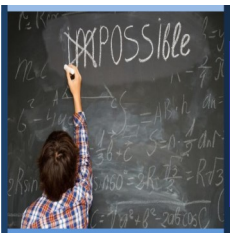
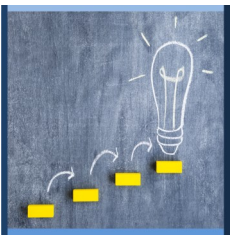


4S Skills for Secondary School Success



Teacher's Manual

2025 Edition

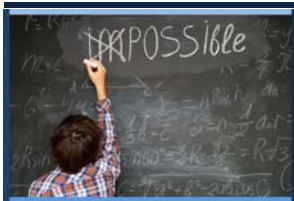


Unit 2: Confronting Challenges and Having a Growth Mindset



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Managing Stress

This lesson is designed to introduce students to this unit on confronting challenges and developing a growth mindset while becoming aware of their initial stress levels.

Essential Question

How can I develop the expertise and mindsets I need to accomplish my most important goals, despite the challenges I face along the way?

Guiding Question

What are some causes of stress?

How can we recognize feelings of stress within ourselves and manage these emotions?

Objectives

- Students will examine what the term *stress* means to them and how it may manifest itself physically.
- Students will brainstorm ways they relieve their own stress and ways schools can help support students experiencing stress.

Advance Preparation

- Display posters with the questions written on them.
- Place Growth Mindset handout next to the posters.
- Make copies of student Self-Regulation Inventory and Experience of Stress questions.

Materials/Resources

- PowerPoint slideshow 2.1 (adapt as necessary)
- 6 posters
- Post-its and markers or pens for students

Student Materials

- Growth Mindset infographic
- Experience of Stress sheet
- Self-regulation Inventory

Vocabulary

- Stress
- Growth mindset

Do Now

3 min.

Share with a partner your thoughts on the following questions:

When you hear the word “stress,” what do you think of? What activities do you like to do when you are feeling stressed?

Introduction (Framing/Overview)

2-3 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Briefly review the day’s agenda (slide 4).
3. Introduce the second unit (slide 5) by sharing the following:
 - This unit is about confronting challenges and developing a growth mindset.
 - Middle school and high school can be difficult to navigate. In this unit, students will learn about strategies to adopt when things may not be going as they hoped.
 - This unit will guide students in exploring the importance of what is referred to as a Growth Mindset (slide 6).
 - Students will learn about ways the human brain continues to develop over time, and what this means for their capacity to overcome challenges. We, as humans, are constantly growing and developing.

**Direct
Instruction****Activity 1: Gallery Walk and Discussion**

25-30 min.

1. Tell students that before jumping into this unit, they will begin by thinking about the big themes. Students should have 12-15 minutes to walk around and complete the gallery walk (slide 7). The teacher can assign students to groups and allot a certain number of minutes at each station or allow for more fluid movements depending on the needs of the class. The posters display the following questions:
 - a. What is stress?
 - b. How do you know if you are feeling stress?
 - c. What causes stress?
 - d. What do you do to relieve stress?
 - e. What can schools do to help students feel less stressed?
 - f. Look at the Growth Mindset picture. What differences do you notice between a fixed and growth mindset?

**Gallery
Walk**

At each station, students respond to the question(s) by writing on Post-It notes and placing them on or beside the poster.

**Whole
Class
Discussion**

- Review some of the responses with the class, clicking through slides 8 to 13. A student volunteer can read the messages aloud from each poster. Alternatively, the teacher can read all of the responses to each question, one at a time, and then invite students' comments and reflections.

Activity 2: Experience of Stress & Strategies Inventory 5-10 min.

- Have students reflect on the Experience of Stress questions. These 8 items measure the extent to which they experience symptoms of stress. (Responses to these questions are personal and are not to be shared with teacher. Students will take survey at the end of the year to understand how providing students with strategies may help them better tackle challenges.)

**Personal
Evaluation**

- Have students complete the Self-regulation Strategies inventory (slide 14) by checking off the items they currently do, want to try, or are not interested in. Have students keep this inventory in their folders or binders; they will rate themselves again at the end of the unit to identify growth.

**Personal
Inventory**

Closure

5 min.

- Preview coming lessons in this unit (slide 15). Highlight the next lesson, which identifies some major causes of stress for students.
- Exit ticket: students respond to the following questions.
 - What are two things you hope to learn about in this unit?
 - How do you know if you are feeling stressed?

Extensions

If you have more time in class, have students share their favorite self-regulation strategies with a partner or their teammates.

Homework: As homework, have students write a journal entry on "The Top Three Stressors in My Life."

Experience of Stress

Below are some questions about how you experience stress. Please take a few minutes and think about what stress may feel like in your body. The goal is to identify what stress may feel like or look like, so you know when it may be time to take a break or relax. You do not have to share your answers with anyone if you prefer not to do so.

In a typical week, how many nights do you have difficulty sleeping?

0 1 2 3 4 5 6 7

How often do you..

	Less than once a month	Once or twice a month	Once a week	Multiple times a week	Multiple times a day
get headaches?					
feel sick to your stomach because of stress?					
have difficulty being physically still because of stress?					
feel your heart racing because of stress?					
start arguments because you feel stressed out?					

How often do you...

	Never	Rarely	Sometimes	Often	Always
...get annoyed with others because you feel stressed?					
... have trouble focusing because of everything going on in your life?					

Self-Regulation Strategies

Below is a list of strategies that people use when they are very emotionally charged or feeling stressed. These activities can help you calm down or refocus. Check any of the items that you either currently do or would like to try.

Self-regulation strategy	I do this	I would like to try	Not for me
1. Deep breathing or meditation			
2. Identify and label your feelings			
3. Talk about it with someone you trust			
4. Call someone you love or care about			
5. Do something nice for someone else			
6. Write down 5 things you feel grateful for			
7. Go for a walk			
8. Write in a journal about what is bothering you			
9. Squeeze a stress ball			
10. Draw or doodle			
11. Stretch			
12. Read a book			
13. Drink water			
14. Listen to music			
15. Exercise			
16. Count to 20 (or 100)			
17. Sit in a quiet place			
18. Play a game or do a puzzle			
19. Give someone a hug			
20. Watch a funny video			



Identifying Signs of Stress

This lesson is designed to help students identify what stress looks and feels like within their bodies. Our goal is to help them recognize signs of stress in themselves.

Essential Question

How can I develop the expertise and mindsets I need to accomplish my most important goals, despite the challenges I face along the way?

Guiding Question

What are the physical, behavioral, and emotional signs of stress? What causes stress?

Objectives

- Students will understand the fight or flight response and identify symptoms of stress.
- Students will list causes of stress and brainstorm ways schools can support students.

Advance Preparation

- Familiarize yourself with the information on the sympathetic and parasympathetic nervous systems so that you are comfortable explaining it.
- Prepare student handouts.

Materials/Resources

- PowerPoint slideshow 2.2 (adapt as needed)

Student Materials

- Paper for Do Now
- Signs of Stress, Causes of Stress, and Making School Better activity sheet
- Exit ticket: Sympathetic vs. Parasympathetic Nervous Systems handout

Vocabulary

- Sympathetic nervous system
- Parasympathetic nervous system

Do Now

2-3 min.

Slide 1: How does your body tell you if you are feeling stressed? What are some physical symptoms you experience?

Introduction (Framing/Overview)

2-3 min.

- Slide 3: Student Dedication (30-60 seconds)
- Tell students that today they will learn about the fight or flight response, and about what happens to our bodies when we are experiencing stress. Review the day’s agenda (slide 4).

Activity 1: Identifying Signs of Stress

10-15 min.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 3. Before beginning the lesson, discuss with students some of the symptoms they identified in the Do Now (slide 5). Ask, “What does stress feel like in your body?” | Whole Class Discussion |
| 4. (Slide 6) Tell students, “Today we are going to discuss the fight or flight response. It can be helpful to understand what is happening in our bodies, because that is one way that we experience stress.” | Direct Instruction |

Ask students whether they consider stress a good or bad thing. Click to point out that there are many times when we feel ‘stressed’ or activated for good reasons. For example, if you are an athlete about to play in a game or a musician about to perform, the adrenaline rush that gets you excited also prepares your body for the match or performance.

Introduce to students the human body’s two different nervous systems: the sympathetic nervous system and the parasympathetic nervous system (slide 7). These two systems act in opposite ways.

The sympathetic nervous system (slide 8) kicks in when we are under stress (also called the “fight or flight” system). This system activates the body’s preparedness to deal with danger or a challenge. Imagine running away from a lion: to survive, you would need to muster all the energy available. The effects of the sympathetic system include:

- Pupils expand to let in more light so you can see better.
- Your heart rate increases so your blood can carry extra oxygen and sugar to your muscles, legs, arms and brain. This helps you think faster and move quickly.

