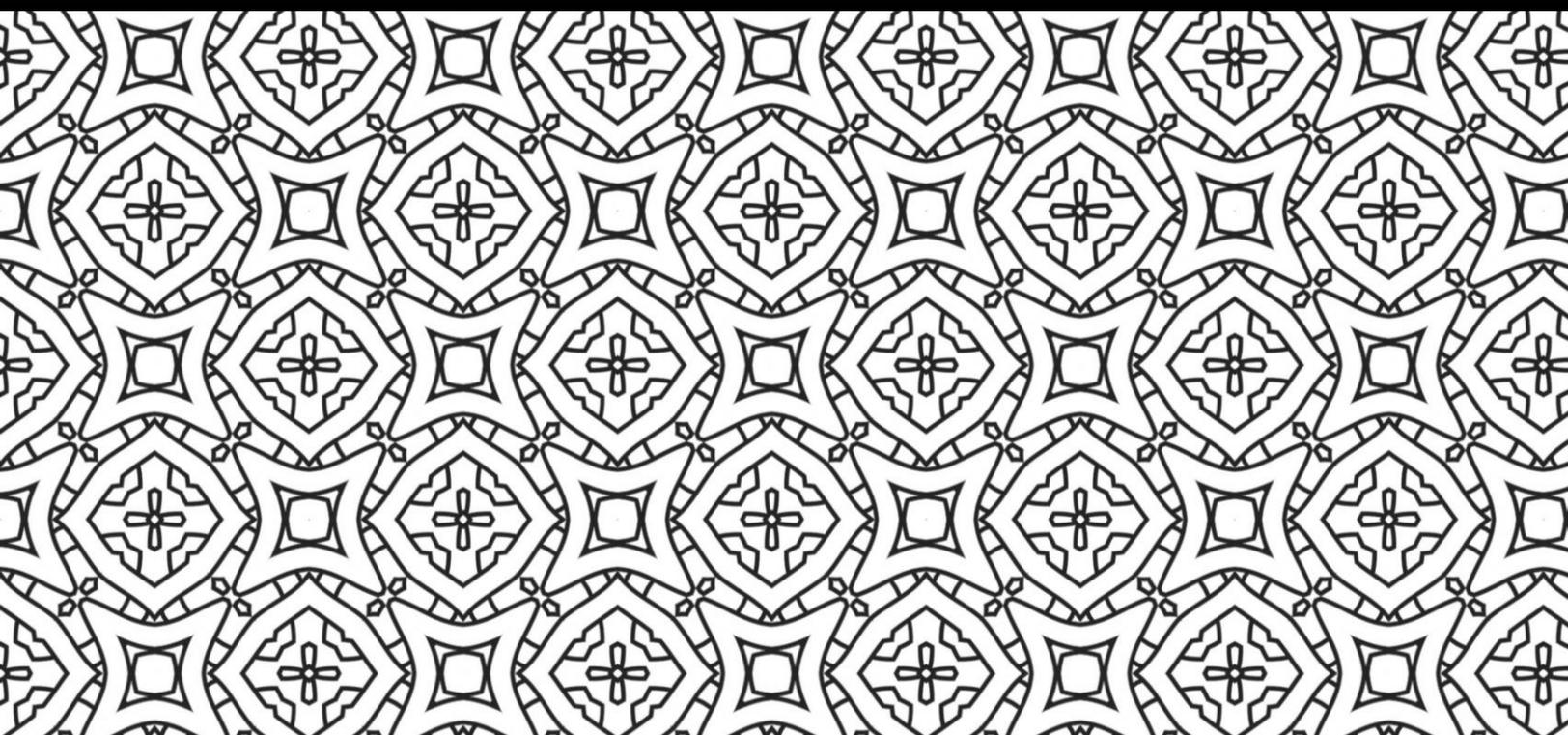
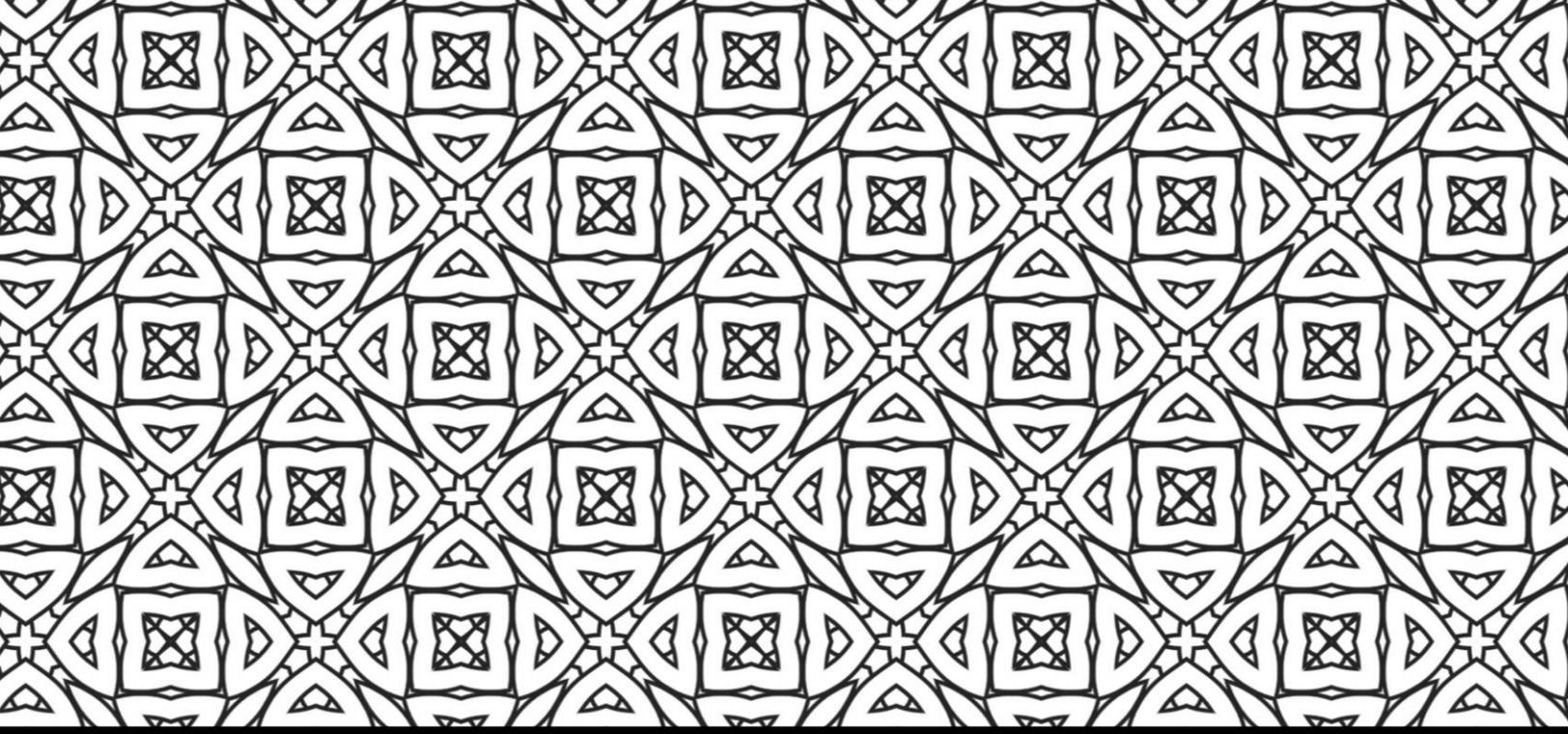


Developing a GROWTH MINDSET

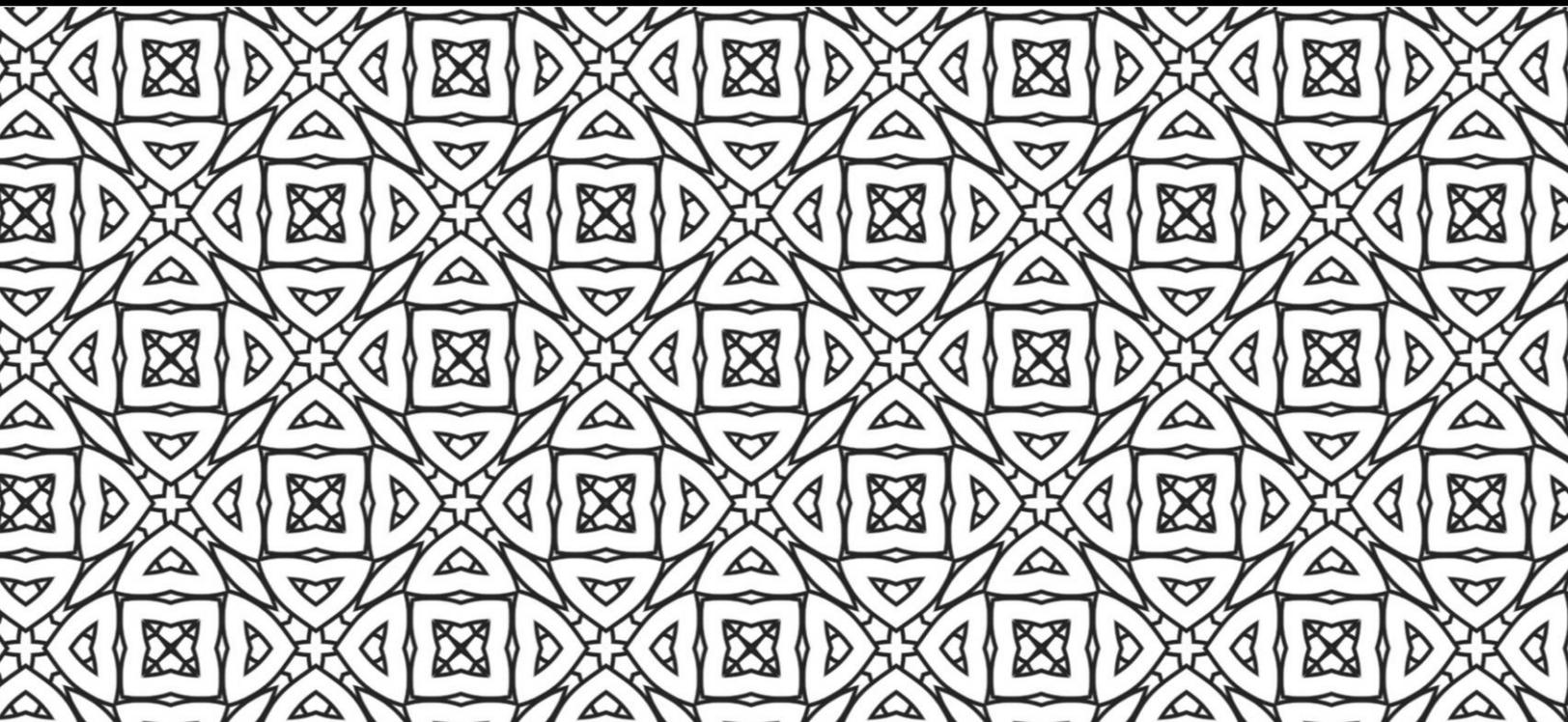
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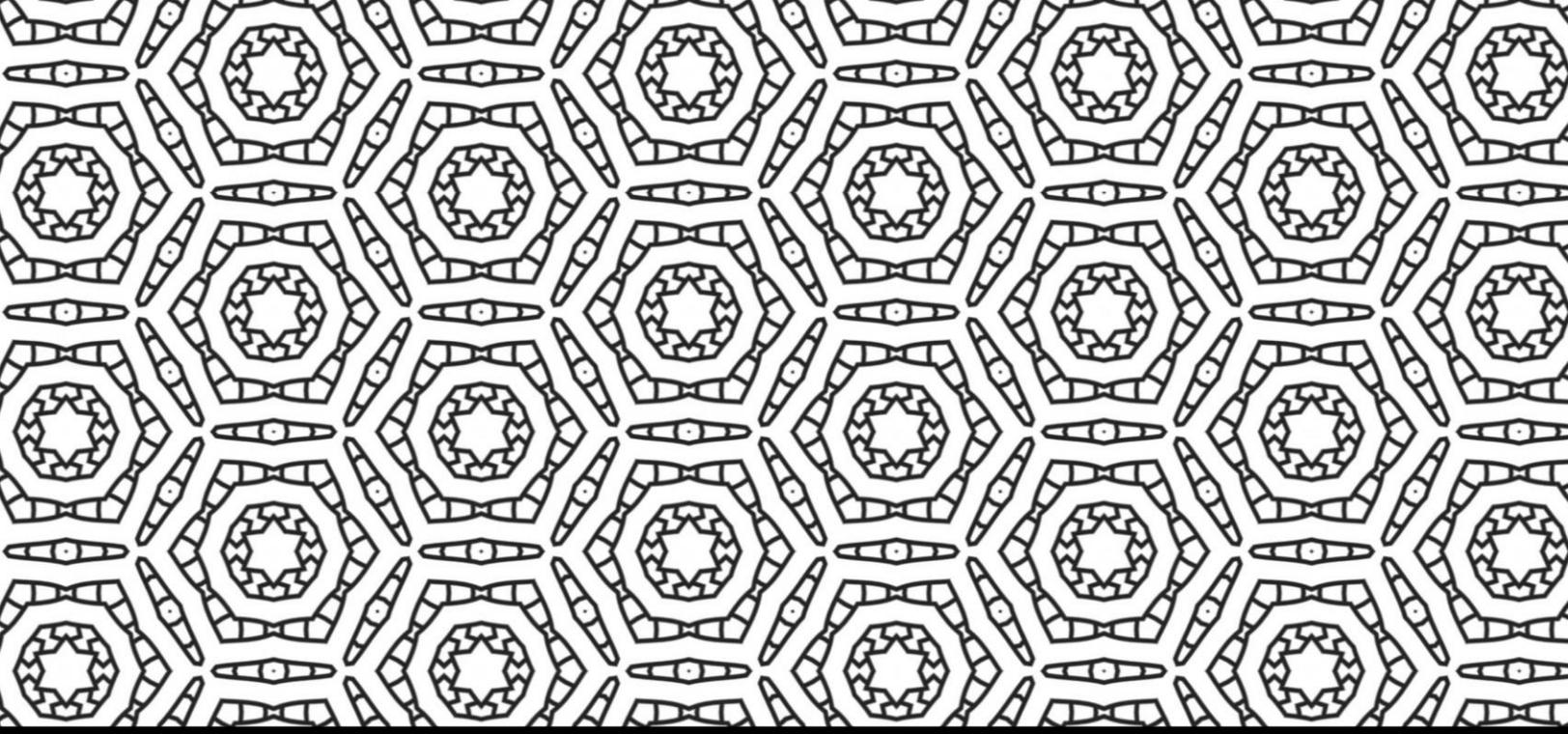




