

Grow Your Mind

TEACHER'S GUIDE

A child's mindset can impact their level of enjoyment and success in completing their day-to-day activities. The Grow Your Mind series is comprised of appealing guides for young children that are designed to help them develop a "growth mindset." When children believe they can overcome challenges, they understand that failing is simply learning and that putting in time and effort will lead to higher achievement. Each book is packed with fun and varied ways for children to improve concentration, positivity, confidence, and mental well-being in a way that works for them. The Grow Your Mind Teacher's Guide provides interactive and engaging lessons that help students learn strategies for developing and maintaining a growth mindset, as well as staying positive.

The lesson plans in the Grow Your Mind Teacher's Guide are tailored towards students in Grade 4. These lessons require students to work independently and collaboratively in developing strategies for maintaining a growth mindset. Students will develop thought processes and learn practical strategies for thinking positively and building resilience, and will be encouraged to ask for help when needed. Students will be able to share their new learning with their classmates in different ways throughout each lesson.

Each lesson plan in this guide can be taught as a stand-alone lesson. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in Grow Your Mind include:

Ask for Help
Boost Your Brain
Build Resilience
Don't Panic
Face Your Fears
Make Mistakes
Think Positive
Work Smarter

PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
Making Mistakes and Asking for Help	1-2 class periods	fixed mindset growth mindset improve obstacle progress strategy trial and error
Don't Panic and Face Your Fears	1-2 class periods	adrenaline fixed mindset future friend growth mindset mind map neurons talk time umbrella breath
Boost Your Brain and Work Smarter	1-2 class periods	brain hug chunking fixed mindset growth mindset multitasking
Build Resilience and Think Positive	1-2 class periods plus ten minutes per day for a week to complete "Grateful Jar" task	attitude fixed mindset growth mindset persevere resilience unconscious visualization

* 1 class period = 40 to 60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provide model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions

Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

Making Mistakes and Asking for Help

Curriculum Correlations

Ontario Language Arts Standards

Grade 4 Reading

1.1, 1.4, 1.6, 1.6, 3.1

Common Core State Standards

RI.4.1

RI.4.2

RI.4.4

RI.4.8

RI.4.9

Materials

- Scrap Paper
- Chart Paper
- *Fixed vs. Growth Mindset Chart* (one per group)
- *Ask for Help Exit Card* (one per student)
- Grow Your Mind series
 - ▶ *Make Mistakes*, pg. 1-6, 7, 15, 17, 21, and 25;
 - Ask for Help*, pg. 4-6, and 8

Objectives

Students will be able to:

- Understand what fixed mindsets and growth mindsets are.
- Identify examples of thoughts and/or approaches that align with fixed and/or growth mindsets.
- Identify individuals they feel safe asking for help.

Setting the Stage

Begin the lesson by asking students to brainstorm the definitions of “fixed mindset” and “growth mindset” by participating in a Think-Pair-Share.

First, give students one minute to think about each of these terms, and what they think the terms mean. If needed, students can jot their ideas down on a piece of scrap paper.

Next, have students turn to their neighbour and share their ideas. Give each pair two minutes (one minute per student) to share their ideas.

Lastly, have each partnership share the ideas they came up with during their brainstorm activity.

After each pair has had a chance to share their ideas, read pages 1-6 of *Make Mistakes* aloud to the class. Please provide each student with a copy of the book so that they are able to follow along as you read. Upon completion of these pages, reinforce for students that a **fixed mindset is defined as the belief that your intelligence is fixed and can't be changed, and a growth mindset is defined as the belief that your intelligence is always changing because your brain can grow stronger.**

Share a personal example of fixed versus growth mindset (for example, a mistake you made that you corrected). Ensure you include an example of where your thoughts reflected that of a fixed mindset, and how your thoughts changed to reflect that of a growth mindset.

Explain to the class that now they will have the opportunity to read the stories of other children, and will work with their classmates to identify examples of fixed and growth mindsets in their selections.

Activity #1

Divide the class into five equal groups, and assign one character story (Riya, pg. 7; Jamie, pg. 15; Oliver, pg. 17; Adwoa, pg. 21, and Antonio, pg. 25) to each of the groups.

Each student will need a copy of the book so that they can read along in their small groups. Advise students that once they have finished reading their assigned character story, they must discuss and then record examples of fixed and growth mindsets in the text.

Provide each group with a copy of the *Fixed vs. Growth Mindset Chart* to organize their findings and ideas. Ask students to split up the tasks of reading aloud and recording so everyone has a chance to participate. If needed, you can assign “reader” and “writer” roles to your students.

