
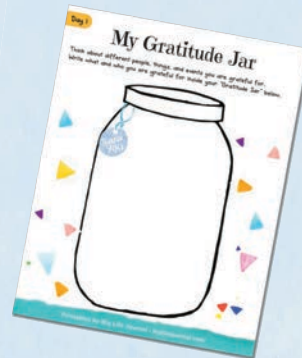
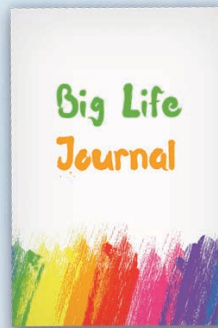




LESSON PLANS



based on Big Life Journal



Thirteen lesson plans (including printable handouts and worksheets) to teach growth mindset and important life skills

Table of Contents



	pages
FACILITATOR'S WELCOME PACK	
INTRODUCTION	3
ABOUT THE PROGRAM	4
5 KEY PRINCIPLES	6
LESSONS & TOPICS	8
LESSON PLAN STRUCTURE	10
LESSON 1: MAKE A DIFFERENCE IN THE WORLD	12
LESSON 2: DREAM BIG	23
LESSON 3: FOLLOW YOUR HEART	31
LESSON 4: YOU ARE NOT WHAT YOU HAVE	36
LESSON 5: BELIEVE IN YOURSELF	43
LESSON 6: TAKE ACTION	51
LESSON 7: BE PERSISTENT	59
LESSON 8: EFFORT IS KEY	66
LESSON 9: LOVE LEARNING	74
LESSON 10: BE MINDFUL	79
LESSON 11: BE GRATEFUL	85
LESSON 12: FAILURE IS LEARNING	97
LESSON 13: BE POSITIVE	103



Introduction

FACILITATOR'S WELCOME PACK

Dear Facilitator,

Thank you. There is no better way to introduce this program than to say thank you. Thank you for taking the time to help your students transform their lives.

We want our kids to have many things -- happiness, strong relationships, compassion for others, success. And we know these are all by-products of their mindset -- how they see themselves and the world around them.

This program will help you guide your students on an exciting journey of learning about growth mindset and important concepts like making a difference in the world, gratitude, positive attitude, and much more. It's all about shifting the lens through which they see the world and themselves. Growth mindset is not about being smarter, it's about being the best you can be and living your life to your fullest potential.

Teaching this program is going to be an adventure and I would like to equip you with the best tools. In this facilitator's welcome pack, you will find an overview of the program, lesson plan topics, and lesson plan structure.

As you work through the lessons you may find some things work better than others. Please share your experience with us and include any suggestions to improve the program. We are dedicated to providing an excellent resource and welcome your comments at hello@biglifejournal.com.

I am so excited you are embarking on this journey to make an even bigger difference in your students' lives!

Warmly,

Alexandra Eidsens
Founder, Big Life Journal



About The Program

FACILITATOR'S WELCOME PACK

Overview

The program is based on The Big Life Journal, a growth mindset journal for children. The recommended age range for the students is 7-11 years old.

Big Life Journal has **13 topics**, which you will find listed in this pack. Each topic is discussed for two weeks. The lesson plans in this pack correspond to those topics.

You will discuss the **first week** of each topic from The Big Life Journal in class. The **second week** will be part of the follow-up activity at home. Some questions in The Big Life Journal are to be done with a Journal Buddy.

Each lesson is designed to take 50-60 minutes.

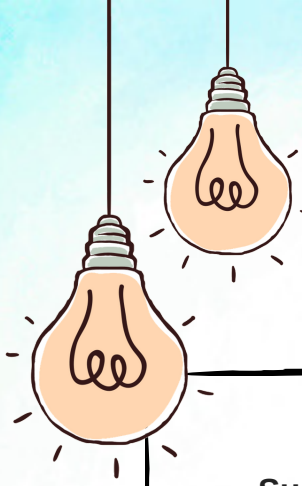
A Journal Buddy

Students are assigned a partner, or a Journal Buddy, in class. They share answers, personal stories and examples with their Journal Buddy. If you have an uneven number of students, you can be a different student's Journal Buddy each week.

At home, students have a second Journal Buddy. It can be a parent, a grandparent, a sibling, a cousin or anyone else they choose to share their Journal with each week.

Printables

There are printable worksheets or posters required for each lesson. Some of the printables are to be used in class and others are for home. All printables are included in this pack. (Please keep in mind the printables are for your use only and should not be copied or distributed to anyone other than your students.)



About The Program, cont.

FACILITATOR'S WELCOME PACK

Suggested Uses

From a practical standpoint, we invite you to consider using this program for any of these purposes

- One-on-one with a young learner (omit group activities but keep all the discussion parts)
- Small groups in diverse settings like youth groups, homeschooling groups, and/or co-ops
- In the classroom to infuse social-emotional learning and psychology into the content you teach
- As a central text or supporting resource for life skills classes, summer camps, after-school, or educational programs.



5 Key Principles

FACILITATOR'S WELCOME PACK

Here are 5 key principles to consider as you think about the process of teaching this program.

1.

Gain Their Trust

As the facilitator, your students will look to you for guidance and leadership. It is important to remember, however, children thrive where mutual trust exists. Your *relationship* with them is an essential piece of this process.

You will be working with the students for the next few weeks. By building a supportive and safe atmosphere from the start, you will have a group which is open, welcoming, and fun.

2.

Understand Their Uniqueness

Remember each one of your students has his or her own personality, interests, and preferences. They all come from different backgrounds.

Appreciate this kind of diversity. When they notice your example, they will follow suit.

3.

Invest Time Beforehand

We recommend reading each lesson plan and gathering the materials in advance so you are well-prepared for each meeting.

Determine the *flow* of your activities. As you get to know your group more, you will be able to decide what works best.

The times indicated for each activity are estimated and should be adjusted accordingly based on your students.



5 Key Principles, cont.

FACILITATOR'S WELCOME PACK

4. Direct The Discussions

Your role is a valuable one. You will be navigating through the opinions, temperaments, and preferences of each of your students. Give students the chance to voice their thoughts. Ensure everyone has a chance to speak and intervene where appropriate.

Follow-up with questions when your students are talking about a concept or giving an answer. The best style of questions are open questions, which usually start with “What,” “How,” or “Why.”

5. Empower Them

Throughout the program, you will know more about each of the students' strengths. Empower them to use their skills inside and outside of the group meetings.

Help students channel their knowledge by allowing them to arrive at their own conclusions. If you find any conclusions deviate from the growth mindset, note them down and revisit the deviations the following week as a group activity without singling out any students.



Lessons and Topics

FACILITATOR'S WELCOME PACK

Lesson 1: Make a Difference in the World

Big Life Journal Weeks 1 & 2

Lesson 2: Dream Big

Big Life Journal Weeks 3 & 4

Lesson 3: Follow Your Heart

Big Life Journal Weeks 5 & 6

Lesson 4: You Are Not What You Have

Big Life Journal Weeks 7 & 8

Lesson 5: Believe in Yourself

Big Life Journal Weeks 9 & 10

Lesson 6: Take Action

Big Life Journal Weeks 11 & 12

Lesson 7: Be Persistent

Big Life Journal Weeks 13 & 14

Lesson 8: Effort is Key

Big Life Journal Weeks 15 & 16

Lesson 9: Love Learning

Big Life Journal Weeks 17 & 18

Lesson 10: Be Mindful

Big Life Journal Weeks 19 & 20



Lessons and Topics, cont.

FACILITATOR'S WELCOME PACK

Lesson 11: Be Grateful

Big Life Journal Weeks 21 & 22

Lesson 12: Failure is Learning

Big Life Journal Weeks 23 & 24

Lesson 13: Be Positive

Big Life Journal Weeks 25 & 26

Each lesson plan is divided into five parts:

1. The Big Idea
2. Connection Station
3. The Big Lesson
4. The Big Discussion (Take-Home Sheet)
6. Real Life Project - this part is optional and included in some lessons only

Each part has a proposed duration. As a facilitator, you can decide how long you want to spend on these sections.

You will find a detailed description of each part on the following pages.



Lesson Plan Structure

FACILITATOR'S WELCOME PACK

1. The Big Idea:

Explains the main topic of the lesson plan and how it relates to a growth mindset. It also includes

- the objectives for that week's lesson
- practical tips on how to introduce the topic for that week
- a list of printables and materials to prepare for the week.

2. Connection Station

Time recommended is 10-20 minutes.

Offers suggested icebreakers ideal for a class size of four or more students. If you have fewer than four children participating, you may choose one of the follow-up activities from The Big Discussion (Take-Home Sheet) instead.

The purpose of the Connection Station is to help facilitators demonstrate the topic in a real-life situation.

The activities were designed to encourage students to:

1. Try new things
2. Foster an attitude of teamwork with the other members of the group
3. Keep going even when they are not certain how things will turn out

3. The Big Lesson

Time recommended is 30-40 minutes.

Provides a step-by-step guide on how to discuss the story for the week and go through the questions in the Big Life Journal.

It is the longest section of the lesson plan because this is when facilitators can discuss specific details of the stories (included in the journal) to demonstrate growth mindset in action.



Lesson Plan Structure, cont.

FACILITATOR'S WELCOME PACK

It is important for facilitators to spend ample time in this section not only to complete the activities but also to answer any student questions.

Facilitators may also choose to share their own experiences to provide additional real-life examples for students.

4. We recommend connecting every part of the lesson and summarizing. It's been said, repetition is the mother of learning. For many of your students, growth mindset will be a new thing. The more you discuss the steps these successful people took, the more they will appreciate the value of having a growth mindset. They will also learn it is, in fact, a concrete concept they can adopt in their lives.

5. **The Big Discussion (Take-Home Sheet):**

There are 2-3 suggested follow-up activities which require no more than 15 minutes to complete.

Facilitators print the sheet for the students to take home and continue the discussion with their parents (or guardians).

Although it is a useful tool for reinforcing the lesson, and should, therefore, be encouraged, some families may not complete their take-home assignments.

6. **Real Life Project (optional):**

Some lessons offer fun and engaging projects that either facilitators or parents can implement with the students. It's a great way for students to experience growth mindset in real life!

THIS PAGE ENDS THE FACILITATOR'S WELCOME PACK



LESSON 1

MAKE A DIFFERENCE IN THE WORLD

The Big Idea

One person can make a difference in our BIG world. **Having a growth mindset is about believing YOU can make a contribution to the world.**

At the end of this lesson, students will understand

- any single act of kindness makes an impact in the world
- they can begin to make a difference where they are
- there are many ways one person can make a difference.

The lesson's goal is to inspire children to think about the ways they can make a difference at home or in their community. Your role is to help open their eyes and minds to wonderful possibilities.

To Prepare: You will need enough copies of the following **printables**

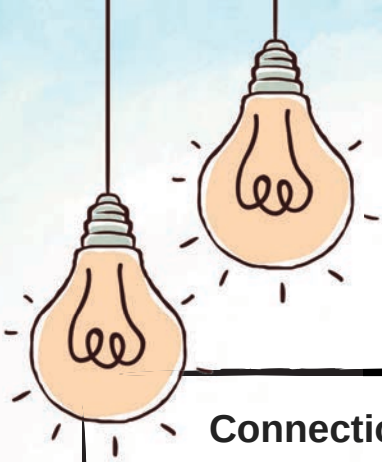
- Fixed or Growth Mindset (to be used in optional pre-test)
- Growth Mindset Maze (to be used in optional pre-test)
- My Plan to Make a Difference in the World (to take home)
- 5 Things I Can Do to Make a Difference (to take home)

The following materials are to be used for the **Connection Station** activity

- Construction paper
- Markers, pens, pencils

This lesson includes an **optional pre-test** to check your students' knowledge about the growth mindset. A similar post-test is included in the last lesson so you can see the progress of your students.

The pre-test might take up to 20 minutes. You can have your students take it at the end of your lesson. If you're short on time, you can omit the Connection Station activity.



LESSON 1

MAKE A DIFFERENCE IN THE WORLD

Connection Station

You may choose to establish some guidelines in your group. A fun way to keep the rules simple and get everyone to engage is to make it a group activity.

Ask the group to come up with the rules for this class. Hand each student a marker and paper so they can write down their ideas. You can present a word (RESPECT, LEARN, MINDSET, BE KIND, BIG LIFE, etc.) and ask the students to use the first letters of the word to make up rules.

The Big Lesson

This lesson is based on Week 1 of the journal.

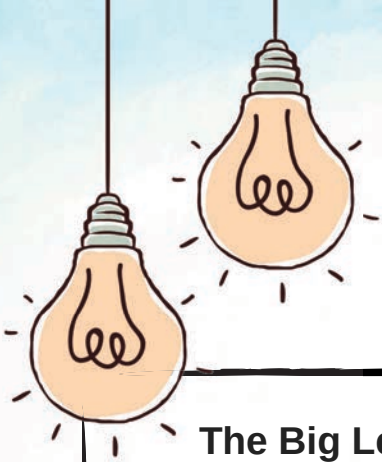
1. If your students are unfamiliar with the **concept of a growth mindset**, you can take a few minutes to introduce it. You can say this:

Everyone in the world has a way of seeing things. We call this a mindset. You have a mindset, your friends have a mindset and your teacher has a mindset. Let's start talking about the way we see things using our mindset. We can choose to look at the world in a way that makes us feel strong and happy, or in a way that makes us feel frustrated and we can't improve.

*People with a **growth mindset** know they can get better by working hard. They tend to keep trying even when things are tough and they say things such as, 'I can't do this...yet' or 'Mistakes help me learn.'*

*Others feel differently -- like they are stuck with the way things are. This is a **fixed mindset** and it happens to everyone sometimes. But we can choose to have a growth mindset when we stick with challenges and keep trying.*

In the next few weeks, we are going to learn together. We are going to gain a better understanding of what it means to have a growth mindset.



LESSON 1

MAKE A DIFFERENCE IN THE WORLD

The Big Lesson, cont.

2. If you choose, you can now do an **optional pre-test** to understand your students' understanding of a growth mindset.
3. **Transition to the topic of making a difference in the world.** You can say this:

Today we will talk about making a difference in the world. Having a growth mindset and believing in our abilities can help anyone make a difference in the world!

4. **Read aloud about making a difference in the world** (page 9). Give the students time to complete this page together with their Journal Buddy.

Guide them as they brainstorm about people who are making a difference in the world. Some examples to mention if students need assistance: an author, an athlete, a neighbor, a teacher, a friend, a celebrity. It could be anyone they've read about, heard about on a podcast, etc.

Ask if anyone wants to share their responses with the class.

5. **Transition to this week's story** (pages 10-11). You can ask these questions:
 - *Do you know how many pairs of shoes you have? Have you ever counted?*
 - *Do you have a favorite pair? Why is it your favorite?*
 - *How many pairs of shoes do you think you need and why?*

You can say this:

There are places in the world where not everyone can easily buy their own pairs of shoes. One such place is Argentina. Have you heard of this country? Let's read the story together to learn more.



LESSON 1

MAKE A DIFFERENCE IN THE WORLD

The Big Lesson, cont.

6. After reading the story, you can ask these questions:

- *How do you feel when you're wearing your favorite shoes?*
- *How do you think the children in Argentina felt when they received their first pair of shoes?*
- *How did Blake Mycoskie make a difference in the world? What steps did he take?*

7. Ask the students if they can think of anyone **THEY** can help. Once you get a few responses, ask everyone to **complete page 13**.

Remind them they can start making a difference where they are: at home, at school, in their neighborhood, among their friends.

Once everyone has completed this page, ask if anyone wants to share their response.

8. Lastly, remind them about the **take-home sheet and printables**. Week 2 is to be completed at home with their Journal Buddies.



LESSON 1

STUDENT PRE-TEST (OPTIONAL)

This **pre-test** will allow you to measure your students' knowledge of growth mindset. This pre-test has two parts.

1. Use the printable called "**Fixed or Growth Mindset.**" You can choose to have your students complete the printable on their own to have their answers on file. They can do the same activity as a post-test in Lesson 13, which is the last lesson, and you can compare their progress over the course of the program.

Alternatively, you can simply discuss this printable as a group.

Have the students read the statements. They will then need to decide whether each statement belongs to a Growth Mindset or Fixed Mindset.

