

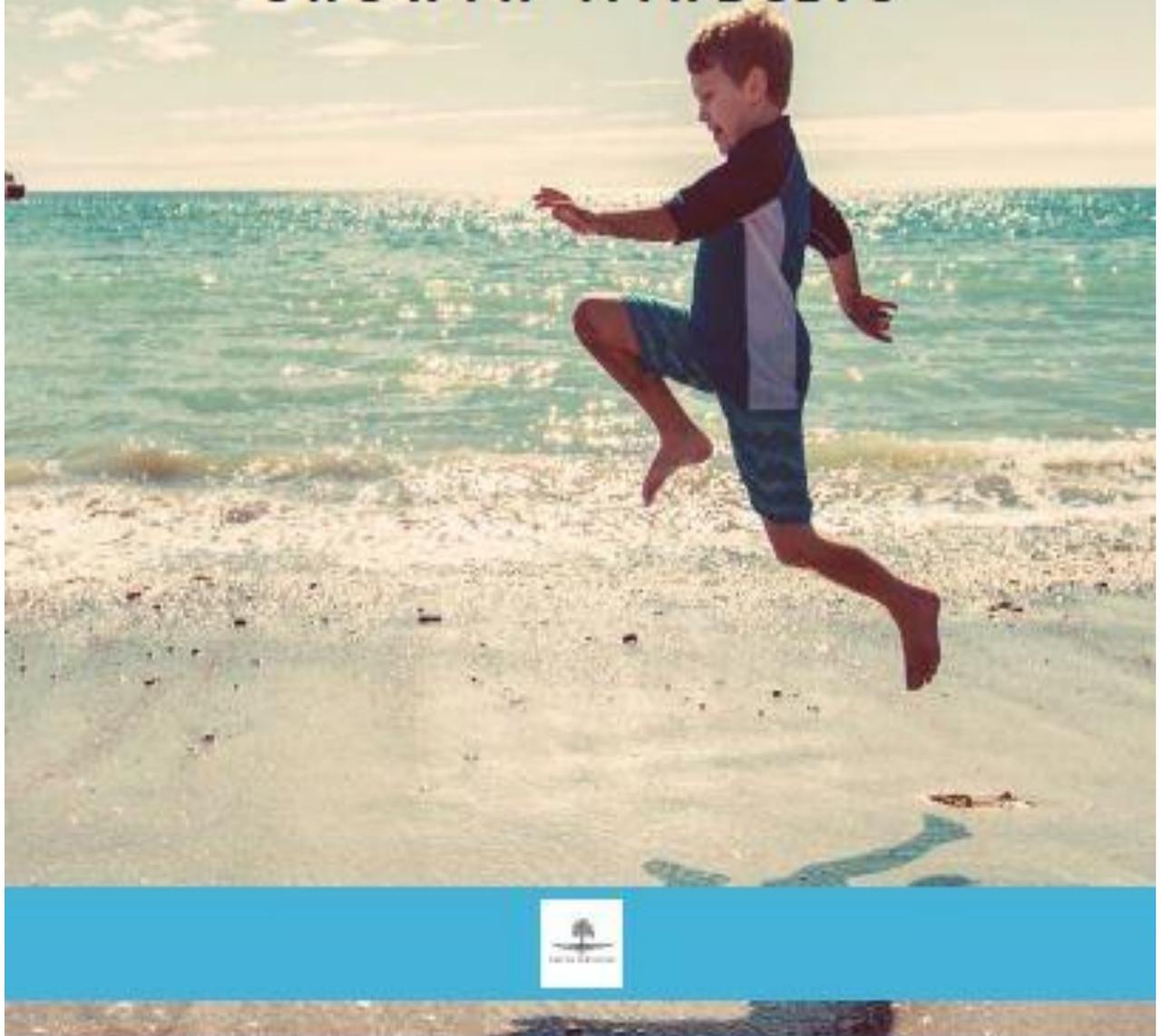
## **SERIES 1 WORKBOOK**

**Improving student performance by building  
growth mindsets, grit and wellbeing.**

**Name: \_\_\_\_\_**



# BUILDING GROWTH MINDSETS



# LESSON 1- GROWTH MINDSET AND ACHIEVEMENT

## Learning objectives

By the end of this lesson, learners should:

- understand that there are two types of mindsets
- link their mindset to performance
- reflect on their own mindset