Developing a
GROWTH MINDSET

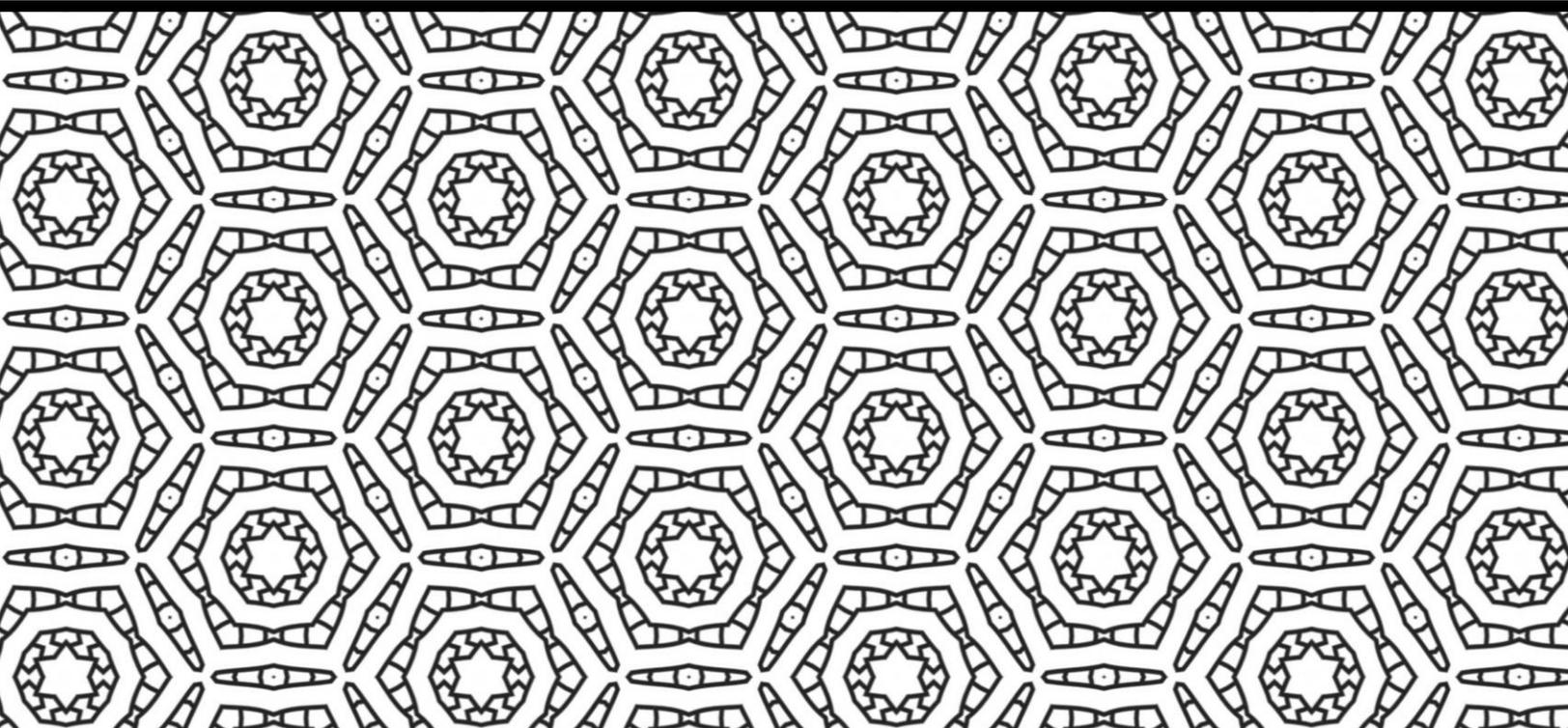
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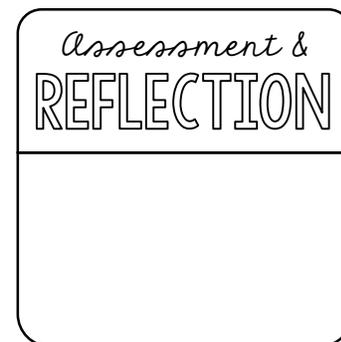
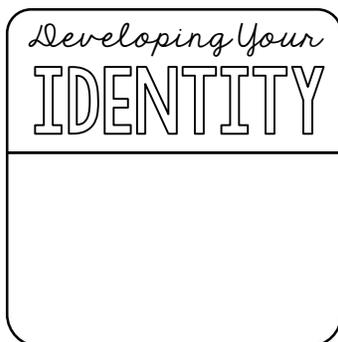
Developing a GROWTH MINDSET

Name: _____



TABS

Cut and paste these tabs on the correlating cover pages for each section. NOTE: color in the words to match your cover pages, too!



GROWTH MINDSET PORTFOLIO

Name: _____

Class Period: _____

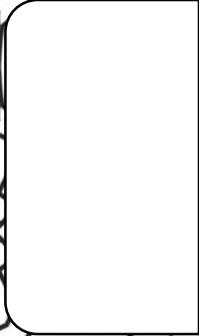
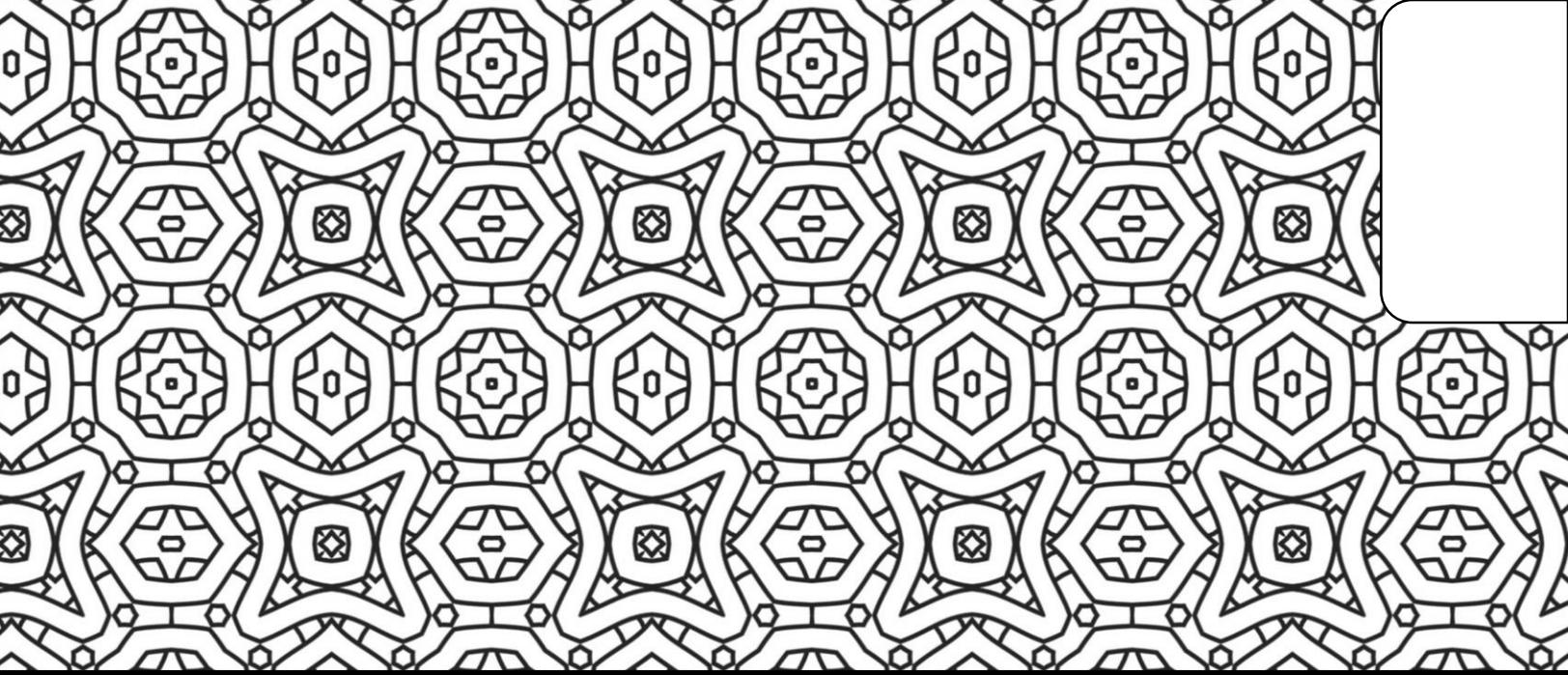
Dates of Unit: _____

Teacher Name: _____

Room #: _____

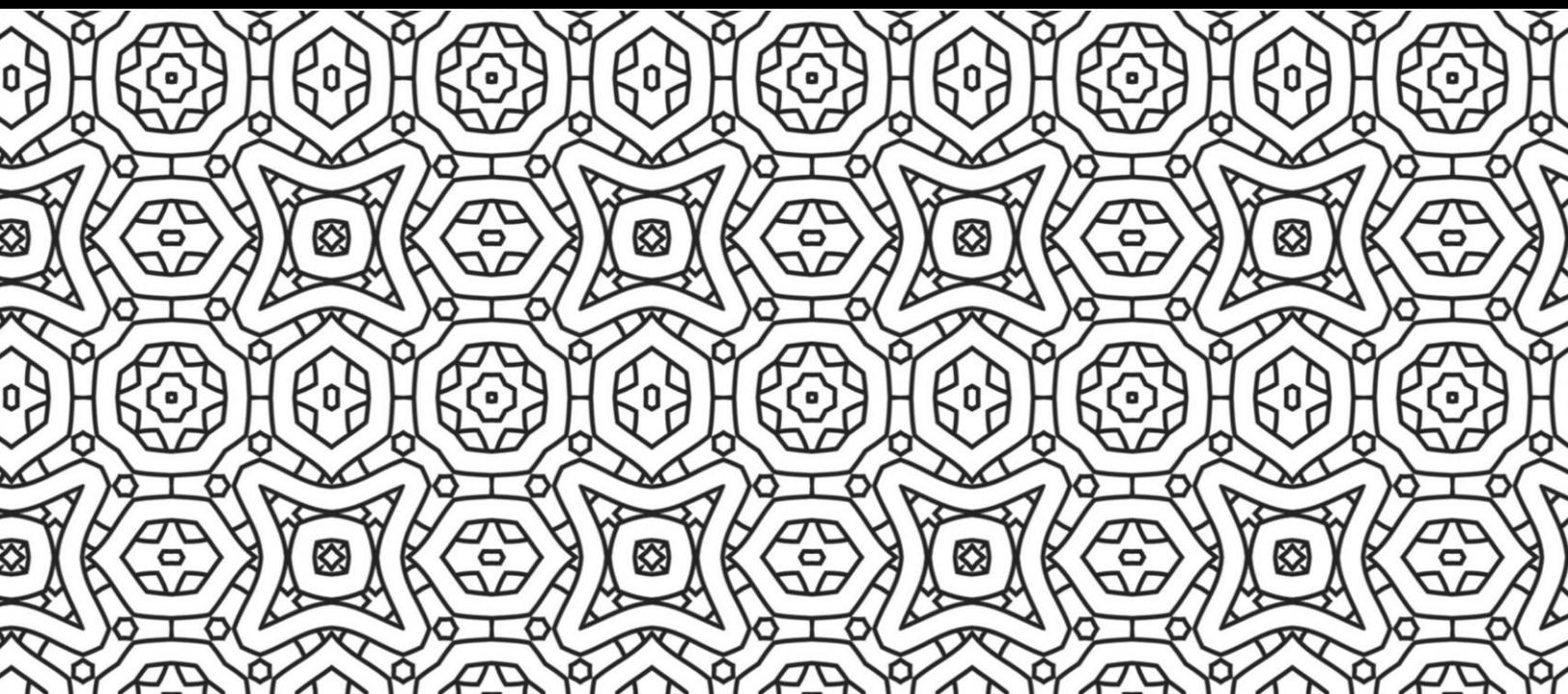
Unlock your
POTENTIAL





Introduction to MINDSET

FACT Coloring has intellectual benefits. It utilizes areas of the brain that enhance focus and concentration. Our frontal lobes are responsible for the higher level activates and functions of the brain, and coloring detailed pictures activates all those properties (Dovey, 2015).



What is MINDSET?

Formally, **mindset** can be defined as an established set of attitudes held by someone. A person’s mindset can determine attitudes towards ideas such as failure, intelligence, effort, and success. Studies have proven that people generally have one of two types of mindset: growth or fixed. Fixed mindset is, “a belief system that suggests that a person has a predetermined amount of intelligence, skills, or talents” whereas growth mindset is, “ a believe system that suggests one’s intelligence can be grown or developed with persistence, effort, and a focus on learning” (Dweck). Let’s take a closer look at both types of mindset.

FIXED MINDSET

People with a fixed mindset believe that intelligence, skill, or talent is something that you are born with– something that is fixed, and unable to be changed. Fixed mindsets allow people to believe that a person is either good or bad at something, based on nature. For example: *Nicole is a natural born genius.* This statement suggests that Nicole was born smart and that effort did not lead to her intelligence level.

GROWTH MINDSET

People with a growth mindset believe and understand that with effort and perseverance, they can succeed– even if failure comes first. Growth mindsets allow people to think their abilities are directly tied to their actions. For example: *Nicole’s ability to develop a detailed outline is admirable.* This statement suggests that Nicole worked hard at a challenging task, allowing her to succeed at writing a detailed outline.

CHANGING A MINDSET

Breaking down a specific mindset can be challenging, but with effort and groundwork, a mindset can shift. By unlocking a growth mindset, individuals will unlock their potential. On the next pages, you will learn, study, and research both types of mindsets and how you can develop a growth mindset– leading to a new world of success and talents.

Define mindset

Define fixed mindset

Define growth mindset

Create your own example of fixed mindset

Create your own example of growth mindset

DISCUSSION: Why do you think the author said individuals will “unlock their potential” instead of “unlock their FULL potential” as many of us hear today?

YOUR MINDSET

Pre-Assessment

DIRECTIONS: Answer the opinionated questions below, by circling either “Agree” or “Disagree”. Then, tally the number of statements you agree and disagree with to determine whether your current mindset leans towards fixed or growth.

If you win, I lose.	AGREE	DISAGREE
A person is born intelligent.	AGREE	DISAGREE
A person is either good or bad at a specific skill.	AGREE	DISAGREE
A person’s passion and purpose is inherent.	AGREE	DISAGREE
Failure can define a person.	AGREE	DISAGREE
Success can define a person.	AGREE	DISAGREE
Working at what you’re good at is the best way to gain confidence.	AGREE	DISAGREE
In a relationship, things should come naturally without effort.	AGREE	DISAGREE
Nature is more powerful than nurture.	AGREE	DISAGREE
Trying, but failing an obstacle is a waste of time.	AGREE	DISAGREE
Success of others appears intimidating.	AGREE	DISAGREE
A desire to appear smart is more important than learning.	AGREE	DISAGREE
Constructive criticism is often hard to hear or accept.	AGREE	DISAGREE
When you’re frustrated, you tend to give up.	AGREE	DISAGREE
My potential is predetermined.	AGREE	DISAGREE
Feedback and criticism are personal.	AGREE	DISAGREE

MOSTLY AGREE

If you mostly agreed with all of the above statement, your mindset currently leads towards *fixed*.

MOSTLY DISAGREE

If you mostly disagreed with all of the above statement, your mindset currently leads towards *growth*.

Discussion Question: Based on your results, what changes would you like to make to your mindset?

FIXED VS GROWTH *Mindset Statements*

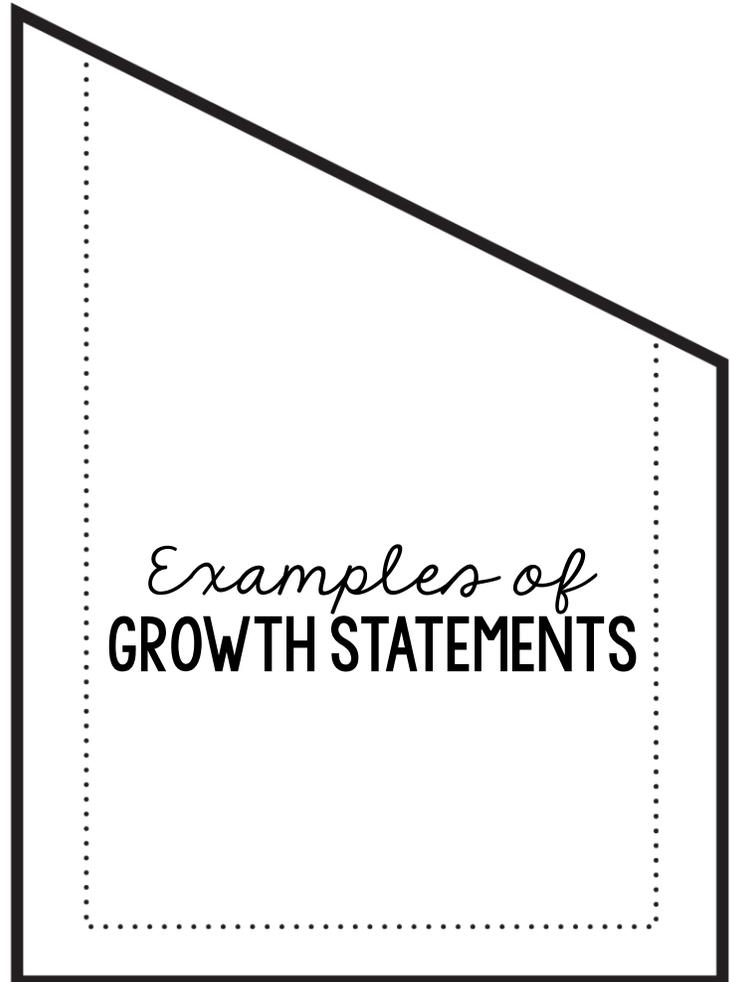
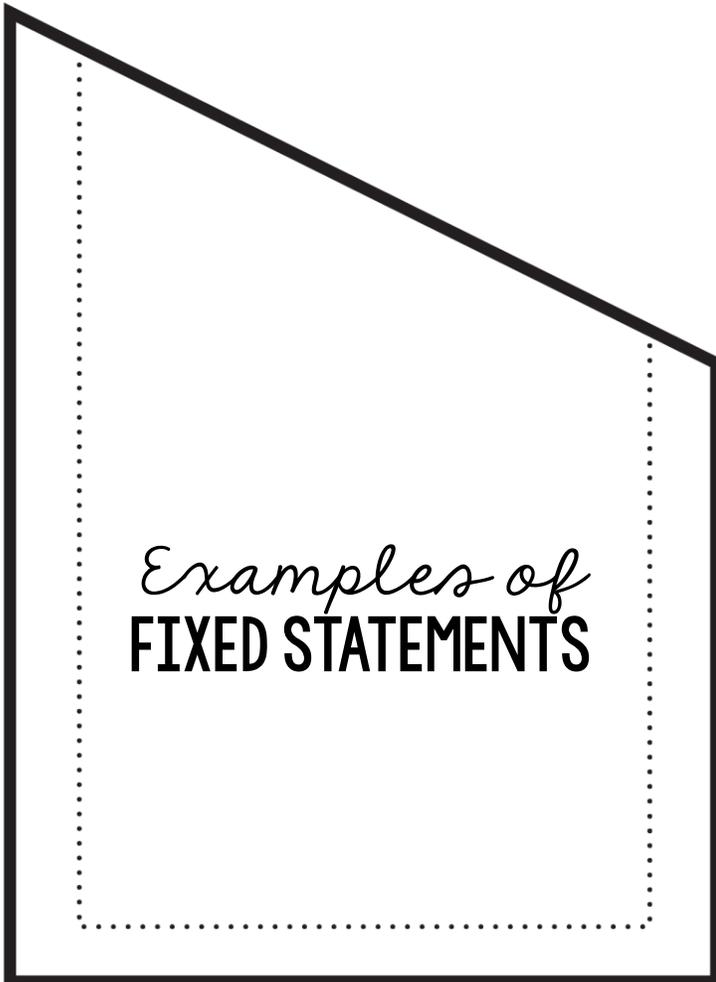
Directions: Individually or with a group, determine which task cards are considered fixed statements versus which task cards qualify as growth statements. Then, on the back of the task card, explain WHY you've determined your answer to be true. After explaining your reasoning, place the task card in the appropriate pocket. You will refer back to these statements throughout the unit.

