



# Choose Love For Schools™

## Extension Unit, Grades 3-5

Growth Mindset



Grades 3 to 5 | GROWTH MINDSET | Overview

# GRADES 3-5 Extension Unit

## GROWTH MINDSET

American psychologist Carol Dweck explains that there are two categories of mindsets, a growth mindset vs. a fixed mindset.

Having a growth mindset means that you believe that you can get smarter and that you can learn new things. It means you will keep trying even when things are really hard. If everything was easy, you would have nothing to learn and your brain wouldn't be getting smarter."

The opposite of a growth mindset is a fixed mindset. Having a fixed mindset means that you believe that you will never get better at anything, even if you practice. You want to quit and give up because it's hard.

In order to develop a growth mindset, you must change your perspective and view challenges as opportunities to grow, and view errors or mistakes as lessons learned. Try to redefine what failure means to you, and remember that patience is key.

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## Lesson 3: Growth Mindset

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Theme: Our thoughts, feelings, and actions are all connected.



Grades 3 to 5 | GROWTH MINDSET | Lesson 1

## LESSON 1: The Triune Brain

There are three parts in the Triune Brain. Each one has a different job. Do you know which one is in control?

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Moral Character</li><li>➤ Performance Character</li><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Responsible and Ethical Decision-Making</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ identify three main parts of the brain.</li><li>➤ explain what each part is responsible for.</li><li>➤ explain what mirror neurons do.</li><li>➤ practice diaphragmatic breathing and focused awareness.</li><li>➤ draw and label the parts of the brain from the video.</li><li>➤ identify ways to calm their brains when they “flip their lids”.</li></ul>

### ***Daily Dose of Love***

*Follow your heart, but take your brain with you.*

*~Alfred Adler*

## Educator Prep

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions:

[Our Brain Book](#) (video read aloud)  
(<https://youtu.be/jl1j2QYPBUc>)

[Brain Jump with Ned the Neuron: Challenges Grow Your Brain](#)  
(<https://youtu.be/g7FdMi03Czl>)

[Inside Out Video](#)  
(<https://www.youtube.com/watch?v=yRUAzGQ3nSY>)

### Additional Supporting Literature and Video

[Brain Gym - Catch a Brainwave](#) (movement and rhythm)  
(<https://youtu.be/1spJn2oXNmc>)

[Your Fantastic Elastic Brain: Stretch It, Shape It](#) by JoAnn Deak, Ph.D.  
(<https://youtu.be/Y4G8N9CEYiM>)

## Focused Awareness

(Choose any of the breaths to use.)

**“Let’s start by practicing a (choose one) breath.”** (Select two students to help you lead the Breath. Try to pick students that haven’t led the breath before to encourage participation and boost confidence.)

**“Now, let’s make sure our bodies are ready to learn by practicing Rest and Relax. Slowly take one more (choice) Breath. Close your eyes, or look down, and completely relax. Today let’s feel gratitude for being able to learn new things.”**

**“Now, tighten up your whole body little by little and then slowly relax each part. Let your whole body relax. Let’s practice some affirmations. Repeat after me: I am courageous. It’s okay for me to make mistakes. Gratitude helps me overcome challenges. Forgiveness helps me let go and try again. Compassion helps me understand how others feel.”**

## *The Journey*

**Slide:** (video read aloud)

**[Our Brain Book](#)**

**“What parts of the brain did they talk about in the video?”**

(three: lizard-brainstem; numbat-limbic system; human-cortex)