**PART 2- Good at / Bad at-** Record up to 5 things you are good at and 5 things you are bad at, in the space below.

**Good at**

---

---

---

---

---

**Bad at**

---

---

---

---

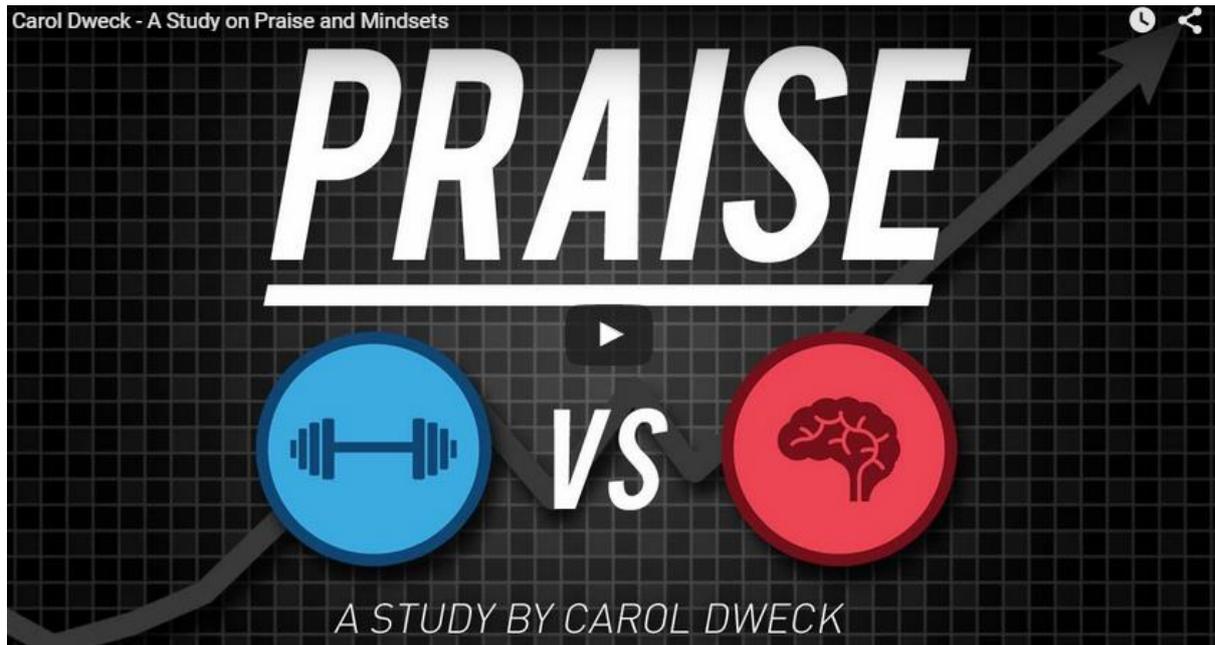
---

**PART 3-** As you watch, record some fixed/growth mindset traits in the table below.



Fixed mindset traits	Growth mindset traits

## PART 4



**"Great job. You must be really smart." OR "Great job. You must have worked really hard."**

**Which praise would you prefer to hear said about you when it comes to your talent, intelligence and abilities?**

**Which one leads us to better performance? Why?**

## LESSON 2- MY AMAZING, GROWING BRAIN

### Learning objective

By the end of this lesson, learners should:

- understand the basic structure of the brain
- be aware of the concept of neuroplasticity
- explain neuroplasticity in simple terms

### PART 2



**What is the brain comprised of?**

**How much of the body's energy does the brain use?**

**What is a neuron?**

**How many neurons do you have?**

## **PART 3**

**KEEPING THOSE GREY CELLS ACTIVE- Divide into pairs or small teams to complete the following questions**

1. Johnny 's mother had three children. The first child was named April. The second child was named May...**What was the third child 's name?**

\_\_\_\_\_

2. There is a cashier at the butcher shop, he is 182cm tall and he wears size 13 shoes...**What does he weigh?**

\_\_\_\_\_

3. Before Mt. Everest was discovered,...**what was the highest mountain in the world?**

\_\_\_\_\_

4. How much dirt is there in a hole...**that measures two metres by three metres by four metres?**

---

5. What word in the English language...**is always spelled incorrectly?**

---

6. Billy was born on December 28th, yet his birthday is always in the winter...**How is this possible?**

---

7. In Perth, you cannot take a picture of a man with a wooden leg....**Why not?**

---

8. What was the Prime Minister's name...**in 1995?**

---

9. If you were running a race,...**and you passed the person in 2nd place, what place would you be in now?**

---

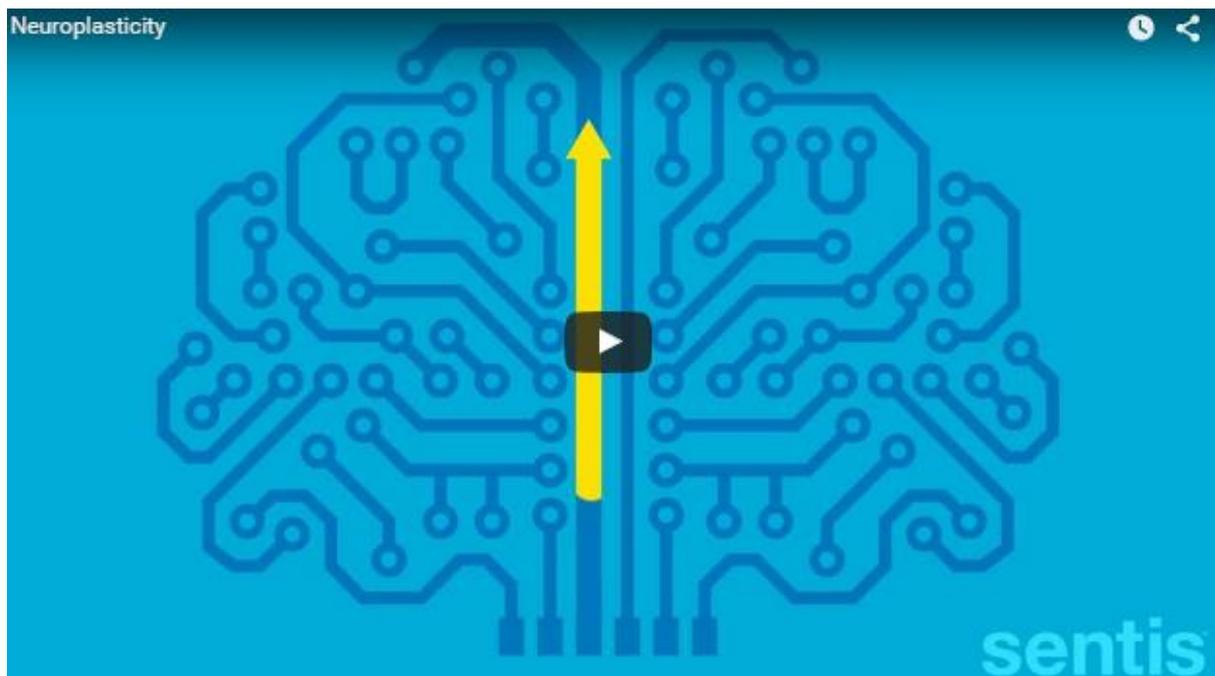
10. Which is correct to say,... **"The yolk of the egg are white" or "The yolk of the egg is white"?**

