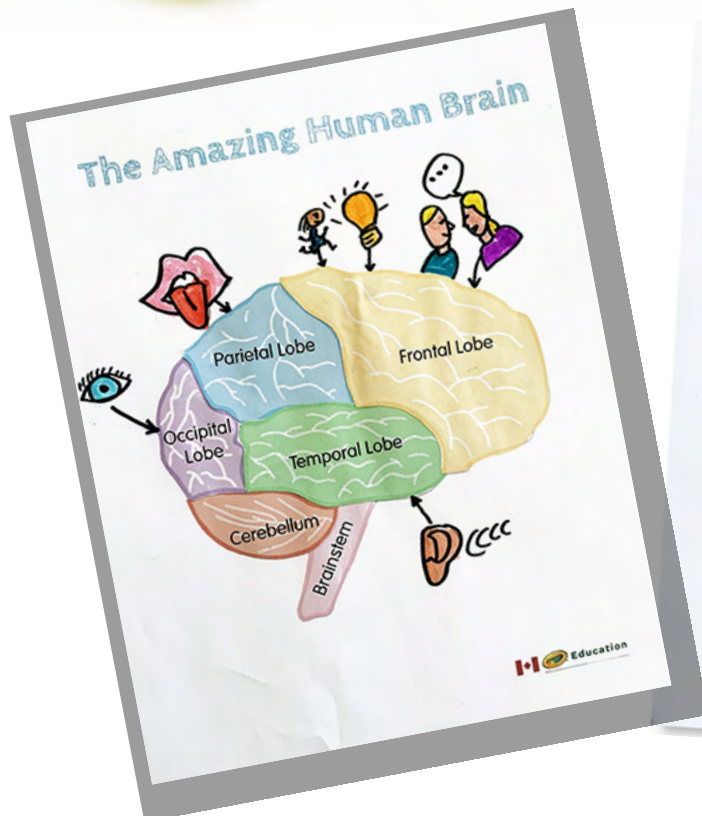




# GROWTH MINDSET BUNDLE

Grades 3-6

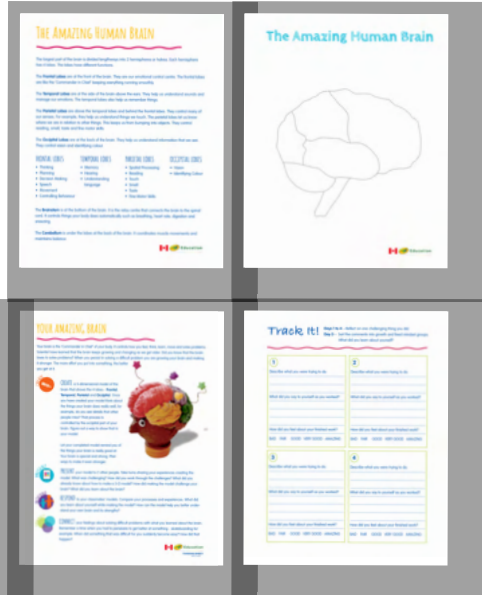
Creative activities to  
foster a Growth Mindset



# GROWTH MINDSET BUNDLE

## 1. Understanding the **BRAIN** - Science, Visual Arts, Language Arts

- The Amazing Human Brain - Read for Understanding
  - Cut and Paste Brain Puzzle
- Check For Understanding - Quiz
- Your Amazing Human Brain - Model Making
- Track It! - Reflection Task



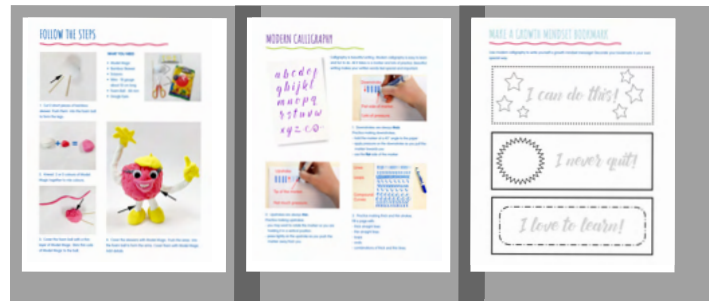
## 2. Understanding **THINKING** - Visual Arts, Language Arts

- What is a Mindset?
- 'Not Yet' Journal
- Decorated Pages
- S.M.A.R.T Goal Setting



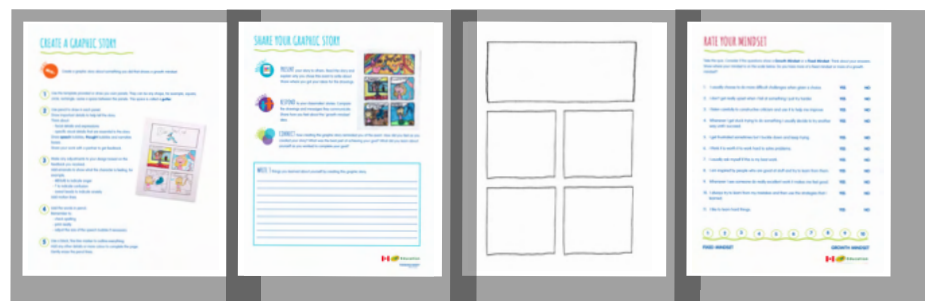
## 3. Encouraging **SELF-REFLECTION** - Visual Arts, Language Arts

- Mindset Buddy - Model Making
- Modern Calligraphy Mindset Bookmark



## 4. Writing About **SUCCESS** - Visual Arts, Language Arts

- Creating a graphic story
- Rate Your Mindset



# THE AMAZING HUMAN BRAIN

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The brain is an amazing organ. It controls everything the body does. Scientists have learned that the brain keeps growing and changing as we get older.

The largest part of the brain is divided lengthways into **2 hemispheres** or halves. Each hemisphere has 4 lobes. The lobes have different functions.

The **Frontal Lobes** are at the front of the brain. They are our emotional control centre. The frontal lobes are like the 'Commander in Chief' keeping everything running smoothly.

The **Temporal Lobes** are at the side of the brain above the ears. They help us understand sounds and manage our emotions. The temporal lobes also help us remember things.