**“What is the biggest part?”** (cortex)

**“Do you remember the color in the video?”** (purple)

**“What’s the name of that part of the brain?”** (cortex)

**“What’s it’s job?”** (thinking and learning and more)

**“What questions does it ask?”**

**“When does the cortex learn and listen?”** (calm)

**“What happens when it’s angry or scared?”**

**“What does it mean to ‘flip your lid?’”**

**“What’s the red part called in the video?”** (brain stem)

**“What’s it’s job?”** (protect us, always scanning for threats)

**“What animals have it?”** (All animals)

**“What do we call it in Choose Love?”** (lizard)

**“What questions does the brain stem ask?”** (Am I safe?)

**“What does it signal?”** (fight, flight, freeze).

**“What does that behavior look like?”** (hitting, running, freezing)

**“What’s the blue part of the brain called in the video?”** (limbic system)

**“What’s it’s job?”** (Memories and feelings live there. It loves and hopes and dreams.)

**“What happens in the limbic system?”**

**“What questions does it ask?”** (Am I cared for? Am I loved?)

**“What behaviors do we see from the limbic system?”** (Blaming, shaming, name calling.)

**“Limbic system is trying to protect from what it perceives to be dangerous.”**

**“What do mirror neurons do?”** (Feel and reflect back what we see.)

**“When your lid is flipped, it flips the lid in me.”**

**“What does the brain need when it’s working from the limbic system (the Numbat)?”**  
(Needs mirror neurons to be calm.)

**“Can we listen or learn when we’re in the lizard or numbat parts of the brain?”**

**“What do we need to do to use the cortex?”** (Calm down and refocus yourself.)

As a class, brainstorm places they can go to calm their limbic system. Provide a “Peace Corner” or other place to go when kids need to recover and refocus.

In their Choose Love Journals, students can draw a picture of themselves and their brain and label the parts of the brain.

*Have a Lot of Fun!*

**Slide: (video)**

**[Inside Out Video](#)**

**[Growth Mindset How to Succeed Monster’s Inc.](#)**

**[https://youtu.be/hS5CfP8n\\_js](https://youtu.be/hS5CfP8n_js)**

## *Transfer of Learning*

- Support students in recognizing which part of the brain is in control by what behaviors they are demonstrating.
- Reinforce calming down to be able to solve problems.
- Practice the Choose Love Formula daily.

## *Home Connection*

We learned about the different parts of the brain and how each part of the brain has a specific function. When we learn what parts of the brain are in control, we can better understand how to manage and regulate our emotions. [Our Brain Book](#)

(<https://youtu.be/jl1j2QYPBUc>)



## Lesson 2: Mindset and The Power of Yet

Learning new things takes time. Mistakes are okay and are just a part of learning.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Responsible and Ethical Decision-Making</li> <li>➤ Moral Character</li> <li>➤ Performance Character</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ identify the Power of Yet.</li> <li>➤ recognize the importance of mistakes.</li> <li>➤ practice adding 'yet' to statements to change thinking/attitude.</li> <li>➤ begin to understand that gratitude helps them overcome challenges.</li> <li>➤ practice diaphragmatic breathing and focused awareness.</li> <li>➤ practice affirmations.</li> <li>➤ begin to feel grateful for overcoming challenges and finding gratitude in their growth.</li> </ul>

### *Daily Dose of Love*

*"Believe you can...and you're halfway there!"* Theodore Roosevelt

## *Educator Prep*

Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions:

[The Power of Positivity Brain Games](#) (video)

(<https://youtu.be/kO1kgI0p-Hw>)

[My Strong Mind](#) by Niels van Hove (video read aloud)

(<https://www.youtube.com/watch?v=JJ671iGO80U&feature=youtu.be>)

[The Power of Yet](#) (video)

(<https://www.youtube.com/watch?v=J6CnrFvY94E>)

### **Prepare**

[Develop Growth Mindset Worksheet](#)

Print the scenarios.

### **Additional Supporting Literature and Resources:**

[The Most Magnificent Thing](#) by Ashley Spires

(<https://youtu.be/UM8oN4yzIqw>)

[Resource Guide for The Most Magnificent Thing](#)

([https://www.kidscanpress.com/sites/default/files/products/assets/MostMagnificentThing\\_The\\_2177\\_teaching\\_2.pdf](https://www.kidscanpress.com/sites/default/files/products/assets/MostMagnificentThing_The_2177_teaching_2.pdf))

## *Focused Awareness*

(Choose any of the breaths to use.)

**“Let’s start by practicing a (choose one) breath.”** (Select two students to help you lead the Breath. Try to pick students that haven’t led the breath before to encourage participation and boost confidence.)