Once students have completed the reading task, ask them to brainstorm other examples of how their assigned character could have embraced a growth mindset in overcoming the challenge in their story. Students can add these to the bottom of their chart.

Take time to travel around to each group as they work independently to ensure all students are on task. Once complete, have students share the findings on their chart with the rest of the class. (Choose one student to share from each group. This can be assigned in advance, or the groups can choose independently.)

Wrap-Up

Reinforce for students that everyone makes mistakes, and that making mistakes is OK; how we approach and think about our mistakes is what makes the difference between a fixed or growth mindset.

Explain to students that sometimes there are mistakes that may be difficult to overcome independently, and they may get stuck in a fixed mindset. If this is the case, advise students that they can always ask for help. This is one way to get assistance in moving from a fixed to a growth mindset.

Gather the class together (either at their own desks or in a circle) and read *Ask for Help* pages 4-6, and 8 aloud to the class. As a group, brainstorm who students might ask for help if they make a mistake or were struggling with a problem or challenge.

Have students share their answers aloud, and create a mind map on a piece of chart paper. Display this chart paper in the classroom as a reminder of different helpers students could call on if they were having trouble correcting or moving past a mistake (for example: friend, teacher, parent/guardian, principal, etc.).

Extensions

- Students can create case studies in their small groups with examples of both fixed and growth mindsets. For additional practice, these could be passed amongst the other groups to continue practicing how to identify examples of both types of mindsets.

Assessment

Provide each student with one copy of the *Ask for Help Exit Card*. Ask students to write down an example of when they used a growth mindset to overcome or correct a mistake. Ask students to then record one to two people they would feel comfortable asking for help. Remind students to remember who these individuals are so they do not struggle when they need help next.

Fixed vs. Growth Mindset Chart

Group Members: _____

Case Study Character: _____

Challenge(s) your character faced:

Examples of “fixed mindset” in the case study:

Examples of “growth mindset” in the case study:

What are some other examples of “growth mindset” that could have been used by your case study character?

Ask for Help Exit Card

Case Study Character: _____

Write about a time you used a growth mindset to overcome a challenge or mistake. _____

Name a person or people who you would be comfortable asking for help.

•

•

•

LESSON 2

Don't Panic and Face Your Fears

Curriculum Correlations

Ontario Language Arts Standards

Grade 4 Reading

1.1, 1.3, 1.4, 1.6, 3.1, 3.3

Common Core State Standards

RI.4.1

RI.4.2

RI.4.4

RI.4.5

RI.4.7

RI.4.9

C3 Framework for Social Studies

D2.Civ.8.K-2

D2.Civ.10.K-2

Materials

- *Future Friend Handout* (one per student)
- *Mind Map Handout* (one per student)
- *Mind Map Checklist* (one per student)
- Grow Your Mind series
 - ▶ *Don't Panic*, pg. 4-6, and 7; *Face Your Fears*, pg. 6-7, and 8-10.

Objectives

Students will be able to:

- Understand what fixed mindsets and growth mindsets are.
- Develop practical strategies for understanding and overcoming worry, fear, and panic.
- Identify a trusted adult who they can go to for support when needed.

Setting the Stage

Provide each student with a copy of the *Don't Panic* book and read pages 4-6 aloud to the class. Ask students to follow along in their own books as you read. You can ask for student volunteers to read if you feel this would be helpful for your students.

Discuss how a sense of panic or calm can be impacted in different ways depending on whether a growth or fixed mindset is being used. Explain that **a fixed mindset is defined as the belief that your intelligence is fixed and can't be changed and a growth mindset is defined as the belief that your intelligence is always changing because your brain can grow stronger.**

Explain to students that when it comes to panic or worry, using a fixed mindset means that people believe someone is either smart or not, or that a person is either relaxed or a worrier. In contrast, a growth mindset helps people realize that this is not true.

Advise students that we have billions of **neurons which are defined as cells in our brain that pass information back and forth to one another.** Our thoughts and actions can help build new neuron-connecting paths, as well as strengthen the helpful ones that already exist.

Explain to students that this is why it is so important to develop strategies that help to reduce feelings of panic, and to help them think more positively in stressful situations. Reinforce how important it is to develop practical strategies that help when situations start to feel overwhelming.

Ask students to turn to page 7 of *Don't Panic* and complete the activity outlined. Discuss the importance of **being a future friend which is defined as taking actions now to help them avoid panic in the future.**

Have students think of three situations that might make them feel panicked, or could have made them feel that way in the past. They will record their ideas on the *Future Friend Handout*.

