Brainology®

Building Students’ Confidence, Fulfillment, and Achievement Through the Understanding of Expandable Intelligence

Supplemental Guide for High School

www.mindsetworks.com

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TEACHER’S GUIDE: TEACHING BRAINOLOGY TO HIGH SCHOOL AND INTERVENTION STUDENTS

The instructional strategies in the Implementation Guides (Units 1-4) are appropriate for older, at-risk, and intervention students. Using interactive, meta-cognitive strategies and self-reflections are a fantastic way to engage all learners in instruction from ages 1 to 101. **Use these additional lessons** to further support older learners and “at-risk” students.

- **To get their attention:** Create curiosity about Brainology. In this lesson, ask students what they know about IQ. Read an article together that gives them more information about IQ tests and the history of our attitudes about intelligence. *Binet IQ Lesson.*

- **To lend credibility to why they are doing this:**
  - If students ask **WHY no one has taught them this before:** Explain that the research is relatively new, and, is very different from our society's views of intelligence. So although it might seem like the research has been out a long time, it really hasn’t.
  - Be sure to tell them that you do **NOT think of them as young or immature** - quite the opposite. This program provides engaging material to learn something very important in a new way. Sometimes it might seem very different from other learning experiences they have had. But in this lesson, ask them how many times those traditional learning experiences have worked for them? *Learning Experiences That Work*
  
  - Make sure you get a chance early in the units to **address any concerns they may have**. In this lesson, ask them, "What are your feelings about the program so far? What is something that surprised you? Why do you think I am choosing to do this program with you?" These questions will help you to get their concerns out in the open and allow you to communicate your support of them. *Brainology Debrief*

- **To help them see what is in it for them:** Make the concept of growing intelligence **concrete**. In this lesson, you connect something they know about, strength training, to growing their brain neurons. Use the activities in this lesson to help them reflect about the results we get from effort and growth-minded choices. *Guided Imagery: Muscles and Neurons*
To make the content more immediately relevant: As you do the program, **if students don’t relate to the characters’ challenges or interests** (like Spanish class or basketball) - do a think aloud with the class. Ask this: "When I think about Chris’s problem as a middle school student, I realize that this life lesson is relevant to a young adult’s life in this way...How can the theme that Chris is dealing with apply to YOUR life?" With this lesson, they practice seeing how many types of learning opportunities are beneficial. **Connections: Think Aloud**

For synthesizing their learning at the close of the program, have students PRESENT the information that made the biggest impression on them to adults, peers, or younger students. **End Of Course Presentations**

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**For the Teacher: What do older or “at-risk” students need?**

Students in this age group might benefit from explicit lessons to connect Brainology to their lives. They have had more life experiences validating their negative views of themselves and of intelligence. A teacher with this population will want to probe for students’ thinking so that their misconceptions and misinformation about intelligence can be brought to the surface. High School students also benefit from a meta-cognitive approach whereby teachers are explicit with students about why the class is using these specific instructional strategies to learn.
High School Unit: *GO!*
Printable Activities and Materials
High School Guide “Connect It” Activity – Building Knowledge: KWL

Description: Brainology® Program High School Guide Anticipatory Activity

Objective: To access students’ prior knowledge about intelligence and provide more information.

Timeline: 60 minutes

Instructions:

- Say to students: “The Brainology program teaches how the brain works when we learn. With the right kinds of effort, we can ensure that our brains learn. One way is being mindful of the strategies we use to learn. This lesson will use the strategy, KWL, which might be familiar. It taps into your knowledge so that the new information has something to attach to in your memory. It puts your brain in a growth state by asking you questions to develop curiosity. Finally, it allows you to record what you learn and reflect on the learning.”

- Say to students: “On the chart, write in the K and W boxes. If you can’t think of something for the K box, write questions in the W box. Use complete sentences.”

**K - Record what you know about intelligence**

**W - What questions do you have about intelligence?**

- Ask students to share one of their questions with a partner.