**“Now, let’s make sure our bodies are ready to learn by practicing Rest and Relax. Slowly take one more (choice) Breath. Close your eyes, or look down, and completely relax. Today let’s feel gratitude for being able to learn new things.”**

**“Now, tighten up your whole body little by little and then slowly relax each part. Let your whole body relax. Let’s practice some affirmations. Repeat after me: I am courageous. It’s okay for me to make mistakes. Gratitude helps me overcome challenges. Forgiveness helps me let go and try again. Compassion helps me understand how others feel.”**

## *The Journey*

**“Think of something that is really difficult or challenging for you to do. Then think about how you feel when you’re doing something that feels difficult or challenging. Turn to your partner and share.”**

Brainstorm ways that students can work through their challenges.

**“Let’s watch a short video about the power of being positive. Then we’re going to start learning about growth mindsets and how we can change our thinking.”**

Slide: [The Power of Positivity Brain Games](#)

**“We are going to talk about mindsets today and we are going to learn a few magic tricks that can help our brains work better. Who can tell me something that they have learned how to do?”** (You may wish to start by sharing something you learned how to do and then allow a few students to share).

**“We don’t wake up every day just knowing how to do everything. We learn day by day and moment by moment. When we were babies, we had to learn how to crawl, then walk, one step at a time.”**

**“We had to learn how to talk, learning one sound at a time and then learning each word.”**

**“Most things that we learn how to do, we learn bit by bit, and step by step, and it usually takes time.”**

**“Some things take longer to learn than others. And some things are harder to learn than other things. And you know what, everybody learns differently. Some things that are easy for one person to learn, may be harder for someone else.”**

**“We may take a long time to learn something, and someone else may learn that same thing really quickly. Can you think of something that was really hard for you to learn?”**

(You can share something that was hard for you to learn. The idea is to let students see that even though it was hard they were able to learn, but perhaps it took time.)

**“I make a lot of mistakes as I try to learn something new. How about you? Have you made mistakes as you try to learn?”**

**“Sometimes we make a mistake as we are learning or we don’t get something right away and we get really upset and frustrated. Have you ever felt this way?”**

**“When we get upset and frustrated or overwhelmed, it makes us want to give up....it makes it hard for us to keep trying and learn.”**

**“Some people think that mistakes are bad. But mistakes are okay. In fact, mistakes are great because they help us learn. When I try to do something one way and it doesn’t turn out right, I can try again and do it a different way.”**

**“Mistakes help us figure out a different, better way to do something. We can feel grateful for mistakes because they help us learn, and help our brains grow.”**

**“What does it mean to grow? What grows? Our bodies grow and so do our brains. They get bigger as we learn new things. And they grow even more when we make mistakes. Mistakes make us smarter. When we learned to walk, we didn’t just get up and walk the first time we tried. We fell down A LOT! But, we kept getting up and trying until we could do it.”**

**“Having a growth mindset means that you believe that you can get smarter and that you can learn new things. It means you will keep trying even when things are really hard. If**

**everything was easy, you would have nothing to learn and your brain wouldn't be getting smarter."**

**"The opposite of a growth mindset is a fixed mindset. Having a fixed mindset means that you believe that you will never get better at anything, even if you practice. You want to quit and give up because it's hard."**

**"There is a magic word that helps you keep a growth mindset. That word is YET! When you want to say 'I can't do it. Just add 'yet' and say, 'I can't do it, yet!'"**

**"This is the Power of Yet! One word can help you change your mindset. This is positive self-talk."**

**Slide:** *(Growth vs. Fixed Mindset)*

**"We're going to watch and listen to a story about how a young girl overcomes challenges and perseveres by using positive self-talk and also positive actions. Notice her mindset."**

**Slide:** *(video read aloud)*

**[My Strong Mind](#)** by Niels van Hove

Discuss the different mindsets and Kate's feelings as you read the book.

Discussion:

**"How do you think Kate feels?"**

**"How does Kate use the Power of Yet?"**

**"What positive self-talk does Kate use?"**

**"Kate kept telling her mind, "Keep trying your best."**

**"How was Kate grateful in the end?"**

**"We've learned one important thing today....we've learned that mistakes are okay and they help us learn. We can turn a mistake into something great. Maybe if we remember this, then we won't get so upset when we make mistakes as we are learning. So this is like a little magic trick."**

## Choose Love Journals

Have students brainstorm difficult challenges and situations where they felt like they wanted to give up. Students draw a picture of themselves in that situation and use speech/thought bubbles with positive self talk to change their mindset.