- You breathe harder to provide extra oxygen for your heart to distribute.
- Because your blood is circulating more quickly, your skin becomes flushed and you may begin to tremble.
- Your body stops digesting food so that it will be able to use all its energy to deal with the danger or stress factor.

The parasympathetic nervous system (slide 9) has just the opposite effect. It is also called the “rest and digest” system. After the stressor has passed, the body returns to baseline;

- The heart rate slows down.
- You begin to digest food again.
- Your pupils go back to normal

If stressors continue for a long time, the sympathetic nervous system remains on alert in ways that aren’t healthy (slide 10). This creates other long-term symptoms, such as headache, stomachache, tiredness, irritability, and sadness. Understanding how stress produces physical symptoms can help us identify signs of stress in our bodies. Today we will learn more about ways our bodies tell us we are feeling stress.

Activity 2: Symptoms of Stress

10-15 min.

5. Direct students to brainstorm with their teams some symptoms of stress (slides 11 and 12). What are physical, emotional, behavioral, or mental signs that you or someone else is feeling stressed? Have students list as many signs as possible on the “Signs of Stress” activity sheet.

Cooperative Learning

Invite students to share some signs they identified (slides 13-16):

Whole Class Discussion

- What are some physical signs of stress?
- What are some emotional signs of stress?
- What are some behavioral signs of stress?
- What are some mental symptoms of stress?

Ask students (slide 17), “Why might it be helpful for you to identify these signs of stress in yourself? Why might it be helpful for you to identify these signs of stress in someone else?”

Activity 3: Causes of Stress

10-15 min.

6. Tell students, “Now that we have talked about what stress looks like, let’s think about what may cause it in ourselves. With your group, brainstorm different situations or experiences that may cause stress

Cooperative Learning

among teenagers” (slide 18). Have students write responses at the top of page 2 of the activity sheet.

7. After teams have had time to brainstorm, direct them to discuss ways that schools can help support students better (slide 19). Students should come up with 3 creative solutions or ideas that can make schools better for students and write them down in the Making Schools Better section of their activity sheets.

Closure

5-8 min.

8. Have student teams report some of the causes of stress they identified, as well as some of their suggestions for making schools better.
9. Exit ticket: Students complete the “Stress Response: Sympathetic vs. Parasympathetic Nervous System” activity sheet.

Extensions

For homework, you could have students write a journal entry describing a stressful experience, or identifying the top two stressors in their lives.

Signs of Stress Activity Sheet

Stress is your body’s responses to events around you. Stress can be both positive and negative; if you decide to run a 5K race and begin training, your body will experience a good stress. If you break your leg, that is a bad stress. Sometimes stress is both positive and negative. Ideally, your level of stress should be motivating, not overwhelming or draining. Too much stress will exhaust your body and mind and lead to serious health problems.

Stress affects your mind and your body. It causes powerful feelings and biological changes. Your body responds with a “fight or flight response.” It is ready to fight to defend itself or run away to be safe from danger. Your heart speeds up. Stress hormones flood your body, preparing you for action. You may feel highly alert and focused. But if the stress continues, you will experience negative consequences.

List as many symptoms of stress as you can in the chart below.

Physical Symptoms	Emotional Symptoms
Behavioral Symptoms	Mental Symptoms

Causes of Stress

Making School Better

Based on what you have learned about stress and some of the causes, what are ways we can make school less stressful? How about ways we can help students manage stress? With your team, brainstorm some ideas for principals, teachers, and in general.

Ideas for the principal

Ideas for teachers

General ideas

The Stress Response: Sympathetic vs. Parasympathetic Nervous System



The Sympathetic Nervous System

Stress Response

Revs you up, preparing you to fight, take flight, or freeze

- Heart beats fast
- Breath is fast and shallow
- Pupils expand to take in more light
- Stop digesting food
- Blood rushes to your muscles
- Hormones rush through your body
- High energy use



The Parasympathetic Nervous System

Relaxation Response

Calms you down, preparing you to rest, think, and recover

- Heart beats slow and rhythmic
- Breath is full and slow
- Pupils return to normal
- Food digestion resumes
- Blood flow returns to your gut and lungs
- Hormones lift your mood and help you relax
- Saves energy



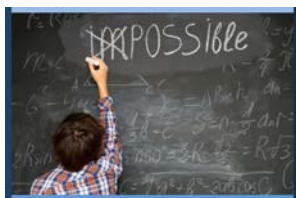
What are three differences between the stress response and the relaxation response?

1. _____

2. _____

3. _____

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Managing Difficult Emotions

This lesson is designed to help students identify their triggers and learn ways to manage difficult emotions. Students will be introduced to the PEACE acronym as well as other strategies for dealing with intense emotions.

Essential Question

How can I develop the expertise and mindsets I need to accomplish my most important goals, despite the challenges I face along the way?

Guiding Question

How can we manage difficult emotions? What are our triggers?

Objectives

- Students will identify their own triggers and causes of intense emotions.
- Students will identify specific ways to manage heightened emotions.

Advance Preparation

- Prepare a blank “Remaining Calm” T-chart and “Self-regulation Strategies” list on the white board, smart board, or poster paper
- Prepare student handouts/ activity sheets

Materials/Resources

- PowerPoint slideshow 2.3 (adapt as needed)
- Blank “Remaining Calm” T-chart and marker
- Blank “Self-regulation Strategies” list

Student Materials

- Triggers Checklist/ Remaining Calm
- P.E.A.C.E. activity sheet
- (Optional) Conflict journal
- Half sheets of paper for exit ticket

Vocabulary

- Trigger

Do Now

3 min.

Think about the last few times you felt intense, difficult emotions. What caused these feelings?

Introduction (Framing/Overview)

2-3 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Show the lesson agenda (slide 4). Tell students they will be learning about identifying their own triggers and ways to manage difficult emotions.

Activity 1: Recognizing Our Triggers

10-15 min.

3. Display slide 5 and tell students, “Yesterday we talked about some of the signs of stress. Towards the end of class, we discussed some of the causes of these feelings. Today we are going to build on this conversation by thinking more specifically about ourselves. What triggers us? Before we can think about managing difficult emotions, it can be very helpful to identify their causes.

Direct Instruction

(Slide 6) “We talked generally about the causes of stress, but each of us may have different triggers. The term ‘trigger’ here refers to specific events or situations that cause heightened emotions such as nervousness, anxiety, anger, sadness, frustration, or worry. We each have specific triggers that may differ from those of our friends.”

4. Distribute the Emotional Triggers Checklist; have students look at the list of potential triggers and select any/all that apply to them (slide 7).
5. When most students have completed the checklist, display slide 8 and call students’ attention to the section of the checklist titled “Experiences.” Tell students, “When a situation or event frequently upsets us, it can be helpful to identify the specific feelings that it creates for us. Some of these feelings are listed in the checklist section titled ‘Experience,’ but we have a longer list in our slideshow.” Give students time to silently review the list on the slide, or invite one or more students to read the list aloud.

Personal Reflection

As an example, ask students, “If the poor condition of your school makes you angry, what feelings do you think that situation is causing, based on the list on slide 8?” Students might suggest that they feel disrespected, unsafe, uncared for, or powerless. Such feelings are the link between the actual physical situation and the strong negative emotions that they may experience. Point out to students that it is helpful to understand why a situation elicits strong emotions for us.

Whole Class Discussion

Activity 2: Managing Difficult Emotions

15-20 min.

6. Tell students that while it's helpful to recognize triggers, it's just as important to think about how to handle them (slide 9). Ask students, "Why is it important to remain calm when you are upset?"

Whole Class Discussion

After several students have suggested responses, advise students to work with their teams for a few minutes to brainstorm what it looks like and sounds like to remain calm. After brainstorming as a team, partner pairs should complete the Remaining Calm T-chart (slide 10; second page of activity sheet).

Cooperative Learning Activity

Invite students to report on the features they identified. Note these on the blank Remaining Calm T-chart you have prepared on the white board, smart board, or poster paper.

Whole Class Discussion

7. Tell students that one way to think about dealing with difficult situations or intense emotions is the PEACE approach. Share the following information (slides 11-16):

Direct Instruction

P stands for identifying the PROBLEM. If you can identify what is making you feel strongly, you can start to find a solution. If we don't know what the issue is exactly, we can feel very overwhelmed, and that makes it harder to sort through our feelings.

E stands for EXAMINE yourself. Take 60 seconds to pause and ask, "What am I feeling in my body? What are my emotions? Why am I feeling this way?"

A stands for ADVICE. Can you talk to a friend or adult who can give you advice? Sometimes it helps just to talk through what is bothering you. Is there someone you can do this with who is outside of the problem?

C stands for CONSIDER the outcome. What goal do you want to achieve? What would the best solution look like?

E stands for EXHIBIT or demonstrate the skill of a self-controlled person. What would this look like? How can you recognize if you are out of control?

What might you need to do if you are out of control?