Once they have written down their three examples on the *Future Friend Handout*, have students partner up with a classmate. Together, they will review each set of examples to try and determine ways they can be a future friend to themselves if they were in these situations. Have students also record these ideas on their handout. Allow students to share some of their examples with the rest of the class.

Activity

Explain to students that while sometimes being a future friend may be easy to do; this is not always the case. Sometimes certain situations might feel too overwhelming or scary to handle independently. This is why it is important to have **talk time** with a trusted adult.

Explain that **talk time is defined as time that is put aside every day to talk with a trusted adult about anything that is worrying them.**

Advise students that sometimes panic and fear can feel very similar, and it can be difficult to overcome these feelings alone. These feelings can cause **adrenaline which is defined as a natural substance that your body produces when it thinks you are in danger.** Explain that now we will explore what causes fear, and some practical strategies for overcoming it.

Ask students to open *Face Your Fears* and read pages 8-10 together as a class. You can read aloud to the students, or ask for student volunteers to take turns reading.

Have students practice taking umbrella breaths as outlined on page 9. Remind students that for a strategy like umbrella breathing to be helpful, it needs to be practiced. An **umbrella breath is defined as a slow, deep breath in which you imagine your belly opening and closing like an umbrella.** Allow as much time as possible for students to practice this strategy.

Read pages 6-7 of *Face Your Fears*. Explain that students will now have the opportunity to create their own mind map to break down one of their fears. Provide each student with a copy of the *Mind Map Handout*. In the middle circle, students will record what their fear is. In the three outer circles, students will record why they have this fear. Students can record this information in sentences or pictures, or a combination of both. Allow students to be creative.

Wrap-Up

In the bottom left of the handout, students will now record three examples of positive actions they can take that will help them feel safer and more able to face their fear. Advise students that they will then hand in their handout to you so you can review their fears and actions. Remind students that you are able to be a trusted adult for them, and if they have a fear they would like to discuss with you, to please check off that they would like a private meeting with you. This will allow you to monitor any pressing concerns students may have.

Extensions

- Students could complete additional *Mind Map Handouts* if there are other fears they want to explore with positive action. Could also have students read one of the student scenarios from the book (i.e. page 11, Alfie), and have them complete a *Mind Map Handout* based on his story.

Assessment

Assess student understanding during lessons using observation. Review student work to clarify misunderstandings as needed. Collect *Mind Map Handouts* and assess using the *Mind Map Checklist*. Set up follow-up meetings on an as-needed basis.

Future Friend Handout

Student Name: _____

Record three examples of situations that might make you feel panicked:

1. _____

2. _____

3. _____

Under each corresponding number, record one way you could be a future friend for yourself in these situations:

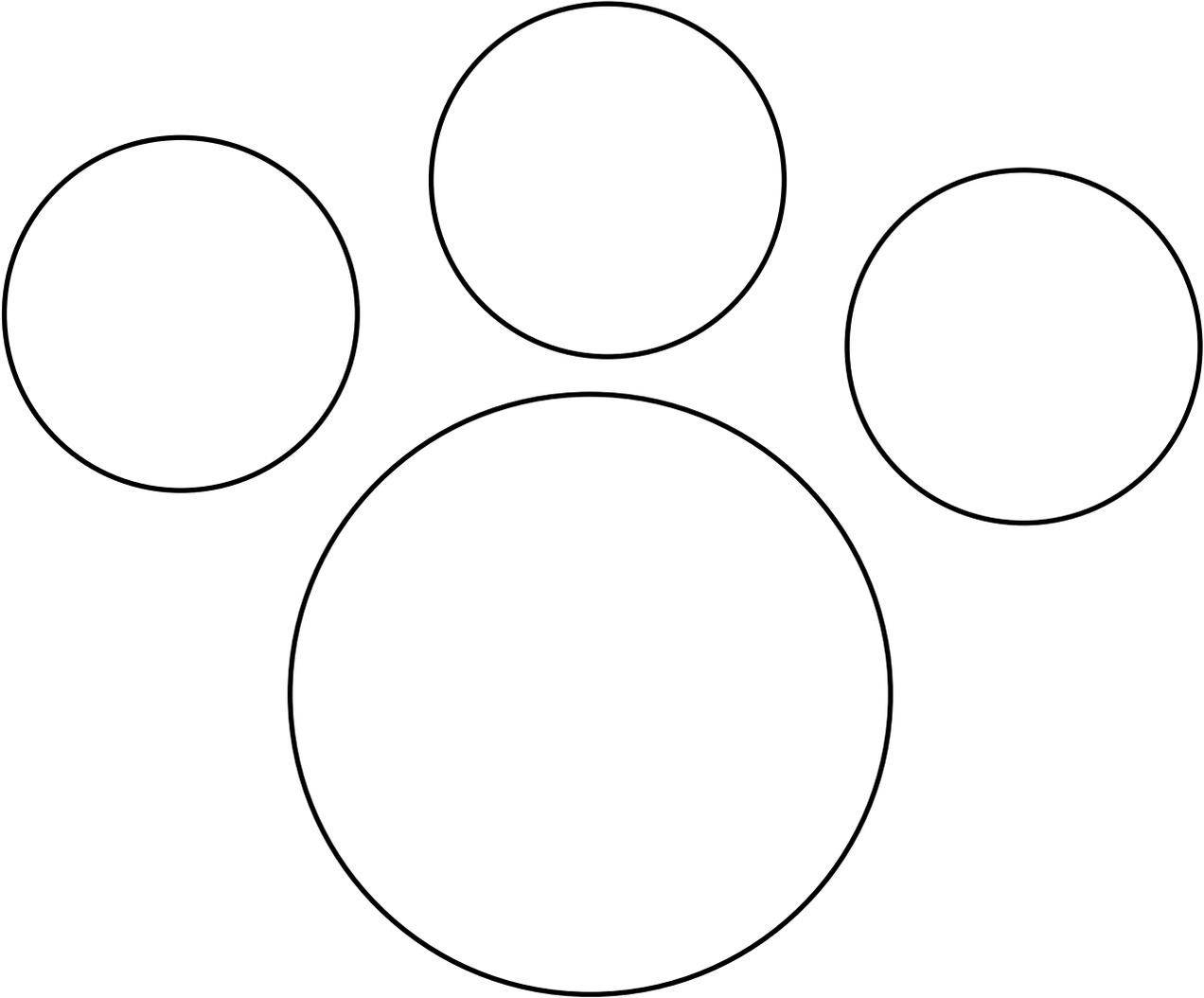
1. _____

2. _____

3. _____

Mind Map Handout

Name: _____



Positive Actions:

-
-
-

Student Name: _____ **Date:** _____

Mind Map Exit Card

Criteria	Check
Student has recorded one fear in the center circle.	
Student broke down reasons for fear in three outside circles.	
Student recorded three positive actions they can take to overcome their fears.	

Comments _____

Student Name: _____ **Date:** _____

Mind Map Exit Card

Criteria	Check
Student has recorded one fear in the center circle.	
Student broke down reasons for fear in three outside circles.	
Student recorded three positive actions they can take to overcome their fears.	

Comments _____

LESSON 3

Boost Your Brain and Work Smarter

Curriculum Correlations

Common Core State Standards

RI.4.1
RI.4.2
RI.4.4
RI.4.5
RI.4.9

Ontario Language Arts Standards

Grade 4 Reading
1.1, 1.3, 1.6, 3.1,

Materials

- Chart Paper
- Markers
- Compact mirror (one per student)
- Grow Your Mind series
 - ▶ *Boost Your Brain*, pg. 6, and 10-12;
Work Smarter, pg. 6-29, and 30.

Objectives

Students will be able to:

- Develop and practice strategies for boosting their brain.
- Identify smart-working strategies.

Setting the Stage

Provide each student with a copy of the *Boost Your Brain* book and read page 6 aloud to the class. Ask students to follow along in their own books as you read. You can ask for student volunteers to read if you feel this would be helpful for your students.

Ask students to raise their hand to share some examples of things that sometimes distract their thoughts when they are trying to get tasks done. Record examples shared by the class on a piece of chart paper at the front of the room.

Explain to students that eliminating distractions is just one way that they can boost their brain, and that learning how to give their brains a break will help in minimizing distractions.

Next, read pages 10-12 aloud with the class. Again, ask for student volunteers if you choose.

Have students follow the suggestions on page 11; (1) Move Around, (2) Make Yourself Smile, and (3) Say Something Nice to Yourself. Now is your opportunity to make these actions fun! If possible, turn on some age-appropriate music and have students dance and/or jump around. Be sure to take all necessary safety precautions (i.e. moving desks, chairs, etc.).

After students have completed this action, have them move to step two. Students can think of a funny joke, draw a silly picture, anything that makes them smile. You can brainstorm some options with the class in advance if you would like to keep the activity more controlled.