Begin your explanations with: "This statement suggests..."

FIXED VS GROWTH *Mindset Statements*

Directions: Individually or with a group, determine which task cards are considered fixed statements versus which task cards qualify as growth statements. Then, on the back of the task card, explain WHY you've determined your answer to be true. After explaining your reasoning, place the task card in the appropriate pocket. You will refer back to these statements throughout the unit.

CUT AND PASTE THE POCKETS BELOW TO THE FIXED VS GROWTH MINDSET STATEMENTS PAGE IN YOUR PORTFOLIO.



FIXED VS GROWTH

Task Cards

Example 1 *fixed OR growth*

"I want to hide my flaws so that I am not judged, labeled, or considered a failure."

Example 2 *fixed OR growth*

"I will stick to doing things I am currently good at in order to maintain my confidence."

Example 3 *fixed OR growth*

"My failures define who I am as a person."

Example 4 *fixed OR growth*

"My flaws are just a list of things I can and will improve with effort."

Example 5 *fixed OR growth*

"I maintain my confidence by trying and learning new and unfamiliar things."

Example 6 *fixed OR growth*

"Failures are temporary setbacks that I can learn and grow from."

Example 7 *fixed OR growth*

"It's all about the outcome. If I fail, it was wasted time and effort."

Example 8 *fixed OR growth*

"Money is a really touchy subject for me."

Example 9

fixed OR growth

"I'm not a natural athlete."

Example 8

fixed OR growth

"It's all about the process. If I learned something and grew individually, the outcome doesn't matter."

Example 12

fixed OR growth

"Money has been a really touchy subject for me."

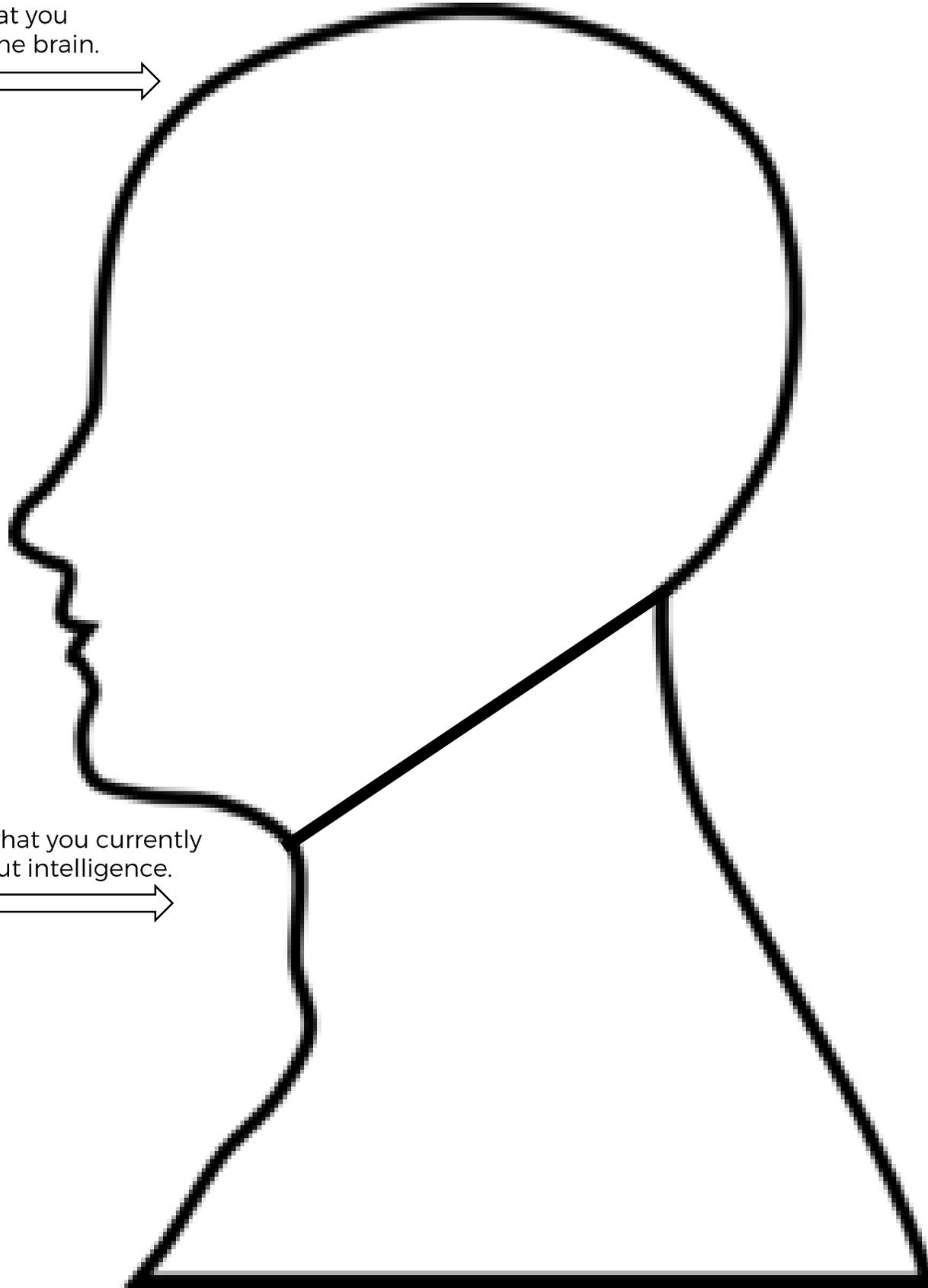
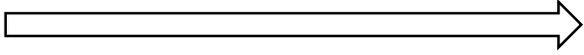
Example 10

fixed OR growth

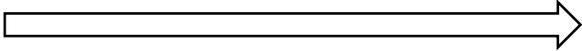
"I've started to think of myself as a runner."

THE BRAIN & *Mindset*

To the right, sketch what you currently know about the brain.



To the right, explain what you currently believe to be true about intelligence.



THE BRAIN & Mindset

In your own words, summarize how the brain plays into mindset.

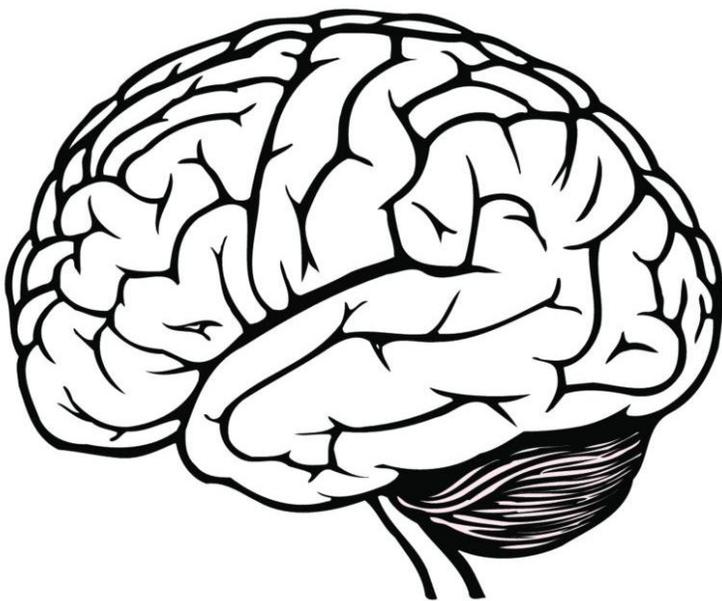
Define neuroplasticity.

HOW DOES THE BRAIN PLAY INTO MINDSET?

Now that you're fully aware of the differences between fixed and growth mindset, it's time to start understanding the importance of having a growth mindset and how to achieve it. The first step is understanding the brain and how it plays a part in mindset. According to brain-based research, "the brain is constantly creating and destroying neural pathways, forming the thought and behavior patterns our brain uses to make decisions, choose actions, and present us to the outside world. The pathways that are used get stronger and those that are under-used grow weak and are eventually replaced" (Meacham). This proves that by exercising skills, whether you are excelling or struggling, can strengthen pathways and lead to potential and achievement. Neurons are a connected group of cells in the brain that share information with each other—allowing for the mind to grow with knowledge. No matter how many synapses a neuron has, it has the potential to grow more and strengthen connections.

WHAT IS NEUROPLASTICITY?

Neuroplasticity is, "the ability of the brain to change, adapt, and rewire itself throughout our entire life" (Ricci). With proper stimulus, the brain can develop, strengthen, and build intelligence. For example, if you learn about the Pythagorean Theorem in geometry during the last 2 weeks of school before summer break and continue to study the theorem during your vacation, you will build up your intelligence in relation to that topic. However, the same goes for if you did not continue your studies over the break. More than likely, because the information was not used, it will be replaced and forgotten. Ultimately, the lesson learned here is that exercising your brain and putting forth effort is one key to unlocking your potential and gaining a growth mindset.



"The human brain has 100 billion neurons, each neuron connected to 10 thousand other neurons. Sitting on your shoulders is the most complicated object in the known universe."

-Michio Kaku

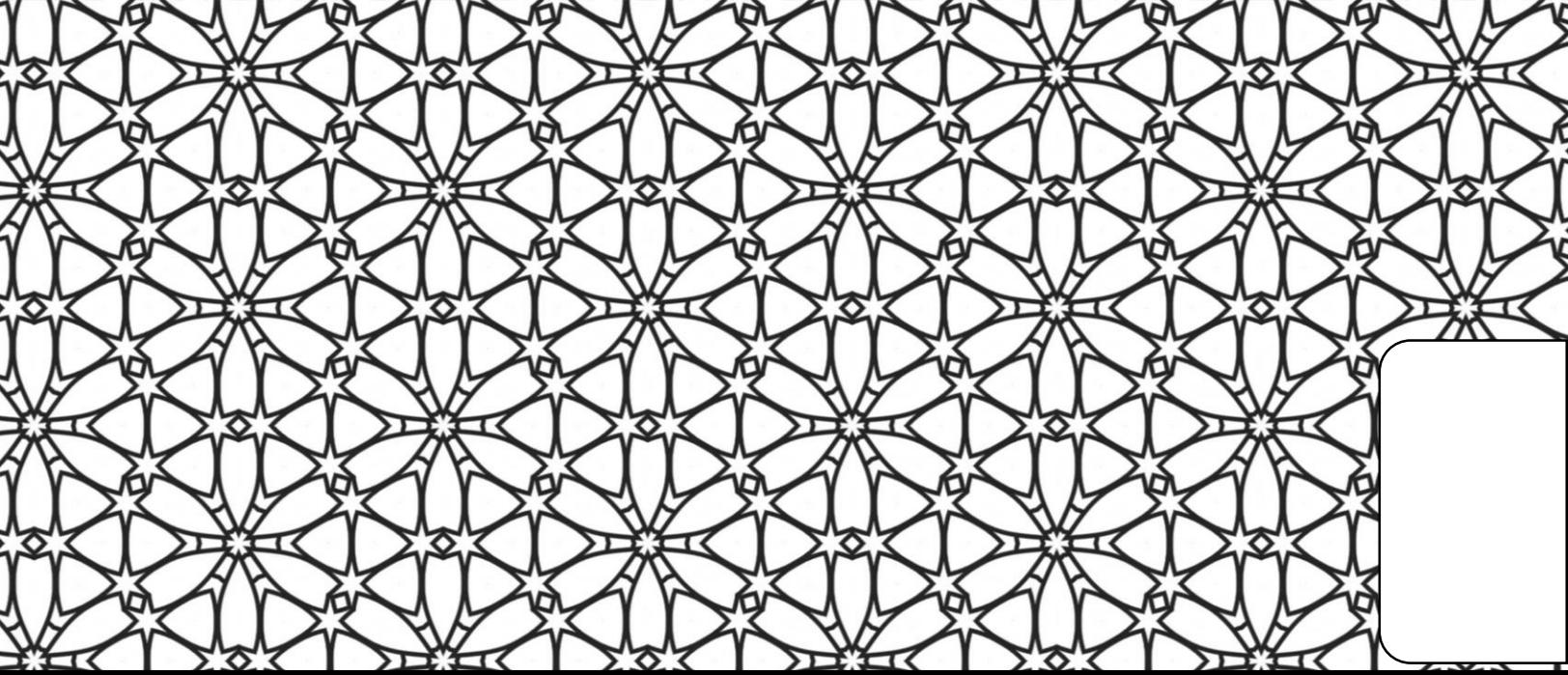
THE BRAIN & *Mindset: Left Vs Right*

Research has proven that the brain is divided into two hemispheres: the left and the right. Each hemisphere performs with a fairly distinct set of operations. Research the two hemispheres separately, and create a list of at least ten different characteristics of each.

CHARACTERISTICS
of left brain

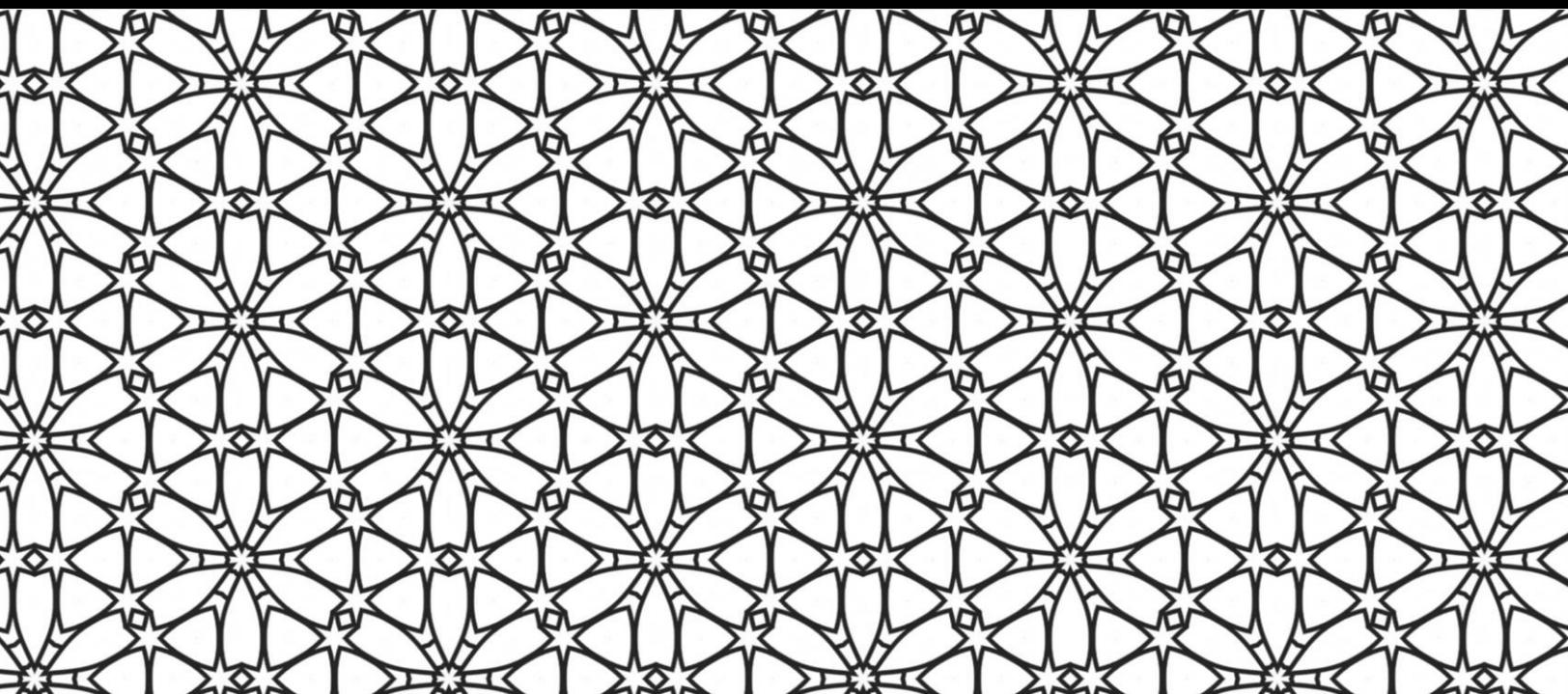
CHARACTERISTICS
of right brain

HOW DO YOU THINK KNOWING THE DIFFERENCES BETWEEN EACH HEMISPHERE OF THE BRAIN HELPS YOUR GROWTH MINDSET?