- Teacher surveys the class to hear some of their questions. Teacher takes volunteers for what they know already. Teacher can chart what the students contribute on chart paper, white board, SMART board, document camera (like ELMO). Save this for the third step (Learned).

- Students read the passage and record their thoughts, responses, questions, etc. in the margin.

- Discuss in **Think Pair Share**:
  - What is your first reaction to this information about IQ tests?
  - Why do you think people have been using them to measure intelligence?
  - Do you think that we should continue to give and take IQ tests in our schools?
  - Do you want to learn how to grow your intelligence?

- On the KWL chart, record what you learned today. Use complete sentences. Whenever possible, use the language (vocabulary) from today’s lesson and the article.

- Ask students to complete the written reflection at the bottom of the page. Take student volunteer responses and fill in the “Learned” section of the class’s KWL chart.

- Teacher: Read all of these responses so that you are informed about how the students are individually feeling. Also the reflections should reveal which of your students might be resistant to the program and who is doing OK.
Can You Measure A Person’s Intelligence?

In some schools there are programs only for the “smart” kids. Sometimes they call it GATE\(^1\), sometimes Enrichment or Advanced lessons. Why do some students get this opportunity and some don’t?

Often, to qualify, students included in the advanced programs are tested. Sometimes they are given an I.Q. test\(^2\) for this purpose. How do schools know that this test will give them accurate information about their students? Let’s learn a little about I.Q. tests and then you can be the judge.

Alfred Binet was a French psychologist (1857-1911) who was interested in the concept of human intelligence. He was asked to help French public schools determine which students needed a special learning environment since French laws had recently made it mandatory for all children to go to school. He and a partner created the Binet-Simon scale to measure the child’s “mental age.” This tool was supposed to help schools design lessons that allowed all of the French children to learn by informing their teachers about what the student knew already. This scale eventually became the I.Q. Test we know today.

Even though he wrote the scale, Binet spoke out about the limitations of it. He insisted that intelligence is variable\(^3\), meaning that intelligence changes all the time. His objective with the scale was to advocate for education for ALL children. But when the scale came to the USA in 1908, it was brought by a man named H. H. Goddard who was interested in promoting the idea that some races were superior to others. It began to be used to give people a score for their intelligence, as if it were something we can measure.\(^4\)

If intelligence changes, then how can we measure it? An I.Q. score is kind of like a driver’s license that says your weight. What if you lose or gain weight? What if you are very muscular and someone of the same weight is very fatty? Also the DMV (Department of Motor Vehicles) is reluctant to change your weight on your driver’s license. In the same way, how can we measure intelligence and give people a score? What if you learn more? What if you know about Physics and someone else knows about Pokemon? What if the school is reluctant to change your score when you learn more?

The truth is, it is impossible to measure what a person is going to do. We can make predictions based on the past, but humans have an amazing capacity for growing. Do you want an I.Q. test to define your intelligence?

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\(^1\) GATE: Gifted and Talented Education

\(^2\) I.Q. test: Intelligence Quotient test. This test asks a series of questions to attempt to measure a person’s intelligence as compared to other people.

\(^3\) variable: capable of being changed, or alterable

### Human Intelligence

#### Know – Want to Know - Learned

<table>
<thead>
<tr>
<th>K</th>
<th>What do you know about I.Q.? What do you know about human intelligence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>What questions do you have about human intelligence and I.Q.?</td>
</tr>
<tr>
<td>L</td>
<td>Record what you learn here.</td>
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</tbody>
</table>

The Brainology lessons will show us how to grow our intelligence – no matter what age we are. Is this something you would like to learn about? Why/Why Not?
**High School Guide “Connect It” Activity – Learning Experiences That Work!**

**Description:** Brainology® Program High School Guide Unit One Activity

**Objective:** to show students that the strategies we use make a big difference in how much we learn.

**Timeline:** 30 minutes -- Do this activity before beginning the Brainology Program, or if you have already begun and you find students need more support connecting the program to their lives.