2. For the second part of the pre-test, use the printable "**Growth Mindset Maze**".

You can say this: *Now, let's do one more activity using the Growth Mindset Maze printable. Let's see if we can figure out where these statements belong.*

After everyone completes the maze, allow time to discuss their answers. If any of the participants places the statements on the wrong side, ask them to share their thoughts without telling them their answer is wrong. Go back to the definitions of growth mindset and fixed mindset, if necessary.

Big Discussion

TAKE-HOME SHEET

LESSON 1 - MAKE A DIFFERENCE IN THE WORLD

Dear Parent/Guardian,

Thank you for taking the time to help your child transform his or her life! We want our kids to have many things -- happiness, strong relationships, compassion for others, success. But we know these are all by-products of their mindset: how they see themselves and the world around them.

During the next few weeks, your child will learn how to develop a **growth mindset**. They will learn they can achieve many things by learning and practicing to get better.

Your child will participate in various activities in class. Your guidance at home will help to reinforce what they learn and to apply these tools in real life situations.

This week your child is learning about **making a difference in the world**. Having a growth mindset is about believing YOU can make a contribution to the world.

By implementing the following activities, you can reinforce the lesson. You may choose to do any number of these activities. Fifteen minutes will be enough to complete each activity (you can spend more time if needed).

Activity #1

Use the worksheet entitled, “**5 Things I Can Do to Make a Difference in the World.**” Discuss the list as a family. Keep things simple. Ask if anyone would like to do any of the examples listed on the sheet. Let them know they are free to share their own ideas as well.

Activity #2

Use the worksheet entitled “**My Plan to Make a Difference in the World.**” Each family member can think about their own plan and write them on a piece of paper. Share your responses.

Big Discussion

TAKE-HOME SHEET

LESSON 1: MAKE A DIFFERENCE IN THE WORLD

Activity #3

Allow time for your child to complete Week 2 of the journal with their Journal Buddy (pages 15-22).

A **Journal Buddy** can be a parent, a sibling, a cousin, or a grandparent. It is someone with whom your child will share this special journal and develop a deep connection through meaningful discussions.

REAL LIFE PROJECT (optional):

Choose a project to do as a family to make a difference in the world. Use the printables for the activities 1 and 2 for ideas. Set a deadline for when you would like to accomplish the project and mark the date on your family's calendar.

Discuss the steps necessary to accomplish it:

- Whom do you need to contact to make this project happen?
- Is there a cost involved?
- How many people are needed for this project?

At the end of the project, have a discussion with your kids. You may talk about how they **felt** while helping others.

FIXED OR GROWTH?

MY NAME _____

Read the sayings below and determine whether they belong in a **FIXED** or **GROWTH MINDSET**. Write the answers inside each silhouette. Add some of your own!

FIXED

DOESN'T TRY
PUTS IN EFFORT
AVOIDS CHALLENGES
IGNORES FEEDBACK
LEARNS FROM FAILURES
MISTAKES ARE BAD
EMBRACES CHALLENGES
KEEPS GOING
GIVES UP EASILY
LEARNS FROM FEEDBACK

GROWTH

GROWTH mindset or FIXED mindset? Which do you think it is for each phrase below? Follow the maze to see if you got it right!

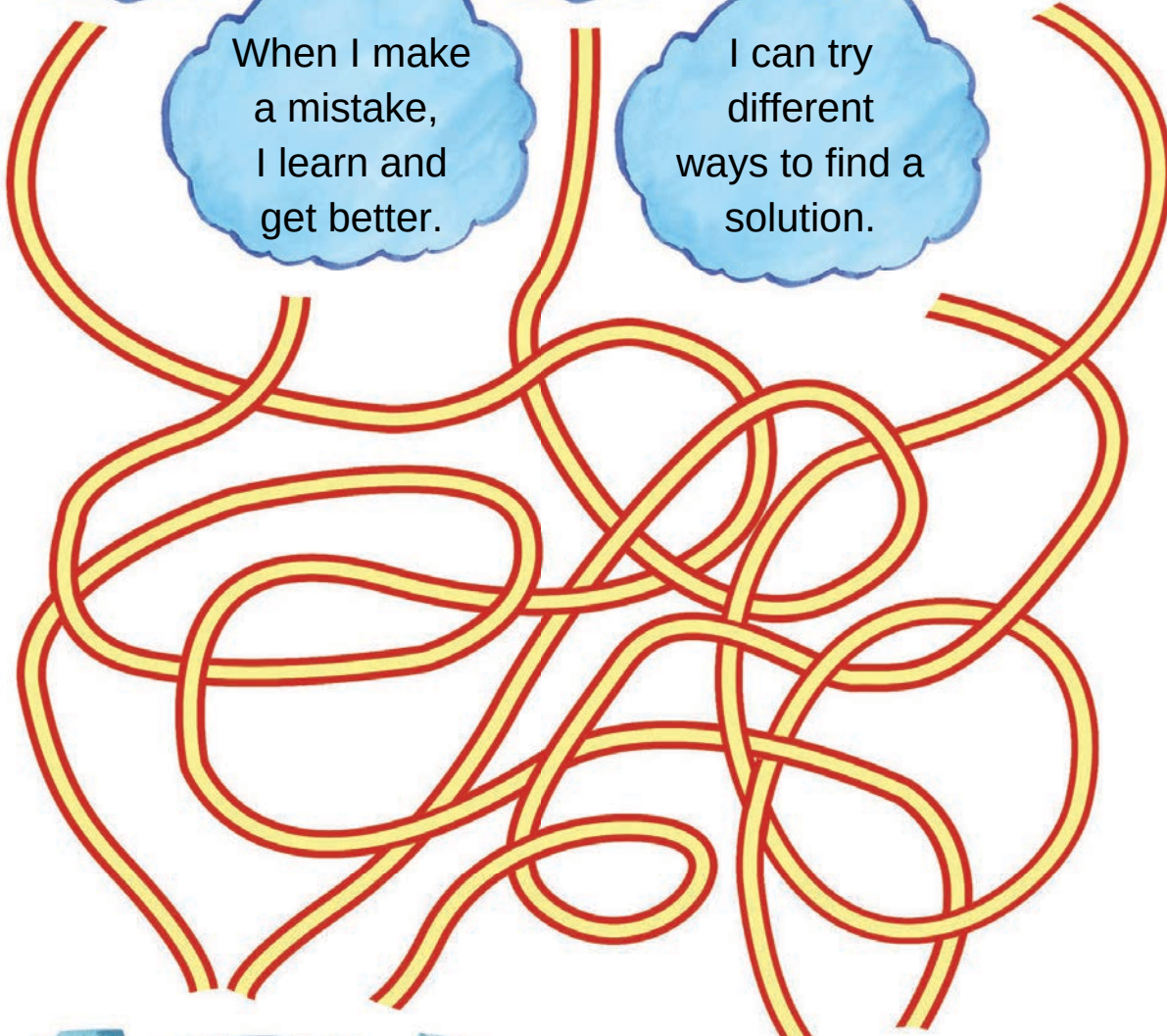
It's hard, I don't know if I can do this.

Challenges make me stronger.

I am afraid I will make a mistake, so I won't try.

When I make a mistake, I learn and get better.

I can try different ways to find a solution.



GROWTH MINDSET



FIXED MINDSET

My plan to make *a difference in the world*



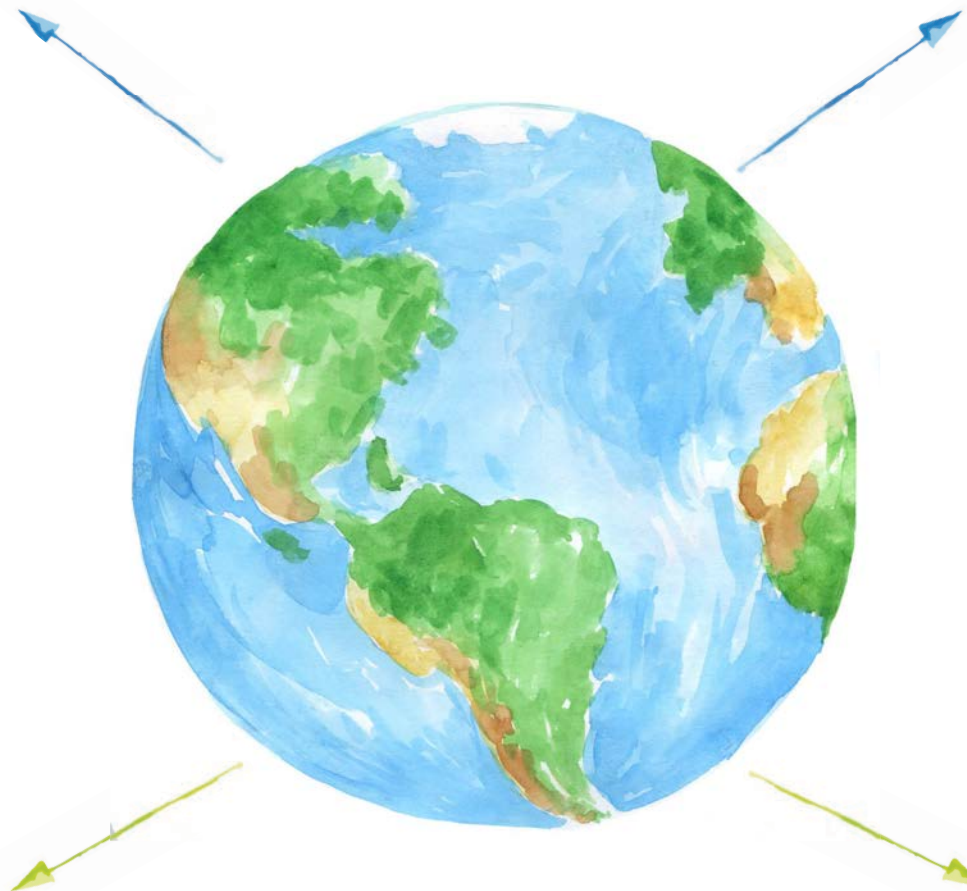
MY NAME _____

I WILL HELP
SOMEONE BY...

I WILL HELP THE
PLANET BY...

I WILL HELP
ANIMALS OR FISH BY...

I WILL HELP
PLANTS OR TREES BY...



5

THINGS I CAN DO TO MAKE *a difference in the world*



MY NAME _____

Color in 5 circles next to things you would like to do

- pick up litter at my local park
- donate musical instruments or sports equipment I no longer use
- clean up my local beach
- wash cars to raise money for a charity
- feed birds in my local park
- turn off the water when brushing my teeth
- rake leaves for a neighbour
- bring supplies to an animal shelter
- volunteer to read books to residents in nursing homes
- donate outgrown clothes
- volunteer at an animal shelter by playing with animals
- plant something
- have a lemonade stand and donate money to a charity
- reuse paper when drawing
- grow extra vegetables to donate to a food bank
- recycle trash
- write a thank-you note to someone
- donate coloring books to the children's hospital



LESSON 2

DREAM BIG

The Big Idea

Having a growth mindset can help you achieve any dream you have.

At the end of this lesson, students will understand

- anyone can have big dreams, including themselves
- when they share their big dreams, others can help them achieve those dreams
- they can look to others, who have accomplished their dreams, for inspiration and motivation.

This topic is aimed at supporting and encouraging the natural state of children - imaginative and creative. However, keep in mind their environment plays a big influence on the way children think and express themselves.

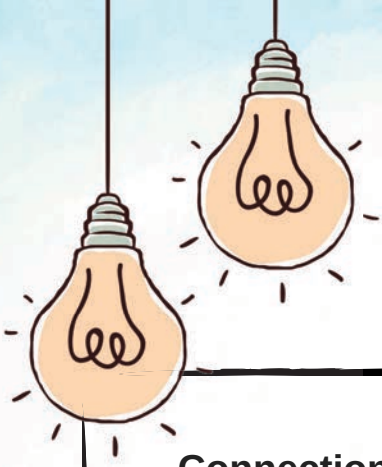
Continue to establish rapport with your students. You may encounter students who have an entire list of dreams and are sure of what they want to accomplish. Others in your group may not yet have taken the time to think about their dreams. Explore these with them by (1) asking them questions and (2) allowing them to talk about their dreams in detail.

To Prepare: You will need enough copies of the following printables for each of your students

- Dream Board Printable (to take home)
- Parent's Guide to a Growth Mindset (to take home)

The following materials are to be used for the **Connection Station** activity

- Construction Paper
- Markers
- Empty Chairs
- A picture of a Tesla car, either printed or projected on the screen, if available.



LESSON 2

DREAM BIG

Connection Station

This activity is called Dreaming Big.

The goals of this activity are as follows

- Give students ideas of things they can do when they grow up
- Have them practice sharing ideas with the group
- Get them up and moving

Prepare three sheets of construction paper, each with one letter in big and bold, A, B or C. Tape each piece of paper behind an empty chair. Set the chairs in front of the room and make space behind them.

Students will have multiple choices (A, B, or C) of what they feel they like to do or might like to try. Based on the letter of choice, they will go and stand behind that chair. In the end, you will have a line of students who share common interests. As a facilitator, you can also add your own options. Remind them there are no right or wrong answers.

You can read these instructions:

I will read three activities and you should pick the one you like the best. It could be something you've never done before but would love to try. Once you have chosen an activity, stand behind the letter for that activity. Wait until I say, "Ready, set, go!" Remember, there are no right or wrong answers.

- | | | |
|-------------------------------|-------------------------|------------------------------|
| 1. A. dancing | B. caring for people | C. teaching others |
| 2. A. being outdoors | B. sailing a boat | C. leading others |
| 3. A. working with technology | B. traveling | C. doing science experiments |
| 4. A. playing music | B. painting | C. moving your body |
| 5. A. working with numbers | B. writing books | C. having your own business |
| 6. A. playing sports | B. working with animals | C. improving the environment |



LESSON 2

DREAM BIG

The Big Lesson

This lesson is based on Week 3 of the journal.

1. **Introduce the concept of having a dream** by making the connection with the previous activity. You can say:

We just finished reading 18 possible activities you can do. Isn't that amazing?

1. *Out of the activities mentioned, which one would you really love to do?*
2. *What other activities would you add to the list? What are other things you've dreamt of doing or becoming?*

2. **Read aloud about dreaming big** (page 24). Give the students time to complete the page in the journal. They will have to work with their Journal Buddy for the first question.

Ask if anyone wants to share their responses.

3. To introduce the story of Elon Musk (pages 26-27), **show a picture of a Tesla car**. You can ask this:

1. *Does anyone know what kind of car this is?*
3. *At first glance, what do you like about this car?*
4. *Did you know this car runs entirely on the sun's energy?*

4. **Transition to the story.** You can say this: *This car runs on the sun's energy and was invented by Elon Musk. It's called Tesla. When Elon Musk was growing up he had a lot of big dreams. Let's read his story.*

5. **After reading the story**, you can ask these questions:

1. *It all started with a curious mind. What was Elon curious about?*
2. *After thinking about the questions in his mind, what did Elon do?*



LESSON 2

DREAM BIG

The Big Lesson, cont.

6. Ask students to **complete page 28** together with their Journal Buddy. Ask if anyone wants to share their answers.
7. Lastly, remind them about the **take-home sheets and printables**. Week 4 is to be completed at home with their Journal Buddies.

Big Discussion

TAKE-HOME SHEET LESSON 2: DREAM BIG

Dear Parent/Guardian,

This week, your child is learning all about **dreaming big**. Having a growth mindset can help them fulfill even their biggest dreams!

By implementing the following activities, you can reinforce the lesson. Fifteen minutes will be enough to complete each activity (you can spend more time if needed).

Activity #1

As a family, complete the printable entitled “**Dream Board**.” Share your dreams with each another. Remember, no dream is too small! It's better to avoid suggesting dreams to your children as this may lead to them losing interest. By allowing them to come up with their own ideas, you are giving them, a feeling of empowerment. Ask questions about what makes these dreams important for your children.

Activity #2

Allow time for your child to complete **week 4** of the Big Life Journal with their Journal Buddy (pages 30-36).

For you:

Use the printable entitled “**Parent’s Guide to a Growth Mindset**.” This printable is a summary of everything you need to remember when teaching your kids a growth mindset. You may choose to laminate it or frame it. Keep it handy in a room you are in often or post it up on your refrigerator to help refresh your memory about the important concepts of a growth mindset.

Use the examples from this printable to plan your approach to specific situations with your children.

Have FUN and THANK YOU!