---

11. If a farmer has 5 haystacks in one field and 4 haystacks in the other field,...**how many haystacks would he have if he combined them all in another field?**

---

## PART 4



**What is neuroplasticity?**

**How does it work?**

**Next, discuss / debate the statements:**

**"Neuroplasticity can impact my learning."**

**"You can't teach an old dog new tricks."**

**"It is possible to stretch my thinking in different areas."**

## LESSON 3- MY MINDSETS

### LEARNING OBJECTIVES

By the end of this lesson, learners should:

- identify some of their own fixed or growth mindsets
- connect their own mindsets and their own behaviour
- "catch" and challenge their own fixed mindsets

### PART 2



**How can we challenge our fixed mindsets?**

**What is the moral of the story "the tortoise and the hare".**

**What's the problem with that moral?**

**In real life, who really wins the race?**

## PART 3



**Where do you have a fixed mindset?**

**How does your mindset affect your behaviour in this area? How do you perform in this area? Discuss the same for growth mindsets.**

**Identify three areas in your life where your skills have grown in the last 5-10 years.**

# HOMEWORK

[READ THIS ARTICLE](#) with an adult or older sibling in your home.

It is entitled "Fixed mindset vs growth mindset", by Derek Sivers.

Then discuss the following 3 questions together (record the answers in your workbook):

- what did you each agree with?
- what do you each disagree with?
- what do you each find interesting?

## [Fixed mindset vs Growth mindset](#)

2014-09-21

One of the most important concepts I've learned is the difference between the "fixed" mindset and the "growth" mindset.

It's a little bit like "nature vs nurture":

People in a **fixed** mindset believe you either are or aren't good at something, based on your inherent nature, because it's just who you are.

People in a **growth** mindset believe anyone can be good at anything, because your abilities are entirely due to your actions.

This sounds simple, but it's surprisingly deep. **The fixed mindset is the most common and the most harmful**, so it's worth understanding and considering how it's affecting you.

For example:

In a fixed mindset, you believe “She’s a natural born singer” or “I’m just not good at dancing.”

In a growth mindset, you believe “Anyone can be good at anything. Skill comes only from practice.”

**The fixed mindset believes trouble is devastating.** If you believe, “You’re either naturally great or will never be great,” then when you have any trouble, your mind thinks, “See? You’ll never be great at this. Give up now.”

The growth mindset believes trouble is just important feedback in the learning process.

Can you see how this subtle difference in mindset can change everything?

**More examples:**

In a **fixed** mindset, you want to hide your flaws so you’re not judged or labeled a failure.

In a **growth** mindset, your flaws are just a TO-DO list of things to improve.

In a **fixed** mindset, you stick with what you know to keep up your confidence.

In a **growth** mindset, you keep up your confidence by always pushing into the unfamiliar, to make sure you’re always learning.

In a **fixed** mindset, you look inside yourself to find your true passion and purpose, as if this is a hidden inherent thing.

In a **growth** mindset, you commit to mastering valuable skills regardless of mood, knowing passion and purpose come from doing great work, which comes from expertise and experience.

In a **fixed** mindset, failures define you.

In a **growth** mindset, failures are temporary setbacks.

In a **fixed** mindset, you believe if you're romantically compatible with someone, you should share all of each other's views, and everything should just come naturally.

In a **growth** mindset, you believe a lasting relationship comes from effort and working through inevitable differences.

In a **fixed** mindset, it's all about the outcome. If you fail, you think all effort was wasted.

In a **growth** mindset, it's all about the process, so the outcome hardly matters.

And yes, the mindset itself is not fixed. You can change your mindset just by thinking it through.

**- what did you each agree with?**

**- what do you each disagree with?**

**- what do you each find interesting?**

## LESSON 4- GROWING MY MIND

### Learning objectives

By the end of this lesson, learners should:

- identify and understand two ways of thinking about intelligence
- commit to an activity that will grow their neurons
- explain how they can get their brain to develop

### PART 4



As you watch, record:

1 new learning

1 learning that has been reinforced

1 question / challenge / argument you might have.

Then participate in a class discussion about what has been recorded.

## **HOMEWORK ACTIVITY**

**Should you wish to accept this mission, your homework is to commit to doing one of the homework tasks below over the next week (or fortnight- depending on when your next lesson is for this subject). By doing this, we are encouraging our brain cells [neurons] to grow in new and different ways.**

**Circle your choice below.**

- Begin to learn how to juggle with 3 balls.
- Every time you write your name during the next week, do it with your non-writing hand.
- Brush your teeth with the opposite hand every night.