The **Parietal Lobes** are above the temporal lobes and behind the frontal lobes. They control many of our senses. For example, they help us understand things we touch. The parietal lobes let us know where we are in relation to other things. This keeps us from bumping into objects. They control reading, smell, taste and fine motor skills.

The **Occipital Lobes** are at the back of the brain. They help us understand information that we see. They control vision and identifying colour.

## FRONTAL LOBES

- Thinking
- Planning
- Decision Making
- Speech
- Movement
- Controlling Behaviour

## TEMPORAL LOBES

- Memory
- Hearing
- Understanding Language

## PARIETAL LOBES

- Spatial Processing
- Reading
- Touch
- Smell
- Taste
- Fine Motor Skills

## OCCIPITAL LOBES

- Vision
- Identifying Colour

The **Brainstem** is at the bottom of the brain. It is the relay centre that connects the brain to the spinal cord. It controls things your body does automatically such as breathing, heart rate, digestion and sneezing.

The **Cerebellum** is under the lobes at the back of the brain. It coordinates muscle movements and maintains balance.

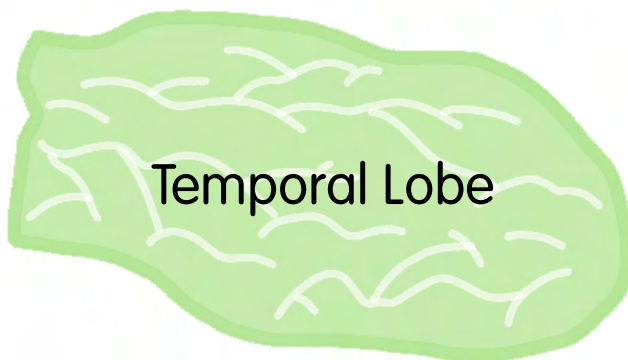
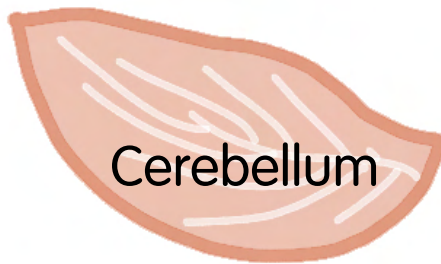
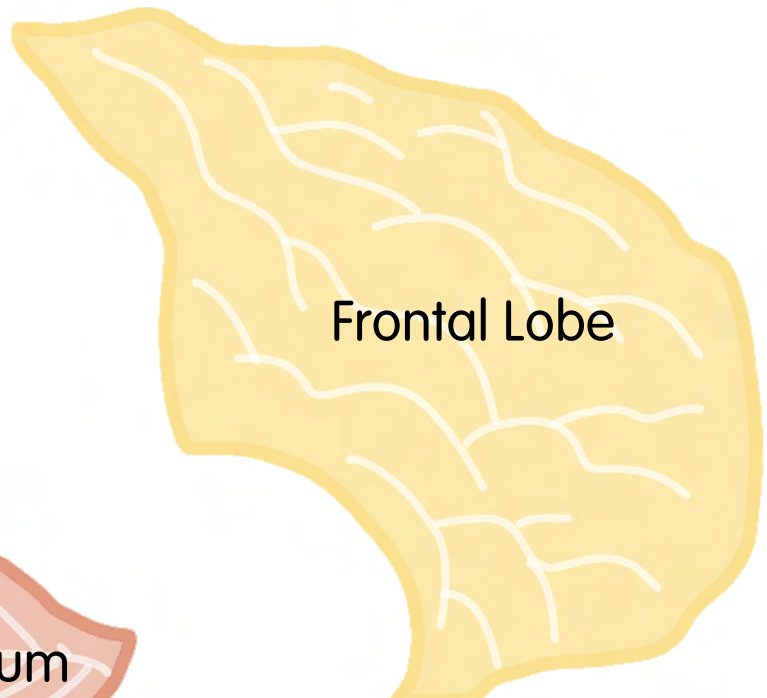
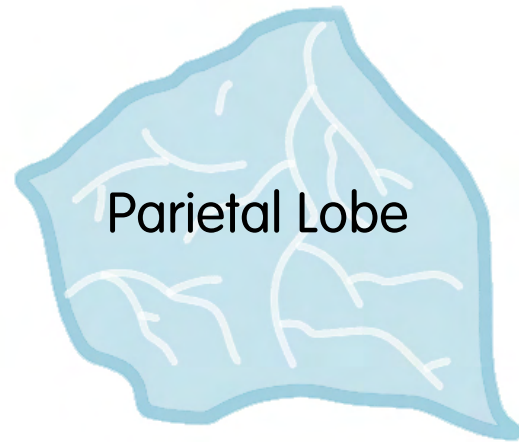
# The Amazing Human Brain





# COMPLETE THE BRAIN PUZZLE

1. Cut out each shape.
2. Glue the shapes in place.
3. Glue the **Brainstem** in place **first**.
4. Glue the **Cerebellum** in place **second**.
5. Glue the **Temporal Lobe** in place **last**.
6. Draw symbols beside each lobe to show its function.



# What do you remember about the brain?

## Take the Quiz!

---

- ☐ 1. The Brainstem is at the \_\_\_\_\_ of the brain.
- ☐ 2. The Brainstem connects the brain to the \_\_\_\_\_.
- ☐ 3. The Brainstem controls \_\_\_\_\_.
- ☐ 4. The Cerebellum maintains \_\_\_\_\_.
- ☐ 5. The Frontal Lobes are at the \_\_\_\_\_ of the brain.
- ☐ 6. The Frontal Lobes control \_\_\_\_\_.
- ☐ 7. The Temporal Lobes help us understand \_\_\_\_\_.
- ☐ 8. If someone has lost their sense of smell they might have injured their \_\_\_\_\_.
- ☐ 9. If someone is having vision problems they might have injured their \_\_\_\_\_.
- ☐ 10. If someone injures their temporal lobes they might have trouble \_\_\_\_\_.