GROWTH MINDSET

DREAM BOARD

PRINTABLES



My DREAM BOARD



MY NAME _____

WHO I would love to BECOME:

PLACES I dream of going:

Things I want to LEARN:

Things I would love to DO:

PARENT'S GUIDE TO A GROWTH MINDSET

Big Life Journal

*Your brain is like a muscle. When you learn, your brain grows.
The feeling of it being hard is the feeling of your brain growing!*

PRAISE



FOR:

EFFORT
STRATEGIES
PROGRESS
HARD WORK
PERSISTENCE
RISING TO A CHALLENGE
LEARNING FROM A MISTAKE

NOT FOR

TALENT
BEING SMART
BORN GIFTED
FIXED ABILITIES
NOT MAKING MISTAKES

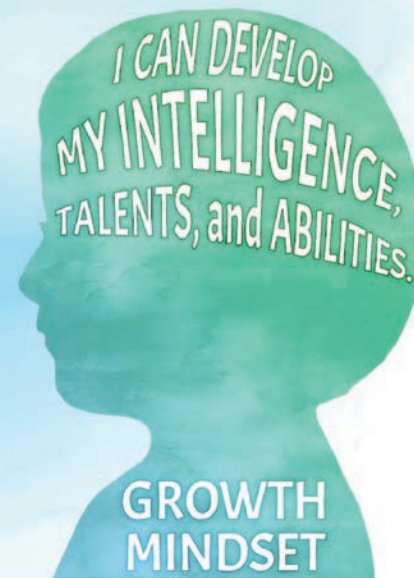
THE POWER OF "YET" SAY

"YOU CAN'T DO IT **YET**."
"YOU DON'T KNOW IT **YET**."
"IF YOU LEARN AND
PRACTICE, YOU WILL!"

BRAINS can GROW



VS



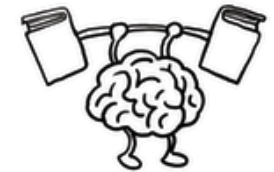
FAILURES AND MISTAKES = LEARNING

SAY

"MISTAKES HELP YOU IMPROVE."
"YOU CAN LEARN FROM YOUR MISTAKES."
"LET'S SEE WHAT OTHER STRATEGIES YOU CAN TRY."

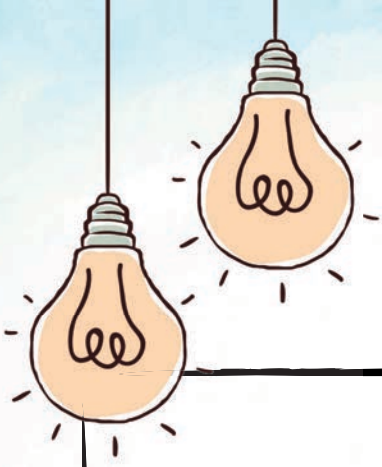
RECOGNIZE YOUR OWN MINDSET

BE MINDFUL OF YOUR
OWN THINKING AND THE
MESSAGES YOU SEND
WITH YOUR WORDS AND
ACTIONS.



ASK

"WHAT DID YOU DO
TODAY THAT MADE YOU
THINK HARD?"
"WHAT NEW STRATEGIES
DID YOU TRY?"
"WHAT MISTAKE DID YOU
MAKE THAT TAUGHT YOU
SOMETHING?"
"WHAT DID YOU TRY
THAT WAS HARD
TODAY?"



LESSON 3

FOLLOW YOUR HEART

The Big Idea

Growth mindset is about listening to your inner voice and how you feel before taking action. At the end of this lesson, students will understand

- it's a good thing to listen to their feelings and ideas
- they can ask themselves, "How do I feel about this situation?" before taking action
- listening to their feelings and inner voice can guide them to do the right thing and accomplish big things

This lesson's goal is to have children practice listening to how they feel before taking action. It's about trusting their inner voice and intuition to do what's right.

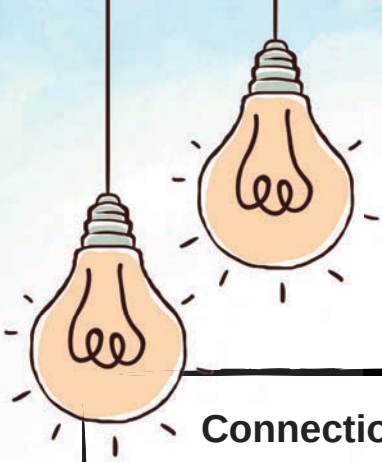
Although students are beginning to grasp more complex ideas in this age group, topics which are not concrete will most likely still take time to sink in. To demonstrate the concept, use real-life examples and share personal stories about how you listened to your feelings and inner voice before making a decision.

To Prepare: You will need enough copies of the following **printable**

- 10 Growth Mindset Conversation Starters (to take home)

The following materials will be used for the **Connection Station** activity

- Chairs (one less than the total number of students you have in your group)
- Cell phone or something to play music



LESSON 3

FOLLOW YOUR HEART

Connection Station

This activity is a variation of the musical chairs game.

Set the chairs in a circle. The goals of this game are as follows: (1) get children up and moving (2) practice listening to their feelings and ideas (3) encourage them to think about others.

Let the students know the rules. You can say this:

1. *As the music plays, begin to move around the chairs.*
2. *Once the music stops, find a chair to sit on.*

When the music stops and the children are seated, there will be at least one student who doesn't have a chair. You can say this:

Let's look around and see if everyone has a seat. It looks like there's still someone without a seat! How does it feel knowing not everyone has a seat?

As the students tell you how they feel, repeat it back to them to validate their feelings. Then ask the group to brainstorm ways to include that student (see ideas below).

Here are some ideas to help your students solve the challenge:

- They can squeeze in to make space for all students. Some students can also sit on the edge.
- Two or more students can share one chair.
- Two students sharing a chair can face different directions so space won't be too tight.
- Students can cross their legs as they sit in order to make more room.

As the game continues, it will get more difficult to make sure every student has a seat. You can continue playing the game until there is either only one chair left or the students have run out of ideas.

After the game, you can ask these questions:

1. *Why was it important for us to find a way to seat everyone?*
2. *How does it feel when you know everyone has a seat?*



LESSON 3

FOLLOW YOUR HEART

The Big Lesson

This lesson is based on Week 5 of the journal.

- 1. Introduce the concept of following your heart** by making the connection with the previous activity. You can say:
We just played a fun game and we practiced solving a challenge! Not only did we generate new ideas together but we also practiced listening to our feelings. Remember I asked you how you felt when not everyone had a seat? Listening to our feelings (or our heart) helped us decide to find a seat for everyone.
- 2. Read aloud about following your heart** (page 38). Give the students time to complete page 38 in the journal working in pairs as each other's Journal Buddies.
- 3. Transition to this week's story** (pages 40-41). You can say this:
Today we're going to learn about a woman called Sylvia Earle and how she followed her heart when she was faced with tough decisions. Sylvia made a big difference in the world! Many years ago she received the "Hero of the Planet" award. Let's get to know her story.
- 4. After reading the story**, you can ask these questions:
 1. *What did Sylvia see in the pictures she took?*
 2. *What was wrong with what she saw?*
 3. *How did she feel?*
 4. *What did she do?*
 5. *What was the result when Sylvia Earle followed her heart?*
- 5.** Finally, give your students ample time to **complete page 42**. Encourage students to share their answers with the group.
- 6.** Lastly, remind them about the **take-home sheet and printables**. Week 6 is to be completed at home with their Journal Buddies.

Big Discussion

TAKE-HOME SHEET

LESSON 3 - FOLLOW YOUR HEART

Dear Parent/Guardian,

This week, your child is learning about **trusting their intuition and following their heart**. Having a growth mindset is about listening to your inner voice to guide you to do what is right and accomplish big things.

By implementing the following activities, you can reinforce the lesson. Fifteen minutes will be enough to complete each activity (you can spend more time if needed).

Activity #1

Use the printable entitled "**Growth Mindset Conversation Starters.**" This printable offers a great alternative to simply asking, "How was your day?"

Use these conversation starters after school or sports activities. They can help your children think through challenges, mistakes, and learning new strategies.

Activity #2

Allow time for your child to complete week 6 of the journal with their Journal Buddy (pages 44-50).

Have FUN and THANK YOU!

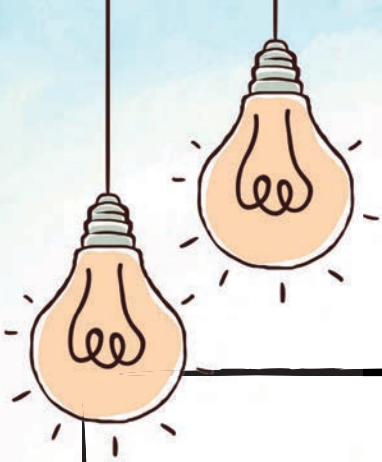
10

GROWTH MINDSET

conversation starters



1. What did you do today that made you **think hard**?
2. What **challenge** or **problem** have you worked on today?
3. Can you think of something **new** you tried today? What was it?
4. Was there anything that made you feel stuck today?... Great! What **other ways** might be there to solve this?
5. What did you **learn** today outside of school?
6. Can you think of a **mistake** you made today? ... Great! How can you use this mistake to **do better** next time?
7. Is there anything you are struggling with? ... Excellent! What **new strategies** can you try next?
8. Can you think of something you could have done better today?... Great! Who can you **ask feedback** from to make it better?
9. What would you like to **become better at**?
10. Did you do anything today that was easy for you? ... How can you make this **more challenging**?



LESSON 4

YOU ARE NOT WHAT YOU HAVE

The Big Idea

Your qualities, thoughts, ideas, attitude, and actions matter more than your possessions. **Growth mindset helps you develop your intelligence, talents, and character which make you the person you are.** At the end of this lesson, students will understand

- each person has valuable qualities
- a person's qualities, attitude, and actions can help them make a difference in the world
- possessions don't determine a person's self-worth.

Your students' self-esteem can rapidly change depending on what's happening around them. It is part of their growth and development. This lesson is a great stepping stone for helping them understand they have valuable qualities which don't depend on their possessions.

To Prepare: You will need enough copies of the following **printables**

- Find Something Special in Others (to be used for the Connection Station activity)
- Top 85 Growth Mindset Books for Children and Adults (to take home).

Connection Station

Print enough copies of the "Find Something Special in Others" sheet. Ask your students to move around the room and ask each other questions to complete the printable.

The activity will help students get to know each other better and practice finding positive aspects in other people. Depending on the size of your group, they can use a person's name more than once.



LESSON 4

YOU ARE NOT WHAT YOU HAVE

The Big Lesson

This lesson is based on week 7 of the journal.

- 1. Introduce the concept "You are not what you have"** by making a connection with the previous activity. You can say this:
We played a fun game and you learned so much about each other! Who can name one interesting thing they learned about someone in this class today? Now notice that we didn't talk about THINGS someone HAS (toys, books, clothes, etc.). Instead, we talked about their interests and who they are-- which are the most important things about the person.
- 2. Read aloud about the topic** on page 52. Give the students time to complete the page with their Journal Buddy. Students will be thinking of their own good qualities. However, there may be some children who aren't used to pointing out what's good about themselves. Be on the lookout. Assist them with prompt questions when appropriate.
- 3. Transition to this week's story** about charity: water (pages 54-55). You can say this:
"There's so much to learn about one person. It's not about a person's possessions. It's about the person's qualities, actions, talents, and attitudes. Hudson Tyler was only 10 years old. He thought about others. He loved helping people in need. That's one valuable quality about him. Let's read his story to learn about what he did next."
- 4.** After reading the story, **turn to page 56 and discuss as a group.** You will brainstorm ideas how everyone can develop more good qualities.
- 5.** If time allows, have students **complete page 57.** Ask if anyone would like to share their answers.
- 6.** Lastly, remind them about the **take-home sheet and printables.** Week 8 is to be completed at home with their Journal Buddies.

Big Discussion

TAKE-HOME SHEET

LESSON 4 - YOU ARE NOT WHAT YOU HAVE

Dear Parent/Guardian,

This week, your child is learning that anyone's qualities, thoughts, ideas, attitude, and actions matter more than their possessions.

Growth mindset helps you develop your intelligence, talents, and character, which make you the person you are.

By implementing the following activities, you can reinforce the lesson. Fifteen minutes will be enough to complete each activity (you can spend more time if needed).

Activity #1

Refer to your, and your child's, completed printable entitled "**My Plan to Make a Difference In The World**" from Lesson 1. Check to see the progress of your plans such as any upcoming dates and deadlines or the steps you needed to execute. Share with each other where you are in your plan.

Activity #2

Check out the "**Top 85 Growth Mindset Books for Children and Adults**". Pick one (or more) age-appropriate books that you can read as a family. Agree on when you are going to read it. Once you have read the book, be sure to share your thoughts with each other.

Activity #3

Allow time for your child to complete week 8 of the journal with their Journal Buddy (pages 58-63).

Big Discussion

TAKE-HOME SHEET

LESSON 4 - YOU ARE NOT WHAT YOU HAVE

REAL LIFE PROJECT (OPTIONAL):

This week your child learned about the story of Hudson Tyler on page 54 of the Big Life Journal. Hudson was only 10 years old and he raised money to help people in South Africa get access to clean water.

The following project is an application of what they read and what they've been learning in the past four weeks.

Ask your child to do one of the following:

1. Think of someone special in their life who needs to learn about growth mindset; or
2. Think of a special place such as a local library, school for special needs, orphanage, or a charity organization.

Once they've decided on a person or organization, let them know that this family project is about giving others a chance to learn about a growth mindset.

Then review the list of **Top 85 Growth Mindset Books for Children and Adults**. Decide to give or donate one (or more) of those books from the list. It's one way your child can see immediate and tangible results of making a difference in one's life and the world around them.

Have FUN and THANK YOU!

FIND SOMETHING SPECIAL *in others!*

Ask around to fill in as many spaces as you can.
Write the person's name inside each square.