**Instructions:**

- Ask students, “Do you like to learn new things?” Chances are they will say yes. If they say “no”, ask them if they like to learn new things that aren’t school related. Chances are, at this point, everyone will say, “yes”.

- Ask the class if there are times they don’t like learning – then explain that today they will reflect about what the differences are between those learning experiences that we enjoy and remember, and those that are frustrating and result in little knowledge.

- Ask the class – “What are the best ways to learn something? Let’s make a list…”

- Pass out the reflection hand-out and ask students to fill in all the boxes with **complete sentences**. First, they will be reflecting **about a positive learning experience**, then a negative one.

- Once students finish, ask them to discuss with a peer the last question (What should every teacher know about the way I learn). Ask them to compare their answers. Take this opportunity to discuss as a class how everyone learns best. This informal survey of your class might be helpful as you select lessons from the Brainology program.

- Finally tell the class: “Brainology uses THESE learning methods in the lessons. Did any of these get included in our class list or in your reflection as a good way to learn something?”

- Computer Program with interactive features
- Talking with other students
- Personalized questions (about YOU)
- Sorting and categorizing (hands-on)
- Building a physical model
- Writing reflections
- Class discussions
- Connecting material to your life
Learning Experiences That Work!

Think about a time when you had a lot of fun learning something. Keep that in mind as you answer the questions below...

What is something you liked learning about and still remember?

- Talk/discuss with your peers
- Build a model, example, etc.
- Draw a diagram, picture, map
- Get active (act it out, exercise, dance, etc)
- Write a reflection
- Score your own work
- Using current technology
- Create a product
- Sort/categorize (hands-on)
- Create a mnemonic, song, script
- Choose the work you would complete
- Use a graphic organizer to write or gather thoughts
- Connecting the learning to your life
- Personalized questions (about YOU)

In that experience, how many of these activities did you do while you learned this?

Why do you think you liked learning this topic so much?

Now think about something that you really do NOT enjoy learning. Answer the question below...

What should every teacher know about the way you learn?
High School Guide “Reinforce It” Activity Debrief: How is it Going?

Description: Brainology® Program High School Guide Four Square Debrief Activity

Objectives:

- To allow students to reflect on how they are feeling about the program, and why.
- To listen to and address any concerns that your students may have with the program.
- To see if there are any needs that must be addressed before moving on with the program.

Timeline: 25-30 minutes – Before beginning Unit Two of Brainology.

Instructions:

- Use the Handout on the next page, or have students fold a piece of paper in fourths.

- In each category, ask students to use complete sentences because that will make sure they communicate their concerns most clearly.

- You will need a poster-sized paper in the classroom that mimics their 4-square. You will use this poster paper for the class to record their responses. This can also be a piece of paper that the teacher displays on the overhead projector or document camera.

- Ask students to respond in the boxes.

- Next, students do a “Turn and Talk” sharing one comment from each box with a classmate. (This will help speed up the class responses). Partners choose one response to share with the class for each box. One of the partners walks up to the poster to record the team’s responses.

- Ask the class what trends they see in their classmates’ responses. The key to progress at this point is paying close attention to their answers to the WHY and HOW questions. It is important to provide the opportunity for them to explore why they are reacting the way they are, and why they think something should be done differently. Your respect in asking them these questions will strengthen your relationship with these students as well.

- Over the next week, do your best to incorporate the students’ suggestions and address any concerns as you complete the Brainology Units.
# Brainology Debrief

## Four-Square

<table>
<thead>
<tr>
<th>How do you feel about the program so far? Why do you feel this way?</th>
<th>What is something from the program that surprised you? Why do you think it was surprising?</th>
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<table>
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<tr>
<th>Why do you think we are choosing to do this program in this class?</th>
<th>What suggestions do you have as we continue? How would your suggestions improve our learning?</th>
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**High School Guide “Connect It” Activity – Guided Imagery: Muscles and Neurons**

**Description:** Brainology® Program High School Guide Unit Three Activity

**Objective:** To put students in a role play situation that closely mimics the categorization and labeling that occurs in the real world.

