and support for reaching their goals.



### **Neural Growth**

**Step One:** Draw a healthy, strong brain neuron in the box below. Explain what you added to your drawing to show the neuron is healthy.

**Step Two:** Choose three things you would like to be very good at. Write each on one of the lines in the "key." Choose a color to represent each thing (a different color for each goal).

**Step Three:** Using all three colors, draw brain neurons on your brain that represent how good you are now at each of those things. If you have put in more practice in one thing than another, add more neurons!

**Explanation** Neuron Key



# GROWTH MINDSET GOAL ACTION PLANNING FRAMEWORK

# **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?

# 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?

# What is my SMART goal?

Specific

otivational

ctionable

ealistic

me-bound

# **ACTION PLAN: TASK ANALYSIS**

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

# How will I know I achieved my goal?

# Motivation Evaluation How challenging is this goal for me? a. Not at all... b. Somewhat... c. Very...



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)?



### Scan Your Brain Health

To learn, grow, and perform well, your brain needs to be physically healthy. Answer the following questions to get feedback on how healthy your brain habits are right now and how you can improve them. For each question below, circle the number next to your answer.

### A. Sleep: How many hours of sleep did you get last night?

- 1) 6 or less
- 2) 7-8
- **3)** 8 or more

### B. Nutrition: How many of the following types of foods did you eat today?

- Fish or lean meat (fish, chicken, or turkey)
- Dairy (eggs, milk, cheese, or yogurt)
- Fruits and Vegetables (apples, oranges, broccoli, beans, spinach, etc.)
- Nuts and Grains (almonds, peanuts, walnuts, pistachios, cashews, whole wheat pasta, whole grain bread/cereal, bran muffin)
- 1) None of these food types
- 2) One of these food types
- 3) Two of these food types
- 4) Three or more of these food types

### C. Exercise: What kind of exercise did you do today?

- 1) None
- 2) Light (for example, walking, housework)
- 3) Medium (dancing, skateboarding, baseball, hiking, etc.)
- 4) Heavy (running, swimming, basketball, soccer, etc.)

### D. Exercise: How long did you do the exercise above?

- 1) Less than 10 minutes
- 2) 10-19 minutes
- 3) 20-30 minutes
- 4) More than 30 minutes



### Score Your Brain Health

Add up all the numbers that you circled (1, 2, 3, or 4) and look at the feedback chart below.

If your total points were:	You were in the:	This means:		
Less than 7	Fixed Mindset Zone	Your overall brain health for this period was in the fixed range. This means that your brain does not have all the support it needs to grow stronger. Sleep, nutrition, and exercise all help the brain learn. Look at the feedback below to see how you cakeep your brain healthy and move into the Growth Zone.		
7-11	Mixed Mindset Zone	Your overall brain health for this period was in the mixed range. This means that you are doing some good things for your brain, but it still does not have all the support it needs to grow stronger. Sleep, nutrition, and exercise all help the brain learn. Look at the feedback below to see how you can keep your brain healthy and move into the Growth Zone.		
12 or more	Growth Mindset Zone	Your overall brain health was in the growth range. This means that you are doing lots of good things to make your brain healthy. Even so, there may be ways that you can do better. Sleep, nutrition, and exercise all help the brain learn. Read the feedback below to see how you can keep your brain healthy.		
What can you do about it?		Take a look at your answers to each of the questions. Where did you circle a 3 or 4? Those were your healthy brain growth areas! Where did you circle a 1 or a 2? Those are the places to work on. Look at the categories below to see how moving yourself into the Growth Zone can help.		
Sleep	sleep, your brain cle cells. If you are havir	The recommended amount of sleep is 8 hours or more for young people. When you sleep, your brain cleans out the junk, locks in new knowledge, and grows new brain cells. If you are having trouble sleeping, try using "square breathing" (from Brainology Level 2—see your Study Tips Guide).		
Nutrition	for brain health are vegetables, and who	Good nutrition makes your brain cells work faster and better. Foods that are best for brain health are natural foods, like eggs, fish and poultry, low-fat dairy, fruits, vegetables, and whole grains. Try not to eat lots of sugar, fat, and salt found in processed snacks and fast food—they are not healthy for your brain.		
Exercise	Exercise gets oxygen flowing to your brain and makes you grow more new brain cells. Doing aerobic exercise—where your heart rate and breathing go up—for at least 20 minutes a day is best. This includes activities like dancing, jogging, swimming, basketball, soccer, or similar sports that get you moving.			



# What will you do to help your brain stay in the Growth Zone? I will focus on increasing my: Sleep Nutrition Exercise How will you do this? What I will do: When will I do it? Who will help me?

How will this help me to grow?

### Other Mindset Works® Programs

Mindset Works' programs help students and educators become more motivated and effective learners.



### BRainoLogy®

Brainology® for Schools is a blended learning curriculum that teaches students how to develop a growth mindset. The program includes online animated instructional units as well as offline classroom activities. Brainology for Schools also comes with a Spanish language option: Brainology en Español!



### BRAINOLOGY®

Brainology® for Home is a blended learning curriculum that teaches students how to develop a growth mindset. The program includes online animated instructional units as well as offline classroom activities. Brainology for Schools also comes with a Spanish language option: Brainology en Español!



### MindsetMaker™ Online Professional Development

This online Professional Development course for teachers provides tools and resources needed to shift teachers' practice and cultivate a growth mindset culture of teaching and learning within their classroom.



### GEM<sup>™</sup> Growing Early Mindsets<sup>™</sup>

Growing Early Mindsets<sup>TM</sup> (GEM<sup>TM</sup>) is an early learning curriculum designed to integrate growth mindset into the PreK-3 classroom. Note: The GEM curriculum will be available for purchase in 2016.



### **School**Kit

Mindset Works SchoolKit is a suite of resources (including Brainology® for Schools, MindsetMaker, and LeaderKit) developed to cultivate a growth mindset school culture. It contains tools for administrators, teachers, and students to learn, teach, and live the growth mindset.



### Live Training

Our professional learning specialists deliver engaging, high-quality talks and workshops to help your school or district learn how to cultivate a growth mindset culture. Using reflection, discussion, activities, games, videos, and practical tools and resources, we can promise an interactive session that has lasting impact for both immediate and future change.





The LeaderKit™ is a valuable resource for school leaders to use to help foster a growth mindset across a school. When leaders model a growth mindset, it sets the stage for all stakeholders to follow. Note: LeaderKit will be available for purchase in 2017.



Learn more about Mindset Works programs at:

www.mindsetworks.com

### **About Mindset Works**

Mindset Works was co-founded by one of the world's leading researchers in the field of motivation, Stanford University professor Carol S. Dweck, Ph.D. and K-12 mindset expert Lisa S. Blackwell, Ph.D. The company translates psychological research into practical products and services to help students and educators increase their motivation and achievement.

## Our award-winning interactive program provides students, parents and educators with a better approach to learning.

Brainology® program is a fun, interactive, award-winning, online program that helps middle school students learn about how the brain works. how to strengthen their own brains and how to better

approach their own learning. In the process, the Brainology® program helps them cultivate a growth mindset whereby they think of their intelligence as something they can develop through study and learning rather than as something fixed. The core belief in the malleability of the mind triggers motivation and learning-oriented behavior in various aspects of life.



Visit www.mindsetworks.com for more growth mindset resources, tools, articles, and videos. Contact us at info@mindsetworks.com.



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