MY NAME _____

someone
with a nice
smile

someone who
loves to draw

someone plays
piano

someone who
loves dancing

someone
who
loves snow

someone
who loves to
read

someone who is
a good friend

someone who
loves to help
others

someone
who loves
dogs

someone
who is friendly

someone who
loves to travel

someone
who has a
great
handshake

someone who
makes funny
jokes

someone who
loves to cook

someone who
is kind

TOP 85 GROWTH MINDSET books for children & adults

by Big Life Journal

Ages 1-4

- 1. The Cow Tripped Over the Moon by Tony Wilson

- 2. My Truck Is Stuck! By K. Lewis

- 3. Llama Llama Red Red Pajama by A. Dewdney

- 4. The Little Engine that Could by W. Piper

- 5. Brontorina by J. Howe

- 6. The Empty Pot by Demi

- 7. Frederick by L. Lionni

- 8. Owen by K. Henkes

- 9. Oh, the Places You'll Go! by Dr. Seuss

- 10. Pete the Cat by E. Litwin

- 11. Jonathan James and the What if Monster by M. Nelson-Schmidt

- 12. The Wonderful Things You Will Be by E. Winefield Martin

- 13. The Day the Crayons Quit by D. Daywalt

- 14. Giraffes Can't Dance by G. Andrea and G. Parker-Rees

- 15. be happy! By M. Sheehan

Ages 4-8

- 16. Big Life Journal (ages 7-11)

- 17. After the Fall by D. Santat

- 18. Your Fantastic Elastic Brain by J. Deak

- 19. Making a Splash by C.E. Reiley

- 20. The Most Magnificent Thing by A.Spires

- 21. The Girl Who Never Made Mistakes by M. Pett

- 22. Beautiful Oops! by B. Saltzberg

- 23. Uncle Jed's Barber Shop by M.K. Mitchell

- 24. Bubble Gum Brain by J. Cook

- 25. Whistle for Willie by E. Jack Keats

- 26. Not Yet by L. Cox

- 27. Mindset Matters by B. Smith

- 28. She Persisted by C. Clinton

- 29. Good Night Stories for Rebel Girls by E. Favilli

- 30. Mistakes that Worked by C.F. Jones

- 31. Thanks for the Feedback, I think by J. Cook

- 32. What Do You Do with an Idea? by K. Yamada

- 33. What Do You Do with a Problem? by K. Yamada

- 34. Salt in His Shoes by D. Jordan

- 35. Nadia: The Girl Who Couldn't Sit Still by K. Gray

- 36. Drum Dream Girl: How One Girl's Courage Changed Music by M. Engle

- 37. Unstoppable Me! 10 Ways to Soar Through Life by W. W. Dyer

- 38. Creatriology Boxed Set (Ish, The Dot, Sky Color) by P. Reynolds

- 39. Dreams Come True...All They Need Is You! by M. Dooley

- 40. Flight School by L. Judge

- 41. Brave Irene by W. Steig

- 42. You Can Do It! Bert! by O. Konnecke

- 43. No Excuses! by W.W. Dyer

- 44. Ruby's Wish by Shrinin Yim Bridges

- 45. Hana Hashimoto, Sixth Violin by C. Uegaki



TOP 85 GROWTH MINDSET
books for children & adults
by Big Life Journal

Ages 4-8 (continued)

- 46. How to Catch a Star by O. Jeffers

- 47. A Splash of Red: The Life and Art of Hoarce Pippin by J. Bryant

- 48. Emmanuel’s Dream: The True Story of Emmanuel Ofosu Yeboah by L. Thompson

- 49. The Thing Lou Couldn’t Do by A. Spires

- 50. Iggy Peck, Architect by A. Beaty

- 51. Ada Twist, Scientist by A. Beaty

- 52. What Should Danny Do? by A. Levy & G. Levy

- 53. I Won’t Quit by D. McGill

- 54. I Can’t Do That, YET: Growth Mindset by E. Cordova

- 55. What Do You Do with a Chance? K. Yomada

- 56. The 7 Habits of Happy Kids by S. Covey

- 57. I Think, I Am! Teaching Kids the Power of Affirmations by L. Hay and K. Tracy

- 58. You! S. Magsamen

- 59. I Am Peace: A Book of Mindfulness by S. Verde

Ages 9-12

- 60. The Key to Extraordinary by N. Lloyd

- 61. Marvelous Mattie by E.A. McCully

- 62. Ronia, The Robber’s Daughter by A. Lindgren

- 63. Pippi Longstocking by A. Lindgren

- 64. Mrs. Piggle Wiggle by B. MacDonald

- 65. Anne of Green Gables by L.M. Montgomery

- 66. Wonder by R.J. Palacio

- 67. Strong is the New Pretty by K. Parker

Ages 12+

- 68. If I Stay by G. Forman

- 69. James and the Giant Peach by R. Dahl

- 70. Series of Unfortunate Events by L. Snicket

- 71. Wizard of Oz by B. Bracken

- 72. Maniac Magee by J. Spinelli

- 73. The GRIT Guide for Teens by C. Baruch-O’Brien

- 74. Stone Fox by J.R. Gardiner

- 75. Hatchet by G. Paulsen

- 76. Kira-Kira by C. Kadohata

ADULTS

- 77. Mindset by C. Dweck

- 78. GRIT by A. Duckworth

- 79. How Children Succeed by P. Tough

- 80. Mindsets for Parents by M.C. Ricci

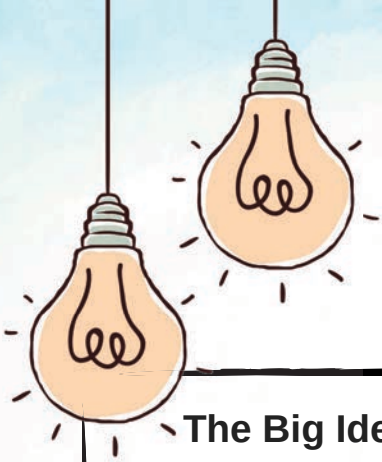
- 81. The Growth Mindset Coach by A. Brock

- 82. Grit for Kids by L. Daniels

- 83. The Yes Brain: How to Cultivate Courage, Curiosity, and Resilience in Your Child by D. Siegel

- 84. Year of Yes by S. Rhimes

- 85. Mathematical Mindsets by J. Boaler



LESSON 5

BELIEVE IN YOURSELF

The Big Idea

Growth mindset is about believing in yourself and not giving up on your dreams even when it's difficult. At the end of this lesson, students will understand

- it's important for them to believe in themselves
- believing in themselves can help them achieve their goals.

This lesson's goal is to help children build and nurture belief in their ideas and abilities.

Students in this age group are beginning to form an internal dialogue about who they are and what they can do. It can be affected by different factors, for example, the way others talk to them when they make mistakes. Their past accomplishments and disappointments can also affect their self-belief.

You will be helping the students understand that believing in themselves is a very good thing. Be on the lookout for negative self-talk. Give them space to verbalize their doubts or fears if they come up.

You can guide them in the right direction by

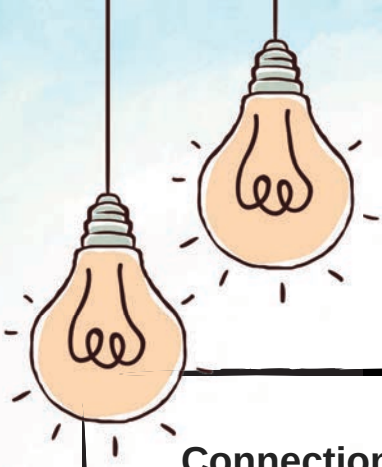
1. asking questions about why they feel that way about themselves
2. validating their feelings rather than minimizing or ignoring them
3. sharing your own stories to normalize what they think
4. asking them if they would be willing to change their minds about what they believe.

To Prepare: You will need enough copies of the following **printables**

- The Jar of Awesome (to take home)
- All About Me, self-esteem building worksheet (to take home)

The following are materials to be used for the **Connection Station** activity

- Paper and Pens
- Timer



LESSON 5

BELIEVE IN YOURSELF

Connection Station

This activity is called "Co-creating a Drawing" by Khan Academy (source: <http://bit.ly/2DcRsP3>).

Assign the students in pairs. Give each pair one paper and two pens or pencils. You can read these instructions:

Today you will be co-creating with each other. Your task is to create a drawing together with your partner and create a name for it.

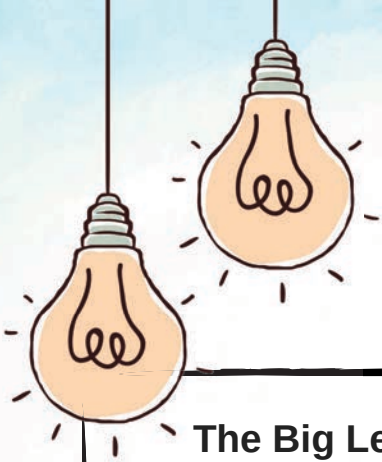
One of you will start drawing for one minute. You can draw anything - shapes, lines, objects, etc.

After one minute the second person will continue the same drawing for one minute. You can turn this drawing into something completely different, it's up to you. Now, choose who will go first.

Start the timer, have the first student in each pair start drawing. Have the **students switch between each other to draw** for the next few minutes.

Next, ask the student pairs to **come up with a title (a made-up word) for their drawings**. The similar instructions apply. The first student will write down the first letter of the word, then the second student will write down the second letter, etc. They will keep taking turns until the 1-minute timer goes off. In the end, they will have a made-up word.

Allow the students to talk about their drawing and its title. Once the activity is completed, **ask the students how they felt** about co-creating with each other. Some might say they liked it. Other possible answers could be it was frustrating, confusing, etc.



LESSON 5

BELIEVE IN YOURSELF

The Big Lesson

This lesson is based on week 9 of the journal.

1. **Introduce the concept of believing in yourself** by making the connection with the previous activity. You can say:

Sometimes we might feel frustrated or confused like in the game we just played. In those moments, it's important to believe that you can still accomplish the task even when it's tough. Today we will be discussing how believing in ourselves can help us reach our goals.

2. **Read aloud about believing in yourself** (page 65). Give the students time to complete the page. They will have to work with their Journal Buddy for the first question.

3. **Transition to today's story** (pages 67-68). You can say this:

Today we will read a story about Walt Disney, the person who drew a lot of cartoons and created Disneyland. Walt Disney didn't become successful and famous overnight. But he believed in himself and that's what helped him. The more he shared his ideas with others, the more confident he became. Let's read the rest of his story to learn more.

4. **After reading the story**, you can ask these questions:

1. *Do you think Walt Disney believed in his ideas and dreams? Why?*
2. *What did Walt Disney do with his idea of a magical town (Disneyland)? Did he keep it to himself?*
3. *When you have an idea, what can you do with it? (share it with others, get help, start working on it, believe in it, etc.)*

5. Have students **complete page 69** and ask if anyone would share their response.

6. Lastly, remind them about the **take-home sheet and printables**. They will also be completing Week 10 of the journal with their Journal Buddies at home.

Big Discussion

TAKE-HOME SHEET LESSON 5 - BELIEVE IN YOURSELF

Dear Parent/Guardian,

This week, your child is learning about how important it is to believe in themselves and their ideas! Growth mindset is about **believing in yourself** and not giving up on your dreams even when it's difficult.

By implementing the following activities, you can reinforce the lesson. Fifteen minutes will be enough to complete each activity (you can spend more time if needed).

Activity #1

Use the printable entitled, "**The Jar of Awesome.**" Follow the instructions to create a jar for your child, each family member, or one family jar.

This activity is designed to build self-esteem and confidence.

Activity #2

Use the printable entitled "**All About Me**", a self-esteem building worksheet. You may choose to make copies for each member of the family. Share your responses with one another.

Activity #3

Allow time for your child to complete week 10 of the journal with their Journal Buddy (pages 70-75).

Have FUN and THANK YOU!

All about



I am  years old




I AM INTERESTED IN



MY PORTRAIT

I am already good at

I want to learn how to



My favorite activities

What I like about me is

Favorite place

**When I'm older,
I want to be**



THE JAR OF

AWESOME

Celebrate the small wins!



How to create “The Jar of Awesome”

1

Find an empty jar. Print the writing prompts and label, or make your own! Tape or tie the label to your jar.

2

Keep the jar where you will see it often (e.g., dinner table, your desk, etc.)

3

Each day, write about the small wins and happy moments from your day on a small piece of paper (you can use the provided writing prompts). Place the paper in the jar.

Whenever you need a little motivation or positivity boost, pick a piece of paper from the jar, read it, and celebrate YOUR awesome moments!

THE JAR OF AWESOME

Celebrate the small wins!



What are you proud of today?



What was the happiest part of your day?



Write about something exciting that happened today.



What did you practice today?



What problem did you solve today?



The funniest moment of today was...



THE JAR OF AWESOME

Celebrate the small wins!



Cut out the label and attach it to your jar.





LESSON 6

TAKE ACTION

The Big Idea

Growth mindset is about choosing to overcome doubt and fear by taking small and important steps towards your goals. At the end of this lesson, students will understand

- a consistent action, whether big or small, will help them meet their goals
- there is no such thing as a perfect moment to do what they dream of doing
- they can take positive actions in order to overcome doubt and fear
- they can break down any big project into smaller actionable steps.

Often we only see how successful people live out their dreams. This is an important lesson for your students. We don't see all the hard work and steps people take in order to get to where they want to be. In this lesson, they will understand that taking action is necessary for their dreams to come true.

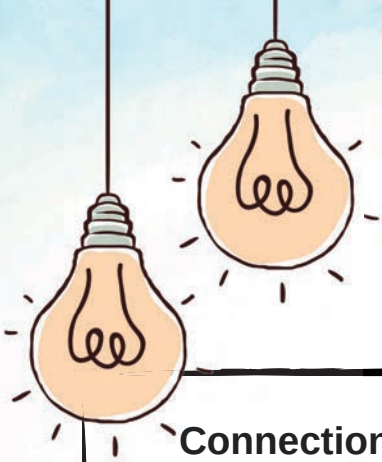
Students will also begin to understand the different ways they can reach their goals. More importantly, they will be encouraged to think about these big dreams in smaller steps.

To Prepare: You will need enough copies of the following **printables**

- My Goal Plan (to take home)
- 25 Growth Mindset Statements and Affirmations (to take home)

The following are materials to be used for the Connection Station activity

- Soft objects such as pipe cleaners, paper cups, empty plastic bottles, paper plates
- Masking tape
- Bandana or something similar for blindfolding



LESSON 6

TAKE ACTION

Connection Station

This activity is called “Playing the Minefield”. You will need a space big enough to serve as the “minefield.” This can be either played indoors or outdoors.

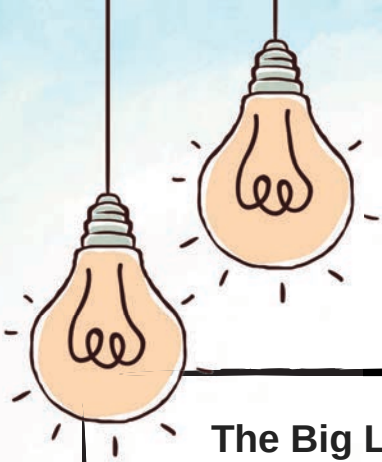
The goal is for a blindfolded student to go from one end of the minefield to another by following instructions. The student has to avoid touching the “mines”. The mines can be any soft object such as pipe cleaners, paper cups, empty plastic bottles or paper plates.

- 1) Mark the space for your minefield with masking tape so the students will know how much space they have.
- 2) Assign the students in pairs. Give them time to plan and discuss their strategy. They have to decide who is going to be blindfolded. Once they choose, set the time for 2 minutes.
- 3) The blindfolded student (student A) will go inside the minefield. The other student (student B) will remain outside of the minefield and is not allowed to go in or touch student A. Student B will give instructions to student A so that he/she can walk through the field without touching the mines.
- 4) There is a slight twist to this activity. The rest of your group may interrupt student B by talking over and giving instructions at the same time. Student A is not allowed to talk. He or she must keep walking.

Repeat the same steps for the rest of your group members.

After every team has played, you can ask this:

- *For those of you who were blindfolded, what was your biggest challenge?*
- *For those of you who were giving the instructions, what was your biggest challenge?*
- *How did you feel about playing as a team but having different roles?*



LESSON 6

TAKE ACTION

The Big Lesson

This lesson is based on week 11 of the journal.

- 1. Introduce the concept of taking action** by making the connection with the previous activity. You can say:
We just played a fun and challenging game. Some of you were giving the instructions and others were taking action and crossing the minefield. Today we will talk about the importance of taking action to get to your goal.
- 2. Read aloud about taking action** (page 77). Give the students time to complete the page. They will have to work with their Journal Buddy for the first question.
- 3. Transition to this week's story** (pages 79-80). You can say this:
Today we're going to talk about groups of people who had a goal. The goal was to reach the South Pole. One group was led by Robert Falcon Scott and the other was led by Roald Amundsen.

This story and the previous activity have one similarity: a common goal. Each team had to walk through a field without touching mines. But you all approached the goal in different ways. The two groups we're talking about today also had different ideas. Let's begin reading to find out who actually made it to the South Pole.
- 4.** After you've read the story as a group, **help the students process what they learned from the story.** Read page 81 together and discuss the question. You can leave some time for students to write their individual answers in on page 81.
- 5.** Lastly, remind them about the **take-home sheet and printables.** Week 12 is to be completed at home with their Journal Buddies.



LESSON 6

TAKE ACTION

REAL LIFE PROJECT (Optional): One of the suggested activities on page 86 of the journal is to write a letter to someone they like.

Ask the students to think of someone who encourages and supports them (parents, siblings, grandparents, cousins, friends, extended family, classmates, teachers, or even a neighbor). Encourage them to write a letter to this person.

Here are some examples of how they might start their letter:

- You've encouraged me in such a way that...
- I appreciate you for who you are because...
- You are an inspiration to me because...
- I just want to thank you for...

Big Discussion

TAKE-HOME SHEET LESSON 6 - TAKE ACTION

Dear Parent/Guardian,

This week, your child is learning about the importance of **taking action** in order to achieve their goals. Growth mindset is about choosing to overcome fear and doubt by taking small and important steps towards goals. Consistent action, whether big or small, will help them meet their goals.

By implementing the following activities, you can reinforce the lesson. You may choose to do any number of these activities. Fifteen minutes will be enough to complete each activity (you can spend more time if needed).

Activity #1

Each family member may complete the “**My Goal Plan**” printable. This is a great way to show goals don’t have to be overwhelming and can be exciting.