### Activity

#### Scenarios

Print the following scenarios and have students work in groups to determine if it is a growth or fixed mindset statement. If it's fixed, have them write a growth mindset statement. They may refer to the growth mindset chart.

- Each Wednesday Jose's class has art. He tries to keep up with his teacher but always falls behind. He never complains but feels like art is just impossible for him. So he puts down his head when it gets too hard.
- Cassandra's best friend is an amazing skateboarder. It usually takes her friend a few attempts to master new tricks. It always takes Cassandra several days, or even weeks. Cassandra is always up for the challenge, though.
- Mrs. Reeds has always been a terrible cook. She never learned to cook when she was little. She has tried to cook but it never turns out well. She has decided that being a good cook is just not in her genes.
- The first time Jamal tried subtraction he was ready to give up. Instead he asked his teacher for some extra practice. After a few weeks and some extra help, Jamal is beginning to feel a bit better.
- Everyday at recess, Jamie sees kids playing wall-ball. She wants to join but isn't sure if she'll be any good. One day she works up the courage. Every Time it's her turn she loses. At the end of recess a friend asks if she will play again. And she replies, "Of course. How else will I get better."
- Tray and Nadia are math partners. While working on fractions, Tray is struggling to find the answer. Nadia asks if he would like some help. Tray says, "This is going to take some time and effort, but I think I'm on the right track."

## Role Play

Read the scenario. One person is the learner. The other is the brain. The learner will act out the scenario and the brain will encourage the learner using growth mindset talk.

- Jess is working on a speech for her report on whales. So far everyone else has remembered their speeches but she just can't get hers down. Plus, her poster doesn't look as nice as Kaden's.
- Kayla's class is learning fractions. Kayla is trying hard but she is so confused.
- Sonia has been taking swimming lessons every day. The other kids are able to swim to the other side of the pool quickly but she's always last.

Have students practice the scenarios to help internalize the thoughts and words.

## *Have a Lot of Fun!*

**Slide:** *(video)*

[The Power of Yet](#)

[Disney Lessons on Grit Character Development](#)

## *Transfer of Learning*

- Continue to practice Gratitude Breaths and Rest and Relax to get students calm, focused and ready to learn.
- When you see students struggling with learning new things and making mistakes along the way, remind them that mistakes are okay.
- Remind them of the Power of Yet.
- Help them to reshape their thinking/attitude from negative to positive.
- Celebrate mistakes because they help our brains grow.
- Recognize and reinforce when you see students working through frustration and persevering. \*Recognize when they are showing gratitude.
- Acknowledge when you make mistakes so students will be reminded that we all make mistakes and they are okay. Make sure you model a positive attitude when struggling with something or facing an adversity or making a mistake.

## Home Connection

Today our class read [My Strong Mind](#) by Niels van Hove.

(<https://www.youtube.com/watch?v=JJ671iG080U&feature=youtu.be>)

This is a book about growth vs. fixed mindset. At the dinner table, share times that each person overcame a challenge by using positive self talk and share what they said to themselves that helped them.



## Lesson 3: Growth Mindset

*“All things are difficult before they are easy.” ~ Thomas Fuller*

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"> <li>➤ Self Awareness</li> <li>➤ Self Management</li> <li>➤ Social Awareness</li> <li>➤ Interpersonal/Relationship Skills</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>➤ Define growth and fixed mindset</li> <li>➤ practice diaphragmatic breathing and focused awareness.</li> <li>➤ practice Rest and Relax activities.</li> <li>➤ identify the benefits of a growth mindset</li> <li>➤ repeat growth mindset statements</li> </ul>

### *Daily Dose of Love*

*“If no mistake you have made, losing you are. A different game you should play.”*

*~Yoda*

### *Educator Prep*

**Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions:**

**[Flight School](#)** by Lita Judge

(<https://youtu.be/uGLNTWKD5qI>)