Failure, Effort & SUCCESS

FACT Coloring is a method for practicing mindfulness, which has therapeutic and health benefits. It can help us replace negative thoughts with positive ones and reduce feelings of anxiety and stress (Martinez, 2015).



Failure, effort & SUCCESS

DEFINE FAILURE

Example of failure according to a *fixed* mindset:

Example of failure according to a *growth* mindset:

DEFINE EFFORT

Example of effort according to a *fixed* mindset:

Example of effort according to a *growth* mindset:

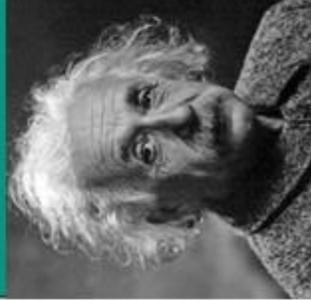
DEFINE SUCCESS

Example of success according to a *fixed* mindset:

Example of success according to a *growth* mindset:

FAMOUS FAILURES GRID

"FAILURE IS THE KEY TO SUCCESS; EACH MISTAKE TEACHES US SOMETHING."



ALBERT EINSTEIN

His story

Contrary to what many believe, Albert Einstein was not always considered the genius he is today.

Einstein was not able to speak until he was FOUR (4) years old and was told by teachers that he would, "never amount to much." Today, he is known as one of the brightest and most intelligent individuals ever lived.



THE BEATLES

Their story

The Beatles were once rejected by Decos Recording Studios.

They said, "we don't like their sound, they have no future in show business." The Beatles had twenty-seven (27) number one hits and their music is still popular today.



WALT DISNEY

His story

Known as one of the most creative people in show business,

Walt Disney was once fired from a newspaper for "lacking imagination [and] having no original ideas."

Imagine that!



MICHAEL JORDAN

His story

Today, Michael Jordan is known for his incredible athleticism, specifically

his basketball skills. When he was a teenager, though, it is said that Jordan locked himself in his bedroom and cried after being cut from his high school basketball team. He is now a six-time NBA champion.



OPRAH WINFREY

Her story

Oprah, known as the richest woman in the United States,

was demoted from her position as a news anchor because she, "wasn't fit for television." Today, Oprah owns her own television network and is viewed as one of the most respected women in America.



STEVE JOBS

His story

At 30 years old, Steve Jobs was removed

from the company that HE started. He was devastated and depressed after receiving the news. Today, he is known for all of the Apple products that you enjoy so much!

FAMOUS FAILURES RESEARCH

Directions: Research each of the 6 famous failures. While you're researching, discover HOW each person or group overcame their personal tragedies. Then, explain how their failures led to success.

"DO NOT FEAR MISTAKES. YOU WILL KNOW FAILURE. CONTINUE TO REACH OUT."

ALBERT EINSTEIN

How did they overcome the tragedy?

How did their failure lead to success?

THE BEATLES

How did they overcome the tragedy?

How did their failure lead to success?

WALT DISNEY

How did they overcome the tragedy?

How did their failure lead to success?

MICHAEL JORDAN

How did they overcome the tragedy?

How did their failure lead to success?

OPRAH WINFREY

How did they overcome the tragedy?

How did their failure lead to success?

STEVE JOBS

How did they overcome the tragedy?

How did their failure lead to success?

Name: _____

Date: _____

Name: _____ Date: _____ Class: _____

FAMOUS FAILURES WRITING ACTIVITY

HOW CAN YOU TURN DISCOURAGEMENT INTO SUCCESS?

Below, write a letter to yourself explaining how you can turn a moment of "failure" or "discouragement" into success. Think of this assignment as a pep-talk for yourself!

Write about a time that you were discouraged by something someone said to you.

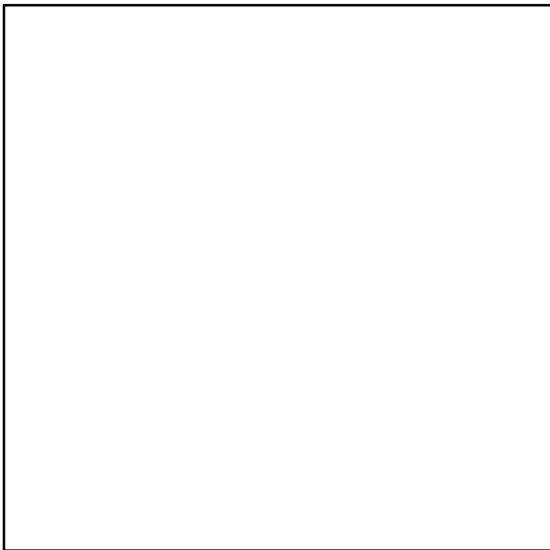
Were you able to overcome that feeling? If so, how? If not, why not?

Learning from

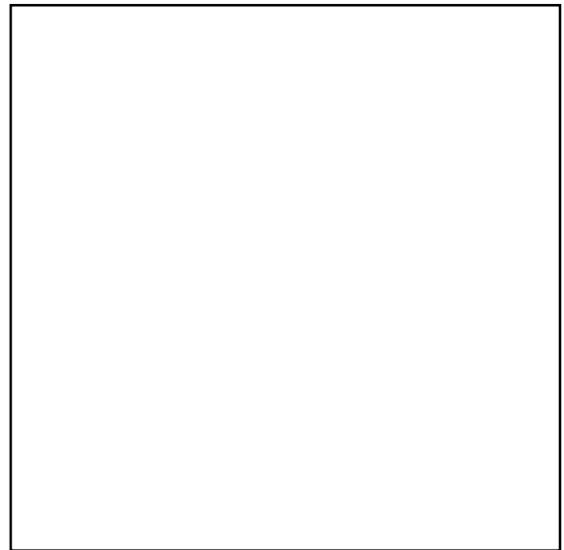
FAILURE

Directions: Failure almost always has a negative connotation; however, a lot can be learned from failure, and now is your opportunity. Think of 4 instances in which you failed at something. Then, evaluate the failure by listing 4 things you learned or took away from that failure.

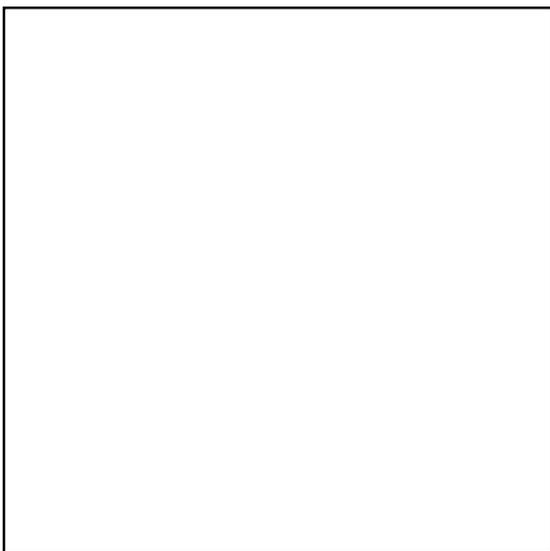
1



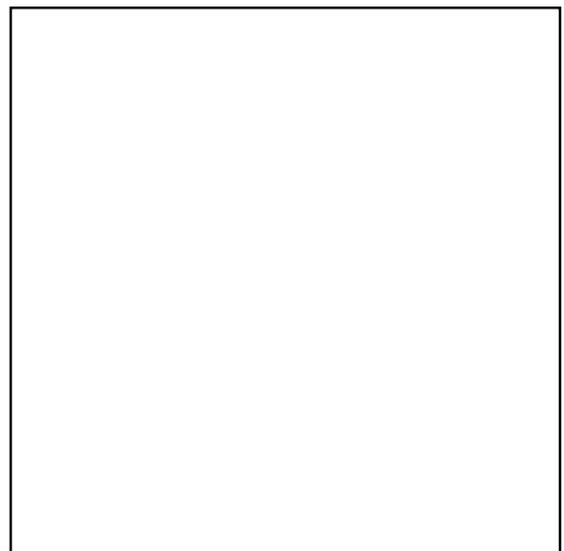
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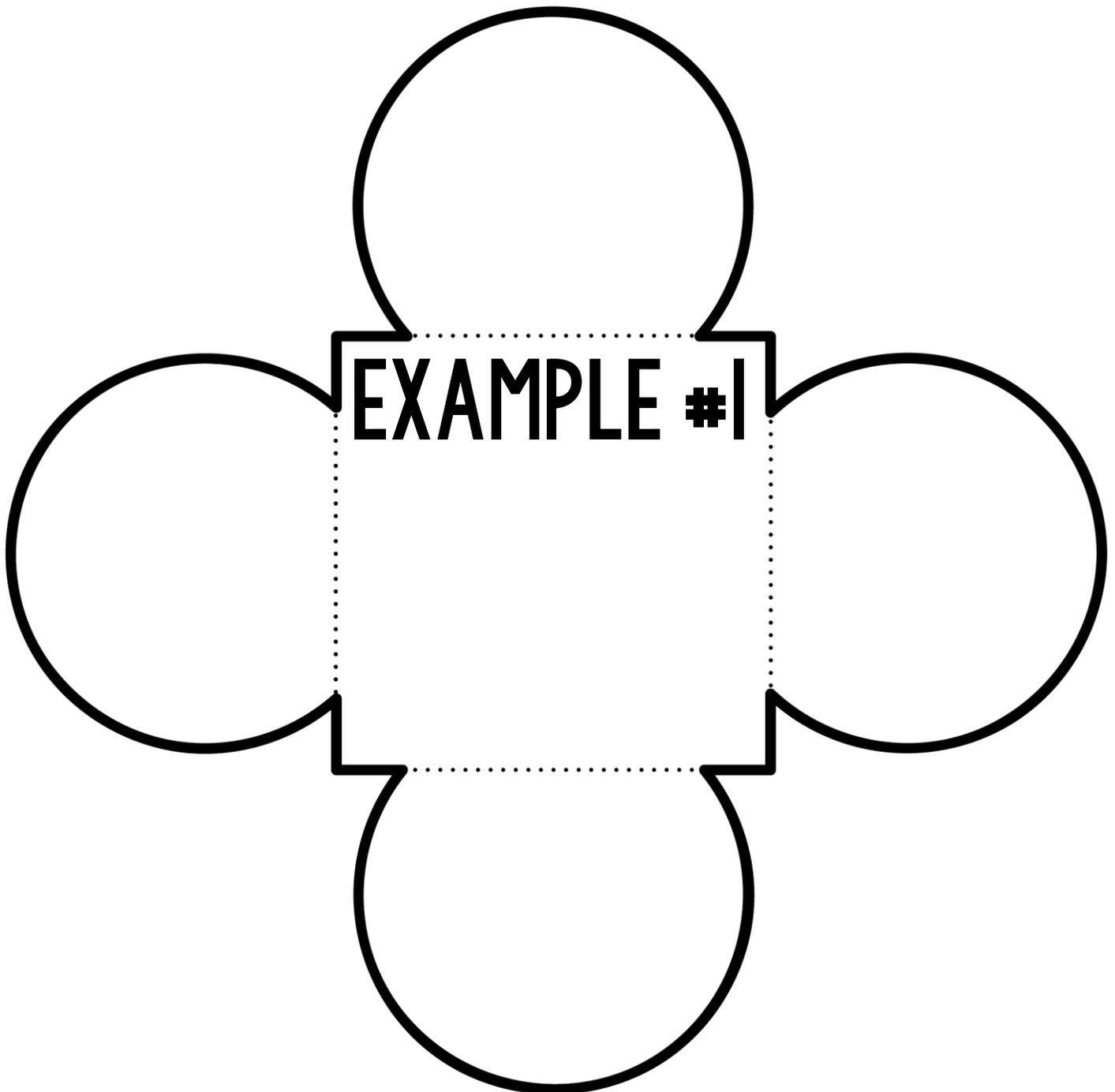