- 1) Think of a specific goal. The more specific, the better. For example: “I want to learn how to play my favorite song on the piano.” For parents, it may be “I want to finish three home projects.”
- 2) Choose a date when you would like to accomplish this goal.
- 3) Each member will write down WHY they have chosen this goal. It might be because: “I want to feel accomplished” or “I want to feel proud of myself”.
- 4) Think of what actions are necessary in order to reach these goals. Break them down into smaller steps. You can refer to page 78 in the journal to explain the concept of a goal ladder (i.e., taking small actions towards your goal is like climbing stairs).
- 5) Lastly, anticipate the obstacles and challenges and plan for what you could do to overcome them.

Big Discussion

TAKE-HOME SHEET LESSON 6: TAKE ACTION

Activity #2

This simple activity will help build self-esteem, promote a positive attitude, and connect the family members.

Give each member of the family a blank sheet of paper. Each person writes their name at the top of the paper. You'll need some positive background music and a timer.

Moving clockwise, pass the paper to the person next to you. Have them write "**words of affirmation**" on the paper about the person whose name is written at the top.

Some examples might be: "You love learning" or "You are a problem solver." Refer to the printable "**25 Growth Mindset Statements and Affirmations**" for ideas.

Set the timer for 1 minute (use more time, if needed). Once it goes off, repeat the steps. In a clockwise manner, pass the paper to the next person. Set the timer once more for 1 minute. Add more words of affirmation that haven't been written yet.

Do this until everyone has had their turn to write on every family member's paper. You can then go around the circle to read the papers out loud or have each member keep the paper about them and read it on their own.

Activity #3

Give your child time to complete Week 12 of the journal with their Journal Buddy (pages 83-94).

Have FUN and THANK YOU!



25

GROWTH MINDSET

STATEMENTS AND AFFIRMATIONS

1. Mistakes help me learn and grow
2. I haven't figured it out YET
3. I am on the right track
4. I can do hard things
5. This might take time and effort
6. I stick with things and don't give up easily
7. I strive for progress, not perfection
8. I go after my dreams
9. I cheer myself up when it gets hard
10. I am a problem solver
11. I try new things
12. I embrace new challenges
13. Learning is my superpower
14. I am brave enough to try
15. I get better at things when I practice
16. I grow my brain by learning hard things
17. I try different strategies
18. When I don't succeed right away, I try again
19. I ask for help when I need it
20. I learn from my mistakes
21. I focus on my own results and don't compare myself to others
22. I was born to learn
23. When I fail, I say "I can't do it YET" and try again
24. I strive to do my best
25. I can learn anything!

MY GOAL

I will achieve it by
(date)



I want to achieve
this goal because

MY STEP 4

MY STEP 3

MY STEP 2

MY STEP 1

My obstacles

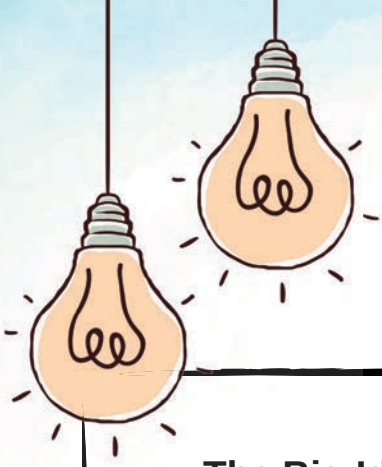
If...

If...

My actions to
overcome them

then I will...

then I will...



LESSON 7

BE PERSISTENT

The Big Idea

Being persistent means learning and practicing even when things get hard. **Growth mindset is about sticking with your goal when challenges arise.** The challenges are just opportunities to work harder, to search for different strategies, and not to give up.

At the end of this lesson, students will understand

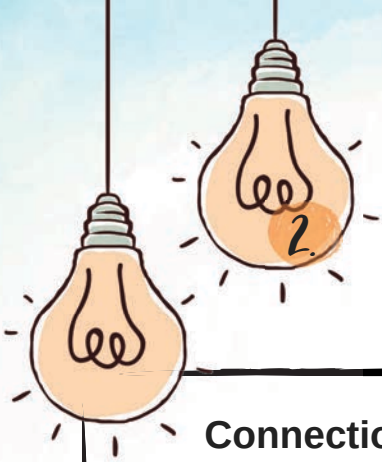
- the brain is like a muscle that can grow and become stronger
- learning and practicing are important elements of being persistent
- when something goes wrong, they can look at it as an opportunity for growth and learning.

Students in this age group can begin to express their frustrations when they're unable to accomplish what they originally planned. What's important to note is they also begin to see these frustrations as personal weaknesses. This might affect their perceived self-worth.

This week's activities and the story about J.K. Rowling can help students discover their options; they can either decide to give up or they can keep learning and practicing.

To Prepare: You will need enough copies of the following **printables**

- My Great Grit Interview (to take home)
- 50 Positive Phrases to Build Resilience in Kids (to take home)
- Persistence is My Super Power (to take home)



LESSON 7

BE PERSISTENT

Connection Station

This activity is called the Lineup Game.

Have music playing in the background. Set the timer for two minutes (you can do one minute depending on the number of students in your class). You can read these instructions:

- *Your task is to line up according to your birthdays, starting with January and ending with December.*
- *During this activity, you can't talk to each other. You will need to come up with your own ideas about how you're going to accomplish this task.*
- *You will have TWO minutes to do so. When I say "GO!", you can start!*

Other variations of this game include:

1. Line up in alphabetical order based on the first letter of their first names.
2. Line up according to age, from youngest to oldest.

At the end of the activity, you can ask these questions:

1. *What was hard about this activity?*
2. *What inspired you to keep going even though it was difficult?*

The Big Lesson

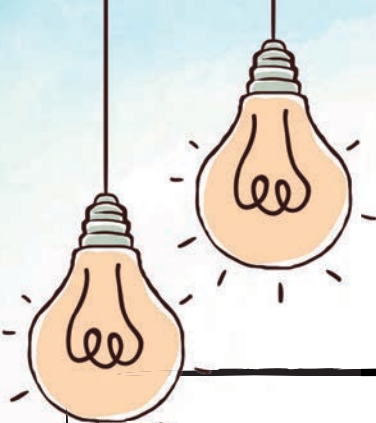
This lesson is based on Week 13 of the journal.

1. **Introduce the concept of being persistent** by making the connection with the previous activity. You can say:

During the Lineup Game we just played it took persistence for you to accomplish the goal. It was tough but you didn't give up. Today we will be talking about the importance of being persistent.

LESSON 7

BE PERSISTENT

- 
2. **Read aloud about being persistent** (page 96). Give the students time to complete the page. They will have to work with their Journal Buddy for the first question.
 3. **Transition to this week's story** (pages 98-99). You can say this:
Today we are going to learn about a person who persisted. Has anyone heard of J.K. Rowling? She is successful now but her success didn't happen all at once. She was rejected by many people but she didn't give up on her dream. Let's read the story together.
 4. **After reading the story**, you can ask these questions:
 1. How do you think J.K. Rowling felt when she was rejected so many times?
 2. What inspired her to keep going?
 3. Based on the story, how did J.K. Rowling get better at writing?
 4. What are some things you want to get better at?
 5. Ask students to **complete page 100** together with their Journal Buddy. Ask if anyone wants to share their answers.
 6. Lastly, remind them about the **take-home sheet and printable**. Week 14 is to be completed at home with their Journal Buddies.
 7. **REAL-LIFE PROJECT (Optional)**: If you have an extra bulletin board or empty wall/door space you can use, consider creating "The VIPP Board". The VIPP stands for "**Very Important Persistent People.**" This fun project will help you reinforce the last seven lessons.

Ask students to write short stories about people who persisted in spite of obstacles. They can write about people they know (teachers, family members, friends, etc.) or have read about.

Students can write on index cards and post them to the board. Offer students the opportunity to read their story to the class before adding it to the VIPP board. Offer to add a picture of the person to place next to the card.

Big Discussion

TAKE-HOME SHEET LESSON 7: BE PERSISTENT

Dear Parent/Guardian,

This week, your child is learning about **being persistent**. Growth mindset is about sticking with your goal when challenges arise. Children are learning challenges are just opportunities to work harder, search for different strategies, and not give up.

By implementing the following activities, you can reinforce the lesson. Fifteen minutes will be enough to complete each activity (you can spend more time if needed).

Activity #1

In this activity, your child will interview a person from their life to learn more about how persistence looks like in real life. Brainstorm together a list of people they can interview (a family member, a teacher, or someone in your community). Your child can use the printable **"My Grit Interview"** to conduct their interview.

Activity #2

Use the printable entitled **"Persistence is My Super Power."** Make copies for all family members. Discuss the positive affirmations listed in the printable and ask each person to share how these statements apply to them. Do they feel these are things they need to work on? What would they add to the list?

Activity #3

Allow time for your child to complete week 14 of the journal with their Journal Buddy (pages 102-108).

Have FUN and THANK YOU!

MY GREAT GRIT INTERVIEW

Learning from others can be very inspiring! Choose a person you know and ask if you can interview him/her about how they achieved their biggest goal.

My name _____ The person I am interviewing is _____

MY INTERVIEW QUESTIONS

- What is the biggest goal you've set that you were able to achieve?
- What did you have to do to accomplish that goal?
- Did you ever think of giving up? If so, how did you overcome that thought?
- How did you feel when you accomplished that goal?

MY SPACE FOR DRAWING

Draw the person you're interviewing below.



50

POSITIVE PHRASES

to build
resilience in

Kids!

1. *I love you.*
2. You are loved.
3. I believe in you.
4. You are important.
5. I love watching you play.
6. I love being your _____.
7. *You make me smile.*
8. I'm grateful for you.
9. You are on the right track!
10. You worked really hard.
11. You are helpful.
12. You can do hard things!
13. You kept trying.
14. Your choices matter.
15. You are a good friend.
16. You can make a difference.
17. Good thinking.
18. *You are learning!*
19. You are confident!
20. Your ideas matter.
21. I am listening to you.
22. That was a good choice.
23. What you did was brave.
24. *You are enough.*
25. You're really improving.
26. I trust you.
27. You solved the problem.
28. *You figured it out!*
29. I knew you could do it.
30. I love hanging out with you.
31. Follow your dreams.
32. I appreciate you.
33. You are unique.
34. I love you for who you are!
35. You inspire me.
36. *I am here for you.*
37. You make my heart full.
38. It's OK. We all make mistakes.
39. That's your best effort yet!
40. I know I can count on you when _____.
41. You must have been practicing.
42. You mean so much to me.
43. You're so much fun to be around.
44. You can try again tomorrow.
45. Your efforts are paying off.
46. *Follow your heart.*
47. I see you enjoy trying new things!
48. You can learn from your mistakes.
49. That was a great accomplishment!
50. Your thoughts are unique & valuable.

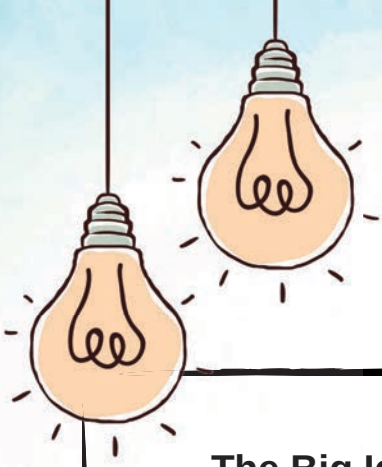
Persistence is my superpower!



- ★ I stick with things and don't give up easily.
- ★ I improve with practice.
- ★ I achieve great things when I am persistent.
- ★ I keep calm when I make a mistake.
- ★ I keep trying until I get it.
- ★ I stay positive.
- ★ I move toward my goals.
- ★ I do my best.

★ _____

★ _____



LESSON 8

EFFORT IS KEY

The Big Idea

Effort means a “determined attempt” and it is key to living out one's dreams. **Growth mindset is about understanding you can achieve your goals by putting forth effort and using the right strategies.**

At the end of this lesson, students will understand

- the formula for success involves effort
- by putting forth effort and practicing they can achieve even the biggest goal
- we all have choices to make. While we cannot always guarantee the outcomes, we can always decide how much effort we want to put into our goals.

You can make a big impact on students' mindsets by praising their efforts instead of their innate abilities. For example, use praise like “I can tell you've been working really hard” or “You put forth lots of effort and achieved a great result.”

To Prepare: You will need enough copies of the following **printables**:

- The Stairway to Success (to take home)
- “When I Work Hard” Coloring Sheet (to take home)



LESSON 8

EFFORT IS KEY

Connection Station

This activity is called “Mirror, Mirror on the Wall”.
Have fun music playing in the background. Set the timer for one minute.

Assign the students in pairs. One will be a Learner and the other a Thinker.

Have all Learners stand in one line and all Thinkers stand in another line facing their partners.

You can read these instructions:

- *In this game, you need to look at your partner.*
- *I will set a timer for one minute.*
- *When I say "Go!", those of you who are Learners will start making movements. You can lift your hand, shake your head, show your favorite dance move, etc.*
- *Thinkers need to copy the same exact movements as their partners.*
- *After one minute, Thinkers and Learners will switch and we'll play again.*

At the end of the activity, you can ask any of these questions:

- *What did you think of this activity?*
- *How much effort did you have to put forth when you were copying your partner's moves?*
- *Was there a connection between the amount of effort you put forth and how well you were able to copy the moves?*



LESSON 8

EFFORT IS KEY

The Big Lesson

This lesson is based on Week 15 of the journal (pages 109-115).

- 1. Introduce the concept of effort** by making the connection with previous activity. You can say:
We just played a challenging game. And by putting forth effort you were able to get great results!
- 2. Give the students time to complete page 110.** They will have to work with their Journal Buddy for the first question.
- 3. Transition to this week's story** (pages 112-113). You can say this:
Today we're going to learn about Nicholas McCarthy, a famous pianist from Britain. When Nicholas was little, he wanted to learn to play the piano. However, some people around him had doubts as to whether or not he could be a good piano player. Let's read about how, with lots of practice, Nicholas was able to succeed.
- 4. After reading the story,** you can ask these questions:
 - *What was Nicholas' dream?*
 - *Even though he believed he was good at it, why did he have doubts?*
 - *In your opinion, what made him successful in the end?*
- 5. Ask the students to complete page 114.** Ask if anyone wants to share their answers.
- 6.** Lastly, remind them about the take-home sheet and printables. Week 16 is to be completed at home with their Journal Buddies.

Big Discussion

TAKE-HOME SHEET LESSON 8 - EFFORT IS KEY

Dear Parent/Guardian,

This week, your child is learning about **the importance of effort**. Growth mindset is about understanding that you can achieve your dreams with effort and right strategies.

By implementing the following activities, you can reinforce the lesson. You may choose to do any number of these activities. Fifteen minutes will be enough to complete each activity (you can spend more time if needed).

Activity #1

Encourage your child to be creative with the coloring sheet "**When I Work Hard I Get Better.**" Have a discussion about the meaning of the statement.

Activity #2

Use the printable called "**My Stairway to Success.**" To help your kids grasp the concept of effort, have them do some research on their sports role models. They will learn how much work and effort went into each athlete's success. The printable has a page for Simone Biles, Usain Bolt, as well as a blank one.

Activity #3

Give your child time to complete Week 16 of the journal with their Journal Buddy (pages 116-122).

Have FUN and THANK YOU!

