Applied Brainology®
Curriculum
Guide to Implementation
Other Mindset Works® Programs

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

**Brainology® for Schools**

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® for Home**

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™**

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.

**SchoolKit**

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.

**LeaderKit™**

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.

**GEM™ Growing Early Mindsets™**

Growing Early Mindsets™ (GEM™) 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 2018.

**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.

Learn more about Mindset Works programs at: www.mindsetworks.com
Applied Brainology® Curriculum

Implementation Guide

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

www.mindsetworks.com
Implementation

In Applied Brainology® the goal is to sustain, reinforce, and deepen students' growth mindsets.
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 in a classroom where 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 ancillary resources for teachers to use to go even deeper with a strand when needed.
Blended Learning Curriculum

Four video lessons are designed for online completion and are indicated with the video icon. Students will use a computer, laptop, or tablet to view these videos and complete the reflective sheets. Students may watch the 6-7 minute videos multiple times to complete these activities.

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

- Access to Applied Brainology® curriculum videos for all students
- 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 in the classroom over the year, students will learn the strategies needed to promote growth. Furthermore, students will practice those strategies in a variety of ways until they become deeply-embedded habits. In addition, they will experience a classroom culture that reinforces a growth mindset and self-efficacy for all students.

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.
Applied Brainology® Curriculum - Lesson Outline

22 lessons • 30-45 minutes per lesson - Complete one lesson per week

<table>
<thead>
<tr>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>STRANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Module 1 Online Lesson: The Malleable Mind</td>
<td>45 min</td>
<td>Growth Mindset</td>
</tr>
</tbody>
</table>
| 2      | • Brain and Neuron Art  
• Goal-Setting Mini Lesson 1: Setting the Goal  
• Self-Assessment: Brain Health Scan | 15 min 15 min 15 min | Growth Mindset Goal-setting |
| 3      | • Module 2 Online Lesson: How the Brain Works | 15 min | Effective Effort      |
| 4      | • Growth Mindset Rubric: Mini Lesson A  
• Growth/Fixed/Effort Symbols game  
• Self-Assessment: Stress Events Scan | 15 min 15 min 15 min | Growth Mindset  
Emotions, Stress & Learning |
| 5      | • Goal-Setting Mini Lesson 2: Making a Plan  
• Leap For Your Goals game | 20 min 20 min | Growth Mindset Goal-setting |
| 6      | • Module 3 Online Lesson: Emotions and Learning | 45 min | Emotions, Stress & Learning |
| 7      | • Self-Assessment: Stress Symptoms Scan  
• Student Study Tips Guide Lesson 1 | 15 min 15 min | Emotions, Stress & Learning |
| 8      | • 10 Essential Questions – Draw-Pair-Share  
• Goal-Setting Mini Lesson 3: Reflection | 15 min 15 min | Emotions, Stress & Learning Goal-setting |
<p>| 9      | • Module 4 Online Lesson: Brain Power | 45 min | Growth Mindset        |</p>
<table>
<thead>
<tr>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>STRANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>• <em>Never Give Up</em> article: First Read</td>
<td>30 min</td>
<td>Effective Effort</td>
</tr>
<tr>
<td></td>
<td>• Numbers Race game</td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>• Student Study Tips Guide Lesson 2</td>
<td>15 min</td>
<td>Effective Effort</td>
</tr>
<tr>
<td></td>
<td>• Effective Effort Rubric Lesson</td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Self-Assessment: Scan Your Mindset</td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>• <em>Module 5 Online Lesson: Molding Mindsets</em></td>
<td>45 min</td>
<td>Learning Strategies</td>
</tr>
<tr>
<td>13</td>
<td>• Student Study Tips Guide Lesson 3</td>
<td>15 min</td>
<td>Learning Strategies</td>
</tr>
<tr>
<td></td>
<td>• Two-Minute Strategies Interviews</td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Self-Assessment: Learning Strategies I Scan</td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>• Goal-Setting Mini Lesson 1 – Setting the Goal</td>
<td>15 min</td>
<td>Goal-setting</td>
</tr>
<tr>
<td></td>
<td>• Goal-Setting Mini Lesson 2 – Making a Plan</td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>• Brainology Bingo game</td>
<td>25 min</td>
<td>Growth Mindset</td>
</tr>
<tr>
<td>16</td>
<td>• Self-Assessment: Mindset Scan 2</td>
<td>15 min</td>
<td>Growth Mindset</td>
</tr>
<tr>
<td></td>
<td>• Growth Mindset Rubric – Mini Lesson B</td>
<td>10 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Growth Mindset Inspirational Posters</td>
<td>20 min</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>• Student Study Tips Guide Lesson 4</td>
<td>15 min</td>
<td>Emotions, Stress &amp; Learning</td>
</tr>
<tr>
<td></td>
<td>• Student Self-Assessment: Stress Events Scan 2 <em>OR</em></td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student Self-Assessment: Stress Symptoms Scan 2</td>
<td>15 min</td>
<td></td>
</tr>
</tbody>
</table>
### Applied Brainology® Curriculum - Lesson Outline (continued)