8. Distribute the "Steps to P.E.A.C.E." activity sheet. Have students think about a recent problem or experience that made them very upset (slide 17). Tell students to take 5 minutes to use the PEACE acronym to think of ways they could have handled that situation.

Individual Reflection

Activity 3: Self-Regulation Strategies

5-10 min.

9. Tell students, “The PEACE strategy is one helpful way to deal with triggers. However, we also have other self-regulation approaches that help us calm ourselves down. As a class, let’s brainstorm some self-regulation strategies that we’ve used. When you feel really strong emotions, what are some things that you do to calm down? Let’s see if we can come up with a list of at least 15 ideas.”

**Whole
Class
Discussion**

Note student suggestions on the white board, smart board, or poster paper. Have students note them as well.

Closure - Exit Ticket

3 min.

Have students complete their exit ticket by writing answers to the following:

1. What is one self-regulation strategy that you often use?
2. What are two self-regulation strategies that you would like to try?

Extensions

If you have more time in class, or for homework, have students fill in the “Conflict Journal” chart with their reflections on recent conflicts they may have had.

Emotional Triggers Checklist

When teenagers were asked to identify things that made them mad, they listed things at school, home, in their relationships, and in themselves. They also mentioned specific feelings that may lead to more intense emotions. Are any of these your triggers too?



School

- ☐ Other kids fooling around in class so we can't learn
- ☐ School work doesn't seem to relate to my future goals
- ☐ The physical condition of my school
- ☐ Getting detention or a negative consequence
- ☐ Feeling misunderstood by my teacher
- ☐ Getting publicly called out
- ☐ Too much homework
- ☐ Being treated unfairly or accused of something that I did not do

Family

- ☐ My brother/sister
- ☐ Fighting, separation, or divorce of parents/guardians
- ☐ Chronic illness or death of a loved one
- ☐ Too many responsibilities at home
- ☐ Parents working all the time
- ☐ Parents treating me like a little kid
- ☐ Parents not understanding my perspective

Friends

- ☐ Having fights with friends
- ☐ Friends pressuring me to do things I don't want to do
- ☐ Friends not being nice to me
- ☐ Friends not including me in their plans
- ☐ People talking about me behind my back

Me

- ☐ Changes in my body
- ☐ Not getting a chance to voice my opinion to parents or teachers
- ☐ Taking on too many activities; feeling overwhelmed
- ☐ Feeling lonely

Experiences

- ☐ Feeling unheard
- ☐ Feeling embarrassed
- ☐ Feeling judged
- ☐ Feeling blamed
- ☐ Feeling disrespected
- ☐ Feeling ignored
- ☐ Feeling disconnected
- ☐ Feeling manipulated

What are some of your other triggers?

Remaining Calm



What does it look like and sound like to remain calm under pressure?

Looks Like	Sounds Like

Self-Regulation Strategies:

What are strategies you use to regulate your emotions?

Steps to P.E.A.C.E.: How to Remain Calm Under Pressure

- P = Identify the PROBLEM
- E = EXAMINE yourself
- A = Get some ADVICE
- C = CONSIDER the result you want
- E = EXHIBIT the skills of a self-controlled person

P = Identify PROBLEM

E = EXAMINE yourself

A = seek ADVICE

C = CONSIDER outcome

E = EXHIBIT self-control

Problem: What recent problem/event made me want to lose my cool?

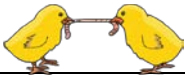
Examine: Why did I feel this way? What did it feel like in my body? What things affected how I reacted?

Advice: Did I get advice from someone? What did he, she, or they say?

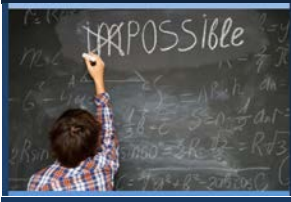
Consider: What positive outcome did I want?

Exhibit: What did it (or would it) look like for me to be a self-controlled person?

Conflict Journal



My Conflict	Who Was Involved	What It Was About	My Response	How Could I Have Handled It Better?



Problem Solving

This lesson is designed to help students develop their problem-solving skills. We will review effective and ineffective ways to handle problems and give students an opportunity to practice implementing these skills.

Essential Question

How can I develop the expertise and mindsets I need to accomplish my most important goals, despite the challenges I face along the way?

Guiding Question

What are some effective ways to solve problems? How can we better handle challenges that arise?

Objectives

- Students will identify effective and ineffective ways to solve problems
- Students will practice implementing PEACE and other effective problem-solving strategies

Advance Preparation

- Prepare student handouts
- Prepare “Sorting through Conflict” chart (and, if desired, the “Three Conflict Strategies: Looks Like/ Sounds Like” chart) on white board, smart board, or poster paper

Materials/Resources

- PowerPoint slideshow 2.4 (adapt as needed)
- “Sorting through Conflict” chart
- Optional: “Three Conflict Strategies: Looks Like/ Sounds Like” chart

Student Materials

- “Sorting Through Conflict” team activity sheet
- “Margarita’s Conflict: Fight, Flee, or Face?”
- Role Play: “Three Approaches to Conflict”
- Half sheets of paper for exit ticket
- Optional: “Three Conflict Strategies: Looks Like/ Sounds Like” chart

Vocabulary

- Avoidance
- Confrontation

Do Now

2-3 min.

Students share with a partner their answers to the following question: “When problems arise (related to school, friends, family members, or others), what are some ways you try to solve them?”

Introduction (Framing/Overview)

2-3 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Tell students that that today they will focus on problem solving. As we know, challenges in life arise. The key is thinking about how we solve these problems.
3. Review some of the ways to solve problems that students shared with partners during the Do Now (slide 4). Invite several student volunteers to share their preferred strategies. Review with students the day’s agenda (slide 5).

Activity 1: Introduction to Problem Solving

15-20 min.

4. Slide 6: Introduce the topic. Remind students that the PEACE acronym (slide 7) provides guidance on one problem-solving strategy.

**Whole
Class
Discussion**

P = identify the Problem

E = Examine yourself

A = seek Advice

C = Consider the outcome or result

E = Exhibit skills of a self-controlled person

Briefly revisit slides 8-12. For each topic, ask students to explain why that step is helpful or important.

5. Tell students that today they will learn about three possible responses people have when faced with a problem or conflict (slide 13). Ask a student volunteer to read the three possible option. Ask students, “Where have we heard the terms **flee or fight** before?” (Answer: the sympathetic nervous system is also called the “flee or fight” system. These are two ways that our minds and bodies instinctively respond to challenging or dangerous situations.)
6. Show slides 14-16. Briefly describe each approach and have students discuss the questions listed on the slide, as follows:

- Avoidance: What does “avoiding a problem” mean? What does it look like? Why might it be unhelpful?
- Attack: What does it mean to confront someone? Why might this be a problem if not done well?
- Address: What is the goal of addressing a problem? What is the difference between honestly *addressing* an issue you have with someone, and aggressively *confronting* the person?

Activity 2: Strategy Identification Practice

(10-15 minutes)

7. Have students work in teams to complete the “Sorting Through Conflict” handout (slide 17) by listing each different reaction in one of three categories: **flee** (avoid), **fight** (attack) or **face** (address).

Cooperative Learning

When students finish, briefly review answers with the class, filling out the chart on the white board, smart board, or poster paper. Ask:

Whole Class Discussion

What actions did you place under Flee?

What actions did you place under Fight?

What actions did you place under Face?

[**Optional:** If you have extra time, have students fill out the “Three Conflict Strategies: Looks Like/ Sounds Like” chart, slide 18, either as a class or with their partners or teams. What does it look like to avoid a problem, confront it aggressively, or address it constructively? What might it sound like?]

8. Have students partner read the two anecdotes about Margarita and Peter, pausing to talk about what approach Margarita is using and whether or not it is working (slide 19). What can she do better? Students write their answers in the spaces provided.

Partner Reading/ Cooperative Learning

Lead the class in a discussion of the following questions:

What do we think about Margarita? Which approach did she use first? Did it work?

Whole Class Discussion

What did Margarita do in the second instance? How could she address this conflict better?

Activity 3: Role Play

(10-15 minutes)

9. Have student teams read the six scenarios given on the “Role Play” sheet and choose one scenario to act out (slide 20). (Note: Teams do their role plays simultaneously. If time is short, you can just assign a scenario to each team.)

Cooperative Learning

Teams act out three different ways of handling their scenario that show the different approaches (**Flee**, **Fight**, or **Face**). Team members should take turns role-playing and observing so that each student has a chance to play a role.

After the role play, teams discuss (or you can have the whole class discuss) the solutions they explored. Which responses came most naturally to them? Which responses would have the best chance of leading to a good solution?

Closure

Slide 21: Students complete exit tickets by responding to the following questions:

1. Think about how you often solve problems. Do you most often flee, face, or fight?
2. What are two strategies you can use when trying to solve problems better?