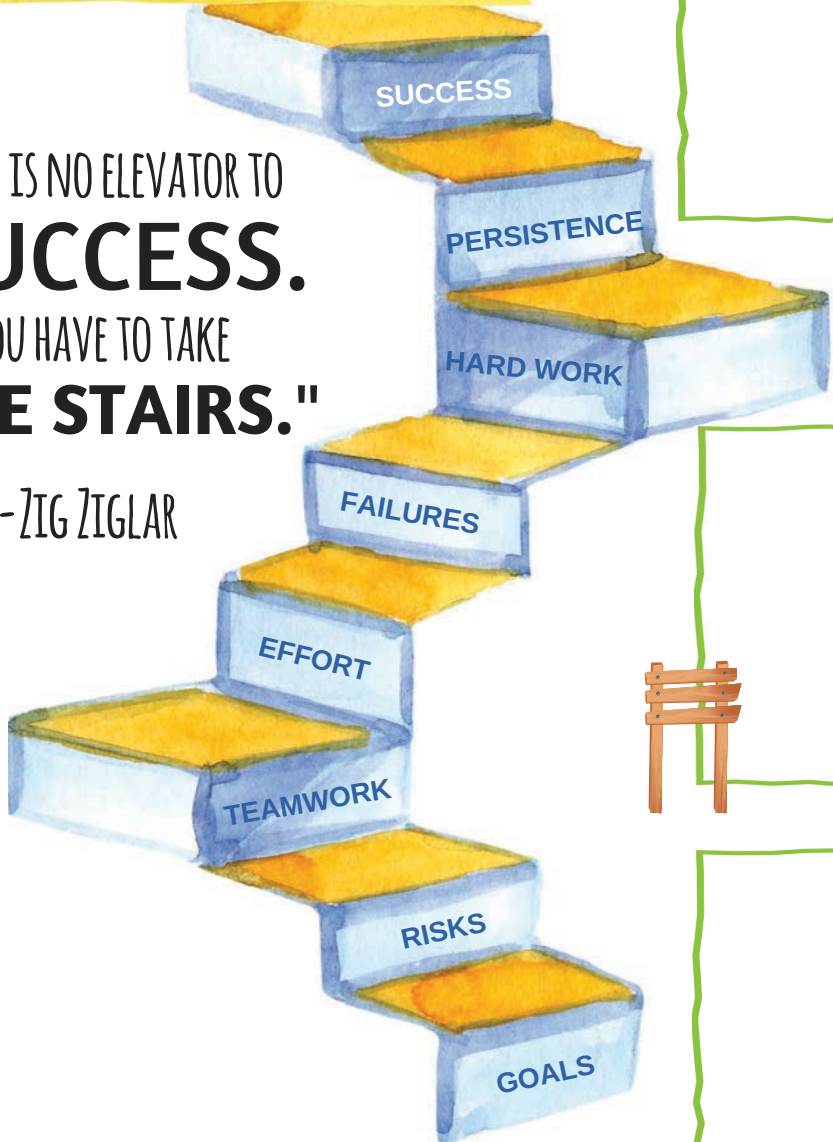
THE STAIRWAY TO SUCCESS




Simone Biles

"THERE IS NO ELEVATOR TO
SUCCESS.
YOU HAVE TO TAKE
THE STAIRS."

- ZIG ZIGLAR

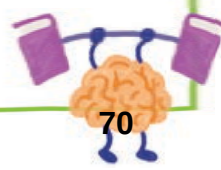


MY INSPIRING QUOTE

I AM FAMOUS FOR... 

AN OBSTACLE I FACED

HOW I OVERCAME THE OBSTACLE



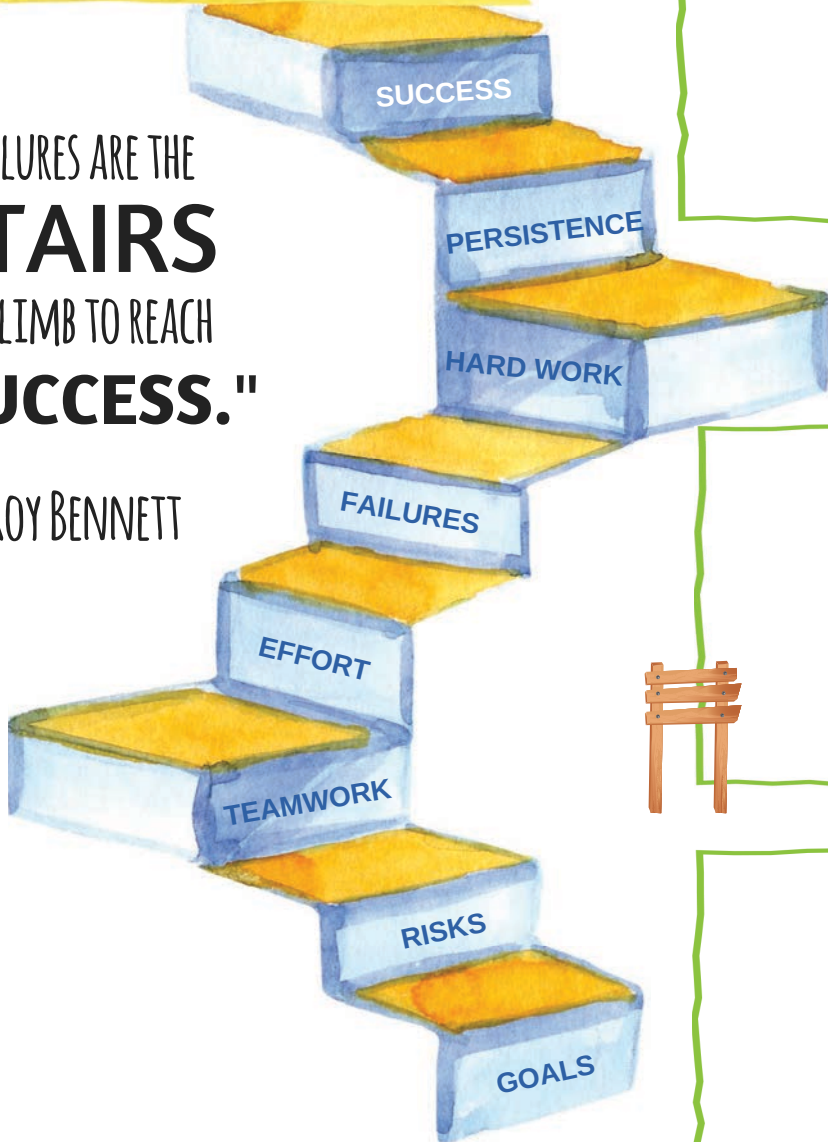
THE STAIRWAY TO SUCCESS



Usain Bolt

"FAILURES ARE THE
STAIRS
WE CLIMB TO REACH
SUCCESS."

- ROY BENNETT



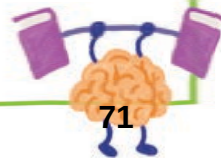
MY INSPIRING QUOTE



I AM FAMOUS FOR...

AN OBSTACLE I FACED

HOW I OVERCAME THE OBSTACLE

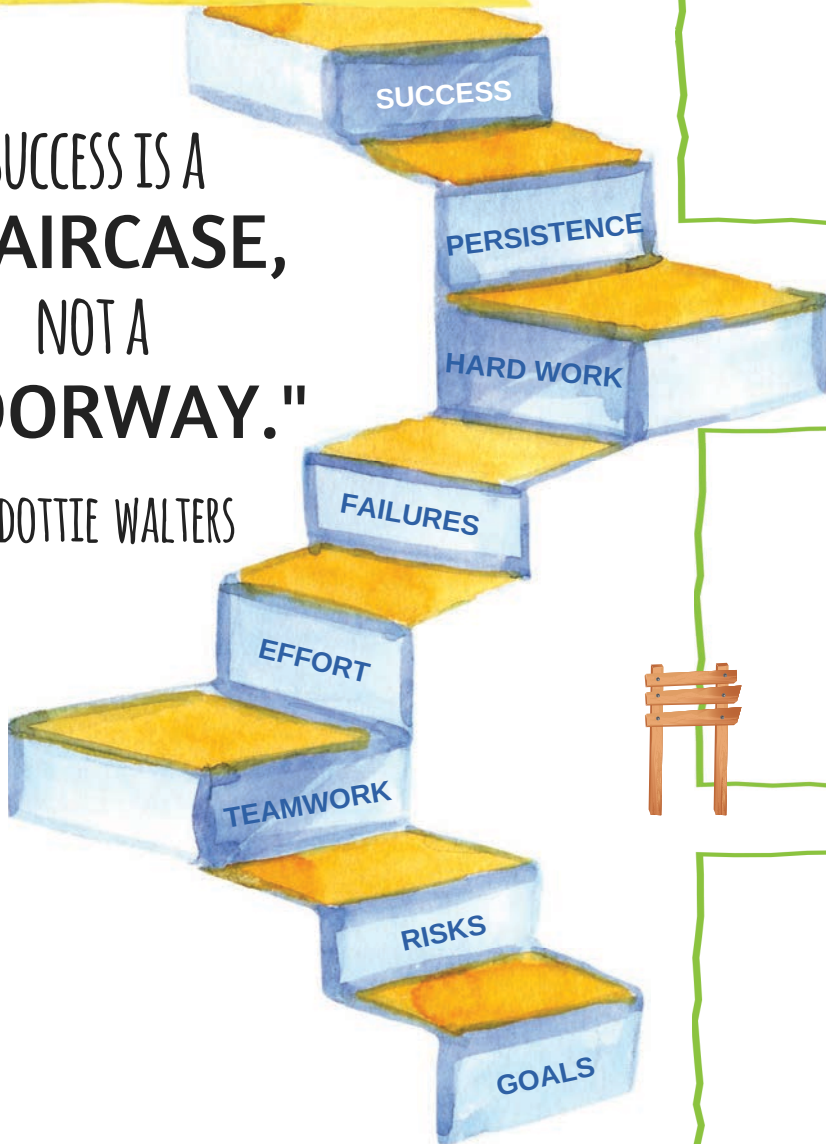


THE STAIRWAY TO SUCCESS



"SUCCESS IS A
STAIRCASE,
NOT A
DOORWAY."

-DOTTIE WALTERS



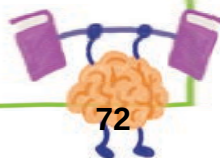
MY INSPIRING QUOTE

I AM FAMOUS FOR...



AN OBSTACLE I FACED

HOW I OVERCAME THE OBSTACLE







LESSON 9

LOVE LEARNING

The Big Idea

Growth mindset is about having the love and passion for learning.

At the end of this lesson, students will understand

- they can learn about things they're curious about
- learning can happen anywhere: at school, at home, in the park, with friends, in a museum, on the playground, etc.
- asking WHY questions is an important part of learning

Many children equate learning with school. This lesson encourages them to think about learning in a much broader sense - something they can do anywhere and anytime. It also encourages them to find things THEY want to learn about.

The story of Neil deGrasse Tyson in the journal is a great case in point. Everything he does stems from his love for learning. He uses his new knowledge to further science and improve the world around him.

This story is also a great example of WHY asking questions is critical for learning. Some students might not feel comfortable asking questions. They might remember an experience when they were turned down or made fun of because of their questions. This story, and your discussion, should inspire them to overcome this fear.

To Prepare:

You will need enough copies of the following **printable**

- All About My Interests (to take home)

The following are materials to be used for the **Connection Station** activity

- Two or three index cards to write down phrases ahead of time

Here are some examples of phrases you can write down:

1. Learning is a fun thing to do.
2. There's a lot to know, you'll keep learning as you grow.
3. The more that you learn, the more places you'll go.



LESSON 9

LOVE LEARNING

Connection Station

This activity is called “The Telephone Game”.

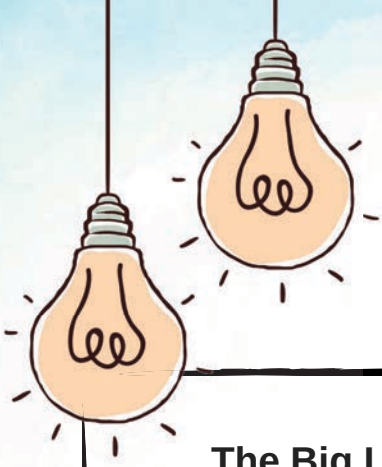
Divide the group into two teams: Learners and Thinkers. Ask each team to form a line.

You can read these instructions:

- *I have two index cards with different phrases on each one.*
- *I will show one of my index cards to the first player in each line.*
- *This player will whisper the phrase to the person next in line. Make sure no one else can hear you, only the person you're whispering it to.*
- *The game continues until the phrase reaches the last player.*
- *The last player will then say the phrase out loud.*
- *We will check to see which team is closest to the original phrase.*

After the game, you can ask these questions:

1. *What did you think about this activity?*
2. *Did you learn anything new?*



LESSON 9

LOVE LEARNING

The Big Lesson

This lesson is based on Week 17 of the journal.

- 1. Introduce the concept of “Love Learning”.** You can say this:
We’ve tried a new activity every week so far. You have been learning new skills by playing fun games, reading stories, and writing in your journals. Learning can come in so many different ways and forms! How else do you like to learn?
- 2. Read aloud about the love of learning on page 124.** Give the students time to complete the page. They will have to work with their Journal Buddy for the first question. Ask if anyone wants to share their answers.
- 3. Transition to reading the story.** You can say this:
Today, we are going to learn about Neil deGrasse Tyson. He is a scientist who has never stopped learning. Let’s read the story together.
- 4. After you read the story, you can ask these questions:**
 - 1. What was one thing that Neil loved to do?*
 - 2. Neil deGrasse Tyson asked a lot of questions! Why is it important to ask so many questions?*
 - 3. Did Neil deGrasse Tyson only learn in school? Where else do you think he learned?*
- 5. Ask the students to complete page 128.** Ask if anyone wants to share their answers.
- 6.** Lastly, remind them about the **take-home sheet and printable**. Week 18 is to be completed at home with their Journal Buddies.

Big Discussion

TAKE-HOME SHEET LESSON 9 - LOVE LEARNING

Dear Parent/Guardian,

This week your child is discovering the **love for learning!** Having the love and passion for learning is a critical component of a growth mindset.

By implementing the following activities, you can reinforce the lesson. Fifteen minutes will be enough to complete each activity (you and can spend more time if needed).

Activity #1

Utilize the printable called "**All About My Interests**". This is a great exercise to increase your child's motivation and love of learning. They will be inspired to find things they are curious about. Take time to discuss your children's answers. Plan different activities to help them achieve their goals. Ask them which of their interests they would like to focus on first.

For example, if they are interested in learning history, you can plan a day at the museum. Choose a specific date and write it down in your calendar. You could also choose one of the new ideas or activities they would like to learn and come up with steps on how they can learn to achieve it. Again, mark the dates for the steps in your calendar.

Activity #2

Your child can complete Week 18 with their Journal Buddy, starting on page 131.

Have FUN and THANK YOU!



All About My Interests

My name _____

If you were to write a BOOK, what would it be about?

Imagine you were a TEACHER, what subject would you teach?

What is your MOST favorite thing to LEARN about?

If you could meet ANY person in the world, who would you MEET?

What do you want to LEARN from this person?

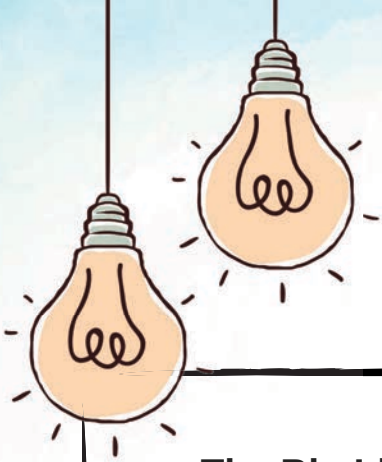
Which three NEW things do you want to TRY?

- 1 _____
- 2 _____
- 3 _____



Mark things you love doing:

- building things
- learning about space & planets
- finding solutions to problems
- taking things apart
- dancing
- playing or doing sports
- cooking
- being in charge
- playing music
- thinking of new ideas
- doing yoga
- learning about history
- doing science experiments
- teaching others
- acting or performing
- hiking and being in nature
- writing stories or novels
- singing
- learning about computers
- drawing or painting
- helping others
- anything else? _____



LESSON 10

BE MINDFUL

The Big Idea

Growth mindset is about using mindfulness as a tool to overcome challenges and persist through difficult times. Being mindful is one way to lessen the fear of failure or nervous feelings before trying something new. At the end of this lesson, students will understand

- it's okay to be nervous or anxious in difficult situations
- being mindful is one way that they can calm down and let their nervous feelings go
- paying attention to what's happening inside of them and what's happening around them is a good thing
- by practicing mindfulness they can develop resilience (which is their ability to adapt and cope with challenges.)

Mindfulness is a practice that is very useful and important. It is also something your students may not be familiar with.

The framework of mindfulness has to do with

1. being alert to what's happening in the present time
2. not judging what they're feeling or seeing.

You are also helping students understand that feelings come and go. There are many different healthy ways to cope with intense feelings such as nervousness.

There are a couple of exercises in the journal that you can familiarize yourself with before the class.

To Prepare: You will need enough copies of the following **printables**

- Take Chances, Keep Going (to take home)
- Mindfulness Bingo (to take home)



LESSON 10

BE MINDFUL

The following materials are to be used for the **Connection Station** activity

- Medium sized brown paper bag, or, alternatively, a gift bag
- 5 to 8 small objects with different textures -- small fuzzy balls, small stuffed animals, ping pong balls, small rocks, deflated balloons, marbles, small plastic flowers, bead necklaces, etc.