# LESSON 5- LEARNING ANYTHING

## Learning objectives

By the end of this lesson, learners should:

- prepare a hypothesis and brief supporting arguments
- participate in a debate about growth mindsets and learning

### **PART 3-** YOU REALLY CAN LEARN ANYTHING

**Discuss and record a number of points for both sides of this argument.**

For

Against

**Now, choose a side and determine the 3 major arguments / points.**

Hypothesis statement:

---

---

- supporting argument #1

---

---

- supporting argument #2

---

---

- supporting argument #3

---

---

**PART 4- STRETCH YOUR BRAIN-** Divide into pairs or small teams to complete the following questions.

1. Train A and train B are crossing the country, from coast to coast, over 3,000 miles of railroad track. Train A is going from east to west at 80 miles per hour, and Train B is going from west to east at 90 miles per hour. Which train will be closer to the west coast when they meet? (Hint: You don't have to do any math to get the answer. Just use your head!)
2. Put a coin in a bottle and then stop the opening with a cork. How can you get the coin out of the bottle without pulling out the cork or breaking the bottle?
3. A girl who was just learning to drive went down a one-way street in the wrong direction, but didn't break the law. How come?
4. How can you throw a ball as hard as you can and have it come back to you, even if it doesn't hit anything, there is nothing attached to it, and no one else catches or throws it?

5. Two students are sitting on opposite sides of the same desk. There is nothing in between them but the desk. Why can't they see each other?
6. There are only two T's in Timothy Tuttle. True or false?
7. In the year 1201, a woman was 35 years old. In the year 1206, the same woman was 30. How is this possible?
8. Each letter below stands for the name of something. What should the last three letters be? M V E M J S ? ? ?
9. The rope ladder of a boat hangs over the side of the boat and just reaches the water. Its rungs are 8 inches apart. How many rungs will be under the water when the tide rises 4 feet?
10. Ralph the dog can't remember where he buried his bone-under the rock, in the garden, under the porch, or under the tree. If only one of the following sentences is true, where is Ralph's bone?
  - a) The bone is under the rock.
  - b) The bone is in the garden or under the tree.
  - c) The bone is under the rock or under the porch.
  - d) The bone is not in the garden.

# LESSON 6- WHAT I'VE LEARNED ABOUT MY LEARNING EQUIPMENT

## Learning objectives

By the end of this lesson, learners should:

- reflect on their learning about growth mindsets
- record and communicate their informed position about growth mindsets and their capacity to learn new things

## PART 2



As you watch, record:

1 new learning

1 learning that has been reinforced

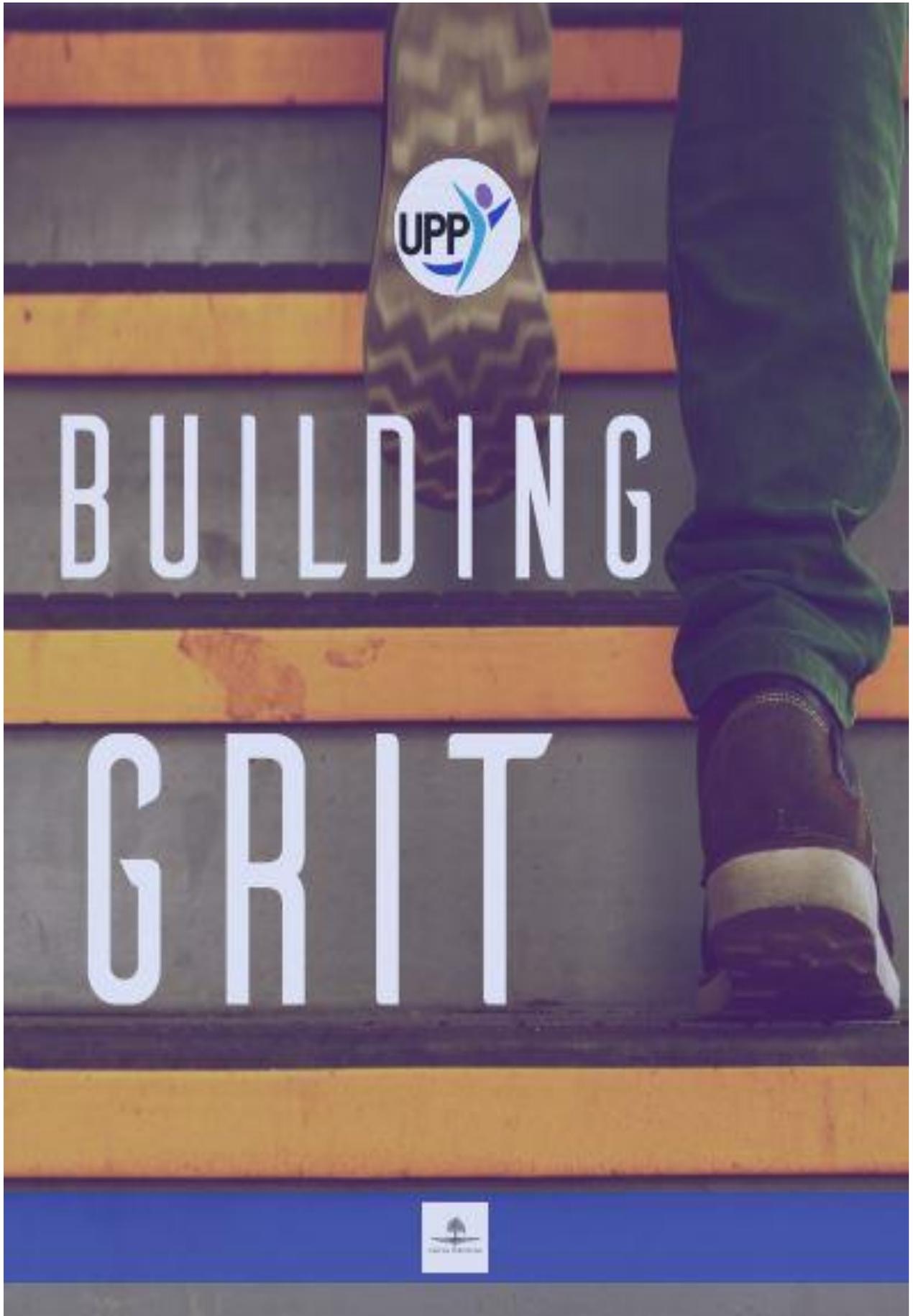
1 question / challenge / argument you might have.