Extensions

If you have extra time, have students complete the “Three Conflict Strategies: Looks Like/ Sounds Like” chart, as a class or with their partners or in teams.

For homework, have students write a journal entry about a conflict or difficult situation they recently experienced. Who was involved? What was it about? How did they respond? What are ways they could have handled it better?

Image sources:

<http://clipart-library.com/clipart/1720384.htm>

<http://clipart-library.com/clip-art/smiley-face-transparent-1.htm>

Boxing Glove by Alina Oleynik from the Noun Project <https://thenounproject.com/term/boxing-glove/663889/>

http://clipart-library.com/clip-art/1147354_angry-girl-png.htm

Sorting Through Conflict

Some ways of responding to problems are more effective than others. For example, if you flee or avoid the issue, it may not get resolved. Taking an aggressive approach may not help either, as it could make the problem worse. A better approach is to face the issue calmly and thoughtfully. Below are some different ways people handle problems. Decide whether each one is an example of **fleeing**, **fighting**, or **facing** a problem, and write it in the appropriate space.

- Apologizing when wrong

Blaming someone else

Bullying

Compromising or collaborating

Cooling down to think straight

Denying that there’s a problem

Fighting

Asking for help
- Gossiping or back-stabbing

Insulting others




Keeping score to attack later

Pretending to be okay

Running away

Talking to the person

Trying to improve the relationship

Strategy	Examples
<div><div>Flee</div><div>(Avoid)</div><div></div></div>	
<div><div>Fight</div><div>(Attack)</div><div></div></div>	
<div><div>Face</div><div>(Address)</div><div></div></div>	



Margarita's Conflict: Fight, Flee or Face?

People sometimes use avoidance (fleeing) to deal with problems because they are afraid to confront the other person, hate conflict, or have an unhealthy need to please others. Other people fight or attack by criticizing, insulting, blaming, bullying, spreading rumors, gossiping, or using violence. They would rather attack than admit they might be wrong. But some people learn to face conflict head on and try to solve their problems.

Let's see if we can recognize when people use the unsuccessful approaches and discover the third way—a way to address conflict positively. Read these scenarios and answer the questions.

1. Margarita has been working with Peter on a science project all semester. It is an important part of their grade. She is frustrated because several times Peter agreed to meet her after school to work on the project, but stood her up and went out with friends instead. He once joked that he wished the teacher had made him work with Tayisha instead because she is so good looking. Margarita has never talked to him about these things, or told him that she is frustrated and hurt by his actions. She acts as if everything is okay between them.

What approach is Margarita using? _____

Is this approach working? Why do you think so? _____

2. When Margarita invited Peter over to her house last week to work on the project, he was forty-five minutes late and offered no apology. He had not done the research he had agreed to do. Instead, he told Margarita, "You should probably do all the research, because you have more time." She lost her temper. "You are such a jerk! You haven't done anything to help with this project. If we fail, it will be your fault!"

How did Margarita deal with this conflict? What approach did she use? _____

Will this approach work? Why do you think so? _____

How can Margarita address this conflict in a healthier way? _____

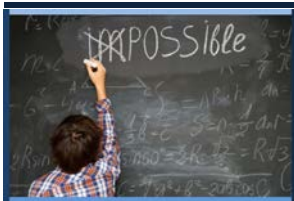
Role Play: Three Approaches to Conflict

	The Scenarios	Response
#1	Joshua, Tami, Ramon, and Hamid have formed a band. They have been asked to play at a friend's 16 th birthday party. Hamid wants to replace Tami, who sings and plays guitar, with another singer. What should Tami do?	What would avoidance look like? What would attacking look like? What would it look like for Tami to address the problem?
#2	Miguel (14) thinks his mother asks him to do too many chores, especially since his brother Juan, who is 12, hardly has to do any. What should Miguel do?	What would avoidance look like? What would attacking look like? What would it look like for Miguel to address the problem?
#3	Christina is hanging out with a guy Holly used to like. Holly sent a mean and insulting text message to Christina because she is jealous. What should Christina do?	What would avoidance look like? What would attacking look like? What would it look like for Christina to address the problem?
#4	Devon bought a new pair of expensive sneakers. It took him a month to save up the money to buy them. At lunch, Roger is not looking where he is going and spills his drink on Devon's new shoes. What should Devon do?	What would avoidance look like? What would attacking look like? What would it look like for Devon to address the problem?
#5	Julia is playing basketball after school when one of the other girls on the team, Stacy, gets very aggressive. Stacy starts trash talking and making fun of Julia's skills in front of the other girls. What should Julia do?	What would avoidance look like? What would attacking look like? What would it look like for Julia to address the problem?
#6	Felicia approaches Andres in the lunchroom and tells him that she heard from David that Andres' family was evicted because his mom was using drugs. This is not true, and Andres is very upset. What should he do?	What would avoidance look like? What would attacking look like? What would it look like for Andres to address the problem?

Three Conflict Strategies: Looks Like/ Sounds Like

When we think about three conflict strategies—flee, fight or face—what does that look like? What does it sound like? Brainstorm with your peers to fill out the t-chart below.

Strategy	Looks Like	Sounds Like
Flee (Avoid)		
Fight (Attack)		
Face (Address)		



Mindfulness

This lesson is designed to help students understand what it means to be mindful and how being mindful can affect their mental and physical health. The goal is to give students strategies on how they can practice mindfulness.

Essential Question

How can I develop the expertise and mindsets I need to accomplish my most important goals, despite the challenges I face along the way?

Guiding Question

What does it mean to be mindful? How can I practice mindfulness?

Objectives

- Students will explain what it means to be mindful and how this practice can have a positive effect on their mood and health.
- Students will learn several different ways to practice mindfulness.

Advance Preparation

- Display Do Now.
- Have video and rainforest sounds clip loaded.
- Select and load additional sound clips representing beach, zoo or other settings (see below).
- Prepare student handouts and have them ready for students to pick up as they enter the classroom.

Materials/Resources

- PowerPoint slideshow 2.5 (adapt as needed)
- Video and sound clips

Student Materials

- “Introduction to Mindfulness” handout
- “What You Say vs. What You May Feel” activity sheet
- Half sheets of paper for exit ticket

Vocabulary

- Mindfulness
- Amygdala
- Hippocampus
- Prefrontal cortex

Do Now

2-3 min.

Slide 1: Students share with a partner their answers to the following questions:

Have you heard the term “mindfulness”? What does it mean to you, or what do you think it might mean?

Introduction (Framing/Overview)

2-3 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Tell students that today’s topic is mindfulness. Tell students, “Many people talk about being mindful, but we will think about what that really means and how we can practice mindfulness ourselves.” Share the lesson agenda (slide 4).

Activity 1: Introducing Mindfulness

15-20 min.

3. Before starting the lesson, tell students that while the term “mindfulness” has become very popular, it is often misunderstood. Invite students to share what they think of when they hear the term “mindfulness.”

Show the video to begin the conversation (slide 5):

<https://www.youtube.com/watch?v=QTsUEOUaWpY>

Tell students, “As you watch the video, jot down some ideas on your Introduction to Mindfulness handout about what being mindful is and how mindfulness might be helpful. What are some ways we can practice mindfulness?”

4. Invite students to comment on the video. What did they learn that was new to them, or that surprised them?

Display slide 6. Tell students, “Mindfulness means paying attention, on purpose, in the present moment and without judgment. You focus attention on one specific aspect of your experience. For example, you can think about the parts of your feet touching the ground, or the weight of your phone in your hand (slide 7). Mindfulness is not just about sitting and meditating and does not require a clear mind. You can be mindful while you walk, listen to music, or eat.”

Whole Class Discussion**Media Interaction****Whole Class Discussion****Direct Instruction**

(Slide 8) “The first step of being mindful is being open to all feelings, even unpleasant ones. It is also important not to judge or criticize yourself for however you are feeling. (Slide 9) Another part of being mindful is to pause and take inventory of your body. How are you feeling? Is there tension anywhere? Do you have any pain anywhere? What emotions do you have? Is something bothering you? What are your thoughts like? Are they positive or negative?”

Invite student questions or comments on what you have shared so far.

**Whole
Class
Discussion**

5. Show slide 10 and tell students, “One of the reasons we want to focus on mindfulness is that it can be very helpful for all people, including students. You are all so busy and dealing with many different stressors. Sometimes you need to slow down and be present. Very often we focus on the past or the future, but mindfulness is about the ‘Now.’ We also have so many different emotions and thoughts, it can be difficult to identify how we are feeling at any given moment. Pausing to ask can be helpful.”

**Direct
Instruction**

Share the following information with students (slide 11): “Mindful practices can help you better understand your emotions and increase positive emotions, focus, memory, attention, and compassion. You may feel less stressed or negative after being mindful. Some studies even show that mindfulness can boost your immune system and change parts of your brain (slide 12). For example, the amygdala is part of the brain that is where emotions live. People who practice mindfulness have a slightly smaller amygdala, which means they may experience less stress and fear. The hippocampus (slide 13) is the part of the brain that is important for memory. People who practice mindfulness may have a more active hippocampus, so more learning is occurring. Lastly, the prefrontal cortex (slide 14), the part of the brain that helps us make decisions and control behaviors, also becomes more activated because of mindfulness. Mindfulness helps us develop better planning and problem-solving skills.”