Connection Station

This activity is called “The Texture Bag”.

Place the objects you prepared in the bag. Have the students sit in a circle. You can read these instructions:

- *Today we will be exploring our sense of touch and guessing what's in this bag.*
- *Each of you will take turns holding the bag.*
- *You can't take the objects out.*
- *You will pick one object inside the bag. As you touch the object in the bag, you will describe its texture, shape, size and anything else of interest.*
- *Finally, without looking, you will guess what the object is.*

Once all students have had their turn, you can ask these questions:

1. *How did you like the game we just played?*
2. *What was the challenging part?*
3. *How were you able to guess what was in the bag?*



LESSON 10

BE MINDFUL

The Big Lesson

This lesson is based on Week 19 of the journal.

- 1. Introduce the concept of being mindful** by making the connection with the previous activity. You can say this:
We just used our sense of touch to play the game. Our senses help us stay present. They help us observe what's going on around us and pay attention to what's in front of us. When you're present it means you're being mindful.
- 2. Read aloud about being mindful** (page 138). Give the students time to complete this page. They will have to work with their Journal Buddy for the first question.
- 3. Transition to this week's story** (pages 140-141). You could say this:
Today we are going to read a story about the boy named Akio. He was about to take a test but he was nervous. Let's find out what happened next.
- 4. After reading the story**, you can ask these questions:
 - 1. What did Akio do to overcome his nervousness about the test?*
 - 2. What makes you nervous?*
 - 3. What can you do when you're nervous in order to feel more relaxed?*

Help the students understand that deep, slow breaths are a way to fight stress and nervousness. When we take those deep breaths, our brain knows we are fighting stress and so will not release the hormone known to affect clarity and judgment. This hormone is called cortisol.

- 5.** Ask students to **complete page 142** together with their Journal Buddy. Ask if anyone wants to share their answers.
- 6.** Lastly, remind them about the **take-home sheet and printables**. Week 20 is to be completed at home with their Journal Buddies.

Big Discussion

TAKE-HOME SHEET LESSON 10 - BE MINDFUL

Dear Parent/Guardian,

This week your child is learning about **being mindful**. Growth mindset is about using mindfulness as a tool to overcome challenges and persist through difficult times. Being mindful is one way to lessen the fear of failure or nervousness before trying something new.

By implementing the following activities, you can reinforce the lesson. Fifteen minutes will be enough to complete each activity (you can spend more time if needed).

Activity #1

Utilize the printable called "**Take Chances, Keep Going.**" Make enough copies for all participants. You can mention that the process of drawing can be a great mindfulness exercise because you're paying close attention to what you are doing.

Activity #2

Utilize the printable called "**Mindfulness Bingo**", which is a fun way to introduce various mindfulness activities to your child.

Activity #3

Allow time for your child to complete week 20 of the journal with their Journal Buddy (pages 144-155). This part includes interesting mindfulness exercises "Loving Kindness" and "Mindful Smiling".

Have FUN and THANK YOU!

TAKE CHANCES KEEP GOING

Name _____

Fox and Raccoon started a bunch of drawings and gave up. Complete the drawings below to show how their work could have been something amazing if they kept going!



MY Mindfulness

BINGO

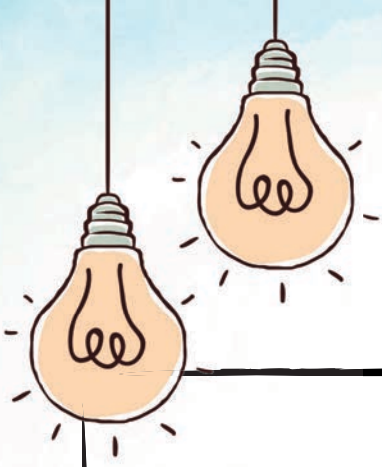


Name _____

I will complete this bingo by (end date) _____

The goal is to complete one row of squares (vertical, horizontal, or diagonal) by the end date. Color in the square once you completed it!

Go on a mindful nature walk	When you wake up, take 5 deep breaths	Blow soap bubbles and watch them float away	Color a picture	Name 5 things you can see right now
Invite a friend to breathe with you for 30 seconds	Name one thing you can taste right now	Create a glitter jar	Tighten your muscles, then let go	Take a mindful bath, listen to the water running
Name 3 things you can hear right now	Practice mindful eating, how does the food taste?	Write your own	Name 4 things you can touch right now	Close your eyes and sit in silence for 2 minutes
Be a butterfly! Sit, bend knees and flap legs like wings	Give yourself a tight hug and hold for 10 seconds	Close your eyes and take 10 deep breaths	Close your eyes and think of a favorite memory	Breathe in like you are smelling a flower. Breathe out like you are blowing a leaf
Jump up and down then relax with hand on heart. Feel your heartbeat	Balance on one foot while keeping your gaze on something in front of you	Lay down flat with plush animal on belly, breathe in and out	Name 2 things you can smell right now	Close your eyes and listen to calming music



LESSON 11

BE GRATEFUL

The Big Idea

Gratitude can help develop a growth mindset by allowing you to focus on what you already have rather than what you lack. People who are grateful are more resilient, motivated, and positive.

At the end of this lesson, students will understand

- there is always something to be grateful for (things, places, people, situations, etc.)
- being grateful can help them stay motivated
- being grateful can help them focus on the resources they already have.

Gratitude is a tool to help your students overcome challenges and stay focused on the positive. Even when situations start out as difficult or challenging, one can choose to see the positive and be grateful.

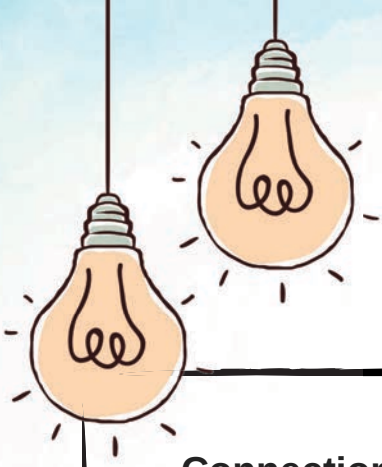
Your role as the facilitator is to help students understand that being grateful can help them reach their goals, persevering through challenges.

To Prepare: You will need enough copies of the following **printable**

- 7-Day Gratitude Challenge (to take home)

The following are materials to be used for the **Connection Station** activity:

- A few handfuls of raisins (depending on how many students you have in your group). Alternatives: grapes, chocolates, pretzels.



LESSON 11

BE GRATEFUL

Connection Station

This activity is called the Gratitude Game.

Have raisins available in a bag or on a plate. You may want to keep extra handfuls in case you run out. You can say these instructions:

- *Today we will play a fun game! Here's a bag of raisins. Each one of you will come up and can take up to five raisins.*
- *Please remember not to eat your raisins until the game is over.*
- *Once you have your raisins, please go back to your seat.*

Once everyone has their share, start the activity. Ask students to say what they are grateful for based on how many raisins they have in their hands. For example, if a student took five raisins they have to mention five things they are grateful for.

The Big Lesson

Today's lesson is based on week 21 of the journal.

1. **Introduce the concept of being grateful** by making the connection with the previous activity. You can ask these questions:

- *How did you feel when you were thinking about things you're grateful for?*
- *What was challenging about the game we just played?*
- *What did you like about this game?*

2. **Read about being grateful from the journal** (page 157). Give the students time to complete this page with their Journal Buddy.



LESSON 11

BE GRATEFUL

On page 159, there's an activity called "Gratitude Walks". Depending on your group size, and the feasibility of doing this, it could be fun to do together.

3. **Transition to today's lesson and story** (pages 160-161). You may say these or add your own:

Today's story is about Michael Franti. Has anyone heard of him? He is a talented musician who sings about love, friendships, and gratitude. Let's read his story together.

4. **After reading the story**, you can ask these questions:

1. *Michael writes songs about love, gratitude, and kindness. What kind of songs would you write?*
2. *How would you like to inspire others? Would you want to compose a song like Michael? Write a book? Invent something or anything else?*

5. **Ask students to complete page 162** together with their Journal Buddy. Ask if anyone wants to share their answers.

6. Lastly, remind them about the **take-home sheet and printable**. Week 22 is to be completed at home with their Journal Buddies.

Big Discussion

TAKE-HOME SHEET LESSON 11 - BE GRATEFUL

Dear Parent/Guardian,

This week your child is learning about **being grateful**. Gratitude can help develop a growth mindset by allowing to focus on what you already have rather than what you lack. People who are grateful are more resilient, motivated, and positive.

By implementing the following activities, you can reinforce the lesson. Fifteen minutes will be enough to complete each activity (you can spend more time if needed).

Activity #1

The "**7 Day Gratitude Challenge**" is a great way to instill gratitude in your family. You can choose to complete all seven days of the challenge or select a few activities and complete them on their own.

Activity #2

Allow time for your child to complete week 22 of the journal with their Journal Buddy (pages 163-170).

Have FUN and THANK YOU!

7-DAY

Gratitude Challenge

To complete this challenge find a Challenge Buddy and work through the activities together. Once you complete each activity, put a checkmark next to it below!

MY NAME IS _____ MY CHALLENGE BUDDY IS _____

We began this challenge on (date) _____

When we complete this challenge we will celebrate by _____

DAY 1

My Gratitude Jar

DAY 2

Today Was A Great Day

DAY 3

A Thank-You Letter

DAY 4

My Gratitude List

DAY 5

Giving Thanks

DAY 6

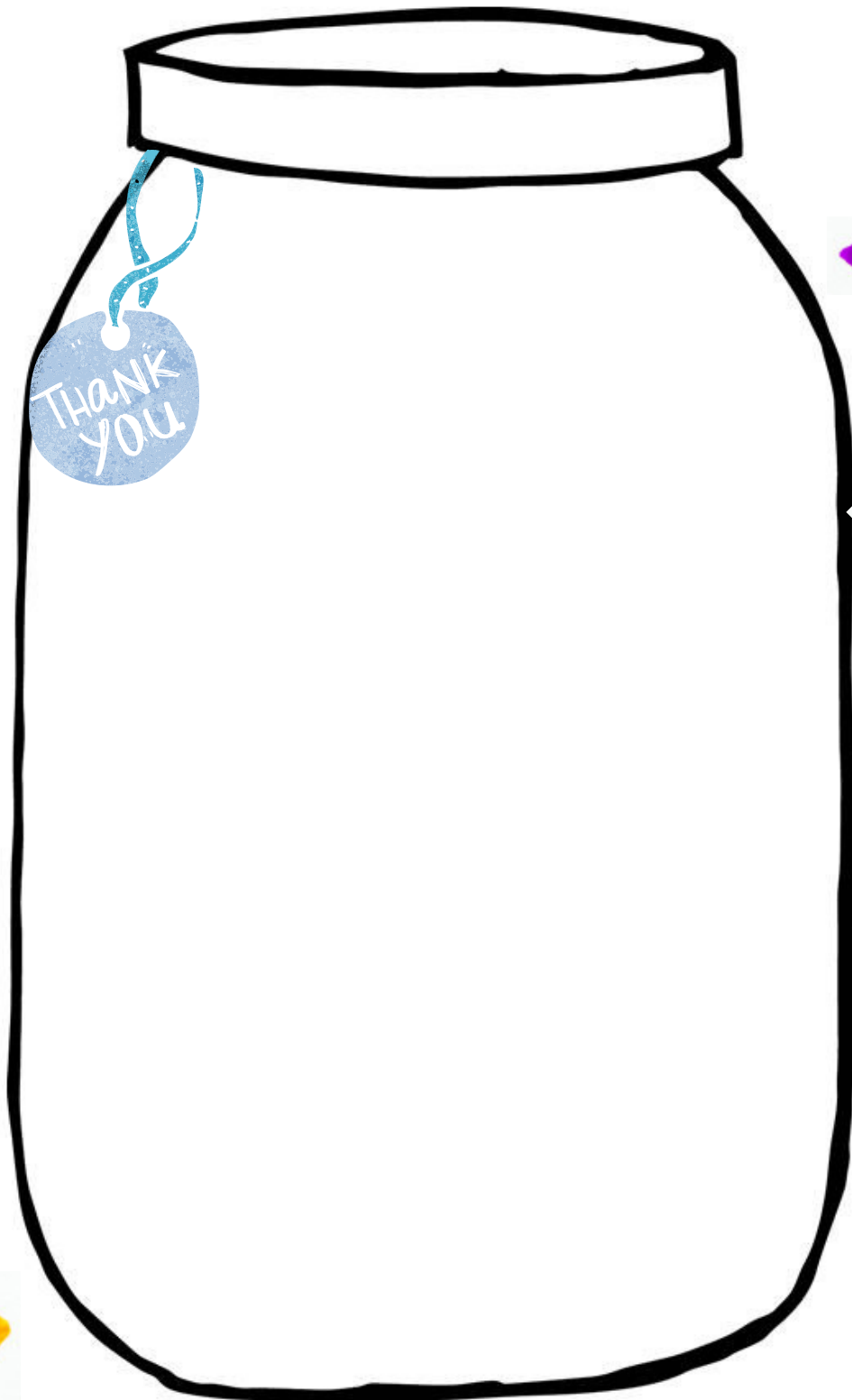
Mini Thank-You's

DAY 7

Grateful To Be ME

My Gratitude Jar

Think about different people, things, and events you are grateful for. Write what and who you are grateful for inside your "Gratitude Jar" below.



Today was a Great Day!

Today I am thankful for...

The best part of my day was...

I felt joyful today when...

I can make tomorrow great by...



Smile

A Thank-You Letter

Think about someone who did something kind, generous, or nice for you recently. Write them a thank-you letter in the space below. Tell them why you would like to thank them. When you're done, you can cut the letter out and mail it to the person. Imagine how happy they will be when they receive it!

Dear _____,

Thank you

for _____



from _____.

My Gratitude List

Write down things you're grateful for next to each word below.

I am grateful for...

COLOR _____

BOOK _____

SONG _____

MOVIE _____

SMELL _____

PERSON _____

ANIMAL _____

FOOD _____

DRINK _____

SEASON _____

PLACE _____

GAME _____

HOLIDAY _____



Giving Thanks

Think of someone you know like a family member, a friend, or a teacher. Think about why you're thankful for this person. Write a letter to them by filling in the empty spaces below.

Dear _____,



THANK YOU



for being a great _____

My favorite part about you is _____.

I am thankful that you taught me how to _____.

I love when we _____ together.

You are great because _____.

Love,



_____.

Mini Thank-You's

Write these mini thank-you notes to anyone you know. It could be your friend, your neighbour, or even the mailperson who delivers mail to your home every day.

If you wish, cut the notes out and share them with the people you wrote them to. These mini thank-you's can bring a HUGE smile to someone's face!

Dear _____,

thank you for _____

thank from _____

YOU

Dear _____,

thank you for _____

from _____

thank you

Dear _____,

thank you for _____

from _____

Thank YOU

Dear _____,

thank you for _____

from _____

Thank You!

Grateful To Be ME



What **SKILLS** do you have that you're grateful for?



What have you done recently that made you **PROUD**?



Write 3 things about yourself you're grateful for:

1

2

3



LESSON 12

FAILURE IS LEARNING

The Big Idea

Failure happens when you've stopped trying. Growth mindset is about using failures and mistakes to learn and get better. At the end of this lesson, students will understand

- failures and mistakes can be a good thing
- they can use their mistakes to learn and get better
- they don't have to work alone -- they can ask for other people's help to overcome challenges.

In this lesson, the story of Thomas Edison is a familiar one and demonstrates a powerful lesson. Lots of children face the fear of failure and making a mistake. They want to get things right and perfect the first time. They might think if they make a mistake, they are not smart enough. This is a FIXED mindset way of thinking.

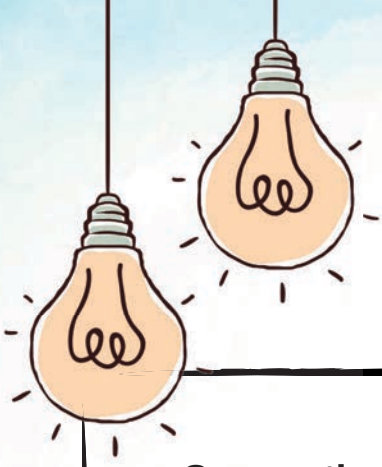
What are some of your own feelings about making mistakes? Share your personal stories, as you see fit, with your students. You can say that it is okay to be afraid of making a mistake. Over time they can learn to welcome and even celebrate mistakes!