Lastly, have students practice saying something nice to themselves. Provide each student with a small compact mirror, and have them spread around the classroom so that they have a quiet space to themselves. Explain that sometimes this might feel awkward or uncomfortable. Volunteer to work with students if they are having trouble thinking of something.

Remind students to try to move away from physical attributes and to try to compliment their personality or inner self. By doing this, they will have a backpack full of self-compliments when they need **a brain hug, which is defined as when you turn a nasty, negative thought about yourself into a positive, caring one that helps you and your brain feel better**. Remind students that these are steps they can take when they are feeling distracted to help boost their brain, shift their focus, and to get back on task.

Activity

Explain to students that taking time to boost their brain will allow them to work smarter.

Divide the class into six equal groups. Provide each group with a piece of chart paper and some markers. Provide each student with a copy of *Work Smarter*. Advise students that today they have the opportunity to be researchers, and the *Work Smarter* book will be their guide. Explain that the book is full of many different smart-working tips, and their job is to uncover some of the examples on pages 6-29.

As each group skims through the book, they can record the smart-working tip on their chart paper. Allow students to complete this task with their small groups.

Wrap-Up

Once students have completed their research, have each group share an example of a smart-working tip they uncovered in their book. Travel around to each group until all tips have been shared.

As groups share their responses, record on a piece of chart paper at the front of the room. This can then be used as an anchor chart in the classroom for future use, when students need a refresher of things they can do to work smarter. Review page 30 with the class to ensure all examples have been included on the anchor chart.

Extensions

- You could have each group focus on only one smart-working tip. In this case, each group would be responsible for creating an anchor chart for their assigned tip. This would require students think creatively in developing their detailed and visually-appealing display.

Assessment

Assess student understanding during individual and group work task through observation. Travel around the classroom during the activities ensuring students are on task, and that students understand the content being addressed. Clarify misunderstandings as needed. Collect chart papers from each group to assess for completion.

LESSON 4

Build Resilience and Think Positive

Curriculum Correlations

Common Core State Standards

RI.4.1
RI.4.2
RI.4.4
RI.4.5
RI.4.9

Ontario Language Arts

Grade 4 Reading
1.1, 1.3, 1.4, 3.1

Materials

- *Grateful Jar Handout* (one per student)
- Small jars (one per student)
 - ▶ Can be glass or plastic; must have a lid (i.e. mason jar)
- Grow Your Mind series
 - ▶ *Build Resilience*, pg. 4-7, and 16;
Think Positive, pg. 12-13.

Objectives

Students will be able to:

- Understand the importance of resilience.
- Practice strategies for focusing on the positive.

Setting the Stage

Read pages 4-6 of *Build Resilience* aloud to the class. If students are comfortable doing so, ask for some volunteers to share some examples of things they tried to do, but maybe struggled in succeeding at first. Some examples could include trying a new sport, playing a new instrument, drawing a complicated picture, etc. Share some of your own examples as well so students can see that even adults may struggle when trying something new as well.

Now turn to page 16 and read aloud to the students. Reinforce to students that even when things may seem challenging, it is important to always try to think positively. Explain that while there are many different strategies for focusing on the positive, the strategy you will focus on today is gratefulness.

Activity

Read pages 12-13 aloud to the class. Explain that today they will have the opportunity to create their own gratefulness jars.

Provide each student with a jar and a copy of the *Grateful Jar Handout*. Give your students time to cut out each section of their handout. Once complete, advise students that they will add to their jar every day for a week. Each day, they will record something they are grateful for on one of the blank slips of paper in their jar.

Wrap-Up

At the end of the week, students should have completed all five slips of paper and put them in their Gratefulness Jar. Allow students time to remove each slip of paper and review the five things they recorded over the week. Then allow students to share their items with a partner or the rest of the class if they are comfortable. Advise students that after you have reviewed their jar for completion, they may take it home and continue this practice if they so choose. Encourage students to do so.

Extensions

- This activity takes a minimum of one week, however, you could continue the activity for longer if you choose. You could also encourage students to include photos, drawings, quotes, or small trinkets in their jars.
- Students can choose a slip from their Gratefulness Jar and create a project or plan a gesture to show how they are grateful. They may choose to create a card, return a favor, or record a video, for example. Allow students to be creative and pass on their positive thoughts to others.

Assessment

Assess Gratefulness Jars for completion.

Grateful Jar Handout

Today is _____ (date) and I am grateful for...



Today is _____ (date) and I am grateful for...



Today is _____ (date) and I am grateful for...



Today is _____ (date) and I am grateful for...



Today is _____ (date) and I am grateful for...