Mindfulness myths: Show slide 15. Instruct students to work with their partners to read the statements listed and determine which ones are true and which ones are myths. Answers should be recorded in the chart at the bottom of the “Introduction to Mindfulness” handout.

**Cooperative
Learning**

Activity 2: Practicing Mindfulness

10-15 min.

6. Advise students that there are various ways to practice mindfulness. Explain that breathing slowly and deeply helps to calm the body and mind. One way to do this is to count to three as you inhale and then again as you exhale; sometimes people use their fingers to help maintain that rhythm. Demonstrate the breathing exercise (“belly breathing”) described on slide 16, using your own hand, and then lead students through the exercise.

Teacher Modeling

7. As another way to practice mindfulness, invite students to close their eyes and listen to one minute of this recording (slide 17):

Student Practice

https://www.youtube.com/watch?v=STWVMI_cGuc

Before playing the clip, advise students to pay attention to how their senses (hearing, touch, smell, etc.) react as they are listening to it. As it plays, quietly prompt students by asking, “What do you hear? What do you smell? How does your body feel? Are you feeling tense?”

Then, have students practice listening again, this time to the sound clip(s) you prepared from beach, zoo, or other settings. Invite students to try to identify some of the different sounds. After 60 seconds, ask students, “What do you hear?”

Other mindful practices (slide 18) include:

- Mindful coloring
- Listening to music
- Going for a walk and paying attention to the sights, sounds and smells

Tell students (slide 19) that mindful listening also includes listening to someone speak and focusing on what they are saying. The goal is to try to understand them rather than respond. This slight change in communication style can help ensure that you understand and avoid miscommunication.

Activity 3: What Might You Really Mean?

10 min.

8. Tell students (slide 20) that part of being mindful is being aware of your own feelings as well as those of the people around you. Direct them to work with a partner, reading some statements people may make and trying to identify what the speaker may be feeling when making these statements. Have them complete all or part of the “What You Say vs. What You May Feel” activity sheet.

Student Practice

Closure

3 min.

Students complete an exit ticket by answering the following questions:

1. What does it mean to be mindful?
2. What are two ways you can be more mindful in your life?

Extensions

To manage classroom time, use more or fewer sound clips for students to identify (activity 5) or invite students to offer suggestions of ways to be mindful that they've found helpful. If time is short, only assign a portion of the questions on the "What You Say vs. What You May Feel" activity sheet.

If you wish to assign homework, have students finish the "What You Say vs. What You May Feel" activity sheet (if they did not do so in class).

Introduction to Mindfulness



As we watch the video on mindfulness, jot down some ideas about the following:

What does it mean to be mindful?

What are some benefits of being mindful?

What are ways we can practice mindfulness?

Mindfulness Myths

Read the mindfulness statements below and decide whether they are facts or myths.

Mindfulness Statement	Fact	Myth
1. Mindfulness can only be practiced by adults.		
2. To be mindful, you need to be sitting in a quiet room.		
3. Mindfulness is just about paying attention and being intentional.		
4. Identifying negative thoughts is part of being mindful.		
5. Practicing mindfulness can make you smarter.		
6. Mindfulness can change your brain.		
7. Mindfulness can reduce your stress level.		
8. In order to be mindful, you need to clear your mind.		

What You Say vs. What You May Feel

Part of being mindful is being able to label how we are feeling. Read the statements below and identify the feelings that are represented by the statement. Think about ideas for things the person could do—or a friend could do—to help them feel better.

1. “Leave me alone. Nobody cares about me.”

Feelings: _____

Action ideas: _____

2. “I don’t need your help. I can do this alone.”

Feelings: _____

Action ideas: _____

3. “We’re supposed to be best friends! I can’t believe you told on me!”

Feelings: _____

Action ideas: _____

4. “Yeah, I guess I was mean to her. I shouldn’t have said what I did.”

Feelings: _____

Action ideas: _____

5. “I can write in my book if I want. It’s mine. I can do what I want with it.”

Feelings: _____

Action ideas: _____

6. “You never get mad at *her*, just at me!”

Feelings: _____

Action ideas: _____

7. “I’ll never do as well as he does, no matter how long I practice.”

Feelings: _____

Action ideas: _____

8. “There’s nothing to do. I’m bored.”

Feelings: _____

Action ideas: _____

9. “I give up. I can’t figure it out. I’ll never be able to figure it out.”

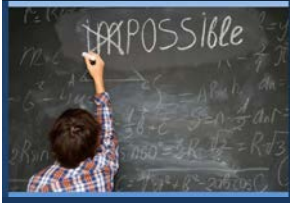
Feelings: _____

Action ideas: _____

10. “This is dumb! I hate school.”

Feelings: _____

Action ideas: _____



Having a Growth Mindset: Using Facts from Brain Science to Change Your Life

This lesson acquaints students with brain research showing that: a) the different regions of our brain gain expertise when we “exercise” those regions and, b) we can learn anything, through persistent and strategic effort.

Essential Question

How can I develop the expertise and mindsets I need to accomplish my most important goals despite the challenges I face along the way?

Guiding Questions

What do recent scientific findings about the brain teach us about our ability to increase our learning power?

How do you exercise your brain and make it gain expertise?

Objectives

- Students will learn that persistent efforts and experiences help parts of the brain grow stronger and gain expertise
- Students will watch and rate two videos about the brain and how humans learn.
- Students will learn about real life experiences that show how effort and persistence increase expertise.

Advance Preparation

- Post the vocabulary words on the Word Wall.
- Load all videos.
- Place handouts for students to pick up on arrival.

Materials/Resources

- PowerPoint slideshow 2.6 (adapt as needed)

Student Materials

- “My Video Reviews” activity sheet

Vocabulary

- Expertise
- Hippocampus (*pl.* hippocampi)
- Growth mindset
- Gray matter
- Neuroplasticity

Do Now

3 min.

Slide 1: Students discuss in pairs how to help Allie remember to turn in her homework.

Introduction (Framing/Overview)

2 min.

1. Slide 2: Student Dedication (30-60 seconds)
2. Slide 3: Tell students, “When you know the truths revealed by brain research, it will set you free to have a growth mindset that can change your life.”
3. Show slide 4 and review agenda with students, telling them that today
 - We will learn good news about the brain, and about ourselves.
 - We will watch four videos and discover
 - how **London Taxi Drivers** exercise their brains to become better navigators
 - what neuroplasticity is, and how it enables us to create new possibilities within our brains
 - why it is possible to learn almost anything with persistent effort
 - and how **John Legend** used a growth mindset as his ticket to become a recording star.
 - Students will review two of the videos (neuroplasticity and “You Can Learn Anything”).

Activity 1: Exercising the Brain

10 min.

1. (Note: Slide 5 opens with question; click through to the answer and then to the photo of Ashton Eaton, the muscular two-time Olympic Champion in the decathlon.) Tell students:

**Direct
Instruction**

“One of the most important things scientists have learned about the brain [click] is the good news that different parts of the brain are sort of like muscles [click] – they grow stronger (and gain expertise) as you exercise them.”

2. Point out to students that each of them has years of experience exercising the brain. Invite them (slide 6) to take 90 seconds to think of something they've learned to do that **many people** don't know how to do. Then, they should ask themselves, "How did I exercise my brain?" "How did I make it become great at doing that thing well?" After the 90 seconds is up, each person will pair with a partner to share what their special skill is and how they learned to do it well.

**Think -
Pair -
Share**

After the **90 seconds of think time** is up, click through to have students share their experience with a partner. After four minutes, click through and call on random pairs to share their ideas with the class about ways to exercise the brain and grow its expertise (slide 7).

**Whole
Class
Discussion**

Wrap up the activity by clicking through the 4-part summary on slide 7 of key answers to the question, connecting those answers to similar ideas students have mentioned.

**Direct
Instruction**

Activity 2: Taxi Drivers and Their Brains

10 Min.

3. (Slide 8) Tell students, "Each year millions of travelers, tourists, and commuters rely on taxi drivers in London, England, to get around the city. The drivers are famous for knowing the best and fastest route to get anywhere in the city. But, how do they gain the expertise to be able to choose the best route to each passenger's destination, without looking at a map or relying on a navigation system?"