NAME: \_\_\_\_\_



Education

# YOUR AMAZING BRAIN

Your brain is the 'Commander in Chief' of your body. It controls how you feel, think, learn, move and solve problems. Scientists have learned that the brain keeps growing and changing as we get older. Did you know that the brain loves to solve problems? When you persist in solving a difficult problem you are growing your brain and making it stronger. The more effort you put into something, the better you get at it.



**CREATE** a 3-dimensional model of the brain that shows the 4 lobes - **Frontal**, **Temporal**, **Parietal** and **Occipital**. Once you have created your model think about the things your brain does really well, for example, do you see details that other people miss? That process is controlled by the occipital part of your brain. Figure out a way to show that in your model.

Let your completed model remind you of the things your brain is really good at. Your brain is special and strong. Plan ways to make it even stronger.



**PRESENT** your model to 2 other people. Take turns sharing your experiences creating the model. What was challenging? How did you work through the challenges? What did you already know about how to make a 3-D model? How did making the model challenge your brain? What did you learn about the brain?



**RESPOND** to your classmates' models. Compare your processes and experiences. What did you learn about yourself while making the model? How can the model help you better understand your own brain and its strengths?



**CONNECT** your feelings about solving difficult problems with what you learned about the brain. Remember a time when you had to persevere to get better at something - skateboarding for example. When did something that was difficult for you suddenly become easy? How did that happen?



# FOLLOW THE STEPS



## WHAT YOU NEED

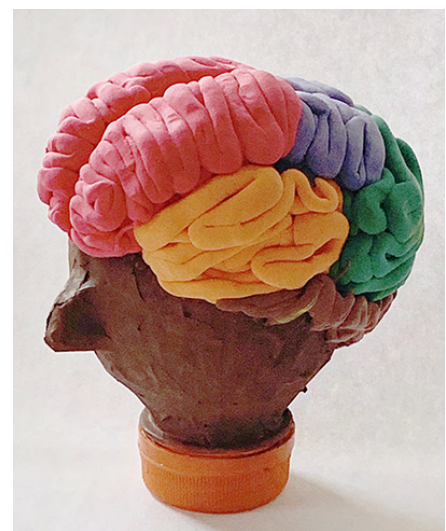
- Crayola Model Magic
- Crayola Scissors
- Crayola School Glue
- Crayola Acrylic Paint
- Crayola Paintbrushes
- Recycled Plastic Bottle
- Masking Tape
- Aluminum Foil
- Googly Eyes



1. Cut the bottle about 7 cm from the lid to the shoulder. Use this piece.
2. Scrunch a piece of aluminum foil into a ball.
3. Stuff it into the bottle so half of the foil ball is above the bottle.



4. Cover the bottle and the foil with small pieces of masking tape.
5. Pinch some tape together to make a nose.
6. Add it to the shape so it looks like a head.



6. Cover the top of the head with a thin layer of Model Magic.
7. Roll long coils of Model Magic and stick them to the head to form the lobes and cerebellum of the brain.
8. Use acrylic paint to finish the model.



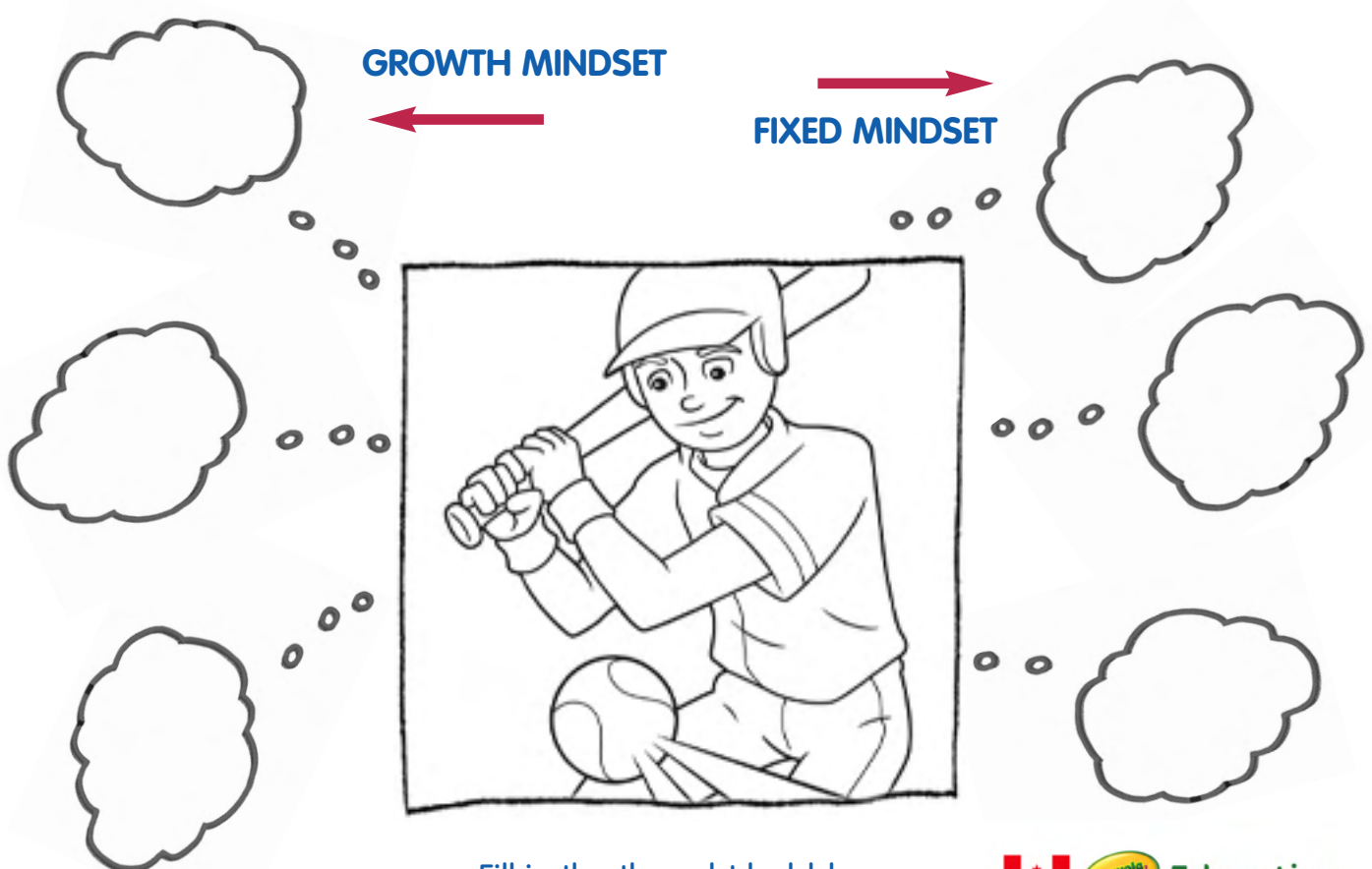
# WHAT IS A MINDSET?