<table>
<thead>
<tr>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>STRANDS</th>
</tr>
</thead>
</table>
| 18     | • Thumb and Pinkie game  
          • *Never Give Up* article: Second Read (read for analysis with a graphic organizer; pair share) | 30 min  
          10 min | Effective Effort |
| 19     | • Effective Effort Rubric Lesson 2  
          • Reach for the Sky game | 15 min  
          15 min | Effective Effort |
| 20     | • 10 Essential Questions – Poster Project | 15 min  
          30 min | Growth Mindset |
| 21     | • Self-Assessment: Learning Strategies II Scan  
          • Two-Minute Strategies Interviews 2 | 15 min  
          15 min | Learning Strategies |
| 22     | • Goal-Setting Mini Lesson 2: Reflection 2  
          • Stand Where You Stand game | 15 min  
          20 min | Goal-setting |
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

www.mindsetworks.com
Lesson 2

Students will learn about what makes a good SMART Goal and draft a goal they would like to work toward in the weeks ahead.
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: 30-45 min.

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

Activity 1: Brain and Neuron Art

1. Student materials: Neural Growth (brain graphic) handout; 3 different colored pens or pencils
2. Students reflect about 1 or 2 things that they are “good at.” Ask: What is something that you are pretty good at that you have spent some time learning to do?
3. Students draw a neuron in the empty box with the teacher modeling. They are told to pretend it’s a strong neuron and represents the thing they currently feel they are pretty “good at.” Students should write an explanation of how they drew their neuron to make it appear strong.
4. Next, tell students: 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. With the teacher modeling, students should draw brain neurons on the brain graphic that represent how good they are now at each of those things. Tell the students: 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 kids add neurons over the course of the school 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 students: 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 this year, 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(s) brainstorm/turn and talk about the definition of a goal (chart via paper or Smartboard).
   - Student looks up “goal” in the dictionary or online (dictionary.com unabridged definition: target, purpose, aim).

2. Why set a goal? Options:
   - Popcorn response
   - Turn and talk
   - Share out 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. Teacher provides or elicits examples of goals for the class grade level and 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. Teacher provides a model of the goal template that is already filled out with the goal and shares it with the whole class to talk about the elements of a growth mindset goal.
   - Explain to students that they will be setting individual growth mindset goals.
   - Distribute goal template to each student.
   - Working individually, in pairs, or in small groups, have students 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.
Teacher can circulate as a consultant/facilitator, make individual appointments to review students’ goals, and/or ask students to hand them in and provide written feedback before moving on to action planning.

### The Teacher as Facilitator

Asking good questions is one of the keys to helping your students develop competence as independent learners. Good questions 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 students to help them create a great growth mindset goal:

**If students set 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 students don’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/get confused/had difficulty) for clues on things to work on and improve.

**If students choose 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 students:
- 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.*

• If time permits, teachers can demonstrate filling out the scan and self-scoring (answering candidly to model a growth-oriented learning goal), and reading their feedback to the class, highlighting the areas where they have room for growth.

• Tell the class: *Now you try it—let’s see where you have room to grow!*

Pass out copies of the Brain Health Scan and give students 3 minutes to take the survey. Remind students that every day is an opportunity to make good, brain-healthy choices. After students add up their scores, they can read the feedback to find out why and how these habits help their brains grow.

Ask students 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.

Model for students some ideas on how to plan for improving. It can be helpful for students to share their goals with another person (like a peer or a 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!