Then participate in a class discussion about what has been recorded.

## **PART 4- GROWTH MINDSET REFLECTION ACTIVITY**

**Write a 100-200 word letter to someone who may be starting at your school next year. Be sure to include:**

- **information about the power of their amazing brain and the growth mindset in their lives;**
- **what you used to believe about your own talent, intelligence and abilities;**
- **your current understanding of growth mindsets;**
- **a personal example of a fixed or growth mindset.**



# BUILDING GRIT- LESSON 1- GRIT AND ACHIEVEMENT

## LEARNING OBJECTIVES

By the end of this lesson, learners should:

- understand what grit is
- link grit to their own performance

## PART 2



**Grit- what is it?**

**What does Angela Duckworth tell us about grit and achievement?**

## PART 4



**How does grit relate to your success?**

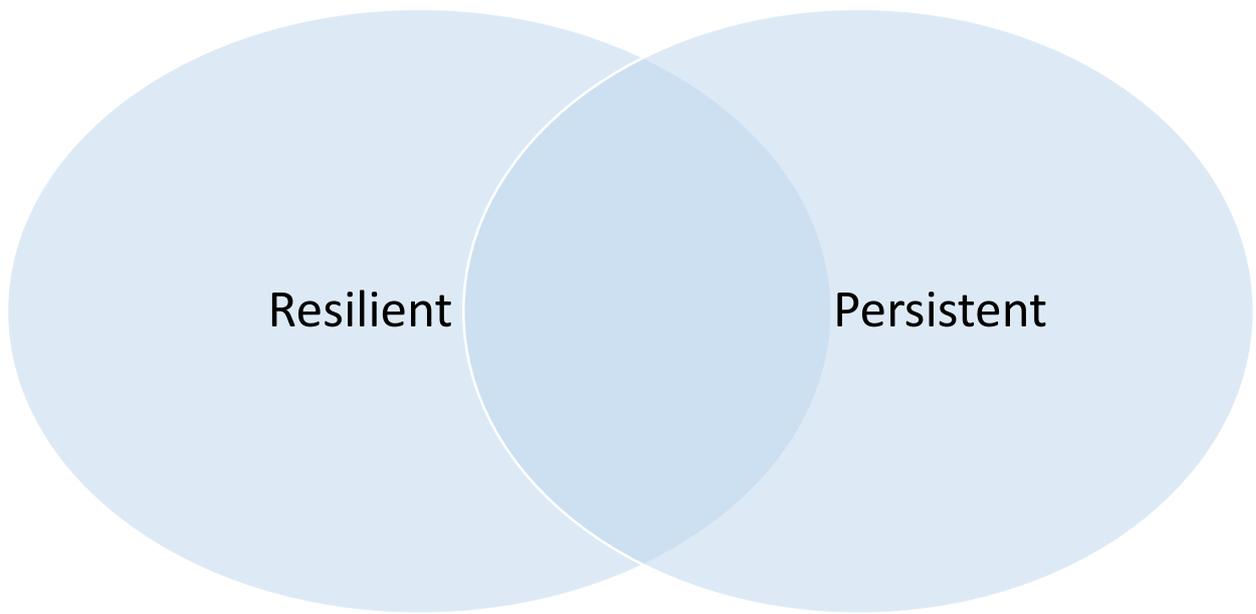
**How do mistakes and struggles contribute to learning?**

**Do you think the paper ripping challenge required grit?**

**Justify why / why not?**

## **PART 5- VENN DIAGRAM**

**Complete the VENN diagram below by writing what is different about these two concepts in the circles. Write any common characteristics where the circles overlap. You may choose to find the definition for each word to help you.**



## LESSON 2- GETTING GRITTY

### Learning objectives

By the end of this lesson, learners should:

- understand what grit is
- reflect on grit and talent
- consider other factors that lead to success

**PART 2- Sudoku challenge-** [click here to play](#) or complete Sudoku grid below in your workbook.

The classic Sudoku game involves a grid of 81 squares. The grid is divided into nine blocks, each containing nine squares. The rules of the game are simple: each of the nine blocks has to contain all the numbers 1-9 within its squares. Each number can only appear once in a row, column or box. (Source: [www.counton.org/sudoku/rules-of-sudoku.php](http://www.counton.org/sudoku/rules-of-sudoku.php))

7	9					3		
					6	9		
8				3			7	6
					5			2
		5	4	1	8	7		
4			7					
6	1			9				8
		2	3					
		9					5	4

Copyright 2005 M. Feenstra, Den Haag

## PART 4



**Failure comes first...**

**What does John Legend think about failure. With a whole lot of grit and persistence, does “no” eventually turn into “yes”, or is there another ingredient? Eg (do we sometimes need time for learning, improvement, feedback). If we don't change, will our results change? Justify.**

## LESSON 3- FAILING FORWARD

### Learning objectives

By the end of this lesson, learners should:

- identify obstacles and the demonstration of grit in a high achiever
- communicate the need for grit to other students

### PART 2- RESEARCHING A HIGH ACHIEVER

Think of someone you admire who has achieved a great deal in their life. This may be someone you know (a family member or a friend) or someone you have heard or read about (eg J.K. Rowling, Richard Branson, Michael Jordan, Laura Geitz, Billy Slater, John Legend, Oprah Winfrey, Colonel Sanders). Research and record the following things about this person.

a) What obstacles did they have on their journey?

b) How did they demonstrate grit?

c) Where might they have ended up if they were not “gritty”?