How does it feel when you face a challenge? What if someone suggests a way to make your work better? Do you just ignore it? Do you get angry? Do you try to learn from it?

Carol Dweck is a researcher who has discovered that people who have a **Growth Mindset** believe that they can get smarter by persevering and working hard. They are not afraid to try difficult things even if it means they may fail at times. They learn from their mistakes and keep trying new ways to meet their goal. They don't give up. The result is they reach higher levels of accomplishment.

People with a **Fixed Mindset** have the opposite approach. They think they are born as smart and talented as they are ever going to be, so they try hard not to look dumb. They are afraid to try difficult things because they might fail. They think that will make them look stupid. People with a fixed mindset feel threatened by other people's success. It just makes them feel even less capable. Because they are worried about failing they give up easily and as a result they don't achieve as much as they are capable of.

## WHAT IS HE THINKING???



Fill in the thought bubbles.

# Track It!

**Days 1 to 4** – Reflect on one challenging thing you did.

**Day 5** – Sort the comments into growth and fixed mindset groups.

What did you learn about yourself?

1

Describe what you were trying to do.

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What did you say to yourself as you worked?

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How did you feel about your finished work?

BAD FAIR GOOD VERY GOOD AMAZING

2

Describe what you were trying to do.

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What did you say to yourself as you worked?

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How did you feel about your finished work?

BAD FAIR GOOD VERY GOOD AMAZING

3

Describe what you were trying to do.

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What did you say to yourself as you worked?

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How did you feel about your finished work?

BAD FAIR GOOD VERY GOOD AMAZING

4

Describe what you were trying to do.

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What did you say to yourself as you worked?

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How did you feel about your finished work?

BAD FAIR GOOD VERY GOOD AMAZING

# SET SMART GOALS!

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If you really want to achieve something important set a clear goal and make it happen. Use the **S.M.A.R.T.** goal-setting system to set effective goals for yourself.

S.M.A.R.T. is an acronym that can help you remember 5 key components of an effective goal.

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**imely

**SPECIFIC** - Ask yourself what you want the result to be. Your goal should answer the questions:

**What** am I trying to do? **Why** do I want to do it? **Who** will help me? **When** will I do it? **Where** will I do it? Answering these questions will help you better understand what it is you are trying to achieve.

Make a clear statement that is as detailed as possible, for example, 'I want to read 20 books about lots of different things by the end of the school year. I will do this by choosing 2 chapter books from the library each month. I will read for half an hour before bed every night. I will ask my mom to help me with any words or things I don't understand.'

**MEASURABLE** - Ask yourself how you will know you are making progress along the way. You need to track how you are doing in case you need to make a few changes. You will likely be using numbers as part of this tracking.

**ACHIEVABLE** - Ask yourself if your goal is either too easy or too difficult. Set a realistic goal. It should be challenging enough to be stimulating and not so difficult that you will just get frustrated. You want to feel really satisfied when you achieve your goal.

**RELEVANT** - Ask yourself if your goal is important. How will achieving this goal make your life better?

**TIME-BOUND** - Set a deadline for completing your goal – when do you start, and when do you finish? Divide the time up into milestones along the way so you can track your progress.

My goal – \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**SPECIFIC** – What result do I want?



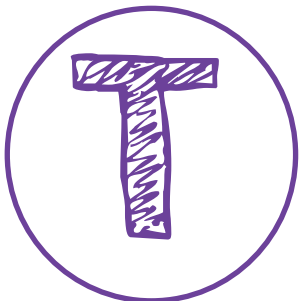
**MEASURABLE** – How will I track my progress?



**ACHIEVABLE** – How realistic and challenging is my goal?



**RELEVANT** – How will I benefit from achieving this goal?



**TIMELY** – What's my deadline?

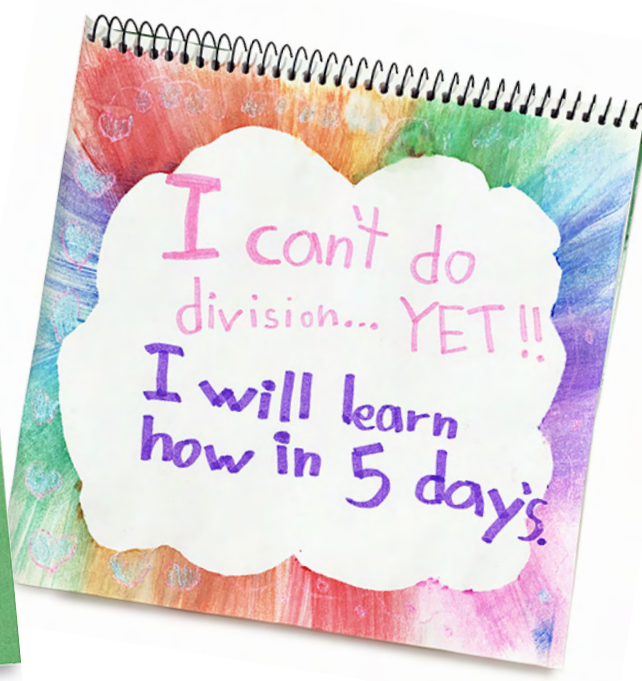


# CREATE A 'NOT YET' JOURNAL

When you say, 'I can't do it,' it sounds pretty final. If you say 'I can't do it . . . **YET**,' it sounds like you are working on it and will be able to do it soon. It shows that you know you are still learning and that what you are trying to do is possible, just not yet.