4



Learning from

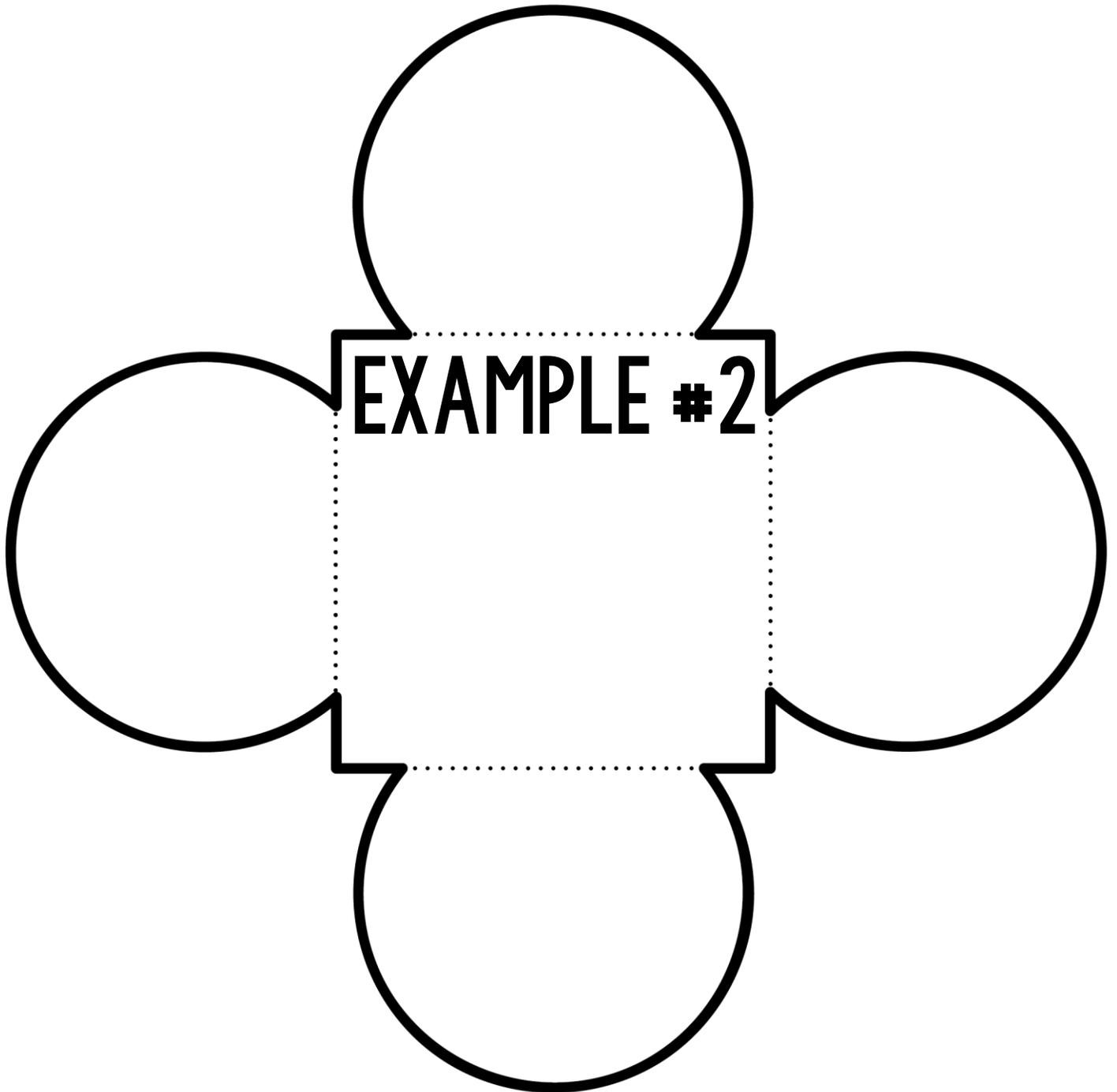
FAILURE



Learning from

FAILURE

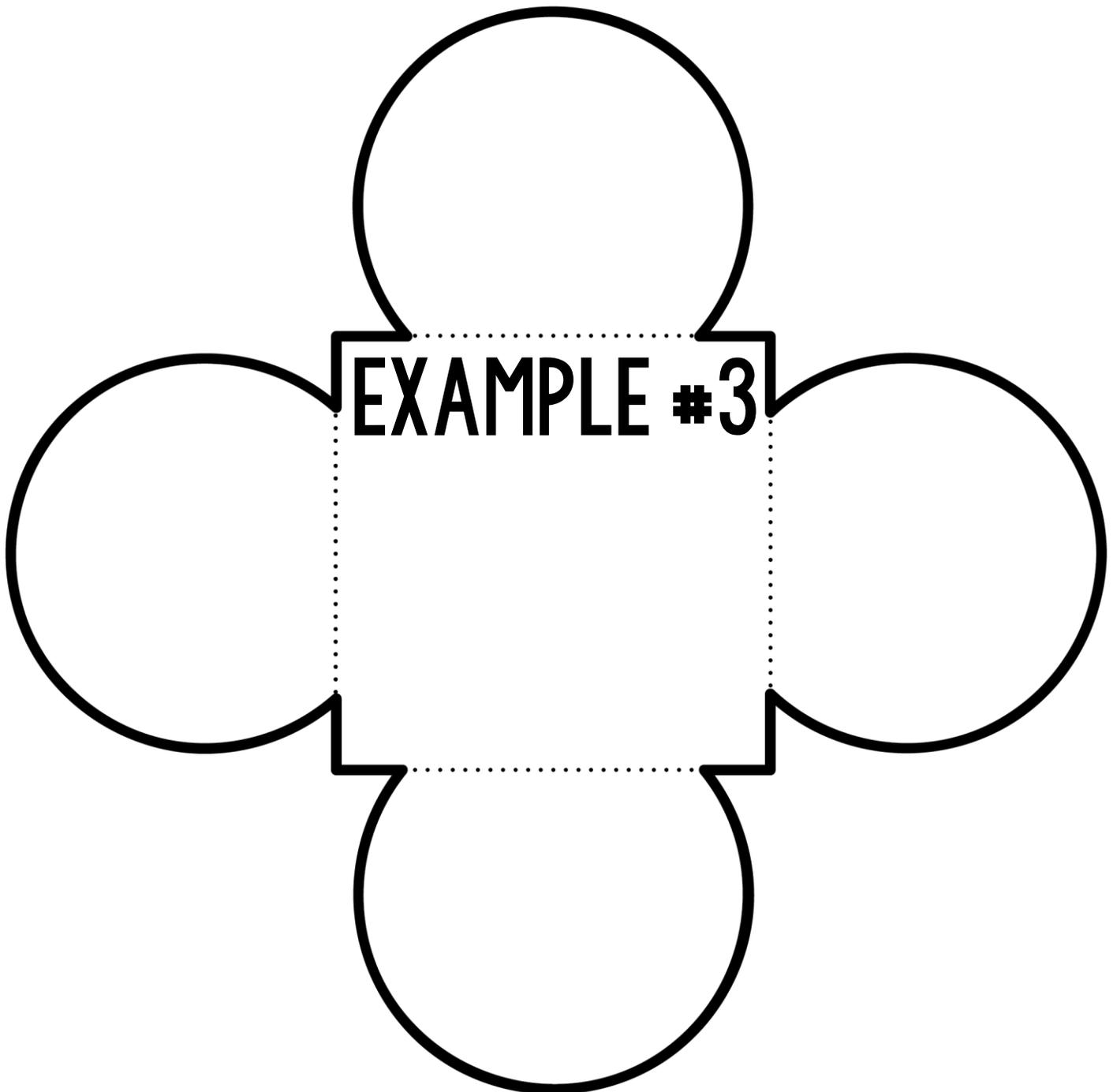
EXAMPLE #2



Learning from

FAILURE

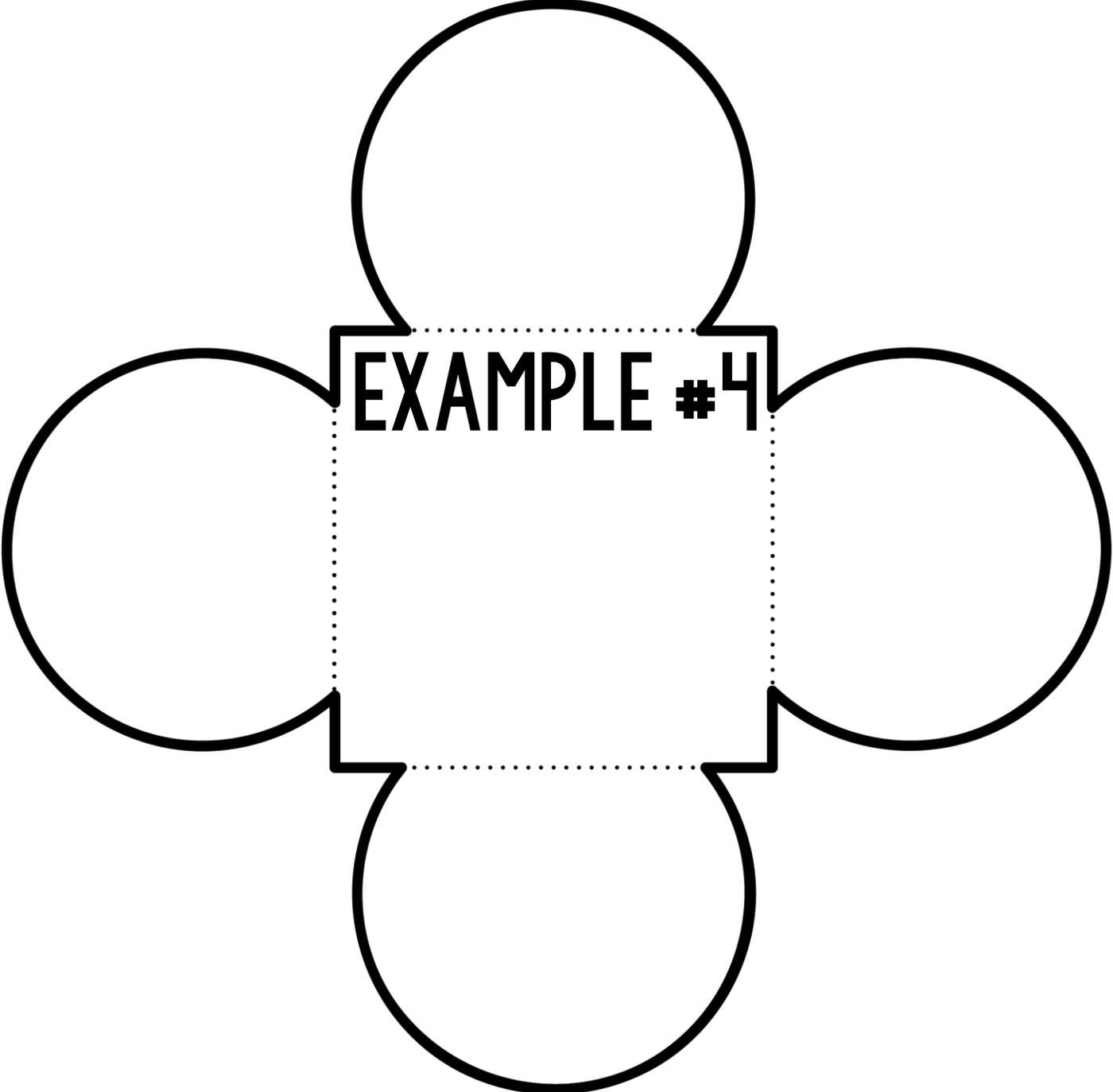
EXAMPLE #3



Learning from

FAILURE

EXAMPLE #4



Pessimism and

OPTIMISM

Directions: Cut out each flap and paste them on the blank "pessimism and optimism" worksheet.

"Only those who dare
to fail greatly can ever
achieve greatly."
Robert F. Kennedy

"If you're not
prepared to be
wrong, you'll never
come up with
anything original."
Ken Robinson

"It's failure that gives
you the proper
perspective on
success."
Ellen DeGeneres

"The word happiness
would lose its
meaning if it were not
balanced by sadness."
Carl Jung

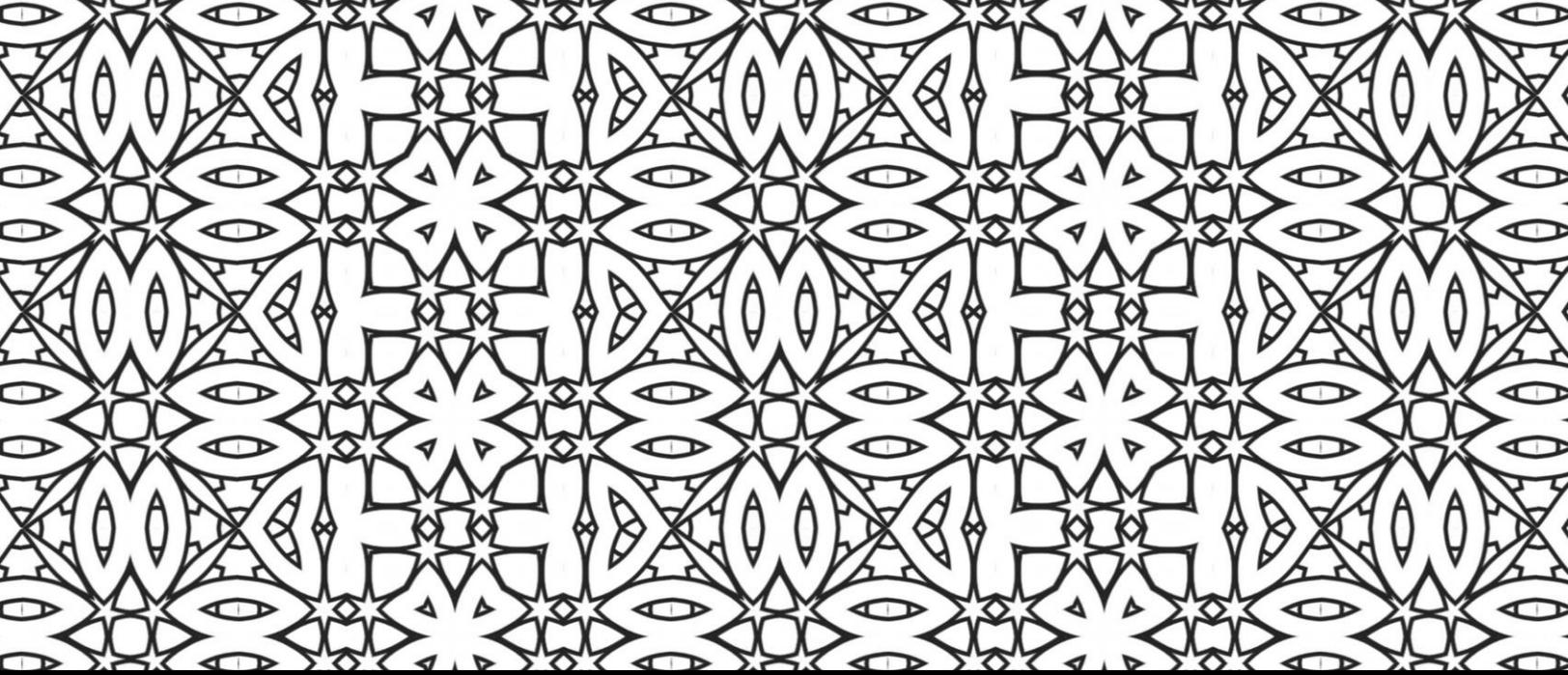
Develop your own quote about optimism:

Pessimism and

OPTIMISM

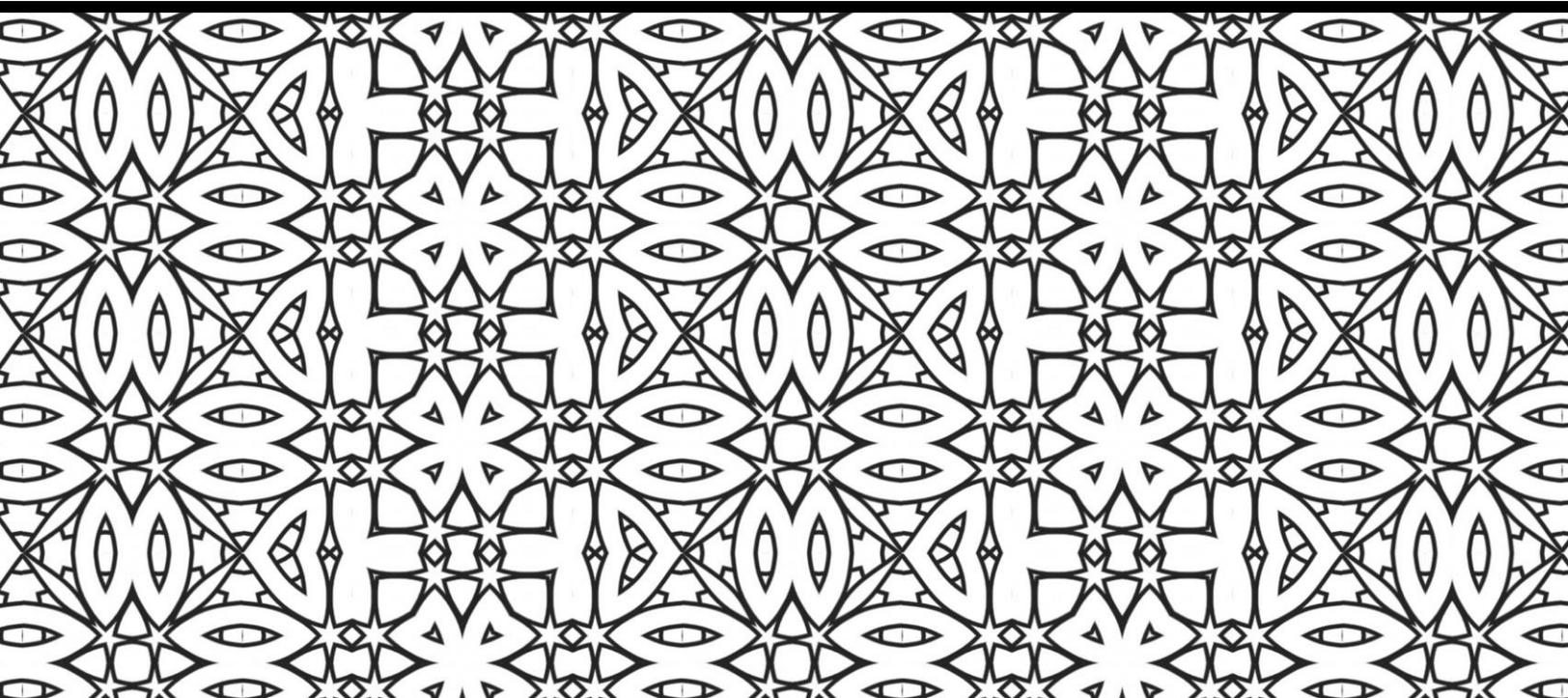
Directions: Beneath each flap, describe how each quote demonstrates either optimism or pessimism.

Develop your own quote about optimism:



The Keys to MOTIVATION

FACT Coloring can help with emotional and mental health issues. The time and focus that coloring takes helps us remove the focus from the negative issues and habits, and focus them in a safe and productive way (Martinez, 2015).



Understanding

MOTIVATION

Define motivation.

Create a list of

SYNONYMS

Create a list of

ANTONYMS

In your own words, explain the importance of motivation.