<table>
<thead>
<tr>
<th>Neuron</th>
<th>Explanation</th>
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</table>

**Key**

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</table>
### Students With a Growth Mindset Log

#### GROWTH MINDSET GOAL

**ACTION PLANNING FRAMEWORK**

<table>
<thead>
<tr>
<th>Current State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where am I now? To meet this goal, what new skills or knowledge will I need to learn?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify Obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>What fears or barriers might be holding me back?</td>
</tr>
<tr>
<td>What obstacles might happen as I work toward my goal?</td>
</tr>
<tr>
<td>How do I sabotage myself and limit my own success?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support System: Get plugged in!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who could give me feedback on my progress and strategies?</td>
</tr>
<tr>
<td>Who can support me?</td>
</tr>
<tr>
<td>How often will I review my goal and plan?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is my SMART goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How challenging is this goal for me?</td>
</tr>
<tr>
<td>a. Not at all...  b. Somewhat...  c. Very...</td>
</tr>
<tr>
<td>Can I do it?</td>
</tr>
<tr>
<td>a. Yes, definitely  b. Probably  c. Maybe  d. Probably not</td>
</tr>
<tr>
<td>How motivated am I to achieve this goal? WHY?</td>
</tr>
<tr>
<td>a. Not at all...  b. Somewhat...  c. Very...</td>
</tr>
<tr>
<td>Who else wants me to achieve this goal and why?</td>
</tr>
<tr>
<td>What or who is inspiring to me (maybe has already been successful at this goal)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTION PLAN: TASK ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>If your total points were:</th>
<th>You were in the:</th>
<th>This means:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 7</td>
<td>Fixed Mindset Zone</td>
<td>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 can keep your brain healthy and move into the Growth Zone.</td>
</tr>
<tr>
<td>7-11</td>
<td>Mixed Mindset Zone</td>
<td>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.</td>
</tr>
<tr>
<td>12 or more</td>
<td>Growth Mindset Zone</td>
<td>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.</td>
</tr>
</tbody>
</table>

What can you do about it?

- **Sleep**: 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**: 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?
Lesson 3

Students will learn about what the brain needs to work at its best, and study strategies that will help them to learn better.
Lesson 3: How the Brain Works

Strands: Effective Effort with Online Lesson

Objectives:

- Students will learn about how the brain gets stronger and how we can improve memory & learning through effective study strategies.

Time: 40-45 min.

Materials: Access to computers or tablets and earphones for all students; Module 2 Handout

Module 2 Online Activities and Handout

Make sure that students are able to login to the Moodle site to access this lesson. Contact us at Support@mindsetworks.com if you need help with access.

1. Tell the class: Today we are going to work on Module 2 of Applied Brainology. The focus of this lesson is to learn how to make our brains work well for us so that we can be successful in school and in life.

2. Allow students to work independently on Module 2, monitoring them closely to provide help and navigation guidance when necessary.

3. If you like, you may print out the handout that goes with Module 1 and distribute to the students. They may complete it while watching the video or even for homework. The purpose of the handout is to hold students accountable for paying attention to the video, and also help them process the information. Ultimately, using the handout is at the discretion of the teacher.
Make Those Important Brain Connections!
Use Applied Brainology Module 2 video to find the information on this page!


2. Brain Foods: Which foods have chemicals the brain needs?

4. Brain Function: What are four things the brain does that you didn’t realize before?

3. Sleep: If you must get up at 7 am, what time should you go to sleep each night?

5. Lobes: Label each of the lobes in the brain!

6. News You Can Use: What do you already do to ensure a healthy brain? What will you do differently based upon what you learned?
Make Those Important Brain Connections! (continued)

Use your brain before, during, and after watching Applied Brainology Module 2 video for a second time to synthesize the information you learned to create a new way of thinking about your brain!

1. Before: What did you know about how your brain helps you learn before watching the video?

2. During: What new thinking did you have while watching the video?

3. After: What are you left thinking about the brain, its neuron connections, and learning, now that you finished watching the video for a second time?
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.

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<th>The Teacher as Facilitator</th>
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<td>Here are some sample questions you can ask students to help them create a great growth mindset action plan:</td>
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**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?
Students With a Growth Mindset Log

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?

ACTION PLAN: TASK ANALYSIS

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<th>Task</th>
<th>Planned Completion Date</th>
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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)?
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.

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