**CREATE** a 'Not Yet' journal. Make it super special and use it to record your goals and plans to achieve them.



**PRESENT** your journal in a small group. Talk about the cover design and how you made it. Discuss your use of colour and shape. How do they add to the overall composition? What message does your cover design communicate? Why is that a good message for your journal?



**RESPOND** to your classmates' journals. Compare the designs and messages they communicate. How are they the same as yours? Share ideas about the 'not yet' idea. How does it help develop a growth mindset?



**CONNECT** how writing a goal using a 'not yet' mind set makes you feel about being able to achieve it. When you write your plan be specific. Describe what you want to do. Set a target date for achieving it. Then start working!

# DECORATE YOUR JOURNAL PAGES

## WHAT YOU NEED

- Journal - (Crayola Sketchbook)
- Crayola Broad Line Markers
- Clear Plastic Film
- Crayola Scissors
- Masking Tape
- Water
- Small Piece of Sponge
- Paper Towels
- Water Containers



1. Cut a shape out of a piece of plastic film.

2. Roll a piece of masking tape with the sticky side facing out to make a cylinder.

3. Fasten the shape to your paper using the tape cylinders.



4. Draw some marker ink along the outer edge of the plastic shape.



5. Dip a small piece of sponge in water. Squeeze out most of the water.



6. Drag the wet sponge over the marker ink and onto the paper.

7. Carefully remove the plastic.



# MAKE A MINDSET BUDDY

When you have a growth mindset you understand that not knowing or not being good at something is not something to feel ashamed of. You know that it is only temporary. When you are learning something new it is usually a bit difficult. Think about learning to ride a bike. First it's so hard. Then it's so easy. If you have a growth mindset you won't give up until you 'get it'. It can be frustrating to learn new things. It is exciting when you succeed.



**CREATE** a 3-dimensional model of a 'Growth Mindset Buddy'. Use colours and details that communicate a growth mindset. Make your buddy uniquely your own. While you are working on it, think about the kinds of things your buddy might say to encourage you.



**PRESENT** your model to 2 other people. Explain what you wanted to communicate with your choice of colours and details. How did you make it uniquely your own? Share things you think your buddy might say to encourage you. Discuss how it felt to create your little buddy.



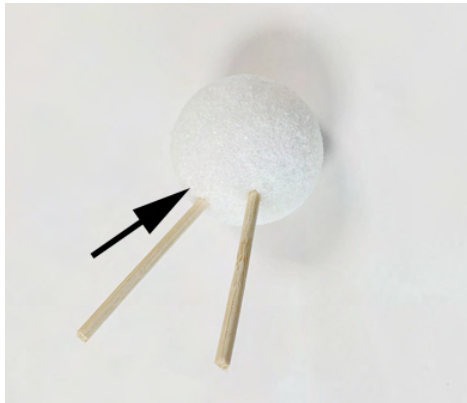
**RESPOND** to your classmates' buddies. Compare the buddies. How are they the same? How are they different? Discuss how you might use your buddy when you are learning something new. What would you want your buddy to say to you?



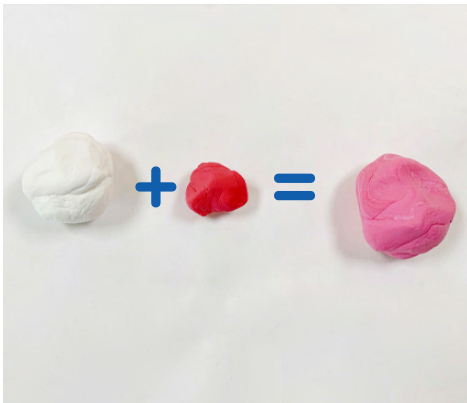
**CONNECT** a time when you struggled with a challenge and how your mindset influenced your success. Did you have a fixed or growth mindset? Think about how you might use your buddy. Notice what your mindset is when you tackle new challenges. Does listening to your Growth Mindset Buddy make a difference?



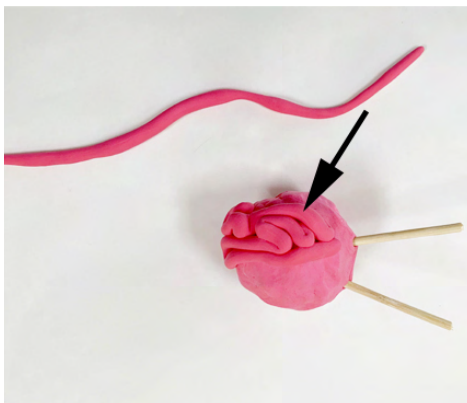
# FOLLOW THE STEPS



1. Cut 2 short pieces of bamboo skewer. Push them into the foam ball to form the legs.



2. Knead 2 or 3 colours of Model Magic together to mix colours.



3. Cover the foam ball with a thin layer of Model Magic. Stick thin coils of Model Magic to the ball to make it look like a brain.

## WHAT YOU NEED

- Model Magic
- Bamboo Skewer
- Scissors
- Wire - 18 gauge about 10 cm long
- Foam Ball - 48 mm
- Googly Eyes