**Direct
Instruction**

"To become a taxi driver in London, you have to pass a very difficult licensing exam showing that you are ready for the job. Let's watch a video about how aspiring taxi drivers prepare for that exam." [click the link to the video on the slide]

**Media
Interaction**

4. Show slide 9, "Meet the Hippocampus." Explain to students that these images highlight a part of the brain—the hippocampus—that taxi drivers exercise a lot. Point out to students the front view of the brain (*right hand image*), showing the two of them, one on each side of your **brain**, shown in red in the drawing. The left-hand image shows a side view of one hippocampus. Explain to students that the **hippocampus** is located behind a person's eyes. One part of each hippocampus is important for *spatial memory* and *navigation*. Other areas of the hippocampus coordinate and control our emotions, other types of memory, and body functions such as breathing, heartbeat, and digestion.

**Direct
Instruction**

5. Ask students how they think the brains of taxi drivers might compare to those of other people (slide 10). Ask students why they think taxi drivers might exercise the navigation part of their hippocampus a lot more than do other people. (Of course, they constantly update their navigation skills and mental maps by taking new routes, traveling to different locations, and figuring out the best ways to get to new attraction.) Tell students, “This is why Dr. Eleanor Maguire, a brain science specialist at a London university, suspected that these taxi drivers would develop significantly more gray matter—working brain tissue—in that part of the hippocampus than other people have. So Professor Maguire decided to test her hypothesis.”
6. Ask if any students have ever had an MRI, or know what an MRI is. Explain, “An MRI is a little like a 3-D X-ray. Technicians use a special machine to take many photos inside a part of your body and then combine these photos to create a 2- and 3-dimensional image of it. Professor Maguire took MRI photos of the brains of 16 taxi drivers and 50 non-taxi drivers (show slide 11). Then she used the photos to measure the amount of gray matter in each part of the brain for each person. Taxi drivers had just the same amount of gray matter as other people in most parts of the brain. But, just as Professor Maguire had predicted, in the navigation part of the hippocampus, taxi drivers had grown much more gray matter than other people.” Explain that the slide shows two photos from Professor Maguire’s study. They are close-ups of the navigation centers (highlighted in greenish yellow) in the left hippocampus and right hippocampus of one of the taxi-drivers. On average, these centers are 4 times larger in taxi drivers than in non-taxi-drivers. As this example shows, our brains actually change when we exercise them regularly to grow our knowledge and expertise.
7. Explain to students that healthy brains never stop learning and gaining new expertise... IF we keep giving them new challenges to solve and new experiences from which to learn. **Slide 12** shows how on average, gray matter continues to increase in the navigation centers of taxi drivers’ brains each year that they are on the job. A taxi driver who has been driving passengers around for 8 years has about twice as much gray matter in the brain’s GPS than one who has only been on the job for 4 years. Those who have been working for more than 25 years have about 5 times as much as those drivers who with 4 years’ experience. Even people who are experts at their job

**Whole
Class
Discussion**

**Direct
Instruction**

still find many new things to learn and continue to develop new skills and knowledge.

8. Explain to students that eagerness to learn new things and keep trying even when it's hard is called having a **growth mindset**—assuming that your brain can grow and learn new things, rather than thinking you are limited to what you already know and do.

Activity 3: Two Videos about the Brain

10 Min.

- Ask students, “Suppose you’re bored and you decide to watch a movie. You look at a listing and see the title of a movie you’ve never seen before. How would you make a decision about whether that movie is worth watching or not?” Let several students share their approaches, then ask how many students are familiar with the “Rotten Tomatoes” website. If some students are not familiar with the site, explain (or allow a student volunteer to explain) that movie critics on the site describe movies either as “Fresh” (positive) or “Rotten” (negative). Ask students, “If 76% of the critics gave a movie a review as ‘Fresh,’ would you watch it or not?”
- Tell students that today, it is **their turn** to be video critics (slide 13). They will watch two very short videos related to today’s lesson and rate each one on several points, including whether they think the video is “fresh” or “rotten.” Their rating will help the authors of this lesson decide whether or not to use these videos in the second edition of this curriculum. Call students’ attention to the rating sheet “My Video Reviews.” They are to rate each video on the questions asked and turn in their review sheet at the end of class.
- Tell students that the first video is about neuroplasticity, the brain’s ability to develop through experience and effort. As we saw in the case of the London taxi drivers, this can be very useful—but how does it work, exactly? (Play the video and then give students time to rate it.)
- Show the second video, “You Can Learn Anything” and give students a few moments to rate it, using the lower half of the review sheet.

**Whole
Class
Discussion**

**Media
Interaction**

Closure: John Legend’s Road to Success

5 min.

- Tell students (slide 14) that you will spend the last few minutes of class learning from John Legend, a famous singer and songwriter, how having a growth

mindset—persisting despite failure and discouragement—led to his success. (Play the video; if you have time, let several students share their reactions.)

- Exit ticket: Make sure students turn in their video reviews before leaving the class.

Extensions

If you have extra time, after each of the brain science videos, invite students to briefly share their thoughts and reactions.

If you wish to assign homework, ask students to think about the career choice they made in Unit 1. Have them use their journals to record their ideas about which parts of the brain people in that profession might develop to a greater extent than most other people do.

Video links:

https://www.youtube.com/watch?v=sU4W36_5oiM

<https://www.katrinadreamertutoring.com/The Importance of Growth Mindset and Neuroplasticity.html>

<https://www.youtube.com/watch?v=JC82Il2cjqA/>

<https://www.youtube.com/watch?v=LUtcigWSBsw>

My Video Reviews

Tell the authors what you think by circling your response to each question:

Video #1—*Neuroplasticity*:

1. How important was the information in this video?

Not at all important Somewhat important Very important

2. How boring was the video?

Very boring Somewhat boring Not boring

3. How confident are you that the video will encourage viewers to not give up when they confront challenges?

Not confident Somewhat confident Very confident

4. Overall, would you rate the video as rotten or fresh?



Rotten



Fresh

Video #2—*“You Can Learn Anything”*:

1. How important was the information in this video?

Not at all important Somewhat important Very important

2. How boring was the video?

Very boring Somewhat boring Not boring

3. How confident are you that the video will encourage viewers to not give up when they confront challenges?

Not confident Somewhat confident Very confident

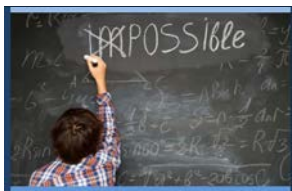
4. Overall, would you rate the video as rotten or fresh?



Rotten



Fresh



The Real Difference Having a Growth Mindset Makes

A growth mindset helps us learn successfully by influencing how we tackle difficult tasks, respond to feedback, and what we tell ourselves when confronting challenges.

Essential Question

How can I develop the expertise and mindsets I need to accomplish my most important goals, despite the challenges I face along the way?

Guiding Questions

Why does having a growth mindset help me learn better?

How can I keep my self-talk, mindsets, and actions positive and productive?

Objectives

- Students will be convinced of the positive effects of having a growth mindset, based on the results of a landmark EEG study
- To help students learn to keep their self-talk, mindsets, and actions positive and productive

Advance Preparation

- Practice running through the lesson slideshow.
- Place handouts for students to pick up on arrival.

Materials/Resources

- PowerPoint slideshow 2.7 (adapt as needed)

Student Materials

- “Our Partnership’s Prediction” activity sheet and marker (one for each pair of students)
- “Positive Self-Talk...” reading selection handout
- “Practicing Positive Self-Talk” activity sheet

Vocabulary

- Echoencephalograph (EEG) – a machine that records brain activity
- Fixed mindset
- Self-talk
- Disparaging
- Stamina

Do Now

3 min.

Slide 1: As students enter the classroom, they read the scenario given on slide 1 and write down answers to the five questions that Jorge answered at the quiz night. (They can guess at answers, but may not use phones or other devices to look answers up.)

Introduction (Framing/Overview)

8 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Then, show slide 4 so that students can check their answers.
3. Show slide 5 and review agenda with students.
 - Review: ask students what they learned from London taxi drivers in lesson 6.
 - They watched a video showing strategies the drivers used to become expert navigators in London, and the instruction, feedback, and support they relied on to prepare for their licensing exam.
 - They saw brain images and data charts showing how the navigation centers in the taxi drivers' brains kept growing as they kept learning.
 - Remind students that this research encourages us to have a growth mindset as you tackle difficult tasks, because your brain never stops learning new things as you give it new challenges while trying various learning strategies.
 - Click to reveal the rest of the day's agenda and note the additional items.
4. Pair and Share: Read slide 6 aloud, or have a student volunteer read it. Tell students that a recent survey asked teenagers from 78 countries whether they agreed with the statement in red, "*Your intelligence is something that you can't change very much.*" Students will have two minutes to work with a partner to guess what percentage of teenagers demonstrated a growth mindset by **disagreeing** with that statement. When the timer sounds, they are to write their guess on the activity sheet. Then they will hold up their answers at the signal "Ready... Set ... Go."

Give students two minutes (using a timer) to agree on a percentage. When students have had a chance to write down their answers, give the signal ("Ready... Set ... Go") and have them hold up their responses for the class to see.