**Timeline:** 20-30 minutes -- After Unit 3 Brainology is complete

**Instructions:**

- For this lesson, you will take students through a Guided Imagery exercise. You will read a scenario to the students as they listen with their heads down/eyes closed. Students should have finished Unit Three of Brainology where they have learned about how neurons grow in the brain.

- Tell students, “We will be doing something called “Guided Imagery.” In Guided Imagery, I read a scenario to you while you try to imagine yourself in that situation. When we are finished, we talk about what it felt like to be in that situation and how you would react if it were real.”

- Ask students to get out a piece of paper and pen so that when it is over, they can write down their reaction.

- Have everyone close their eyes or put their heads down on their desks.

- Read the scenario below:

*The government is concerned with physical fitness of young adults. Because of this, they are offering free gym memberships for life for anyone who is currently age 17-22. What’s more, the government is offering an individualized workout plan for each citizen.*

*You go to your local gym to sign up for this government program. When you walk in the gym, you are excited to think that you get to take advantage of this amazing opportunity. You smell a slight whiff of chlorine and look to your left. There are double doors leading to an indoor swimming pool and a sauna. You have been wanting to get faster at swimming. You think how fun it might be to swim laps in the morning.*

*As you follow the trainer straight ahead, you see a huge free weight area that faces floor to ceiling windows overlooking a lake. Around the corner is a room painted in lack to block out the light. As you move in closer, you see a “cardio theater” that has stair steppers, treadmills and bikes facing a large movie screen where the staff plays a new movie each week. The latest summer Blockbuster is playing. You think to yourself “I might be able to train for that 5K race if I can watch a movie while I jog.”*
The trainer takes you back around the corner near the locker rooms. Set out on a table are free headphones for use with the TV’s and apples and a freezing cold water dispenser next to the entrance. You think, “I can get in shape here and take care of my body.”

Once you complete this tour, you agree to sign up and begin a fitness test that the government requires for your membership dues to be paid by them. You are somewhat out of shape since you have not worked out for about a year. The trainer asks you to do lunges (you can do 12 on each leg without any hand weights), bench press 40 lbs, run for 10 minutes at a 12-minute mile pace (which means you don’t even run 1 mile yet), do 12 pushups, and 21 full sit-ups. You can swim the length of the pool only 4 times. The trainer writes down “no pool access” on your form. You wonder why he did this and make a note to ask him later.

The trainer assigns you a work-out plan based on your current physical fitness and fills out your paperwork. You wait for him as he looks at your test results and creates a plan for you.

Before you sign the paperwork, you are so excited, but the Trainer insists you read the fine print before signing. This is when you notice that the clause says that you may never do more exercise than your current work plan. You may not use the pool because you are not fit enough for the pool workouts. If you increase your weights or time spent on the treadmill or number of sit-ups or pushups, you forfeit your membership. The government category the Trainer put you in was Level 14 and that is the only level you can ever be in.

You stare at the trainer.

What do you do? Will you sign the contract?

- Ask students to raise their heads and respond in writing to the reflection question.
- Discuss their responses as a class.
Guided Imagery

If you were offered this choice, would you sign the paperwork? Why or why not?

What would you do next? Why?

How is this situation similar to what sometimes happens in schools?
High School Guide “Connect It” Activity – Think Aloud

Description: Brainology® Program High School Guide Activity

Objective: Connect students’ experiences to the experiences of the characters in Brainology

Timeline: 5 minutes-20 minutes depending on the whole class sharing time allotted by teacher – this activity can be used any time after Unit One is complete.