**[“You Can Learn Anything”](#)** (Growth Mindset Video)

(<https://youtu.be/JC82I12cjqA>)

**"Ormie"** Growth Mindset *(video)*  
(<https://youtu.be/xd63g3d8q0s>)

**Prepare:**

**[Growth vs. Fixed Mindset chart](#)**

Students will need their Choose Love Journals

**Additional Supporting Literature**

**[After the Fall \(How Humpty Dumpty Got Back Up Again\)](#)** by Dan Santat  
(<https://youtu.be/dUKt1a6l3yw>)

## *Focused Awareness*

Choose a breath and lead students.

## *The Journey*

**We've been learning about growth and fixed mindsets. Today we're going to listen to a story about a penguin who wants to fly. Think about Penguin's mindset and the mindsets of others in the story.**

**Slide:** *(video read aloud)*

**[Flight School](#)**

**Discussion**

**"The teacher and Flamingo both knew that Penguin couldn't fly. Why did they let him stay in flight school anyway?"**

**"What lesson/moral did you learn from this story?"** (perseverance, growth mindset, and gratitude for oneself)

**"Have you ever heard of the word Grit? Penguin is an example of the character trait of grit. He wants to fly so badly and he perseveres even when others know he will never be able to fly."**

**“Think of a time that you persevered with grit. Turn and tell your partner.”**

*Slide: (Growth vs. Fixed Mindset chart)*

### Using the Growth vs. Fixed Mindset chart

**“Yet is a very special and powerful word. This is a word that can change the way your brain thinks and can change how you feel when you are learning. When we believe in the power of ‘yet’, instead of feeling frustrated because we don’t know something or can’t do something, we feel confident that we can get it if we take time and keep trying.”**

**“In third grade you have about 20,000 – 30,000 thoughts a day. Most of those thoughts are negative and you keep having those negative thoughts over and over. What are some negative thoughts you have? What happens when we have negative thoughts? How do our hearts feel? What happens in our bodies?”**

**“Here’s a new secret that even a lot of grown-ups don’t know. Kids are even better at this secret. The fastest way to change how we feel is to change how we think. We can’t always choose what happens to us, but we can always choose how we respond and we can choose to hold onto our personal power. We can’t always control how we feel, but we can always control how we think. Everyone has that super-power.”**

**“Do you ever notice what kind of thoughts you think?”**

**“If you pay attention to these thoughts, you would be amazed to discover that most of them are useless and unimportant. They run through our minds super fast, one right after another. Sometimes they are words we repeat in our minds, comments the mind makes, repeating what we hear.”**

**“Our minds are like hummingbirds that fly from one flower to another so fast we can’t even see their wings move. They never seem to stop moving. We don’t even realize that we are thinking all these thoughts.”**

**“The amazing secret is that we have the power to change our thoughts with gratitude. Gratitude is the great mind shifter. Repeat that after me: ... All we have to do is think of something or someone we are grateful for in that moment and our thoughts will change. Then when our thoughts change, our feelings and behavior change.”**

**“We can do this to build up our courage if we feel sad or scared about something. We can do this if we feel overwhelmed by something, or if we’re dealing with criticism.”**

**“Focusing on positive things can help us change our feelings from scared to confident. We can use gratitude to calm down if we’re feeling overwhelmed or nervous. We can also do this if we feel very happy or excited as a way to celebrate all the good things in our lives.”**

**Slide: [“You Can Learn Anything”](#) (Growth Mindset Video)**

## *Transfer of Learning*

- When you see students struggling with learning new things and making mistakes along the way, remind them that mistakes are okay. Celebrate mistakes because they help our brains grow.
- Remind them of the Power of Yet.
- Help them to reshape their thinking/attitude from negative to positive.
- Recognize and reinforce when you see students working through frustration and persevering/grit.
- Acknowledge when you make mistakes so students will be reminded that we all make mistakes and they are okay.
- Make sure you model a positive attitude when struggling with something or facing an adversity or making a mistake.

## *Have a Lot of Fun!*

**Slide: (video)**

**["Ormie"](#) Growth Mindset (video)**

Students can draw their own brain cartoons.