Read the question on slide 7, then click to reveal the answer (63%). Point out that this means almost two-thirds of the world's 15-year olds showed a growth mindset by disagreeing with the statement. Of course, just believing you can increase your brainpower is not enough—you also have to exercise it with challenging tasks, good learning strategies, and the support and feedback from others. But, believing in your brain's capacity to grow **is** the first step in becoming an expert at things you want or need to learn.

Activity 1: Visiting the Brain Wave Lab

14 min.

5. Tell students that the next activity is a virtual field trip to the brain wave lab at Columbia University (slide 7). Ask students whether any of them know what an EEG is and how it is used. After students have had a chance to respond, explain that an EEG is a special machine that scientists use to measure brainwaves, the electrical activity that occurs in the brain as we act and think. The EEG is attached by wires to a special cap fitted with small metal discs called electrodes to sense and record the electrical activity of the different parts of the brain.

**Virtual
Field Trip**

Explain to students that one scientist wanted to find out whether college students with a growth mindset used their brains differently from others, those with a “fixed mindset” (show slide 8). Using a brief survey, she identified students with a growth mindset and others with a fixed mindset. She invited some from each group to come to the brain wave lab to play a quiz game while they were hooked up to an EEG. However, this quiz game included more than 200 questions.

**Direct
Instruction**

6. Tell students that you don’t know the real names of the students in the study, but just to simulate what happened to when the students came to the lab, you will pretend that one of the students with a growth mindset was named Ronnie. When Ronnie arrived at the lab, he sat down at a computer and an assistant put a brain cap on him, hooked the electrodes to the EEG machine, and explained how the quiz game worked. When a question appeared, Ronnie had as much time as he needed to think of an answer. After he entered an answer, a symbol would come up on the screen. If the answer was wrong, a red asterisk would then appear; if the answer was right, it would be a green asterisk would appear. Then another symbol would appear with the correct answer printed on a bar in white. Let’s play along with Ronnie as he answers the first three questions that he was given.

(Slide 9): What is the capital of Australia?] Ronnie knows names of some cities in Australia—for example, Melbourne, Sidney, Brisbane, Adelaide, and Perth. But which is the capital? If you were Ronnie, what would you type in? (Let students offer suggestions. If anyone suggests “Canberra,” say “Unfortunately, Ronnie’s never heard of Canberra.”)

**Interactive
Simulation**

After you’ve heard students’ suggestions, click to reveal Ronnie’s answer. Tell them that Ronnie’s guess was “Sydney.”

Click once to slide 10 (blank screen). Tell students that after Ronnie typed in his answer, the computer went blank for 2 seconds. Click to show crosshair and explain that the crosshair symbol appeared next. Click again (red asterisk) and explain that the red asterisk that came up showed Ronnie that his answer was incorrect.

Click to slide 11 (large crosshair] Tell students that Ronnie watched the screen carefully to learn the correct answer. Click again to show the correct answer, Canberra. Tell students “When Ronnie saw the answer he thought, ‘I never even heard of that city, but the name **Canberra** reminds me of Kookaburra – the Australian bird that laughs. Maybe imagining a Kookaburra laughing in an old gum tree will help me remember **Canberra** is Australia’s capital.”

Show slide 12 and read the question “When is Pi Day celebrated?” Ask students to suggest answers. After they reply, tell them Ronnie knew that answer: Pi Day is on March 14 (3.14). Click to show it.

Slowly click through slides 13 and 14 to show what Ronnie saw: the blank screen, crosshair, and green asterisk showing that the answer was correct, then the large crosshair and the correct answer.

Show slide 15 and read the question, “The Bhagavad Gita is the sacred text of which people?” Tell students that Ronnie knows the Bhagavad Gita is used in one of the religions of India, but he’s not sure whether it’s Buddhists or the Hindus that consider it sacred. He guesses Buddhists because Bhagavad and Buddhist both start with B. (Click to show the answer “Buddhists.”)

Click through slides 16 and 17 to reveal the red asterisk and then the correct answer. Tell students, “When the correct answer appears, Ronnie tries to lock it into his memory. Ronnie knows a little about a Hindu leader named Mahatma Gandhi who developed the principle of nonviolent resistance. Ronnie thinks of the phrase “Gandhi studied Gita,” and repeats it twice before the next question appears.

Tell students that this is just a small sample of the 200 questions Ronnie had to answer. Overall, he got 41% of the questions right. They will hear more of his story later.

7. (Slide 18) Tell students that they will next visit the EEG lab with Jocelyn, one of the students who did NOT have a growth mindset—she did not yet realize that she can learn anything with hard work and good strategies. They will see how Jocelyn responded to two of the questions she got during the quiz game.

Read the question on slide 19, “The Artful Dodger is a skilled pickpocket in which novel?” Tell students that Jocelyn knew the answer to this question because she had just read Charles Dickens’ novel *Oliver Twist*. Click through to show Jocelyn’s answer, then click through slides 20 and 21 to show the green asterisk and then the correct answer.

Then read the question on slide 22, “7-year old Jeanne Wakatsuki was among 120,000 Japanese Americans forcibly relocated during WWII. What was the name of her internment camp in the desert of California...?” Ask students whether anyone has read Jeanne’s book about what life was like in the internment camp. If yes, ask whether they remember the name of the camp.

Tell students that Jocelyn knows she has heard about this, but she’s not sure of the camp’s name. “Manzanita” sounds right so she types that in. Click to show her answer, then click through slides 23 and 24 to show the red asterisk and then the correct answer, “Manzanar.”

Ask students how they think Jocelyn responded to getting the answer wrong. (Remember, she did not have a growth mindset.) After they answer, confirm that Jocelyn felt frustrated and annoyed, and moved on quickly to the next question.

Tell students that out of the 200 questions, Jocelyn—just like Ronnie—answered 41% of the questions correctly. Then, explain that the computer was programmed to make sure **every** student got about 41% of the questions correct. It customized the questions as the quiz went on to make the game was challenging but not overwhelmingly hard for each student, by choosing easier or harder questions based on how well the student was doing. In this way it ensured that **every** student got about 41% of the questions correct.

After students completed the quiz game, their EEG caps were removed and they were given an 8-minute rest break. But after the break, students were surprised to learn that they had to go back and take a **test** on the questions they had answered incorrectly!

Activity 2: Examining and Discussing Findings

8 Min.

8. Show slide 25 and tell students that it represents the average scores on the surprise test. Ronnie and the other 24 students with a growth mindset got 84% right; Jocelyn and the other 21 students with a fixed mindset got 78% right. Both groups had learned many correct answers through the feedback they received, but which group learned more?

Examining a Bar Graph

After students respond, confirm that the growth mindset group learned 6% more correct answers than did those with a fixed mindset. For example, if Ronnie and Jocelyn both gave 120 incorrect answers and then had a chance to try those questions again on the surprise test, Ronnie might answer 101 of the questions correctly, while Jocelyn would only give 94 correct answers.

9. Invite students (slide 26) to take one minute to think about the results shown on the previous slide. Can they come up with a hypothesis explaining **why** the growth mindset students learned more than the other students? What were they doing during the game that helped them remember more of the correct answers? After students have had time to think, click to show the directions “Pair and Share” and give students three minutes to share their thoughts with a partner. Then, invite several pairs to report their ideas to the class.

Think-Pair-Share

Then, tell students that one possible reason why students with a growth mindset often learn more successfully than others is that their confidence in being able to gain new knowledge makes them pay close attention to new information when it arrives and encourages them to use strategies to try to commit that information to memory.

Direct Instruction

Tell students that EEG recordings of brain activity during the quiz game helped to pinpoint when students were focused on processing and memorizing correct answers to questions they had missed. As soon as they saw the red asterisk and knew that their answer was wrong, they were alerted to watch for the correct answer. Slide 27 shows what the brain’s activity looked like **just after the correct answer was revealed** in students who successfully learned correct answers and then performed well when the surprise test was given.

Explain to students that the dark blue and red regions on this top view of the brain show where the most electrical brain activity was occurring. The left temporal lobe, the part of the brain that works to store long-term memories, is circled, showing that it was much more active in the growth mindset students (compared to fixed-mindset students) when they saw the correct answers. This suggests that students with a growth mindset were working harder to **process corrective feedback and use strategies to store the new information.**

Activity 3: An Encouraging “Voice of Truth” to Myself

9 min.

10. (Slide 28) Introduce the vocabulary term “self-talk.” Point it out on the Word Wall or write it on the board. Explain that self-talk is the set of messages we tell ourselves when we face a challenge. Self-talk can be positive and encouraging or can consist of negative messages that question our potential and belittle our value and importance. These messages have a powerful effect on us by influencing how we respond to situations and how we interact with others.

**Direct
Instruction**

Direct students (slide 29) to the reading, “Positive Self-Talk = More Stamina and Enthusiasm.” Have students partner read the selection.

**Partner
Reading**

Review the selection with students, answering any questions. The following questions may be helpful in guiding discussion.