Instructions:

Remind students that even though the characters are young, you do not see your students as and immature. Instead, this program is an engaging way to learn some very important information about our brains and how to learn and grow.

Choose one of the Think-Alouds to do with the class. (You may do both, but we do not suggest doing two in one day). Read the first part of the Think-Aloud, then give the students an example that you think is relevant to your population/age group, to your personal life, or give an example of someone young and famous.

You may want to use one of the Think-Alouds below if you can’t think of an example:

I. Many students get to the end of High School and are still trying to pass their final requirements [e.g., High School Exit Exams, Regents exams, etc.]. Just like Chris realizes that lots of practice, and using more of his brain to learn math will help him, High School students can practice and use specific strategies to pass these tests. Practicing the portion of the test you are weakest in (math or reading) and targeting the areas you struggle with the most will help. Face the reality of your weaknesses and use the strategies you get in this program to overcome those current weaknesses. They will become strengths!

II. Sometimes it is hard to pass the driver’s written test or driving test when you are trying to get your license. There are a few things that contribute to that, just like Chris and Dahlia discuss. Stress and fear and interfere with your ability to perform on the test day. In addition, if you are not prepared enough (maybe someone told you it was “easy”?), you are likely to fail. We can use the BRAIN acronym to overcome these high-stakes tests.
   - Break it down: Take a practice test and determine your area(s) of weakness.
   - Repetition: Ask a friend to quiz you and review the tricky questions
   - Active Learning: Think of rhymes, acronyms, or memory triggers for the most difficult-to-memorize concepts.
   - Information Search: Go on the Internet and investigate how many questions it takes to pass the written test and how many questions are on the test. Ask a Driver’s Education teacher what are the questions that most students get confuse about. Make sure to study those concepts.
   - Never Give Up: If you fail, just study, practice, ask for help, and take it again.

Next, ask students the question in the Think-Aloud. Ask them to write their answer on paper, a 3x5 card or discuss with a partner. As time allows, share students’ volunteer responses with the class. Collect their written responses for your own information and to check for understanding.
“When I think about Chris or Dahlia's problem as a middle school student, I realize that this life lesson is relevant to a young adult’s life also.

How can the theme that Chris or Dahlia is dealing with apply to YOUR life?”

The BRAIN acronym works for Chris and Dahlia in their school studies. I can think of ways that the BRAIN acronym applies to a young adult’s life as well.

What are big obstacles in your life that you could use the BRAIN acronym on?

Break it Down - Repeat - Action - Information Search - Never Give Up!
High School Guide “Apply It” Activity – End-of-Course Presentations

Description: Brainology® Program High School Guide End-of-Course Presentations

Objective: Students showcase what they have learned from the program, teaching the information to others.

Timeline: 60 minutes for lesson – additional 2 minutes, per student, for presenting

Instructions:

- Tell the class that they are going to have the opportunity to showcase what they have learned from the Brainology program. The students can present to each other, parents, school staff, other classes, or younger students from another school.

- Each of them will deliver a 2-3 minute presentation on a part of the Brainology program that was the most significant to them.

- They will have many options for their presentation, using a media that they feel best communicates what they have learned. Some suggestions are:
  - A Power Point presentation
  - A Prezi: www.prezi.com
  - A Glog: www.glogster.com
  - A paper poster or overhead film
  - A song
  - A letter to someone
  - A Wordle: www.wordle.net
  - A Blabber: www.blabberize.com
  - A Tagxedo: www.tagxedo.com
  - A video
  - A play

Note: all of the Web 2.0 suggestions have free/complimentary student and educator accounts.

- Ask students to reflect on the Brainology program and use the reflection questions to help them determine which part of the program they would like to share/teach to others.

- Use the handouts to customize your presentation expectations to your class.
Your Audience:

Presentation Time:

Requirements:

Assignment:

You will present something that you learned from the Brainology program that made a difference to you.