**Slide: (cartoon)**

## *Home Connection*

Share [fixed versus growth mindset statements](#) with families at home.



Grades 3 to 5 | GROWTH MINDSET | Lesson 4

## Lesson 4: The Cognitive Triangle

Our thoughts, feelings and actions are all connected.

CSED Model Standards	Learning Targets
<ul style="list-style-type: none"><li>➤ Self Awareness</li><li>➤ Self Management</li><li>➤ Social Awareness</li><li>➤ Interpersonal/Relationship Skills</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>➤ practice diaphragmatic breathing</li><li>➤ recognize that a growth mindset can help us change negative thoughts to positive thoughts</li><li>➤ recognize that negative thoughts can distort the positive things about you or around you.</li><li>➤ learn that their thoughts, feelings, and behavior all connect</li></ul>

### *Daily Dose of Love*

*"Success is not final. Failure is not Fatal. It's the courage to continue that counts."*

~Winston Churchill

### *Educator Prep*

**Preview and cue the following resources in advance of the lesson to avoid unexpected ads/other online distractions:**

#### [Thoughts, Feelings and Behaviours](#)

(<https://www.youtube.com/watch?v=PcFmrVZ0e-I>)

[Ish](#) by Peter H. Reynolds (*video read aloud*)  
(<https://www.youtube.com/watch?v=qZKoDRhmWxk>)

[Scholastic's Ish \(Español\) Casi in Spanish](#) (*video read aloud*)  
(<https://www.youtube.com/watch?v=l9CqLdZAWYs>)

[Growth Mindset Song for Students](#) (*music video*)  
(<https://youtu.be/OroRXBIEuRs>)

### **Prepare:**

Cognitive Triangle - Read the script ahead of time to become familiar with the triangle.  
Print the [Cognitive Triangle Worksheets](#).

### **Additional Supporting Literature and Resources**

[Bernice Gets Carried Away by Hannah E. Harrison](#)  
(<https://www.youtube.com/watch?v=kjjqYrX6lm8>)

Excellent resource [Not Yet](#) by Lisa Coz and Lori Hockema  
(<https://youtu.be/QBq6oagTBh0>) **Trailer Only**

## *Focused Awareness*

**“Let’s start by practicing (teachers choice) Breath together.”** (Select two students to help you lead the breath. Try to pick students that haven’t led the breath before to encourage participation and boost confidence.)

**“Now, let’s make sure our bodies are ready to learn by practicing Rest and Relax. Slowly take one more breath. Close your eyes, or look down, and completely relax. Today let’s feel gratitude for being able to learn new things. Let’s be grateful for all of the things we can do. Let’s be grateful for our mistakes because they help us learn.”**

**“Now, tighten up your whole body little by little and then slowly relax each part. Let your whole body relax. Let’s practice some positive phrases. Repeat after me: I am courageous. I try new things. Gratitude helps me overcome challenges. Forgiveness helps me move on after a mistake. Compassion helps me be okay with myself.”**

**“How do you feel now? I hope you feel calm and peaceful like I do. Now our minds are ready to learn.”**

## *The Journey*

**“Let’s start our lesson today by watching a short video about how our thoughts, feelings, and behaviors all work together.”**

**Slide: (video)**

### **Thoughts, Feelings and Behaviours**

**“Sometimes, if our thoughts are very intense and strong, we may need to find the time to be alone, to relax our body and mind with a brave breath or a grateful breath and rest and relax. We need to take time to think of something positive that makes us feel gratitude.”**

**Slide: (cognitive triangle)**

**“Here is a triangle that shows what happens in our minds, hearts, and bodies. It connects our thoughts, feelings, and actions. Our thoughts are our ideas and beliefs (arrow) Our feelings and Emotions are like feeling happy, sad, fear, anger, surprise (arrow) Our behavior is our actions, what we act out.”**

**“Let’s try an example. You’re playing a game and doing really well and you think, ‘Wow this is great!’ What feelings are you feeling? Happy, joy, pride? Or are you feeling angry and upset? How does your body show that? Are you slumped over with a sad face? Or are you sitting or standing tall with your head up and shoulders back, smiling?”**