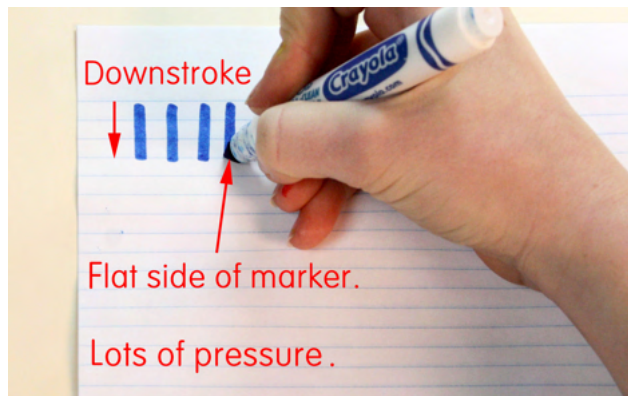
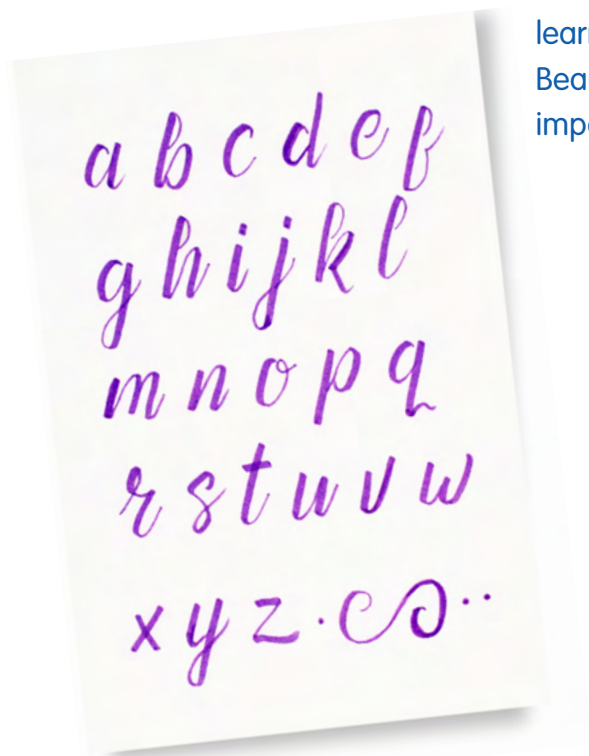


4. Cover the skewers with Model Magic. Push the wires into the foam ball to form the arms. Cover them with Model Magic. Add details.



# MODERN CALLIGRAPHY

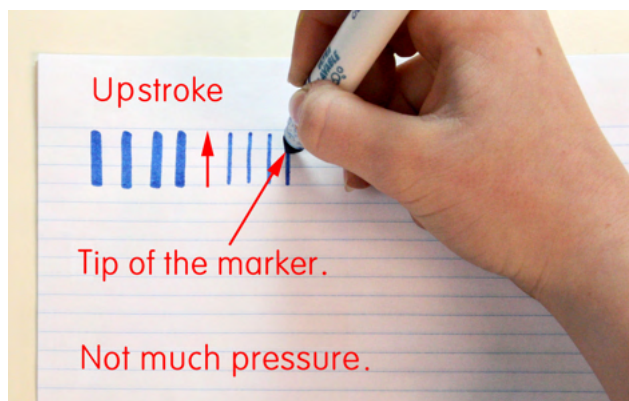
Calligraphy is beautiful writing. Modern calligraphy is easy to learn and fun to do. All it takes is a marker and lots of practice. Beautiful writing makes your written words feel special and important.



## 1. Downstrokes are always **thick**.

Practice making downstrokes.

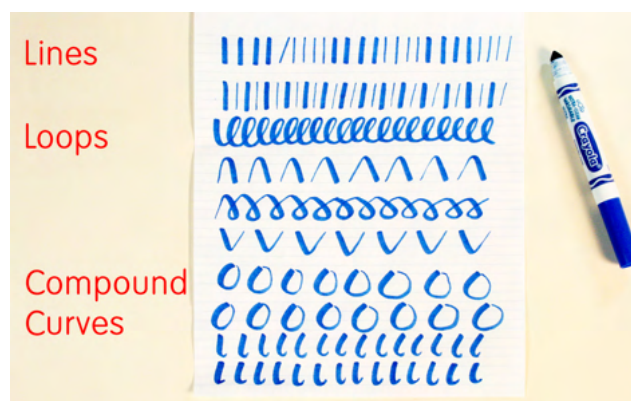
- hold the marker at a 45° angle to the paper
- apply pressure on the downstroke as you pull the marker towards you
- use the **flat** side of the marker



## 2. Upstrokes are always **thin**.

Practice making upstrokes.

- you may want to rotate the marker so you are holding it in a vertical position
- press lightly on the upstroke as you push the marker away from you
- use the tip of the marker