You may choose your topic based on ANY of these reasons:

- You would like to share this knowledge with others.
- You think everyone should know this.
- The topic is something that surprised you.
- It is the most important thing you learned.
### Presentation Planning Document

<table>
<thead>
<tr>
<th>What will you present about?</th>
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<tr>
<th>What will be your resource? (podcast, PowerPoint, poster, song, etc)</th>
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<tr>
<th>What is your main idea to communicate to your audience?</th>
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<tr>
<th>What will “hook” your audience the most so that they learn your information?</th>
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### Presentation Outline

<table>
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<th>Opener/BEGINNING</th>
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<tr>
<th>CLOSURE</th>
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### Presentation Scoring Guide

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information:</strong></td>
<td>Presentation information is relevant and shows evidence of learning.</td>
<td>1 2 3 4 5</td>
<td>Score __________</td>
</tr>
<tr>
<td><strong>Visual aids:</strong></td>
<td>Presentation is engaging and the visual media is appropriate.</td>
<td>1 2 3 4 5</td>
<td>Score __________</td>
</tr>
<tr>
<td><strong>Poise:</strong></td>
<td>Student presents in a professional manner, making eye contact, appropriately dressed, and speaks audibly.</td>
<td>1 2 3 4 5</td>
<td>Score __________</td>
</tr>
<tr>
<td><strong>Audience:</strong></td>
<td>Presentation is clearly appropriate for the intended audience</td>
<td>1 2 3 4 5</td>
<td>Score __________</td>
</tr>
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</table>
High School Guide “Apply It” Activity – Reflective Essay

Description: Brainology® Program High School Guide essay reflecting about a fixed-minded life experience.

Objective: Students reflect on an event in their lives when they behaved in a fixed-minded way. They then take time to re-frame the event, discussing how a growth-minded response might have changed the situation.

Timeline: 20 minutes for prewriting – additional 50 minutes to write and revise. Consider building in time for students to read their finished essays to the class.

Instructions:

- Students will today spend some time writing a reflective essay about a time in their lives when they responded to a situation in a fixed-minded way.
- Students will
  - have some time to reflect and pre-write.
  - view the scoring guide prior to beginning the essay
  - read a model of another student’s experience.
  - Write, edit, and share their essays with the class.
- Show the students the writing prompt and read it together, highlighting the key words, discussing who the audience for the paper is, and making sure they understand the topic.
- Ask students to use the graphic organizer to reflect and make an initial essay plan
- Provide students with the scoring guide so that they see the expectations before they begin the essay.
- Read together the model. Point out area where the essay addresses the prompt and where it might fall in the scoring guide.

Writing Prompt:

You have completed the Brainology program and some lessons on the Growth Mindset. Now it is time to think about how your life connects to what you have learned. All of us have made decisions that we would like to change. Do you have something that you could write about in class? Use the Nigel Holmes Graphic to help you re-frame your topic.

Write about a time you made a choice that was Fixed-Minded, i.e. you gave up, thought you couldn’t do something, judged someone (or yourself), or let jealousy get in your way. Explain how, if you responded in a Growth-Minded way, it might have led to a different/better result.
Writing Prompt

Writing Situation:
You have completed the Brainology program and some lessons on the Growth Mindset. Now it is time to think about how your life connects to what you have learned. All of us have made decisions that we would like to change. Do you have something that you could write about in class? Use the Nigel Holmes Graphic to help you think about your topic in a Growth-Minded way.

Writing Directions:
Write about a time you made a choice that was Fixed-Minded, i.e. you gave up, thought you couldn’t do something, judged someone (or yourself), or let jealousy get in your way. Explain how, if you responded in a Growth-Minded way, the result would have been different.
Reflective Essay Pre-Writing

Use the Nigel Holmes Graphic about the Fixed and Growth Mindsets to reflect about an event in your life.

What was the choice, event, or situation?

List details about the event that are examples of a Fixed Mindset.