**Whole Class
Discussion**

- *Have you ever paid attention to your own self-talk? If so, what did you notice about it?*
- *Why do you think it is so easy to fall into disparaging self-talk? What factors might contribute to this?*
- *How does negative self-talk lead to additional negative outcomes?*

Closure

3 min.

(Slide 30) Work with the class to think of positive and negative self-talk responses to the FIRST scenario given in the *Practicing Positive Self-Talk* activity sheet (“you have just started high school and very few of your friends are in your classes”). Ask students how they think positive self-talk might affect the experience of the person in the scenario.

Extensions

If you have extra time, have students work with a partner to filling out the remaining two rows of the *Practicing Positive Self-Talk* activity sheet. If time permits, have several students share the positive self-talk that they proposed in response to these events.

Alternatively, have students finish completing the *Practicing Positive Self-Talk* activity sheet as a homework assignment.

My Partnership's Prediction¹

Agree on a prediction to make, use a marker to write it in the box below, and be ready to hold it up for everyone to see when your teacher asks all partnerships to reveal their predictions.

What % of 15-year-olds **disagree**
with the statement: “Your
intelligence is something that you
can’t change very much?”

--

¹ If you would prefer students to display their prediction on a sturdy card rather than a flimsy sheet of paper, just print this page on cardstock (one for each pair of students)

Positive Self-Talk = More Stamina and Enthusiasm

Who do you talk to the most every day? Your best friend? Your teacher? A parent? Wrong.

The person you talk to the most every day is *yourself*.

That’s right. What is playing on the podcast inside your head? On your internal “chat” with yourself? Is it positive or negative? Researchers who study human behavior have concluded that paying attention to what you say to yourself—and changing that message to one that is more encouraging, positive, and productive — can help you to avoid discouragement or depression and find the stamina and enthusiasm that you need to accomplish your goals.



Many teens are bombarded by disparaging messages from a variety of sources, by negative voices that write them off, disrespect their potential, and suggest that they will never amount to much. That is why it is essential that our self-talk and our mindsets be voices of truth that remind us that the sky’s the limit, because of our brain’s growth potential and because of the learning opportunities, strategies, supports, and wise counsel available to us when we confront challenges.

Think about your own self-talk. Does it reflect a hopeful, can-do mindset that encourages you to sustain prolonged effort to meet your goals? Do your beliefs and internal messages encourage you to embrace challenges and take strategic actions to make things better?

Positive self-talk means correcting the disparaging things you say to yourself or hear from others and replacing them with positive messages that highlight possibilities for change and improvement, rather than giving up hope. This is important! People that embrace an optimistic view -- a conviction that they are of value and importance and have a hope and a future -- get back on their feet and find a path forward when they get knocked down by negative events.

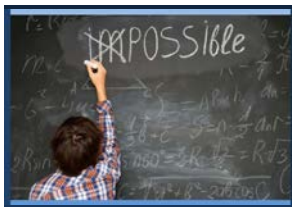
Read about a challenging event, disparaging self-talk, and positive self-talk in the chart below. Then think about how to apply positive self-talk to the other situations listed on the next page.

The Event	Disparaging Self-Talk	Positive Self-Talk
Joe doesn’t want to be my friend anymore	I’m unlovable.	I didn’t work hard enough at that relationship.
I failed the unit test in math.	I’m stupid. I always do badly in math.	I could have done better if I’d studied more and reached out for some tutoring. I’ll try both these things on the next unit.
I didn’t get the part I wanted in the school play.	I don’t get big parts because I have no talent. And, the director hates me.	I’ll ask the director about tips on what to work on and on an acting coach, class, or summer program to help me improve.

Practicing Positive Self-Talk

The Event	Disparaging Self-Talk	Positive Self-Talk
It’s next year. You have just started high school. Very few of your acquaintances are in your class section. None of your close friends has the same lunch period as you. High school feels like a lonely, friendless place where you don’t belong.		
You have to do a science fair project, but you’ve never done one before. It seems like some of your classmates already know what to do because they did science fairs in their old school.		
Your freshman English class requires a lot of writing every week. But, you’ve never had a class teaching you about how to write. You struggle deciding what to write about and how to best convey your ideas in words.		





Famous Failures

Students learn about examples of people who persevered despite failure and were later successful, then consider how they can learn and grow from failure experiences.

Essential Question

How can I develop the expertise and mindsets I need to accomplish my most important goals, despite the challenges I face along the way?

Guiding Questions

How can failure be a learning experience? What kinds of failures have other successful people encountered and overcome?

Objectives

- Students will learn about highly successful people who experienced failure before attaining their present success.
- Students will learn to consider failure and setbacks as steps on the way to achieving their goals.

Advance Preparation

- Practice running through the lesson slideshow.
- Become familiar with the HuffPost blog “[21 Famous Failures Who Refused to Give Up](#)”; decide whether to select a subset of examples and create a print version of their stories (see below).

Materials/Resources

- Lesson slideshow
- (Optional; see below) Electronic devices and Internet access for students
- White board, smart board, or chart paper

Student Materials

- Half sheets of paper for Do Now and Exit Ticket
- “Famous Failure” activity sheet
- “Moving On from Failure” personal reflection sheet

Vocabulary

- No new vocabulary

Do Now

5 min.

Slide 1: As students enter the classroom, they draw a picture or write down ten words or phrases that come to mind when they hear the word “failure.”

Introduction (Framing/Overview)

5 min.

1. Student Dedication (30-60 seconds)
2. Invite students to share their drawings or thoughts in response to the Do Now (slide 3).
3. Show slide 4 and review the agenda with students.
 - They will watch a short video and reflect on its message.
 - With their partners, they will learn about a famous person’s early failure.
 - They will reflect on an opportunity they personally have (or have had) to learn from failure.
 - They will share together as a class some of the ways this unit has challenged and encouraged them.

Activity 1: Video Inspiration

5 min.

4. Show the short video (“Thank You, Mom,” slide 5) found at the following site:

Media Interaction

<https://www.youtube.com/watch?v=6Ult4t-1NoQ&list=PLvzOwE5lWqhQaMdlA9uIB9OxPPkchIr-6&index=2>

Click through to invite students to discuss the following questions:

Whole Class Discussion

- What questions, thoughts, and ideas went through your mind as you watched the video?
- What do you think was the main point the creators of the video were trying to convey?

Make sure students understand that the point of the video is that everyone—even Olympian athletes—struggles on the way to success. It’s important to have people to support and encourage you when you face setbacks!

Activity 2: Partner Exploration

8 Min.

5. Slide 6: Students partner read the biography of ONE person in the list at the website “21 Famous Failures Who Refused to Give Up” **Partner Reading**
https://www.huffpost.com/entry/21-famous-failures-who-refused-to-give-up_b_57da2245e4b04fa361d991ba.

(NOTE: If students have personal devices, they can easily find the site by googling “HuffPost 21 Failures.” However, if students don’t have personal devices or internet access, or if you are concerned about the clutter and advertisements on the site, you can cut and paste the text into a document for them to read. You can also narrow the selection of people featured, for example, by offering students 10 or 12 “famous failures” from which to choose rather than all 21.)

6. Working with their partners, students discuss the following questions and complete the “Famous Failures” activity sheet: **Think-Pair-Share**
- What do you think this person felt when experiencing failure?
 - What would people have missed if this person had given up after failing?
 - What do you think kept this person going to keep on trying?

Then have partner groups report to the whole class what they learned. **Whole Class Report**

Activity 3: Individual Reflection

9 min.

7. Slide 7: Call students’ attention to the “Moving On from Failure” personal reflection sheet. Direct them to think about a failure they’ve experienced, whether recent or a while ago (this can be a setback in any area of life—academics, sports, friendship, personal discipline, etc.). They should respond to each of the questions in writing. **Personal Reflection**

Closure

3 min.

8. (Slide 8) Invite students (all of them, or as many as are willing or there is time for) to share the most important idea or lesson they are taking with them from this unit on Confronting Challenges. List these on the board or chart paper if possible.

Extensions

Manage time by modifying the number of students who share during the closing activity.

Famous Failures

Choose ONE example from the Huffington Post blog “21 Famous Failures Who Refused to Give Up.” Working with a partner, discuss and answer the questions below.

Our “Famous Failure” (name of person) _____

1. What do you think this person felt when experiencing failure?

2. What would people have missed if this person had given up after failing?

3. What do you think kept this person going to keep on trying?

Student Activity Sheet: Moving On from Failure

Think about a time when you made a huge mistake or failed miserably at something. **Describe** that time in several sentences. Discuss **what happened** (including important background details) and **how it made you feel**.

What are some **lessons** you can learn from this failure? (Consider how these may include one or more of the following: new ways of doing things, things to avoid, people to consult, ways of thinking, etc.)

What would help you to keep on trying in the future, in spite of this failure? (Who can you call on for help?)