MOTIVATIONAL

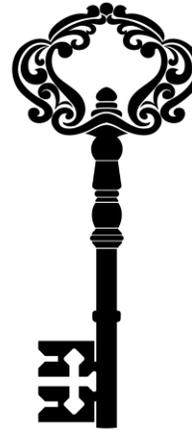
Task Cards

Unlock success and potential with these motivational task cards



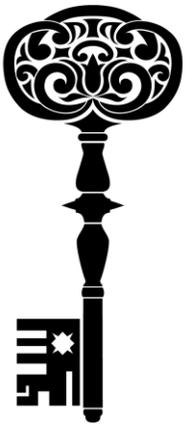
TASK ONE

Set a short-term SMART goal that you can complete by the end of the school year. SMART stands for: Specific, Measurable, Attainable, Relevant, & Time Based. Write your goal on a separate sheet of notebook paper.



TASK TWO

Develop a detailed plan of action for the SMART goal you set. How specifically will you reach this goal? What steps, resources, and mindset do you need to achieve success? Write your answer beneath your goal in a bulleted format.



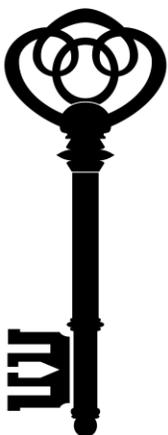
TASK THREE

Create a graph, chart, or other tracking element that you can use to track your progress on reaching the goal. Develop this chart on a separate sheet of notebook paper OR on the computer. Use your tracking element throughout the school year.



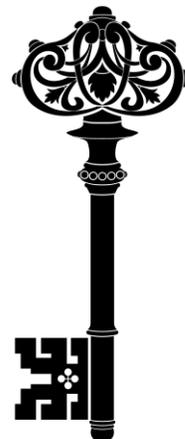
TASK FOUR

Answer this question on the same sheet of notebook paper as your goal and plan of action: What will you do if you fail at reaching your goal? What steps will you take if you start to fall behind? Create an "I will..." statement for yourself to look back on if things are tough.



TASK FIVE

Describe in detail what emotions, feelings, and thoughts will exist if and when you reach your goal. Explain to yourself WHY this goal is important to you and HOW it will be worth the struggle and challenge once it is complete.



TASK SIX

Research and find a motivational quote that will help you achieve your goal listed in task one. Write the goal on the same sheet of notebook paper and explain WHY you selected that quote to help you persevere until you meet your goal.

Understanding

PERSEVERENCE

Define perseverance.

Create a list of

SYNONYMS

Create a list of

ANTONYMS

In your own words, explain the importance of perseverance.

PERSEVERANCE

Task Cards

Test your grit by completing these perseverance task cards.

TASK ONE

The student sitting in the far left is preparing for a test in Algebra II.

In the past, she has failed all of her Algebra II tests. How would you coach her on perseverance & why?



TASK FOUR

The student second to the left is waiting for an interview for a job.

He is competing against 5 other worthy candidates. How would you coach him on perseverance & why?



TASK TWO

The student sitting in the far right is about to have her art work critiqued & is nervous.

If they appreciate her art, she will receive a full ride scholarship to college. How would you coach her on perseverance & why?



TASK FIVE

The student sitting second to the right is preparing to sing a solo at a competition.

However, she has major stage fright and wants to back out. How would you coach her on perseverance & why?



TASK THREE

All 4 students are running for class president. They are all worthy of the position. Choose

one of the students to coach on perseverance. How would you help them run against the other candidates? What would you tell them to do differently to stand out from the crowd?



TASK SIX

Imagine you were one of these students, waiting to audition for the school play.

You're aware that the other three students have more experience than you. How would you persevere?



Building

CONFIDENCE

Directions: Write your name on this sheet of paper. Pass around this sheet to each of your group members or classmates. Each classmate will write a statement that will build your confidence using *growth mindset terminology*. For example, instead of saying, "Nicole, you are so smart" one might say, "Nicole, I admire how much effort you put into your work." Think about each person's strengths and build them up!

Name: _____

The most beautiful thing you can wear is confidence.

Building

CONFIDENCE

Reflection

How did reading the statements from your classmates make you feel? How did the growth mindset terminology that was used make a difference in the compliments?

How did using growth mindset terminology while building your classmates' confidence help you reflect on your own strengths?

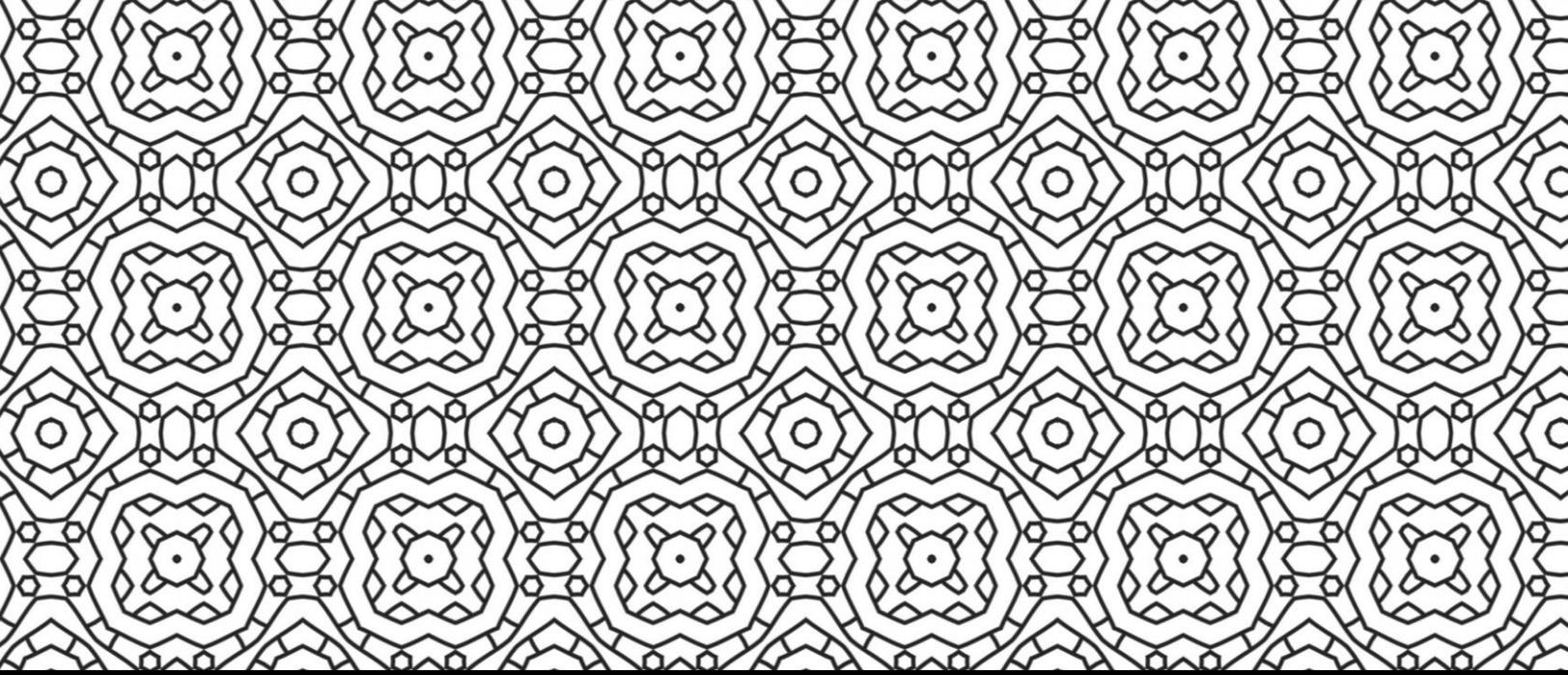
Build your own confidence. Write three (3) positive statements about yourself using growth set terminology below.

1.

2.

3.

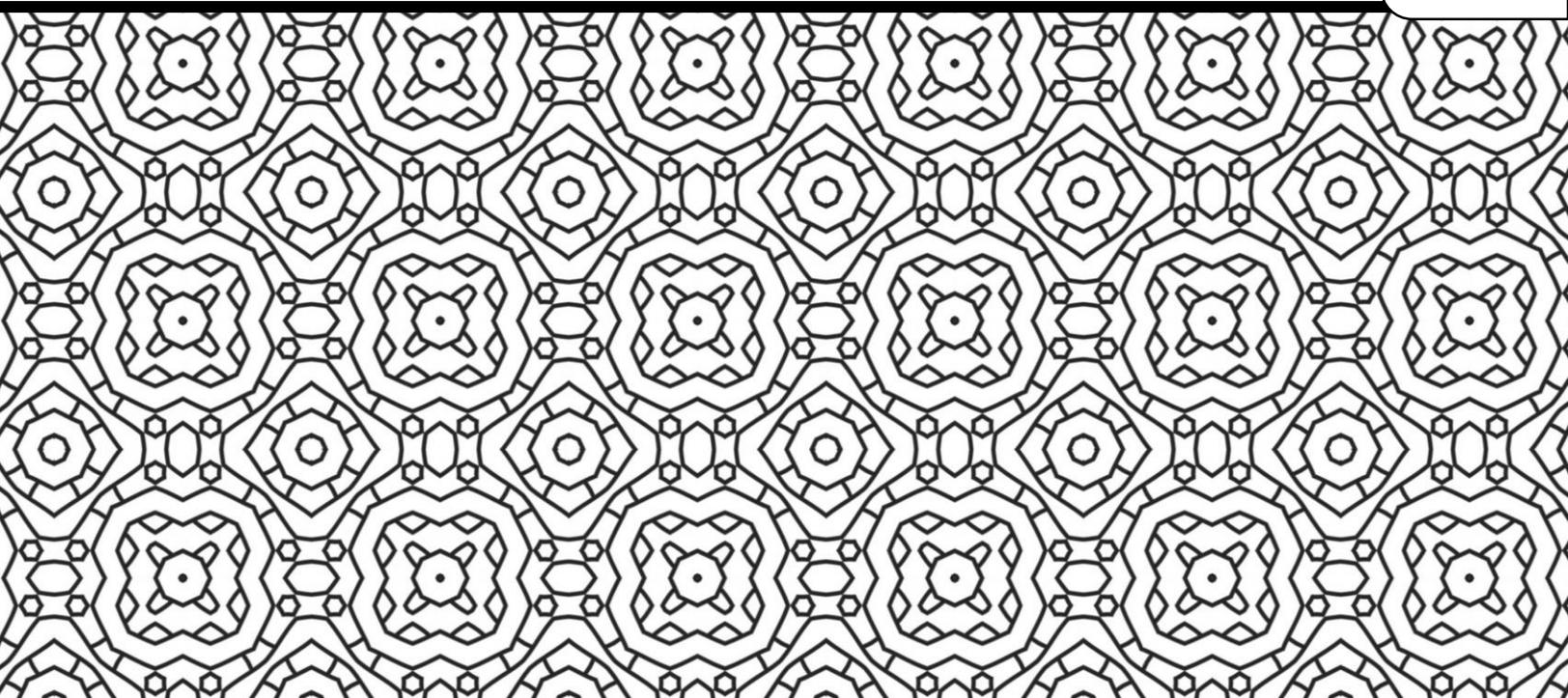
Research, define, and explain the importance of positive self talk.



Developing Your

IDENTITY

FACT Coloring can bring us back to a simpler time— childhood. Tapping into this time and these emotions can be very cathartic and eliminate present stresses and worries (Martinez, 2015).



The Importance of

IDENTITY

When you hear the word "identity" or "ID" what do you think of?

Using scholarly sources, research the deeper meaning of one's identity.
What components make up a person's identity?

Based on your research, why do you think it is important to know
and understand your personal identity?



TEACHER DIRECTIONS

Dear fellow educator,

Thank you for purchasing this focused literary lesson based on PERSONAL IDENTITY. I hope your students develop a deeper understanding of themselves during their study! Below, you will find directions on HOW to use this product as well as suggestions for WHEN to use it.

HOW SHOULD I USE THIS PRODUCT?

First, print page 2 of this document (keep in mind the number of copies you will need based on the number of students you have per class). Then, print pages 3-4 DOUBLE SIDED. Cut out the rectangles with the questions on them. These rectangles fit in the literary elements portfolio. Students can use this portfolio to stay organized and focused on the task at hand. Lastly, print the Personal Identity Charts provided. These charts correlate with the different levels of questions and should be completed for full credit. In addition to the personal identity portfolio and the charts, I have included a grading rubric for your convenience!

WHEN SHOULD I USE THIS PRODUCT?

This product should be used during the identity portion of the Growth Mindset portfolio. Explain to students that they will be thinking deeply about their feelings, thoughts, and actions, and they should be honest with themselves as they answer the questions. Also, because some of the information may be personal, be sure to tell your students that you will be the only person reading/assessing the information that is written. This particular assignment is meant to be completed individually as it serves as self-reflection about the student's identity.

HOW SHOULD I GRADE THIS PRODUCT?

I've provided a grading rubric on page 5 of this document for easy grading. Because this is a focused lesson, the goal should be for students to completely MASTER the content. Therefore, I would not suggest grading for completion, but rather whether or not they have fully grasped the topic and produced quality work.

DEVELOPING PERSONAL IDENTITY

TAKING A CLOSER LOOK AT:

IDENTITY

“In the social jungle of human existence, there is no feeling of being alive without a sense of identity.”



Add glue here



Add glue here

Directions: Cut along the line above. Add glue to the appropriate sections (**for best results, place glue along the ENTIRE length of the portfolio**). Fold the portfolio along the dotted lines.

PERSONAL IDENTITY

Personal identity is the conscious awareness of one's self. Being aware of all components of your makeup are essential to developing growth mindset.

Using the chart provided, answer the following questions about what you currently know about your identity. Then, complete the next five prompts of this focus lesson to unveil your identity in more depth.

SELF-WORTH

Self-worth is the view that individuals have of themselves and their perceptions of their own worth (positive or negative) as a person.

Using the chart provided, determine what your self worth is. Then, explain WHY it is important to have a positive self-worth in order to strengthen your growth mindset.

SELF-CONCEPT

Self-concept is an idea of the self constructed from the beliefs a person holds about himself or herself.

Using the chart provided, explain your beliefs and how they have developed who you are as a person today. A belief is an acceptance that a statement is true or that something exists.

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SELF-KNOWLEDGE

Self-knowledge is the knowledge a person has of his or her own qualities, abilities, character, and characteristics.

Using the chart provided, describe each of these and how they relate to you as a person. Why is it important to having a strong self-knowledge? Explain and discuss with a partner.

SELF-TALK

Self talk describes thoughts that an individual has, as if in dialogue with himself or herself; these thoughts can have an impact on an individual's emotions, actions, and behavior.

Complete the chart provided by giving examples of positive and negative self talk.

SELF-EFFICACY

Self-efficacy is the knowledge a person has of his or her own skills and abilities to perform in a certain manner or to attain certain goals.

On your own sheet of notebook paper, write a 3-5 paragraph essay explaining how your self-efficacy can lead you to having a growth mindset. You'll need to think of your skills and abilities when it comes to persevering to reach a goal. It's time to brag!

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Personal Identity IDENTITY CHART

NOVEL: _____

AUTHOR: _____

Directions: Using the prompt from the Personal Identity Portfolio, complete the following chart.

PHYSICAL DESCRIPTION	EMOTIONAL DESCRIPTION	GENETIC IDENTITY
Describe your physical identity below. For example: eye color, hair color, height, etc.	Describe your emotional characteristics below. What personality traits do you carry? For example: motivated, kind, hard-working, etc.	Describe your genetic identity below. For example: ethnicity, parents, genes, etc.

Self-Worth

IDENTITY CHART

NOVEL: _____

AUTHOR: _____

Directions: Using the prompt from the Personal Identity Portfolio, complete the following chart.

SELF-WORTH	CHALLENGE YOUR INNER CRITIC	IMPORTANCE OF SELF-WORTH IN RELATION TO GROWTH MINDSET
Describe your self worth below. How do you view your own personal worth?	If you had negative components of self-worth, challenge your inner critic and build yourself up in a positive manner. If you did not have negative components of self-worth, write about how you've developed a positive outlook on yourself.	Explain the importance of having positive self-worth in relation to growth mindset.

Self-Concept IDENTITY CHART

NOVEL: _____

AUTHOR: _____

Directions: Using the prompt from the Personal Identity Portfolio, complete the following chart.

BELIEFS	EXPLANATION	HOW THE BELIEF HAS SHAPED YOU
Write down 4 specific beliefs that you have. For example: beliefs on existence. 1.	Explain the belief in detail. Why do you believe the statement to be true?	Describe how the belief has shaped you into the person you are today.
2.		
3.		
4.		