List how the Fixed Mindset details could have been turned into Growth Mindset details.
Essay Model: “Emily”

I Gave Up on Myself

Last year, when I was sixteen, I wanted to be better at cheerleading. I am a cheerleader at my school on a small squad (10 girls), but we have a lot of fun and try to be the best team we can be.

Another cheerleader and I decided that we would use the money we were earning at our part time jobs and take private gymnastics lessons. Every Saturday morning at 8am, we showed up, hoping to learn to do back flips, handsprings, and improve our jumps. The two of us began with the same ability; in fact, I was a little more athletic than my friend.

As we learned, I struggled with round-offs. Round-offs are the essential trick to being able to complete a string of back hand-springs. I didn’t know how to do a round-off so that I could spring up high enough to flip back. I landed like a lead weight (even though I was 5 feet tall and very trim). My coach’s feedback was to keep trying, but I didn’t know what to change. She told me she didn’t know either, she just does it. She said maybe I just didn’t have the body for it.

While I struggled, my friend had no problems. Her first round-off, and those afterward were springy, bouncy and perfectly executed to propel her head-over-heels into beautiful back handsprings once she built up her strength. Watching her progress while I didn’t was stressful and humiliating for me - especially since she was usually very unkind to me. She was cruel about my struggles and I got very anxious during our private lessons.

So, I quit. My teacher said I didn’t have the body, I was completely stressed and anxious in class, and it was easier to say I couldn’t do it. It’s a huge regret that I haven’t flipped my way down a basketball court at halftime. It would be so fun!

If I had approached this situation after going through Brainology, I would have made some different choices. I would not have let my teacher say I don’t have the body for round-offs. I would have found a new teacher who could actually teach me how to do it. I shouldn’t have paid her to discourage me.

Another thing I should have done was not give up on myself. I should have practiced more until I got it. I could have videotaped myself so I could see the difference between me and a good round-off. I would have practiced square-breathing if my friend was mean to me and not listened to her. I could have visualized myself doing the flips perfectly so that I was not thinking about failure. I don’t have to let anxiety interfere with my success.

I think I will now do some research and find a better gymnastics coach and learn these flips! I am excited to try again because this time I will use some of the growth mindset strategies I have learned. The best part about it is that I can use these strategies for the rest of my life when I am trying something new.
### Reflective Essay Scoring Guide

<table>
<thead>
<tr>
<th>Quality and Clarity of Thought</th>
<th>5 4 3 2 1</th>
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<tbody>
<tr>
<td>The paper is thoughtful and addresses all parts of the prompt. The paper appropriately addresses the audience. There is a consistent tone throughout.</td>
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<tr>
<th>Mindset Reflective Elements</th>
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<tr>
<td>The paper connects the events to the topic of fixed and growth mindsets. It is clear the student understands the difference between the two mindsets and recognizes the mindsets in this event.</td>
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<tr>
<th>Organization</th>
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<td>The paper flows in a logical organization, maintains the reader’s attention and interest, and has a clear introduction and conclusion.</td>
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<th>Language and Mechanics</th>
<th>5 4 3 2 1</th>
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<td>Vocabulary usage is appropriate and there is some expanded vocabulary. Mistakes in grammar and spelling do not interfere with comprehension.</td>
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TWO MINDSETS

Fixed Mindset
Intelligence is static

- Leads to a desire to look smart and therefore a tendency to...
- ...avoid challenges
- ...give up easily
- ...see effort as fruitless or worse
- ...feel threatened by the success of others

Growth Mindset
Intelligence can be developed

- Leads to a desire to learn and therefore a tendency to...
- ...embrace challenges
- ...persist in the face of setbacks
- ...see effort as the path to mastery
- ...learn from criticism
- ...find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.

As a result, they reach ever-higher levels of achievement.

All this confirms a deterministic view of the world.

All this gives them a greater sense of free will.

www.mindsetworks.com