**“Often there is a trigger that happens. A trigger is something that causes us to think and feel a certain way. For example - Someone calls you a name. What physical feelings do you feel? (feet get tight, clench fists, face gets hot). What thoughts do you have? ‘They’re going to pay. (I’m going to get them back.’ ‘I want to cry and run away.’) What feelings do you feel? Angry? Hurt and sad? How do you react with your behavior? (Call names back, run away, cry, shut down).**

**“Some thoughts are worrying thoughts. “Oh no... I’m not going to do well on my test!” “How do you feel? (Feelings are anxiety, shame, fear, etc.) “What happens in your body? (Hands clench, face crinkles up, you might feel hot, tummy hurts, heart beats fast.) “How do you respond with your behavior?” (Your bucket is feeling pretty empty and you feel**

like you want to dip into others' buckets. Brainstorm... You might avoid what's difficult, feel like you want to hide, give up, negative self-talk, 'I can't')

**"Let's get back to our secret of what gives us our super-power. We all can do something to break the cycle at any point in the triangle. thoughts, feelings, or what the body is doing. Anyone of those things breaks the cycle."**

**"What does your mind say? What does your heart feel? What does your body do? How do you behave?"**

Brainstorm.

**"What are more helpful thoughts? How can you use your super-power to change your thoughts?"**

**"Let's practice that. Take a deep gratitude breath, feel the air flow over your heart. Think of something you are grateful for (I'm grateful to be here with you right now) and say the words to yourself, for instance 'I'm grateful that the sun is shining today. I'm grateful for my family.'"**

**"Now how do you feel? Are you more relaxed and empowered? Who's the boss? Your thoughts? Your feelings? Your behavior?"**

*Slide: (poem, you may want to post this)*

**"Watch your thoughts, for they become words.**

**Watch your words, for they become actions.**

**Watch your actions, for they become habits.**

**Watch your habits, for they become character.**

**Watch your character, for it becomes your destiny."**

**Lao Tzu**

### **Pre Reading**

**"How many of you are artists? What are some of your favorite things to draw? Or do you like to paint, work with clay?"**

**“Think of a time you tried to do something and it just didn’t turn out the way you wanted it to. How does that feel?”** (Tell a partner)

**“What is something you’re really good at? Were you perfect at it the first time you tried it?”** (Tell a partner).

**“How should people react when they’re not perfect at something?”**

**“Let’s watch and listen to a story about a little boy who learns about the power of ‘ish’. We’ll talk about ‘ish’ after the story.**

**Slide: (video read aloud)**

[Ish](#)

### **Post-reading**

**“Why did Ramon have trouble drawing his pictures after his brother’s comment? If you were Ramon, would you have reacted the same way? What could Ramon have said to his brother?”**

**“What does Marisol mean when she says that the picture is ‘vase-ISH’?”**

**“What are some new ideas Ramon finds for his art once he starts to see the world in this new, -ish way? Why hadn’t he thought of these ideas before?”** (point out to students that his earlier work habits required that he always look at what he was attempting to draw)

**“What can you do ‘ish’?”** (Share some personal examples).

**“We’ve learned something important today....we’ve learned that mistakes are okay and they help us learn. We can turn a mistake into something great. Maybe if we remember this, then we won’t get so upset when we make mistakes as we are learning. This is like a little magic trick.”**

**Slide: (Cognitive Triangle Worksheet)**

Complete the Cognitive Triangle worksheet as a class. Later, students can complete them individually.

### **Choose Love Journals**

Have students brainstorm difficult challenges and situations where they felt like they wanted to give up. Students draw a picture of themselves in that situation and use speech/thought bubbles with positive self talk to change their mindset.

## *Have a Lot of Fun!*

Have students make a squiggle mark on a paper. Pass to a neighbor and have the neighbor create a picture from the squiggle! Talk about how we all can see things in different ways.