Self-Knowledge IDENTITY CHART

NOVEL: _____

AUTHOR: _____

Directions: Using the prompt from the Personal Identity Portfolio, complete the following chart.

NAME OF CHARACTER	QUALITIES	ABILITIES	CHARACTER	CHARACTERISTICS
INTERNAL TRAITS Explain your internal traits. For example: internal qualities *This is based on your personality, ideas, feelings, etc.				
EXTERNAL TRAITS Explain your external traits. For example: external qualities *This is based on your physical appearance, physical strengths, etc.				

Self-Talk

IDENTITY CHART

NOVEL: _____

AUTHOR: _____

Directions: Using the prompt from the Personal Identity Portfolio, complete the following chart.

SCENARIO	EXAMPLE OF SELF-TALK	IMPORTANCE OF POSITIVE SELF-TALK
Below, I have provided 4 scenarios. You will use these scenarios to develop examples of self talk.	Provide an example of positive and negative self talk in relation to the scenario provided.	Explain how in each scenario, it is important to utilize positive self-talk.
1. Overcoming the fear of failure.	Positive: Negative:	
2. Dealing with a break up.	Positive: Negative:	
3. Studying for a challenging test.	Positive: Negative:	
4. Trying out or auditioning for a team.	Positive: Negative:	

GRADING RUBRIC

Student Name: _____ Assignment: _____

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
ANALYZING INFORMATION	Student is able to analyze information in ALL six categories AND provides multiple examples.	Student is able to analyze information in ALL six categories AND provides some examples.	Student is NOT able to analyze information in ALL six categories AND cannot provide examples.
SUPPORTIVE EVIDENCE	Student is able to provide MULTIPLE examples related to themselves to support their claims.	Student is able to provide SOME examples related to themselves to support their claims.	Student is NOT able to provide ANY evidence related to themselves to support their claims.
QUALITY	Student goes above and beyond when answering their questions. Their quality of work sets the standard for the class.	Student completes all of the necessary components of the portfolio.	Student only completes certain parts of the portfolio. The portfolio is far less than the standard for the class.
MASTERING CONTENT	Student fully grasps the content of the portfolio and is willing and able to move on to the next lesson.	Student understands the content of the portfolio, but may need assistance moving on to the next lesson.	Student does not understand the content of the portfolio and is not ready to move on to the next lesson.

Teacher comments:

TOTAL: _____

My Identity

STATEMENT

Mentally I am...

Physically I am...

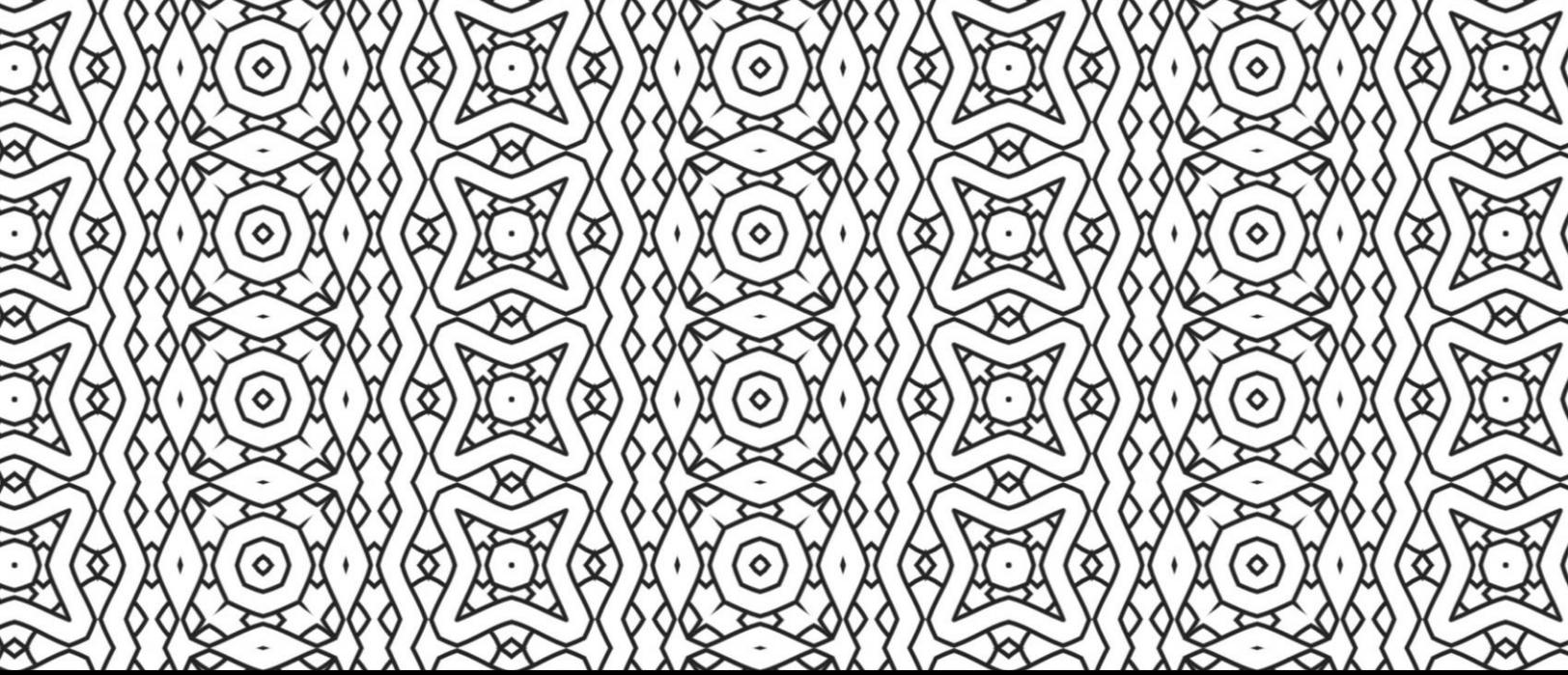
Intellectually I am...

Complete the sentence in each of the rounded squares to complete your identity statement(s). Since you are building a growth mindset, each statement should use positive self-talk.

My greatest strengths are...

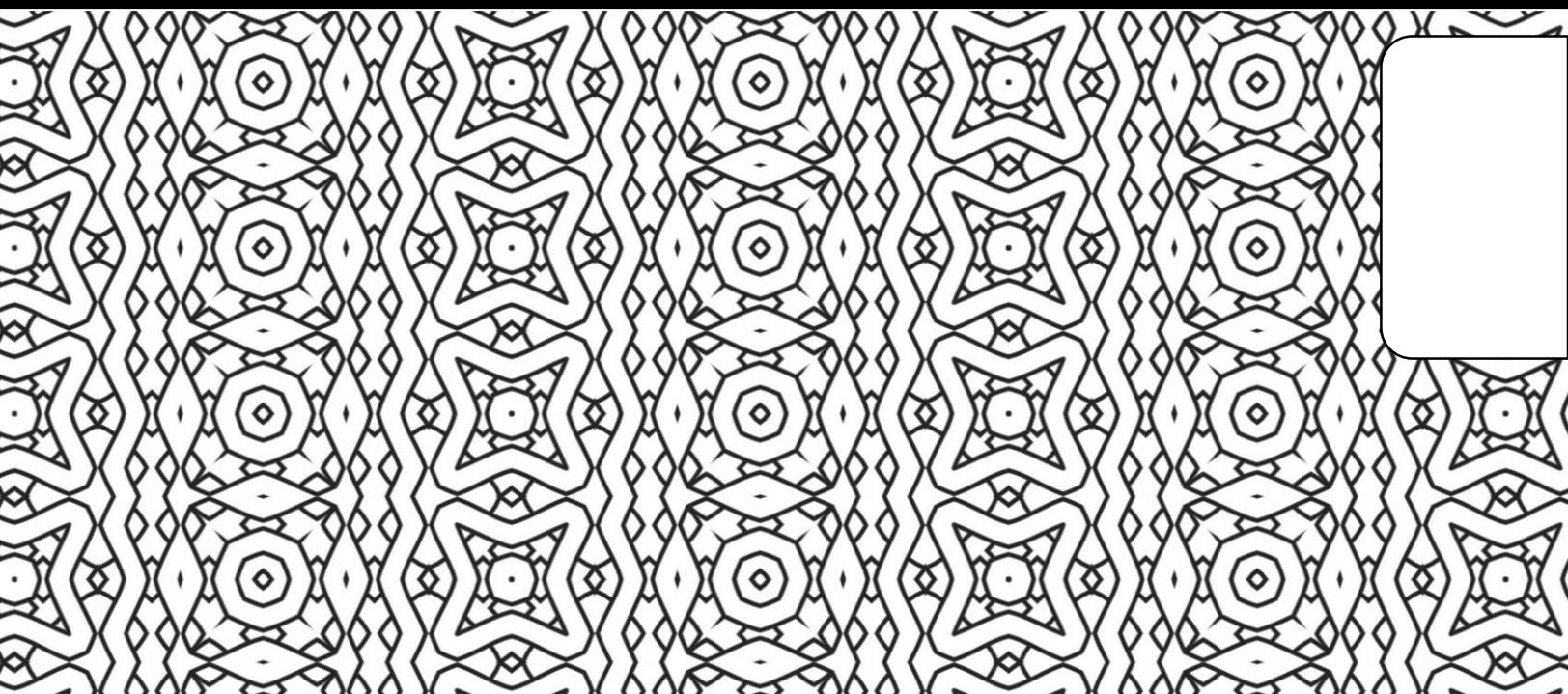
Emotionally I am...

If I experience failure, I will...



Leadership & CRITICAL THINKING

FACT Coloring uses BOTH hemispheres of the brain, right and left. When thinking about balance, color choices, applying colored pencil to paper, etc., we are working on problem solving AND fine motor skills (Martinez, 2015).



Skills for CRITICAL THINKING

CRITICAL THINKING SKILL	DEFINITION	EXAMPLE
Analyzing	Separating or breaking a whole into parts to discover their nature, functional and relationships.	"I sorted things out..."
Differentiating	Recognizing differences and similarities among things or situations and distinguishing carefully as to category or rank.	"I grouped things together..."
Information Seeking	Searching for evidence, facts, or knowledge by identifying relevant sources and gathering objective, subjective, historical, and current data from those sources	"I need to study..."
Logical Reasoning	Drawing inferences or conclusions that are supported in or justified by evidence	"My rationale for the conclusion was..."
Predicting	Envisioning a plan and its consequences	"I envisioned the outcome would be..."
Transforming knowledge	Changing or converting the condition, nature, form, or function of concepts among contexts	"My thoughts developed by..."



Café

CONVERSATIONS

WHAT ARE CAFÉ CONVERSATIONS?

A café conversation is a discussion amongst group members about an important topic in today's society. It includes topics that are prominent and essential. The objective is to have an intellectual debate, discussing each person's perspective, rather than having a heated debate. It is still important to use critical thinking skills, a growth mindset, and ask questions, but in a conversation format.

HOW SHOULD I START A CONVERSATION?

I will provide your group with a conversation talk card. You will be allotted 10 minutes to discuss each topic on the task card with your group members. The best way to start a conversation is to state your personal opinion in a respectful, educated way. For example: "I believe our society needs to support local businesses as opposed to corporate businesses because..." as opposed to "Corporate businesses are bad because.."

HOW SHOULD I ACT DURING CONVERSATIONS?

The following are essential to a successful group café conversation: growth mindset (the ability to think outside the box and grow your perspective on a topic), critical thinking skills, open-mindedness, acceptance, curiosity, discovery, sincerity, and brevity.

WHAT IS THE PROCESS BEHIND CAFÉ CONVERSATIONS?

Step one: Read the topic on the task card to the group.

Step two: Spend about 3 minutes listening to each group member's initial thoughts on the topic.

Step three: Based on each group member's response to the topic, begin asking questions and discussing the controversial topic in a respectful manner.

Step four: After 10 minutes of discussion, write down on your own sheet of notebook paper what you learned from the discussion and how your perspective grew. Use critical thinking skills to develop your answer.

Step five: Rotate task cards to another group and begin another café conversation.

Café Conversations

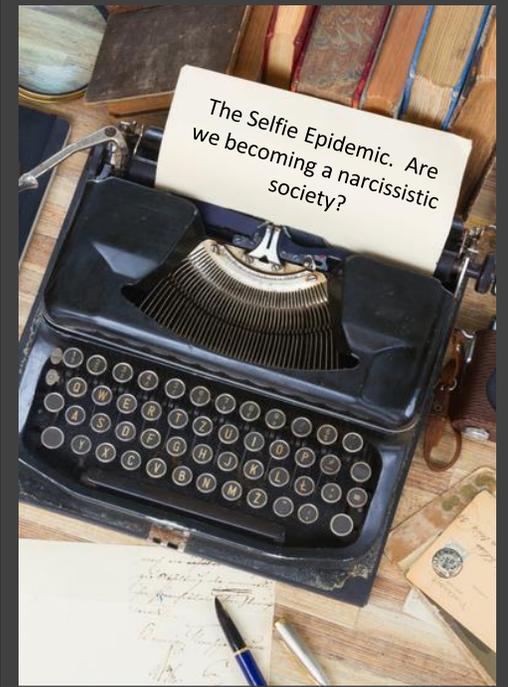
Using critical thinking skills, complete 10 minute café conversations with your group members about these given topics.



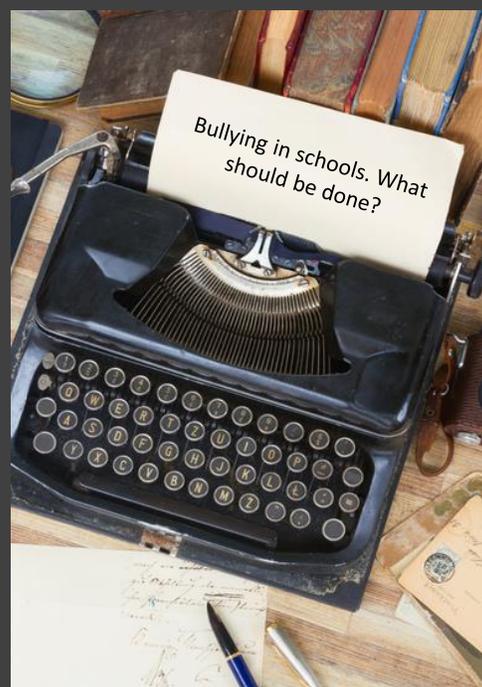
TOPIC ONE



TOPIC TWO



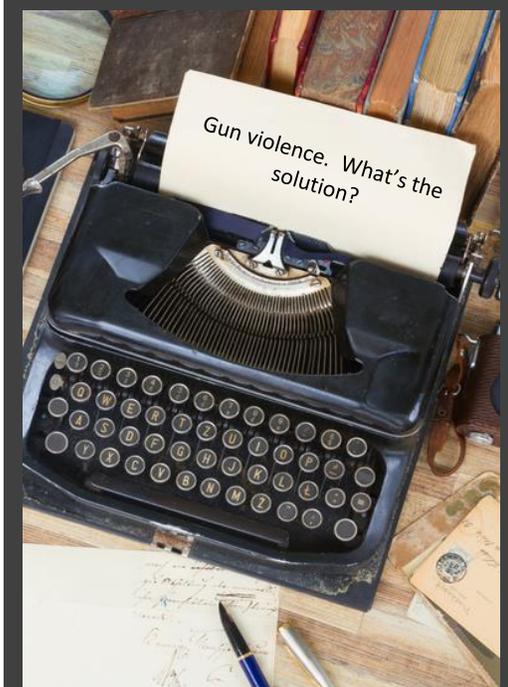
TOPIC THREE



TOPIC FOUR



TOPIC FIVE



TOPIC SIX

CAFÉ CONVERSATION

Reflection Piece

TOPIC ONE

What was your personal opinion of the topic? How did the café conversation broaden your perspective on the topic?

TOPIC TWO

What was your personal opinion of the topic? How did the café conversation broaden your perspective on the topic?

TOPIC THREE

What was your personal opinion of the topic? How did the café conversation broaden your perspective on the topic?

TOPIC FOUR

What was your personal opinion of the topic? How did the café conversation broaden your perspective on the topic?

TOPIC FIVE

What was your personal opinion of the topic? How did the café conversation broaden your perspective on the topic?

TOPIC SIX

What was your personal opinion of the topic? How did the café conversation broaden your perspective on the topic?