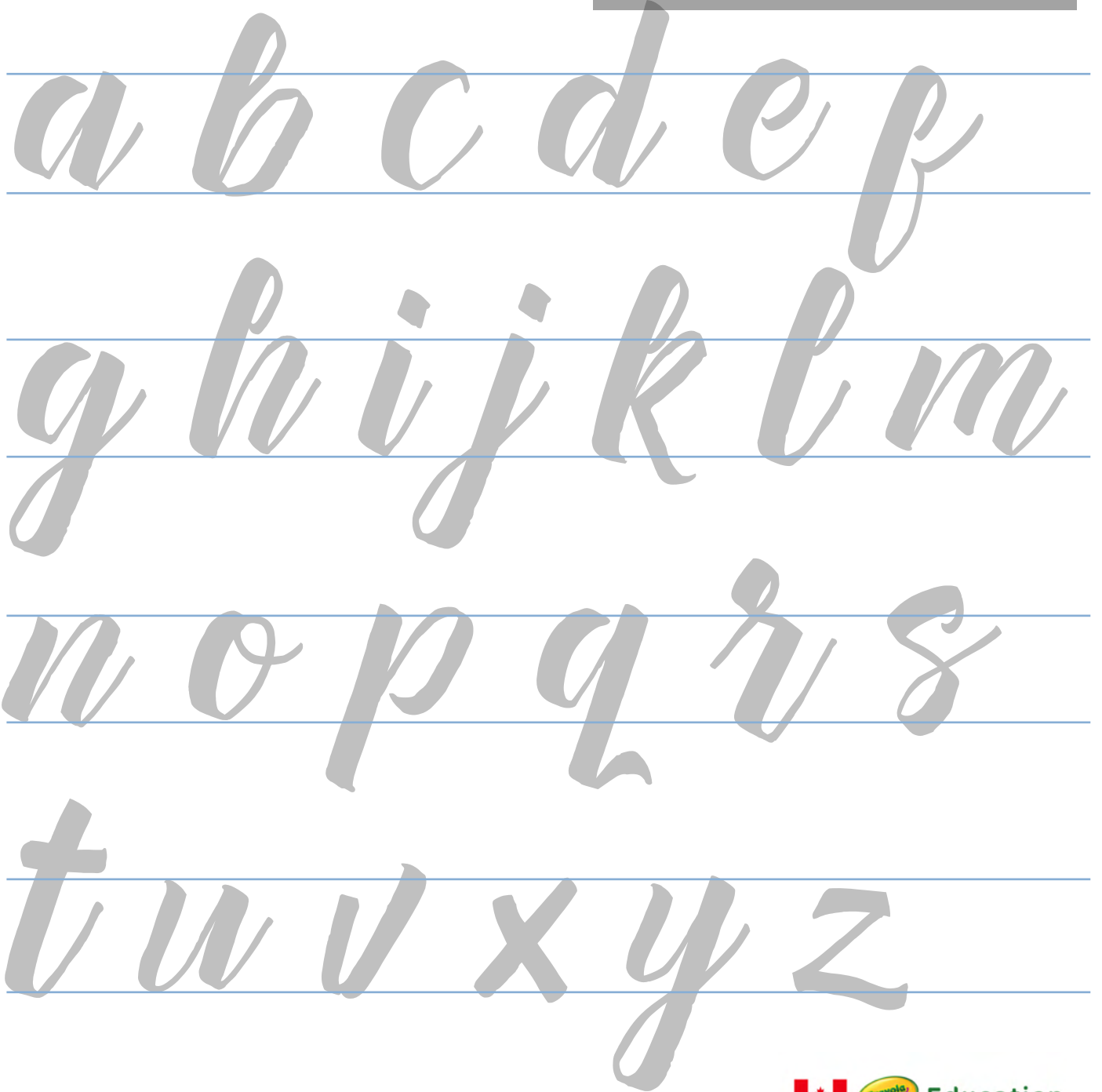
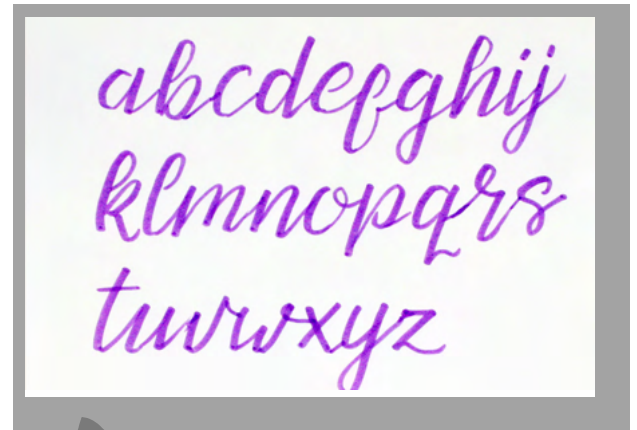
## 3. Practice making thick and thin strokes.

Fill a page with:

- thick straight lines
- thin straight lines
- loops
- ovals
- combinations of thick and thin lines.



4. Practice making letters. The more you practice, the better your letters will be.



# MAKE A GROWTH MINDSET BOOKMARK

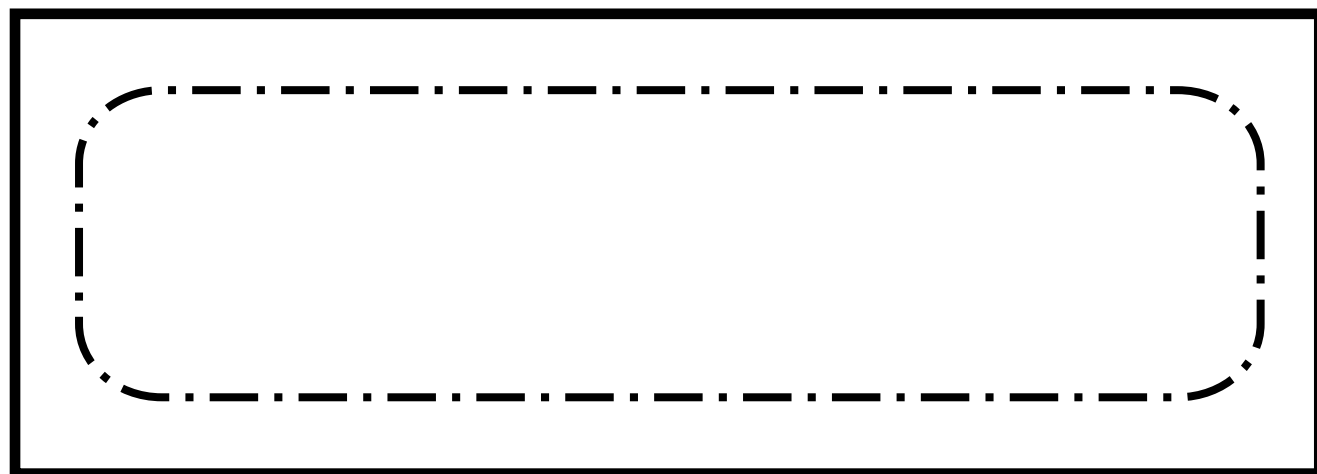
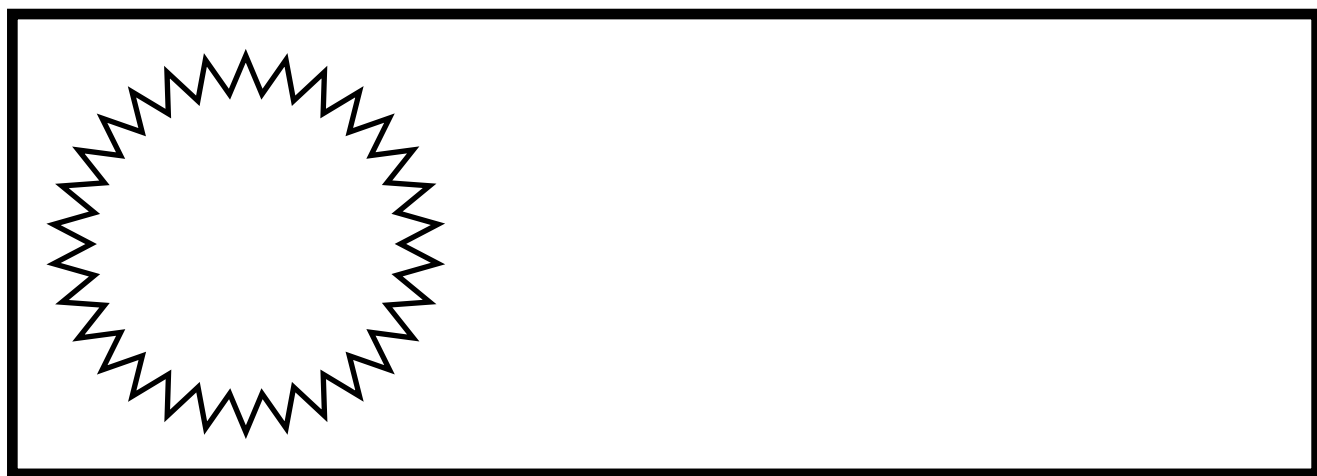
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Use modern calligraphy to write yourself a growth mindset message! Decorate your bookmark in your own special way.