To Prepare: You will need enough copies of the following **printables**

- When I Make a Mistake Poem (to take home)
- "Mistakes Help Me Learn" Coloring Sheet (to take home)

The following will be needed for the **Connection Station** activity

- Newspaper - each student pair will need to have an entire page of the newspaper
- Music
- Timer



LESSON 12

FAILURE IS LEARNING

Connection Station

The activity is called the Newspaper Dance.

Divide students into pairs. Give each pair a sheet of a newspaper. Ask them to lay it on the floor and stand on each side of it facing each other.

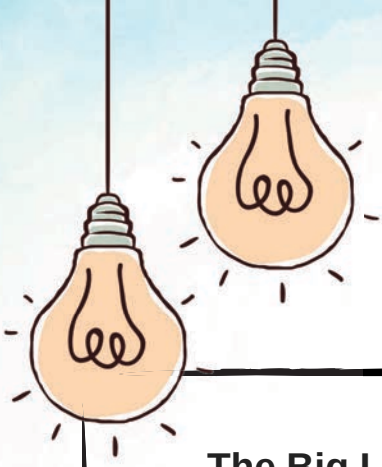
You can read these instructions:

- *As the music starts playing, start dancing or skipping around the newspaper.*
- *When the music stops, you will all have to step inside your newspaper page and stop moving.*
- *Make sure your feet are not touching the floor.*
- *If your feet are touching the floor you will exit the game and step aside.*

The next step is to ask the students to fold the newspaper page in half. Then repeat the steps. The newspaper will keep getting smaller and smaller. The students will have to think of creative ways to stay inside the newspaper without touching the floor. Keep playing until the last player can't keep their feet on the newspaper.

At the end of the activity, you can ask these questions:

1. *How did you like the newspaper dance game?*
2. *How did you feel about the newspaper getting smaller and smaller as the game progressed?*
3. *What could you have done differently to stay in the game longer?*



LESSON 12

FAILURE IS LEARNING

The Big Lesson

This lesson is based on Week 23 of the journal.

1. **Introduce the concept of learning from failure** by making the connection with the previous activity. You can say:

In the fun game we just played, all of you had to exit the game because you couldn't keep both of your feet on the newspaper. At the end, we discussed what we would have done differently to last longer in the game. This was our "learning" part, which is very important! If you play this game again, you will probably last longer because you went through the learning part. Today we will be talking about learning from our mistakes and failures to get better.

2. **Read aloud about learning from failure** (page 171). Give the students time to complete this page. They will have to work with their Journal Buddy for the first question.

3. **Transition to today's story** (pages 174-175). You may say this:

Have you ever counted how many mistakes you made? One famous person did. He said it took him 10,000 mistakes, which he later on called "steps", in order to accomplish his goal. His name is Thomas Edison. Let's read his story together.

4. After reading the story, **discuss the questions on page 176** together as a group.

5. Lastly, remind them about the **take-home sheet and printables**. Week 24 is to be completed at home with their Journal Buddies.

Big Discussion

TAKE-HOME SHEET

LESSON 12 - FAILURE IS LEARNING

Dear Parent/Guardian,

This week your child is discovering that **failure and mistakes are part of learning**. Growth mindset is about using failures and mistakes to learn and get better.

By implementing the following activities, you can reinforce the lesson. Fifteen minutes will be enough to complete each activity (you can spend more time if needed).

Activity #1

Read the "**Mistakes Help Me Learn**" poem and discuss what it means. You can hang it up where your child can see it often.

Activity #2

When your child needs some quiet time, encourage them to be creative with the coloring sheet "**Mistakes Help Me Learn**".

Activity #3

Allow your child to complete Week 24 of the journal with their Journal Buddy (pages 178-184).

Have FUN and THANK YOU!

When I make a **mistake**
I know what it means
My **Brain** is ready to **GROW**
And learn hard things

When I make a **MISTAKE**
I cheer, there's no frown
I KNOW I'LL GET BETTER
The next time around



MISTAKES

HELP

ME

LEARN



LESSON 13

BE POSITIVE

The Big Idea

Growth mindset is about understanding that a positive attitude can help us stay motivated and accomplish BIG things. At the end of this lesson, students will understand

- a positive attitude can increase motivation
- seeing the good in people or situations is a choice they can make
- with positive thoughts, words, and actions they can positively influence people around them.

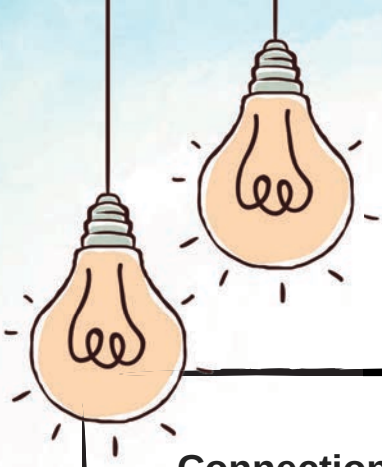
Being positive doesn't mean ignoring what happens around you. It is about making a choice to find the good in every situation or circumstance. It is also about making a choice to think about solutions rather than focusing on a problem.

To Prepare: You will need enough copies of the following **printables**

- Fixed or Growth Mindset (to be used in optional post-test, available in Lesson 1)
- 5 Things I Like About Myself (to take home)
- My Fortune Teller (to take home)

You will need enough copies of the following for the **Connection Station**

- Sheets of blank white paper
- Pens or pencils
- Simple pictures on separate sheets of paper (e.g., a boy riding a bicycle, a girl wearing a beach hat, a bird's nest, etc.)
- Music
- Timer



LESSON 13

BE POSITIVE

Connection Station

This activity is called "Draw It Well".

Set the timer for two minutes. Assign the students in pairs. One of them will be **the artist** and the other will be **the describer**.

Hand out paper and pencils to the artists.

You can read these instructions:

- *Please sit together with your partner so your backs are against each other.*
- *I will give a picture to the describer. The describer can't show this picture to the artist.*
- *I will set the timer for two minutes.*
- *Once I say, "Go!", the describer will begin to describe the picture to the artist in detail.*
- *The artist will start drawing based on the description.*

Hand out the pictures to the describers and start the activity.

After two minutes, ask the artists to show what they drew. The describers can show the original picture. Then ask the students to switch, hand out new pictures, and start the activity again.

After the game, you can ask these questions:

- *What did you think about this activity?*
- *When you had to rely on your partner's descriptions to draw, how did you feel?*
- *When you compared your drawing to the original picture, what did you think?*



LESSON 13

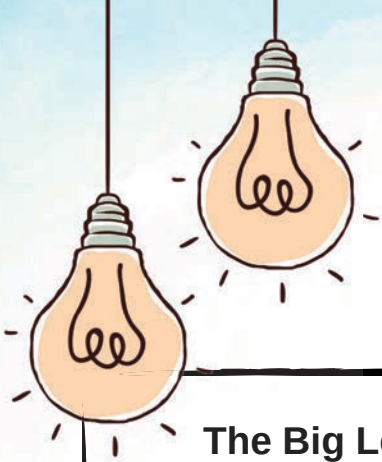
STUDENT POST-TEST (OPTIONAL)

This post-test will allow you to measure your students' knowledge of growth mindset and analyze the progress your students have made over the course of this program.

Use the printable called “**Fixed or Growth Mindset.**” During the first week, students were asked to complete the same activity as a pre-test.

Have the students read the statements. They will then decide where these statements belong, either in the Growth Mindset or Fixed Mindset areas. **Discuss their answers.**

If available, compare their answers today with their answers in the pre-test. As time permits, ask them how they feel about their progress. They can share what they've learned and how they are going to apply these valuable lessons in their daily activities.



LESSON 13

BE POSITIVE

The Big Lesson

This lesson is based on Week 25 of the journal.

1. **Introduce the concept of being positive** by making the connection with the previous activity. You can say this:

In the activity we just did, some of you might have felt frustrated when you couldn't understand the instructions from your partner. In moments of frustration or confusion, it helps to keep a positive mindset. You see, even when we're working on difficult tasks and overcoming challenges, we can still stay positive and enjoy the process. Today we will be talking about why it's important to be positive.

2. **Read aloud about being positive** (page 186). Give the students time to complete the page. They will have to work with their Journal Buddy for the first question.

3. **Transition to this week's story.** You could say this:
We are going to read about someone who knows what it means to be positive. Her name is Jackie Joyner-Kersey. She didn't achieve her goals right away. She had to overcome lots of obstacles before she succeeded. We've read about people like that in this journal together, haven't we? Let's read her story.

4. **After reading the story, you can ask these questions:**
 1. First, let's talk about the obstacles Jackie had to overcome. What were they?
 2. What was Jackie's attitude? Was it positive or negative? How do you know?
 3. What makes it hard for you to stay positive when you're facing a challenge? (As the facilitator, feel free to share your own experience here.)
 4. What can you do to stay positive when you are facing a challenge? (Suggest techniques they've learned during this program.)



LESSON 13

BE POSITIVE

5. **Ask students to complete page 190** together with their Journal Buddy. Ask if anyone wants to share their answers.
6. Lastly, remind them about the **take-home sheet and printables**. Week 26 is to be completed at home with their Journal Buddies.
7. **REAL-LIFE PROJECT (Optional):** Encourage to spread positivity! Have index cards and markers available. The students can take as many index cards as they wish. Ask them to write one positive statement per card. You can suggest these examples

You are an important part of this world!

You try your best!

You are loved.

You reach for the stars.

You are respected.

You are resilient.

They could leave these cards on empty seats at school, at the library, on a neighbor's doorstep, etc. They could also give these cards to their family members or friends.

Big Discussion

TAKE-HOME SHEET LESSON 13 - BE POSITIVE

Dear Parent/Guardian,

This week your child is learning about being positive. Growth mindset is about understanding that a positive attitude can help us stay motivated and accomplish BIG things.

By implementing the following activities, you can reinforce the lesson. Fifteen minutes will be enough to complete each activity (you can spend more time if needed).

Activity #1

Use the printable “**5 Things I Like About Myself**” to guide your child to come up with positive affirmations about himself/herself. Affirmations are most effective if you let your child come up with their own.

Activity #2

Make copies of the “**My Fortune Teller**” printable for each participant. Brainstorm what you can do to cope with challenging situations. There is a sample fortune teller that you can also use for ideas.

Activity #3

Allow time for your child to complete Week 26 of the journal with their Journal Buddy (pages 195-200). Your child may also complete the final section of the journal called Final Pages.

This lesson concludes the program. We hope you found these resources helpful. Thank you for your dedication in taking small steps and helping your child build important life skills and develop a growth mindset!

With gratitude,

5 THINGS I LIKE ABOUT MYSELF...

1

I am

2

I am

3

I am

4

I am

5

I am



MY FORTUNE TELLER

COPING STRATEGIES ACTIVITY BY **Big. Life Journal**

BLUE	6 Slowly count to ten.	7 Imagine your favorite place.	RED
5 Make a fist, then release it.	8 Give yourself a hug, squeeze tight.	1 Say three things you hear.	YELLOW
4 Draw a picture.	3 Name five things you see.	2 Fill belly with air, breathe out, slow and deeply.	
GREEN			

color + cut out fortune teller

flip over so colored side is down

fold in half

unfold

fold in half the other way

unfold

fold in all 4 corners

should look like this

flip it over

now fold in the corners like you did before

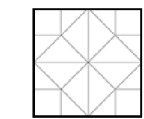
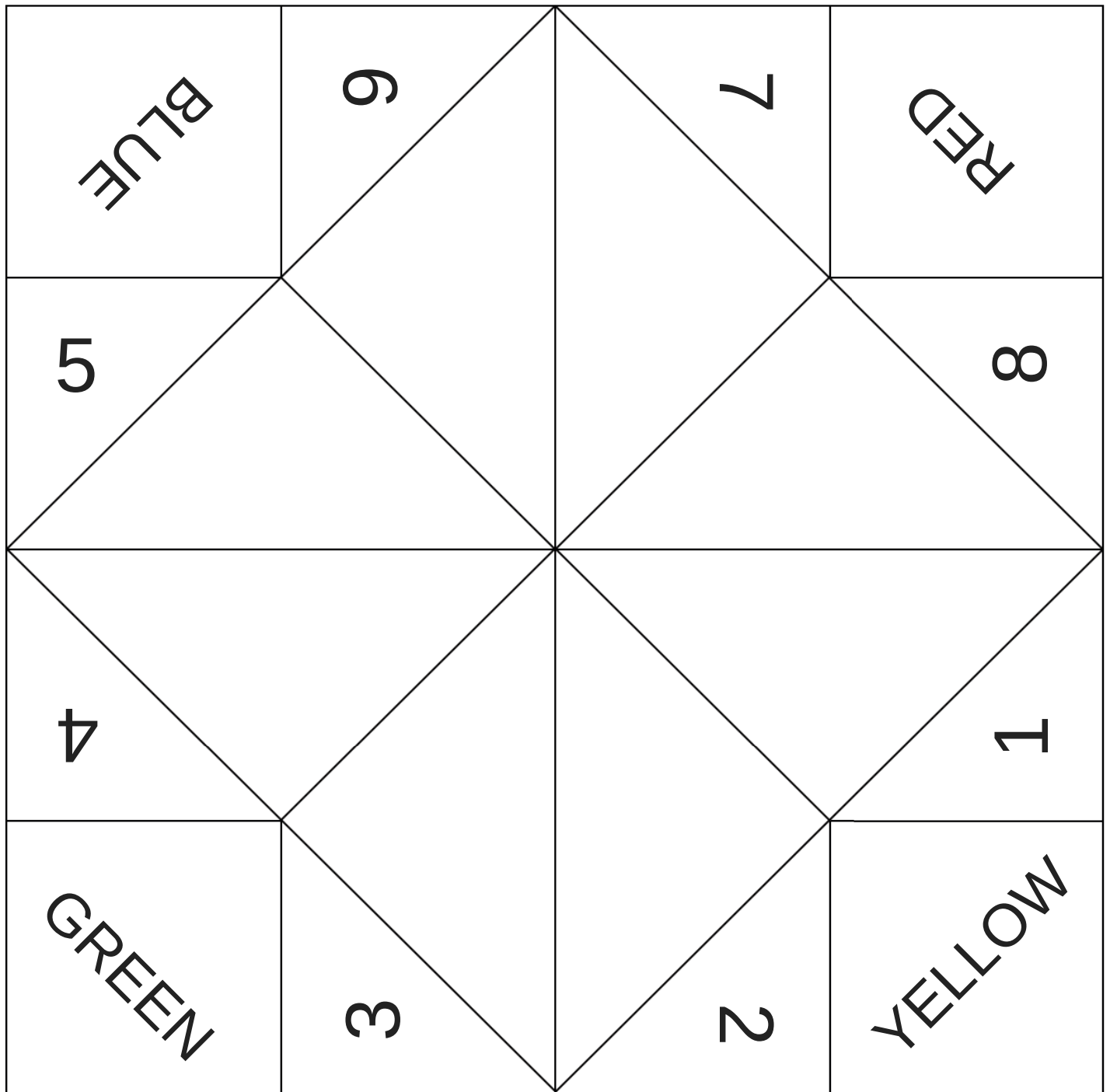
should look like this

fold in half again

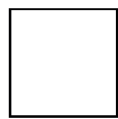
open, place thumbs and pointer fingers underlaps, play!

MY FORTUNE TELLER

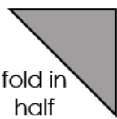
COPING STRATEGIES ACTIVITY BY **Big Life Journal**



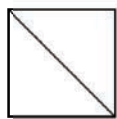
color + cut out fortune teller



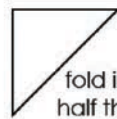
flip over so colored side is down



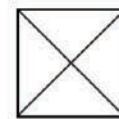
fold in half



unfold



fold in half the other way



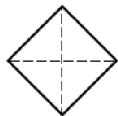
unfold



fold in all 4 corners



should look like this



flip it over



now fold in the corners like you did before



should look like this



fold in half again



open, place thumbs and pointer fingers underlaps, play!