Skills for LEADERSHIP

LEADERSHIP SKILL	DEFINITION	EXAMPLE
Inspires and motivates	Leaders create a vision of the future that is vivid and compelling.	“The future of our group...”
Solves problems & analyzes issues	Leaders can notice an issue and use critical thinking skills to analyze and solve the problem.	“Although this is an issue, it can be fixed by...”
Communicates powerfully	Leaders can use their positive communication skills to empower their group.	“Together, we can...”
Builds positive relationships	Leaders build and strengthen rapport with each member of their group.	“I want to recognize you as a person, not a statistic...”
Develops others	Leaders build up their members based on their personal strengths.	“Your critical thinking skills are beneficial because...”
Exhibits innovation	Leaders are not afraid to experiment with unique, innovative techniques.	“We’ve never tried ___ before, but I think it could help our company.”



LEADERSHIP

Mission Statement

Directions: As a group, develop a “Classroom Mission Statement” using critical thinking and leadership skills that have been discussed. Your mission statement should include the 4 components listed below. As a group, you will present your mission statement to your other classmates. **Your classmates will grade you based on your ability to develop a detailed mission statement with evidence to support, and a quality presentation that exhibits critical thinking and leadership skills.**

Your “Classroom Mission Statement” must include:

1. A statement on bullying in the classroom + evidence to support your reasoning.
2. A statement on grading in the classroom + evidence to support your reasoning.
3. A statement on technology use in the classroom + evidence to support your reasoning.
4. A statement on homework in the classroom + evidence to support your reasoning.

Notice that each component requires evidence to support your reasoning. This evidence needs to be based on scholarly research. For example, if your statement includes a “zero homework policy”, then you must provide scholarly research that suggests that is the best option.



MISSION STATEMENT GRADING RUBRIC

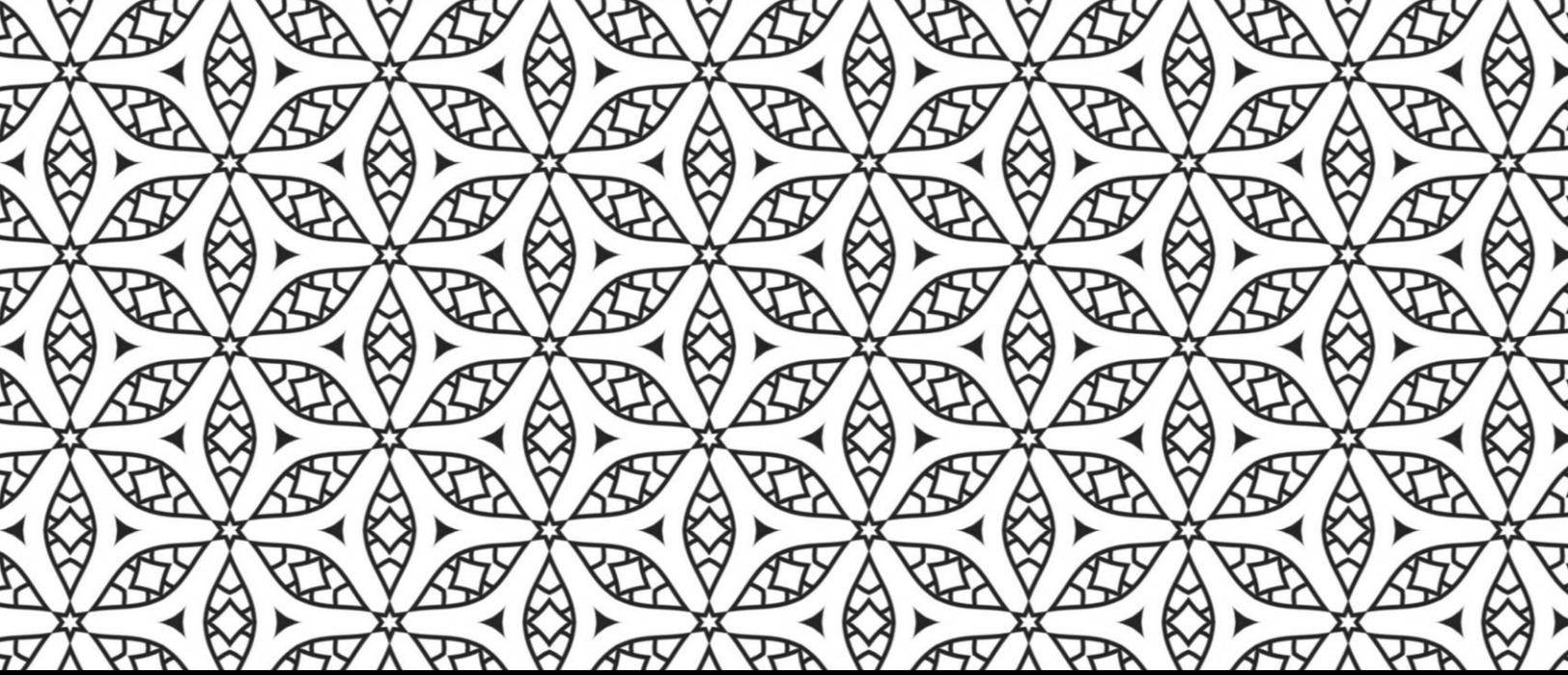
	10-7 POINTS	6-3 POINTS	2-0 POINTS
MISSION STATEMENT	The group was able to develop a highly detailed mission statement that was supported with multiple examples from scholarly sources.	The group was able to develop a somewhat detailed mission statement that was supported with at least one example of evidence from scholarly sources.	The group did not develop a detailed mission statement and did not support their claims with evidence from scholarly sources.
CRITICAL THINKING & LEADERSHIP SKILLS	The group clearly used critical thinking skills to develop a highly detailed mission statement. The group also used multiple leadership skills to create the best mission statement for their classmates.	The group clearly used critical thinking skills to develop a detailed mission statement. The group also used some leadership skills to create a mission statement for their classmates.	The group did not use critical thinking skills to develop a mission statement. The group also failed to use leadership skills to create the best mission statement for their classmates.
PRESENTATION	The group's presentation was clearly well thought out and practiced by each of the group members. Creativity and effort played a huge role in their presentation.	The group's presentation was generally thought out and practiced by most of the group members. Creativity and effort played a role in their presentation.	The group's presentation was not well thought out or practiced by each of the group members. Creativity and effort lacked in their presentation.

Group #: _____ Graded by: _____

MISSION STATEMENT GRADING RUBRIC

	10-7 POINTS	6-3 POINTS	2-0 POINTS
MISSION STATEMENT	The group was able to develop a highly detailed mission statement that was supported with multiple examples from scholarly sources.	The group was able to develop a somewhat detailed mission statement that was supported with at least one example of evidence from scholarly sources.	The group did not develop a detailed mission statement and did not support their claims with evidence from scholarly sources.
CRITICAL THINKING & LEADERSHIP SKILLS	The group clearly used critical thinking skills to develop a highly detailed mission statement. The group also used multiple leadership skills to create the best mission statement for their classmates.	The group clearly used critical thinking skills to develop a detailed mission statement. The group also used some leadership skills to create a mission statement for their classmates.	The group did not use critical thinking skills to develop a mission statement. The group also failed to use leadership skills to create the best mission statement for their classmates.
PRESENTATION	The group's presentation was clearly well thought out and practiced by each of the group members. Creativity and effort played a huge role in their presentation.	The group's presentation was generally thought out and practiced by most of the group members. Creativity and effort played a role in their presentation.	The group's presentation was not well thought out or practiced by each of the group members. Creativity and effort lacked in their presentation.

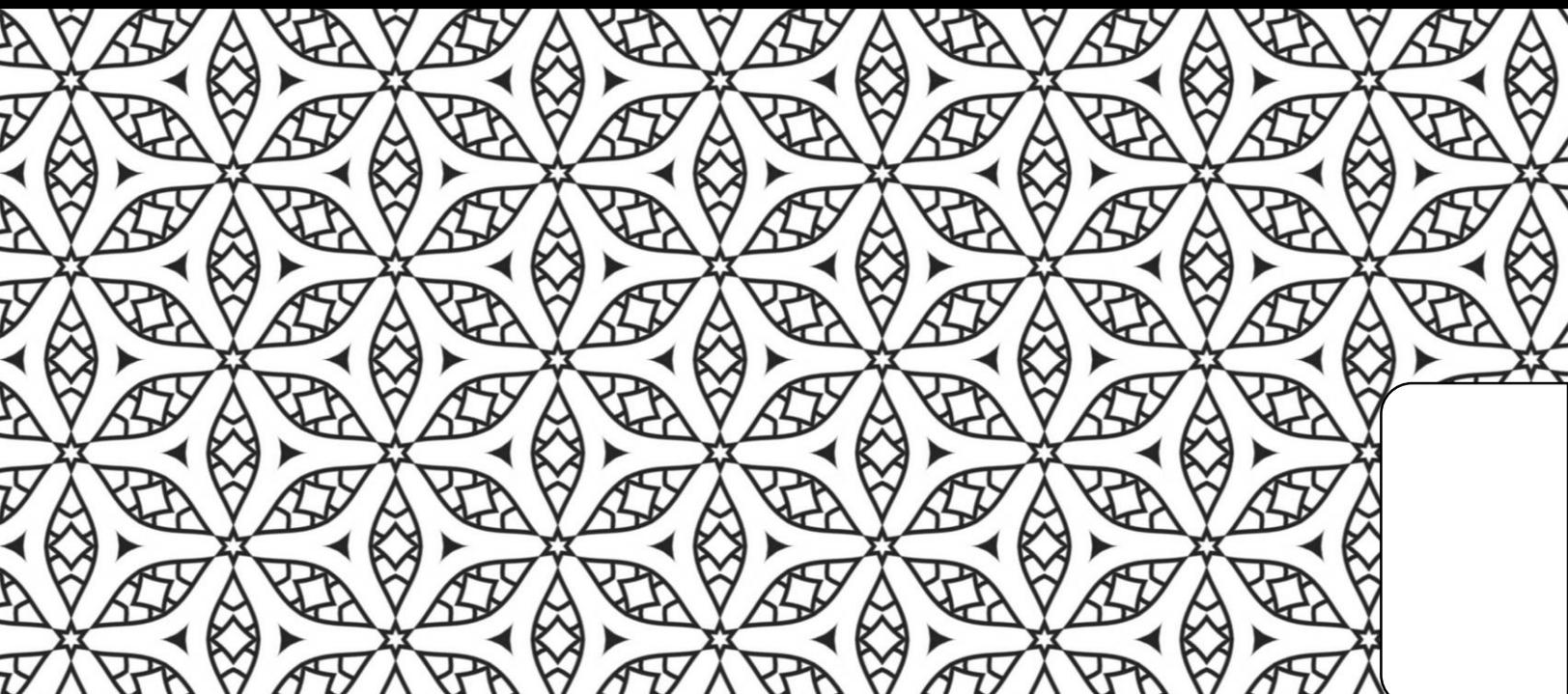
Group #: _____ Graded by: _____



Self-Assessment & REFLECTION

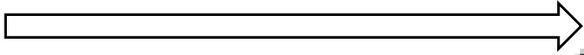
OPINION

Did you find coloring therapeutic? Did it help you set a growth mindset? Explain your answer below.

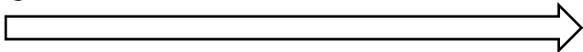


THE BRAIN & *Mindset*

Now that you've studied growth mindset, sketch what you've learned about the brain.



To the right, explain what you know to be true about intelligence in relation to growth mindset.



Refer back to your initial perspective of the brain in relation to intelligence & talents. How has your mindset changed?

Growth Mindset CAPSTONE

DIRECTIONS

Research Capstone Project

Now that you have learned about growth mindset versus fixed mindset, as well as the components that play into growing your mindset, it's time to put that knowledge into action by completing a growth mindset research capstone project. This is an individual project, meaning you will be working alone. You will select one of the available topics and research, read, study, and learn about the topic on a deeper level. Then, you will be required to develop a physical representation of your topic, write a detailed research essay, and complete a personal reflection piece based on the information you learned. Lastly, you will present and share your findings to the class.

PURPOSE

Why is this relevant?

Learning about growth mindset is one thing, but putting that knowledge in action is another. The purpose of this capstone project is to help you and your classmates demonstrate your knowledge on a given topic. By researching a component of growth mindset on a deeper level, you will develop a stronger understanding of how to grow your mind and achieve the optimum success. The four main requirements of this capstone will not only help YOU comprehend the content more, but your fellow classmates as well.

In addition to understanding the topic on a deeper level, you will also be strengthening your research, writing, and presenting skills— which are all key components to succeeding in life after high school. This capstone project will assess your knowledge on the topic AND help you reflect on what you've learned.

REQUIREMENTS

Tasks to be Completed:

- Physical representation of your topic:** The physical representation of your topic should accurately depict your learnings of the subject.
- Research essay based on topic:** The research essay should be a detailed research analysis based on a variety of scholarly sources.
- Personal reflection piece:** The personal reflection should be completed based on how this capstone project has helped you grow as an individual.
- Presentation component:** The presentation should inform your peers of the topic you've researched.

Topics for Growth Mindset

CAPSTONE

OPTIONS:

If possible, avoid choosing an over-saturated topic that multiple classmates are already using.

- The brain and Growth Mindset
- The brain and Fixed Mindset
- The layers of personal identity
- The attribution theory
- Intrinsic VS extrinsic motivation
- Positive VS negative self-talk
- The silver lining of failure
- Effort leading to success
- The importance of critical thinking skills
- Developing leadership skills
- Intelligence in relation to growth mindset
- Color therapy in relation to growth mindset
- The importance of keeping your brain and mind healthy
- Famous failures and their journeys
- Changing a mindset from fixed to growth
- Left VS right brain hemispheres
- Techniques to build confidence
- The pitfalls of a fixed mindset
- Optimism leading to success
- Other: _____

Choose a topic that you are passionate about— one that you are interested in learning about on a deeper level.

Research Writing: CAPSTONE

REQUIREMENTS

- Your research essay should reflect your knowledge and understanding of the topic you selected.
- You must create a detailed outline of your research prior to writing your essay.
- Your research essay should be a minimum of 3 pages, using MLA or APA formatting.
- Your research essay should include subtitles for organizational purposes.
- Your research essay should include research from a MINIMUM of four (4) scholarly sources.
- Your research essay should include a Works Cited page.
- Your research essay should include in-text citations.
- Your research essay should have your own, personal conclusions about the topic (written in third person, not first).

If you are having a difficult time writing the research essay, refer to these sites to help you:

- ✓ <https://owl.english.purdue.edu/owl/resource/658/1/>
- ✓ <http://writing.wisc.edu/Handbook/PlanResearchPaper.html>
- ✓ <http://www.aresearchguide.com/1steps.html>

Write your thesis statement here to keep you focused on your topic:

Physical Representation: CAPSTONE

REQUIREMENTS

- Your physical representation should accurately depict what you've learned from your research on the topic.
- Your physical representation should be creative, unique, and inspired by your learnings.
- Your physical representation should, most importantly, be associated with growth mindset. For example: How did your topic relate to growth mindset?
- Examples of a physical representation include:
 - Public service announcement
 - Commercial
 - Graphic novel
 - Website/blog
 - Mobile
 - Board game
 - Brochure
 - Teacher Lesson Plans
 - Podcast
 - Shadowbox
 - Informative Tri-fold Poster
 - Other (be creative): _____

Choose a physical representation that fits your personality! Think of the right brain vs left brain strengths that you have. What can you create that best fits your strengths?

Write your thesis statement here to keep you focused on your topic:

Personal Reflection:

CAPSTONE

REFLECTION

1. Why did you choose this topic?

2. How did researching this topic help you strengthen a growth mindset?

3. Why is this topic important to you?

4. How can you help your classmates understanding the importance of this topic?

5. What will you take away from this unit/capstone project?

6. In one sentence, explain a major takeaway you discovered about yourself during this unit.

Grading Rubric:

CAPSTONE

	25-20 Points	20-13 Points	13-0 Points
Research Essay Based on Topic	Research essay is fully developed with zero grammatical issues, based on scholarly research.	Research essay meets MOST components, but not all and is based on scholarly research.	Research essay does not meet components and lacks scholarly research.
Physical Representation of Topic	The physical component accurately depicts the subject and excels in creativity.	The physical component depicts the subject and exhibits some creativity.	The physical component partially depicts the subject but does not show creativity.
Personal Reflection Piece	The personal reflection is well thought out and detailed in content.	The personal reflection was completed and has some detail.	The personal reflection was not completed.
Presentation of Topic	The presentation meets and exceeds the requirements. It is well thought out and practiced.	The presentation meets the requirements and is well thought out.	The presentation does not meet the requirements and lacks practice.

Comments:

TOTAL: _____