## *Transfer of Learning*

- The “triangle” is an extremely important tool that needs to be practiced regularly for students to internalize.
- Continue to acknowledge that gratitude can help us change negative thoughts to positive thoughts.
- Recognize that negative thoughts can distort the positive things about you or around you.
- Acknowledge when you or students are experiencing strong feelings and make a conscious effort to change the negative thoughts to grateful thoughts.
- Connect when possible how thoughts, feelings, and behavior all connect.
- Use actual experiences whenever possible to connect the students’ thoughts, feelings, and behavior and to use their super-power of gratitude.
- Continue to acknowledge and reflect with students when they were able to break the cycle or when they couldn’t and what they could have done differently.
- Practice the skills and tools of self help and stress reducing coping strategies

## *Home Connection*

Today our class read [Ish](#) by Peter H. Reynolds.

This is a book about growth vs. fixed mindset. At the dinner table, share times that each person overcame a challenge by using positive self talk and share what they said to themselves that helped them.

Share this video at home and talk about the power of positivity and how it can play out in your lives.



Grades 3 to 5 | GROWTH MINDSET | Additional Literature

## Additional Supporting Mindset Literature with Questions

*Please note that where possible, we have provided links to read aloud videos but cannot guarantee they will always be available since they were created by independent third parties. If the links don't work, we encourage you to search YouTube for an alternative but cannot guarantee that one exists.*

**The Book of Mistakes** by Corinna Luyken  
([https://www.youtube.com/watch?v=pGDOI\\_JRyvQ](https://www.youtube.com/watch?v=pGDOI_JRyvQ))

### **Pre-reading**

- "What do you think this book might be about?"
- "Do you think this is a fiction book (a story) or a non-fiction book (facts)?"
- "Is this a book you want to read? Why/why not?"
- "How many people are on the front cover?"
- "What are the people doing?"
- "Look closely at the picture, what do you think has been used to draw it?"
- "Who do you think drew the pictures for this book?"

### **Post-reading**

- "Did you enjoy this book? Why/why not?"
- "What do you think the book is trying to teach you?"
- "Have you ever made a mistake? What happened?"
- "How did you react to making a mistake? What did you do?"
- "Do you think it's true that sometimes mistakes can lead us to even better outcomes?"

[Beautiful Oops!](https://youtu.be/tjpeb6Xr1nc) by Barney Saltzberg  
(<https://youtu.be/tjpeb6Xr1nc>)

### Pre-reading

Show the title of the book. Ask students what they think this means. “How can an “oops” be beautiful?”

Ask if they remember someone saying “oops,” or if they remember saying, “oops.” “What happened that made someone say, ‘oops?’”

### POST READING

“Everybody makes mistakes, tell about a mistake you’ve made.”

“How did you react after making a mistake?”

“Did you become frustrated or upset?”

“Is there ever a time when making mistakes would be an okay thing?”

“After making a mistake, how can we be more positive with ourselves and our friends? How could this help us be less tense and anxious?”

“No one is perfect and we should not expect ourselves or our friends to be perfect. Mistakes are not always a bad thing. They can lead to opportunities to grow and become better.”

[Class Dojo Growth Mindset Episode 1: A Secret about the Brain](https://youtu.be/2zrtHt3bBmQ)  
(<https://youtu.be/2zrtHt3bBmQ>)

This is a five part series of Growth Mindset by Class Dojo. We’ve included the link for the first episode. There is a discussion guide that goes with the videos.

[The Girl Who Never Made Mistakes](https://youtu.be/E_S6k_tFtZl) by Mark Pett and Gary Rubenstein  
([https://youtu.be/E\\_S6k\\_tFtZl](https://youtu.be/E_S6k_tFtZl))

[The Oldest Student How Mary Walker Learned To Read](https://www.youtube.com/watch?v=K4FbgX2-Uck) by Rita Marie Hubbard and Oga Mora (<https://www.youtube.com/watch?v=K4FbgX2-Uck>)

[What Do You Do with a Chance?](#) by Kobi Yamada and Mae Besom  
([https://youtu.be/0\\_fYv3UrSIQ](https://youtu.be/0_fYv3UrSIQ))

[Thanks for the Feedback](#) by Julia Cook  
(<https://www.youtube.com/watch?v=s0jkyjk-pyw>)