# LESSON 4- SETTING AND STRIVING FOR TARGETS

## Learning objectives

By the end of this lesson, learners should:

- understand the T.A.O.P process
- have a written T.A.O.P process for top priority learning target
- have a written T.A.O.P process for at least one other area

**PART 2-** read this article that will outline the process we will complete today.

- [Setting and striving for targets.](#)

**PART 4-** Complete T.A.O.P. process below for your learning target for this term.

## REACHING TARGETS WITH T.A.O.P

**TARGET=** “My LEARNING TARGET is....”

**ACTION=** “The main ACTION necessary to achieve my target is...”

**OBSTACLE=** “One OBSTACLE that might arise on the way to my target is...”

**PLAN=** “If ... then...”

Then complete the same process for each these major areas of your life-  
health, relationships, extracurricular (please circle).

**TARGET= “My HEALTH TARGET is....”**

**ACTION= “The main ACTION necessary to achieve my target is...”**

**OBSTACLE= “One OBSTACLE that might arise on the way to my target is...”**

**PLAN= “If ... then...”**

---

**TARGET= “My RELATIONSHIPS TARGET is....”**

**ACTION= “The main ACTION necessary to achieve my target is...”**

**OBSTACLE= “One OBSTACLE that might arise on the way to my target is...”**

**PLAN= “If ... then...”**

---

**TARGET= “My EXTRACURRICULAR TARGET is....”**

**ACTION= “The main ACTION necessary to achieve my target is...”**

**OBSTACLE= “One OBSTACLE that might arise on the way to my target is...”**

**PLAN= “If ... then...”**

---

# LESSON 5- HABIT FORMATION

## Learning objectives

By the end of this lesson, learners should:

- understand the habit loop
- list the three parts of the habit loop
- create a habit loop for a habit they would like to eliminate, reduce, or do more often

## PART 2

Habits- what are they?



How many things do we do each day without really thinking about them?  
Brainstorm them here.

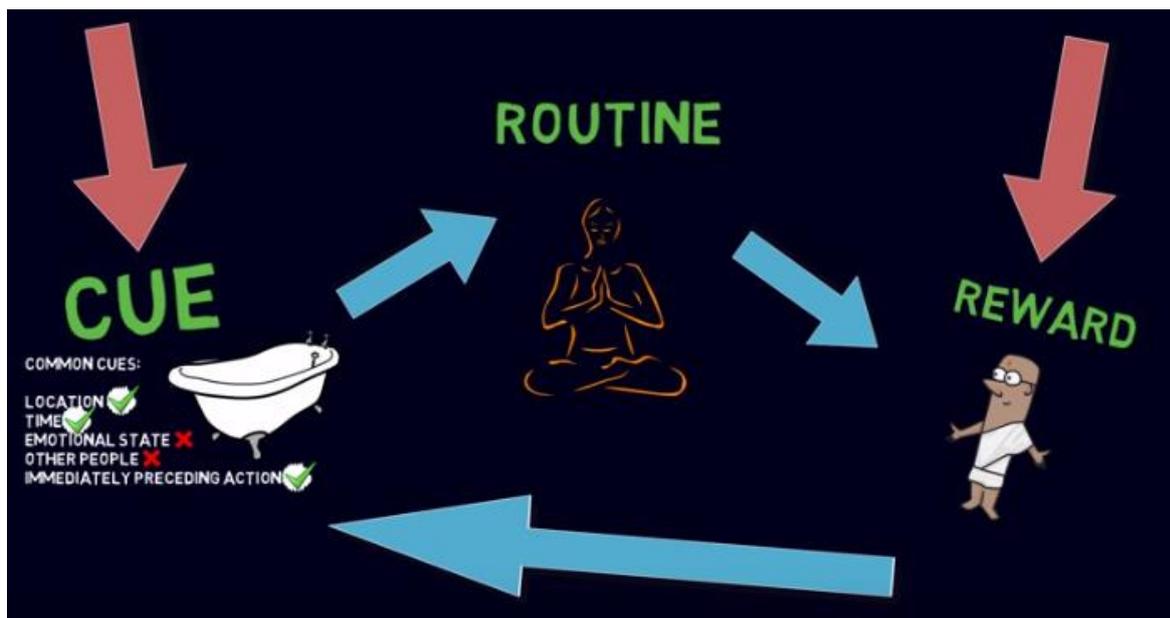
## PART 4- Complete "THE HABIT LOOP" worksheet below.

In doing so, it would be wise to keep in mind the four big areas identified in our previous lesson on setting targets- learning, health, relationships, extracurricular. Find a habit that would enhance your performance in this area and apply it.

**"We are what we repeatedly do. Excellence, then, is not an act, but a habit."  
Aristotle**

Self-control is hard- habits are automatic and don't require a lot of thought. Let's use our knowledge of the habit loop to set ourselves up for success.

We can use the habit loop to reduce our poor choices or to increase good choices.



The HABIT LOOP:

1. CUE – the event that starts the habit (triggers could include time of day, other people, a location, a preceding event or an emotional state).
2. ROUTINE – the behaviour that you perform (the habit itself).
3. REWARD – the benefit that is associated with the behaviour.

Improve your habits by completing this process for one habit you wish to stop or start.

For example, I may want to practice gratitude on a daily basis. This is the ROUTINE. In order to help me remember and be disciplined, I can attach this routine to a CUE of my choice.

