

Growth Mindset (8.3)

Goal: Students will explore the relationship between intelligence and effort in order to create a plan for selecting high school classes that support their growth.

Lesson Time Options

This lesson requires one 45-60 minute class period. When possible, pair this lesson with Planning Courses for High School (8.4) and complete on the same day or within a week of each other.

Student Materials

- Chromebook/Laptop
- Internet Access
- Worksheet

In This Packet

This packet includes everything you need to complete the lesson.

- Educator Guide
- Student Worksheet

The literacy skills of Common Core can be broken down into sections – reading, writing, and speaking and listening (language skills are outside of the focus of CaliforniaColleges.edu). In the lesson, students will practice the following skills:

Common Core Skill	Practiced in this Lesson
Reading Information	CCR-Reading 1, 2, 7; Reading for Information 1, 2, 3, 4
Speaking and Listening	Speaking and Listening 1

21st Century Skills

Students in today's classrooms are learning not only academic skills and content, but how to be productive members of global communities. There are work habits, experiences, and skills that students need to develop to be ready for higher education and careers.

21 st Century Skill	Practiced in this Lesson
Digital Skills	X
Advance Planning	X
Applying Knowledge with Different Context	X

Growth Mindset: Educator Guide

Goal: Students will explore the relationship between intelligence and effort in order to create a plan for selecting high school classes that support their growth.

Recommended Preparation

- Review the **Student Worksheet**. The worksheet provides clear instructions for students to complete the lesson. Determine how you will use the worksheet.

Getting Started

- You may print the **Student Worksheet** for students or embed the link in the materials you share with students.

Guiding Question

- How can we support students in realizing their ability to grow their intelligence and learn?

Bell Work (5 minutes)

- Students will complete the Mindset Quiz.

Activity (25-35 minutes)

1. Students read the article, **You Can Grow Your Intelligence** (found via [this link](#)), then discuss with an elbow partner and respond to the following question: Can you grow your intelligence?
2. Pull up the video **Neuroplasticity by Sentis**: <https://youtu.be/ELpfYCZa87g>. This link is also the student worksheets; however, it is recommended to show the video to the entire class at once. Review steps 4-5 on the student worksheet and consider engaging the class in a large group discussion in addition to or in lieu of the individual steps in the worksheet.
3. After watching and discussing **Neuroplasticity by Sentis**, help students understand the connection between growth mindset and planning for high school and beyond.
 - Planning your high school courses now is an important step in developing a habit of focusing on your future success.
 - Taking courses that are appropriately challenging is one way to push your mind beyond what is easy or even what you think you are capable of, in turn growing that important muscle, your brain, and surpassing your own expectations. You will not know what you are capable of if you do not try.
 - You will have graduation requirements and there are also “a-g” requirements. You also want to consider career pathways and other courses that match subjects, topics, and careers you may be interested in. This focus is another step in developing the habit of focusing on your future success because you begin to connect your interests to education after high school and to a future career.
4. To further their thinking about high school course planning, students will read these articles on **CaliforniaColleges.edu**: **Learn about “a-g”** and **Get to Know the Different High School Requirements**.
5. Students retake the Mindset Quiz.

Reflection (5 minutes)

- Direct students to **My Journal** to respond to the prompt indicated in the student worksheet (*prompt #08: "What was different about taking the Mindset Quiz the second time? Was your score different or the same? Why do you think that is?"*). You may also assign an alternative prompt.
- Optional: direct students to upload their completed worksheet to **My Documents**, found under **My Plan**.

Growth Mindset: Student Worksheet

Goal: You will explore the relationship between intelligence and effort in order to create a plan for selecting high school classes that support your growth.

Part I: Bell Work

Complete the Mindset Quiz. Read each statement and circle or highlight the rating that best reflects your opinion.

Statement	Disagree a lot	Disagree	Disagree a little	Agree a little	Agree	Agree a Lot
1 - No matter how much intelligence you have, you can always change it a good amount.	1	2	3	4	5	6
2 - You can learn new things but you cannot really change your basic amount of intelligence.	1	2	3	4	5	6
3 - I like school work best when it makes me think hard.	1	2	3	4	5	6
4 - I like school work best when I can do it really well without too much trouble.	1	2	3	4	5	6
5 - I like school work that I'll learn from even if I make a lot of mistakes.	1	2	3	4	5	6
6 - I like school work best when I can do it perfectly without mistakes.	1	2	3	4	5	6
7 - When something is hard it just makes me want to work on it more, not less.	1	2	3	4	5	6
8 - When I work hard in my schoolwork it makes me feel like I'm not very smart.	1	2	3	4	5	6

Total and write your score here:

Part II: Activity I

1. Read the article titled **You Can Grow Your Intelligence**. Get a copy from your teacher or counselor, or [click on this link](#) to view the article online.
2. Can you grow your intelligence? Discuss with an elbow partner. Write down your thoughts below.
3. Watch the video **Neuroplasticity by Sentis**: <https://youtu.be/ELpfYCZa87g>.
4. Take a few minutes to thoughtfully respond to the questions below.

Question	Your Thoughts
What is neuroplasticity?	
How does habit formation work?	
Think of a time you rewired your brain and carved a new pathway. For example, consider a time in school, in an afterschool activity, or at home when you learned to get better at something. Explain what you did.	

5. Discuss your thoughts on the questions above with an elbow partner. Consider the role of hard work, strategies, and asking for help from others in your ability to learn something new and to develop a new habit. You may record notes from your discussion below.

Forming a new habit is like exercising a muscle. In this case, the muscle is your brain. How do people build muscle? They do so by pushing the muscle to do more than it can easily do, so it can increase in strength.

One important habit to cultivate as you think about your future success is making the time to use CaliforniaColleges.edu to develop a routine of planning for life after high school.

6. One of the first steps in that process is to understand how the courses you take in high school relate to what you want to do after high school. Go to **CaliforniaColleges.edu** and make sure you are signed in.
 - Hover over **My Plan** and then click on **Academic Planner**.
 - Scroll to **Things to Know** (you should see the lightbulb icon), click on **Learn about “a-g,”** and read the page. Then return to **Things to Know**, click on **Get to Know the Different High School Requirements**, and read the page. Take notes below.

7. Now go back to the first page of this worksheet and take the Mindset Quiz again, use a different symbol (like a check mark) or different highlight color than you did the first time. Total and write your new score here:

Part III: Reflect

- Go to **My Plan** and then **My Journal**. In the **Academic Journal** section, find **prompt #08**:
“What was different about taking the Mindset Quiz the second time? Was your score different or the same? Why do you think that is?”

- Respond to the above prompt. Follow your teacher’s instructions if they assign a different prompt.