

<ul style="list-style-type: none"> Students will be able to analyze scenarios and apply growth mindset strategies. 	anecdotal notes taken for participation.
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Prerequisite Concepts and Skills:

Students need to be able to write simple sentences.

Students need to be able to collaborate with others.

Students need to be able to think reflectively and communicate that to others.

Indigenous Connections/ First Peoples Principles of Learning:

FPPL- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

FPPL- Learning requires exploration of one's identity.

Universal Design for Learning (UDL):

This lesson includes multiple inputs of information. Students are verbally sharing and learning as well as visually and auditory learning is happening through the video. The group work further supports a variety of learning styles through the different collaborations stemming from working with others.

Differentiate Instruction (DI):

The couple students who struggle with group work can be encouraged to stay with their group, rather than fully participate. They will learn through proximity.

Materials and Resources

Guided meditation worksheet
Boards and markers for each group
“Yet” worksheet
Scenarios handout (1 per group)

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction: Let the students know that today they will be continuing to explore themselves and growth vs fixed mindsets and the power of yet....</p> <p>Watch the video Class Dojo Growth Mindset Attitude Mindset- Episode 3.</p> <p>https://www.youtube.com/watch?v=OFKVoCuwI2s</p>	Listening and watching the video	5 min
<p>Body: Have the students share with their desk partners for a few minutes what they remember/know about growth and fixed mindsets. Prompt them to share a time they exhibited a fixed vs growth mindset during this discussion if they run out of content to discuss.</p> <p>After this brief recap, hand out the “yet” worksheet.</p>	Students are talking with one another from their seats.	<p>5 min</p> <p>2 min</p>

<p>Explain to the students they are to write down three things they find positive about themselves. Then write down 3 things they struggle with about themselves. After that students are to apply one of the “yet” Sentences to each of their 3 struggles.</p> <p>Brain Break, guided meditation. (see attachment) to be read in a calm consistent voice with a slow pace)</p> <p>Explain to the students that they are now going to be put in groups and act out scenarios given to them. There are 3 scenarios. There may be duplicates.</p> <p>Students have 5-10 minutes to discuss how to make the scenario have growth mindset qualities. They have the option to share verbally, or if they wish they can act out the scenario showing how it would look as a growth mindset.</p> <p>Groups will share their findings.</p> <p>Students return to their desks (counting their favorite number to get there in that amount of steps. If their favorite number is too small, multiply it by 3.</p>	Students are working on the worksheet.	10 min
	Students are relaxing listening to the guided meditation.	3 min
		5-10 min
		5-10min
		2min
<p>Closure: Put the worksheet in your binders.</p> <p>Challenge them to think about their daily struggles and if they are using a fixed or growth mindset.</p>		2-3 min

Organizational Strategies:

Students participate in a guided meditation to refocus.

Frequent activity switches keeps students on task.

If students get too loud, “Anyone who can hear me take a deep breath” can be used to gain attention and get the class back on track.

Proactive, Positive Classroom Learning Environment Strategies:

Students are put into groups. Taking into consideration students who cannot work together or go off task easily.

The teacher will walk around the room during group work, checking in and engaging with the groups.

Engaging with students through proximity and conversation during individual work also is used to proactively manage the class.

Extensions:

This lesson can be a part of a larger Mindfulness or Growth mindset unit. This can also be part of a health sciences unit, or part of a drama unit.

Reflections (if necessary, continue on separate sheet):