<i>CUE</i> - What is a reliable reminder or trigger for your behaviour?	Brushing my teeth before bed each night.
<i>ROUTINE</i> - What is the behaviour?	Consider 3 things that I am grateful for every day and the reasons why they occurred.
<i>REWARD</i> - What benefit do you get from this?	The daily practice of gratitude has been shown to improve wellbeing. It also helps me to be aware of the good things in my life. Additionally, I also feel good that I have stuck to my commitment of practicing gratitude daily.



Another example would be that I want to watch TV less often.

The CUE might be the remote control on the couch. I could remove the CUE that leads to the undesirable ROUTINE. Put the remote control in the drawer of the TV cabinet (out of sight, out of mind). Then, the ROUTINE won't occur as often.

**Complete this process for a habit that you want to eliminate or reduce, or one that you would like to do more frequently.**

<i>CUE</i> - What is a reliable reminder or trigger for your behaviour?	
<i>ROUTINE</i> - What is the behaviour?	
<i>REWARD</i> - <i>What benefit do you get from this?</i>	

**Take this new habit loop and implement it as soon as practically possible.**



# BUILDING WELLBEING



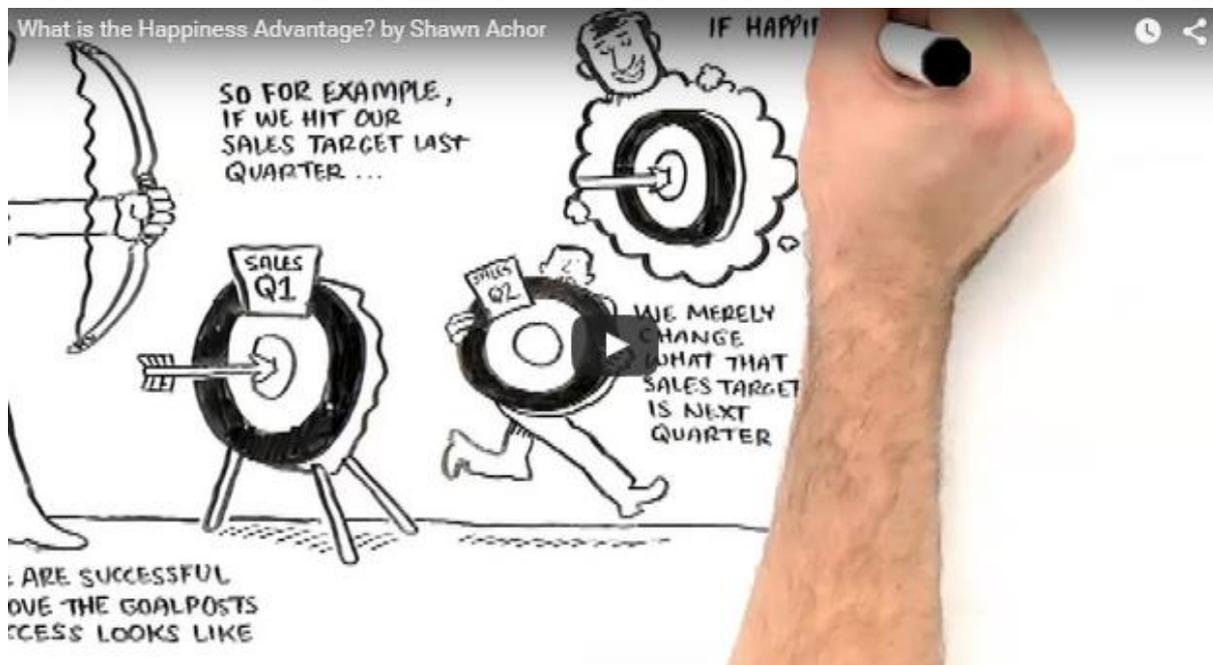
# WELLBEING- LESSON 1- WELLBEING AND ACHIEVEMENT

## Learning objectives

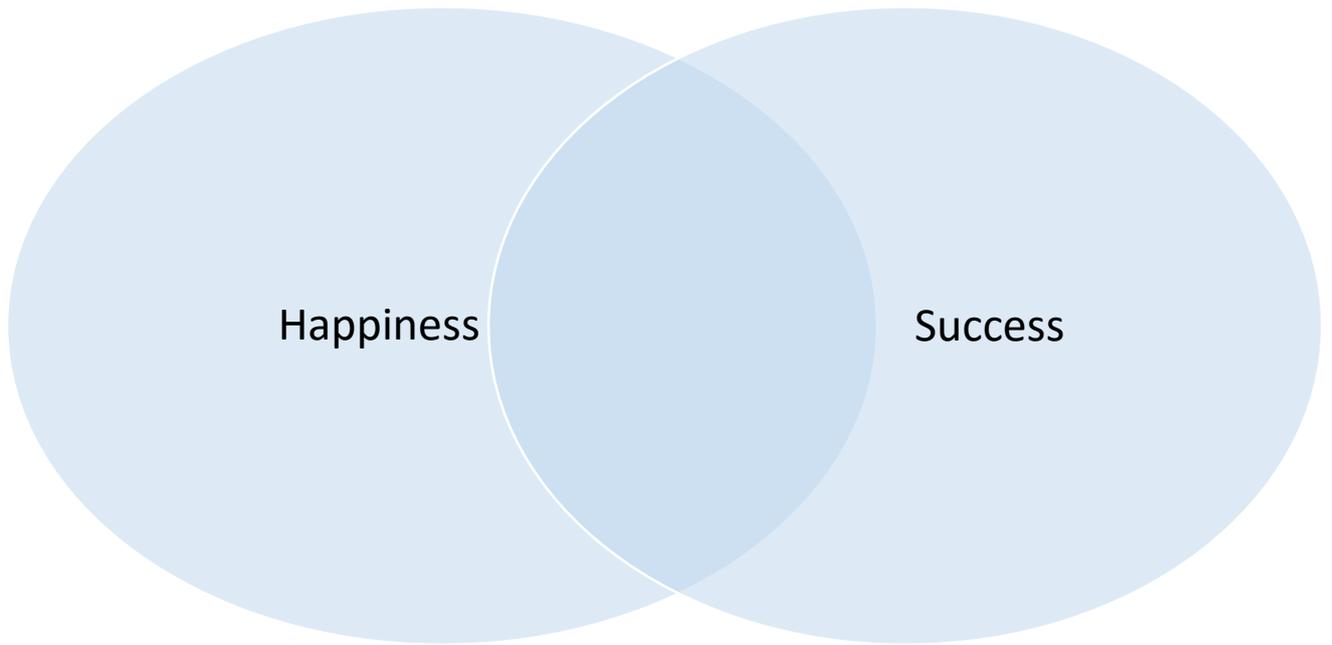
By the end of this lesson, learners should:

- compare and contrast happiness and wellbeing
- link their wellbeing to performance

## PART 2



Complete the VENN diagram below by writing what is different about these two concepts in the circles. Write any common characteristics where the circles overlap. You may choose to find the definition for each word to help you.



**Happiness and success are related- which comes first?**

## PART 3- SCATTEGORIES CHALLENGE

Instructions: divide into pairs or small teams. Your teacher chooses any letter A-Z. Then you are to fill every category with an appropriate word that starts with the chosen letter. 4 minutes maximum work time. The letter is ...

1. A boy's name
2. A City
3. Things that are cold
4. School Supplies
5. Pro Sports Teams
6. Insects
7. Breakfast foods
8. Furniture
9. TV Shows
10. Things that are found in the ocean
11. Words with a double letter
12. Product Names

## PART 4

Read this article "[Wellbeing and Performance](#)". Then reflecting on Part 2's you tube clip and part 3's article, respond to and discuss the following:

What is wellbeing?

How could wellbeing lead to higher achievement?

## LESSON 2- WHEEL TO WELLBEING

### Learning objectives

By the end of this lesson, learners should:

- identify the wheel to wellbeing and the 6 components
- commit to taking action in one area to improve their wellbeing

### PART 2



Be Active, Keep Learning, Give, Connect, Take Notice and Care for the Planet. Simple steps to wellbeing and better mental health.

### PART 3- WELLBEING WHEEL

Go to the “six ways to wellbeing” website [here](#).

Create your own wellbeing wheel below, ensuring that you label each section. Then follow the links and list at least 5 things people can do to enhance their wellbeing for each part of the wellbeing wheel.



## PART 4- WELLBEING ACROSTIC

W E L L B E I N G

**PART 5-** Decide on one area of your wellbeing that you would like to focus on improving over the next couple of weeks.

**Use the T.A.O.P. process to record the specific action you will take in this area and also when and where you are going to do it?**

**TARGET:**

**ACTION I will take (including when and where):**

**OBSTACLES that may arise:**

**If/then PLAN:**

## LESSON 3- GRATITUDE

### Learning objectives

By the end of this lesson, learners should:

- identify things for which they are grateful
- have begun a gratitude journal

### PART 3



Record or discuss a few of the things that Hailey Bartholomew was grateful for during her 365 day journey.

Notice how simple and common many of these things are.

## PART 4



**We see mainly what we look for. In the next 90 seconds, write down as many things as you can that you are grateful for. They can be as simple or extravagant as you like.**

**I'm grateful for:**

## **PART 5- HOMEWORK - GRATITUDE JOURNAL**

**For the next 7 days, write down 3 things you are grateful for each night before you go to bed (or at another time each day that suits you).**

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

**Day 6**

**Day 7**

## LESSON 4- MEDITATION

### Learning objectives

By the end of this lesson, learners should:

- list and understand some of the benefits of meditation
- participate in a short meditation

### PART 4



**As you watch, record 2-3 dot points about what you already knew and 2-3 points of new information.**

Some things I already knew:

New information:

**At the end of the clip, reflect on these two questions:**

- 1. What are some of the benefits of meditation?**
- 2. How is the research about mindfulness linked to the growth mindset?**

## **PART 5- HOMEWORK**

**Do this activity (or similar) each day this week in your own time- you can do it with or without the guidance of a narrator. [The Smiling Mind App is free and has plenty of guided meditations.](#) It should only take a few minutes each day, and will set you up for personal greater wellbeing.**



**How would you capture some of your daily school life in a way that helps remind you of the meaning and value in your life?**

**How could a photo help someone to understand you and what you most care about?**

**While this is highly personal, some examples might include sports or music equipment, part of the environment or a building located on the school grounds, something from your pencil case or locker. Use your camera or camera phone handy to take only 1 or 2 photos of these things during the lesson today. You need not go out of your way- it is really about looking at the everyday events and places of life in a new way- a mindful way.**

## **PART 4 AND 5- SHARING MINDFUL PHOTOGRAPHY**

**In 100-150 words, explain:**

**How the photo has attempted to capture some of your daily school life in a way that helps remind you of the meaning and value in your life.**

**How the photo explains something about you as a person, or about what you care most about at school.**

Proudly brought to you by  
**UNLEASHING PERSONAL  
POTENTIAL**



**Improving student performance by  
building growth mindsets, grit and  
wellbeing.**