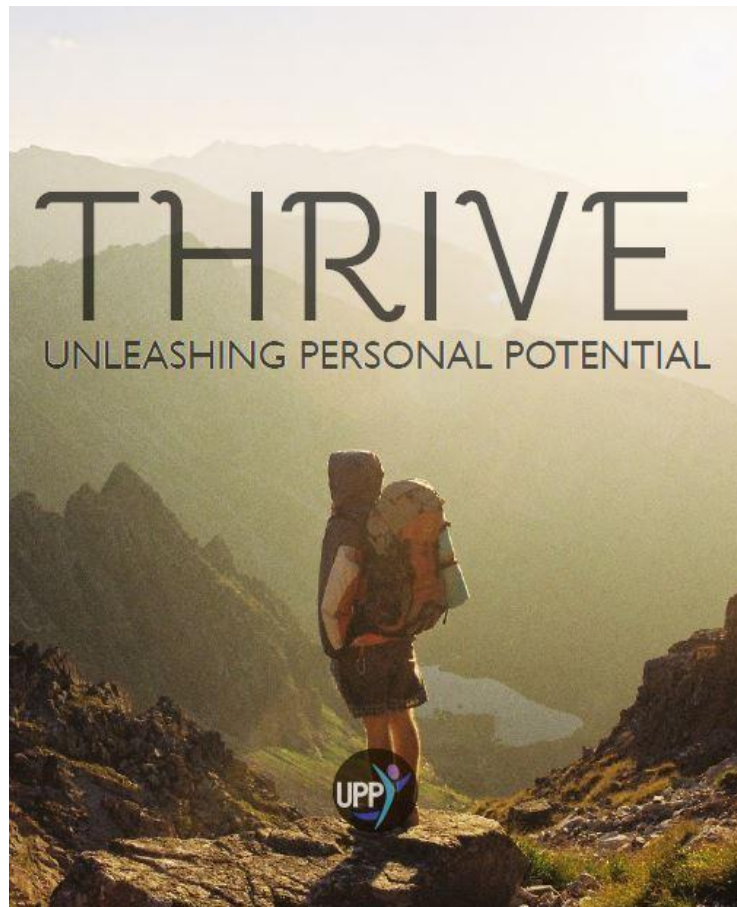


THRIVE Module 1:
GROWTH MINDSET AND
MY BRAIN



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

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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

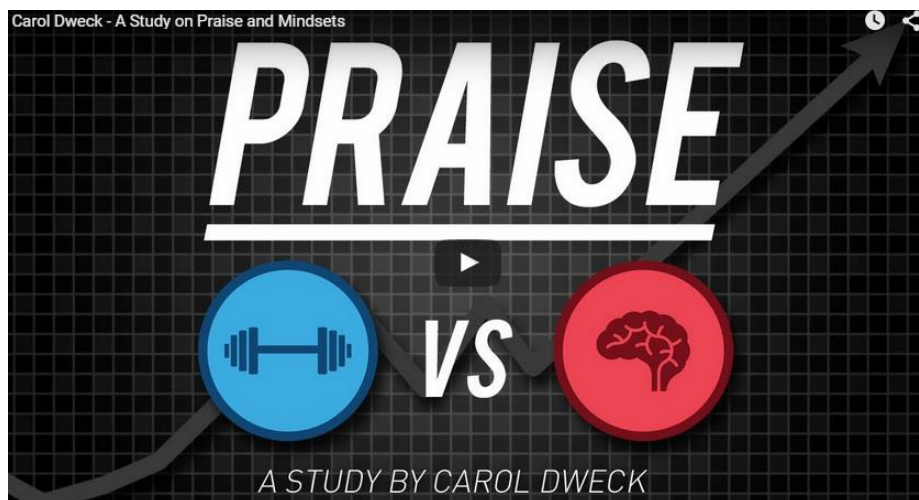
PART 3

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 objectives

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 brain teaser 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 2 metres by 3 metres by 4 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?**

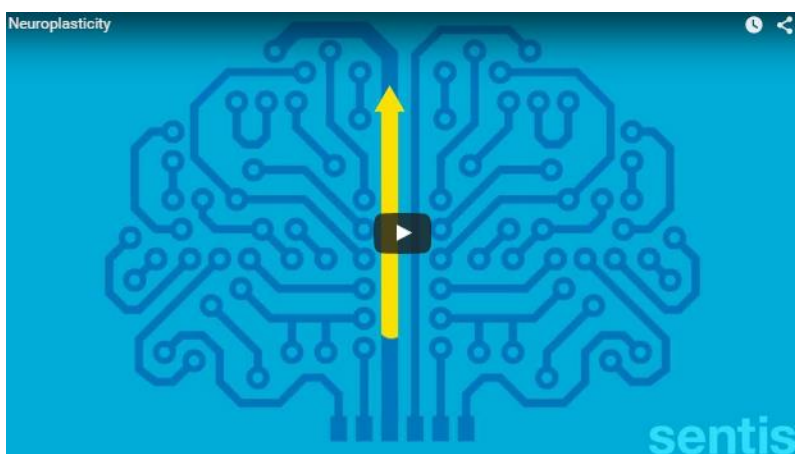
8. What was the Prime Minister's name...**in 1995?**

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?

PART 5

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."

Write your arguments below:

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 ACTIVITY

Copy and paste the following URL into your browser:

<http://sivers.org/mindset>

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/below the article):

- 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 no 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 AT LEAST:

1 new learning =

1 learning that has been reinforced =

1 question / challenge / argument you might have =

Then participate in a class discussion about the video.

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.
- Skipping with a rope (for more challenge, progress to pepper or double-unders)
- Tongue twisters
- Juggling with a soccer ball
- Learning a song on guitar
- Knitting / textiles / sewing

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 the video.

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.

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**Improving student performance by
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wellbeing.**