# MAKE A GROWTH MINDSET BOOKMARK

Use modern calligraphy to write yourself a growth mindset message! Decorate your bookmark in your own special way.





# CREATE A GRAPHIC STORY



Create a graphic story about something you did that shows a growth mindset.

**1** Use the template provided or draw your own panels. They can be any shape, for example, square, circle, rectangle. Leave a space between the panels. This space is called a **gutter**.

**2** Use pencil to draw in each panel. Draw important details to help tell the story. Think about:

- facial details and expressions
- specific visual details that are essential to the story

Draw **speech** bubbles, **thought** bubbles and narrative boxes.

Share your work with a partner to get feedback.

**3** Make any adjustments to your design based on the feedback you received.

Add **emancata** to show what the character is feeling, for example,

- @ \$ % # \$ to indicate anger
- ? to indicate confusion
- sweat beads to indicate anxiety

Add motion lines.

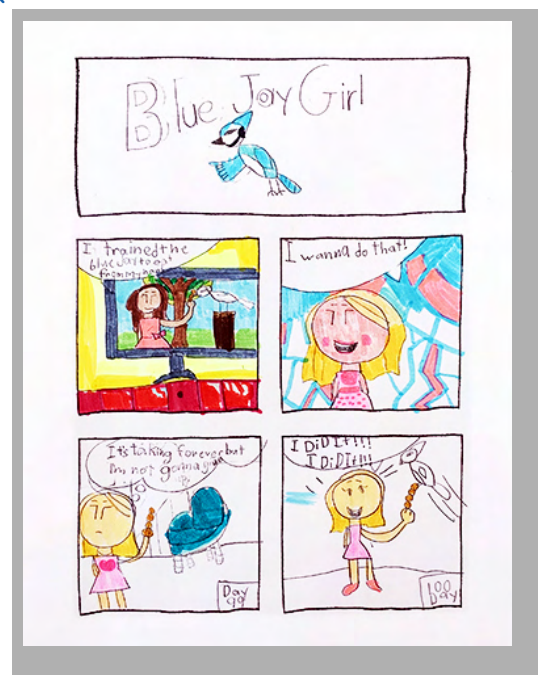
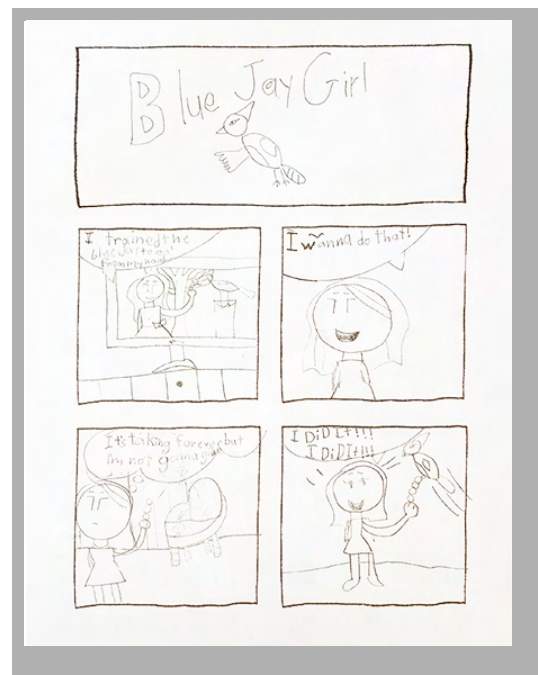
**4** Add the words in pencil.

Remember to:

- check spelling
- print neatly
- adjust the size of the speech bubble if necessary

**5** Use a black, fine line marker to outline everything.

Add any other details or more colour to complete the page.



Education

# SHARE YOUR GRAPHIC STORY



**PRESENT** your story to others. Read the story and explain why you chose this event to write about. Share how you got your ideas for the drawings.



**RESPOND** to your classmates' stories. Compare the drawings and messages they communicate. Share how you feel about the 'growth mindset' idea.



**CONNECT** how creating the graphic story reminded you of the event. How did you feel as you created your story? What was the best part of achieving your goal? What did you learn about yourself as you worked to complete your goal?



**WRITE 3** things you learned about yourself by creating this graphic story.

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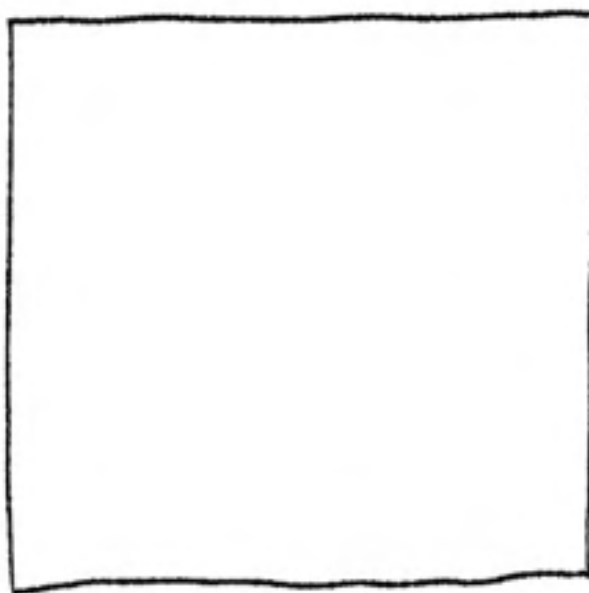
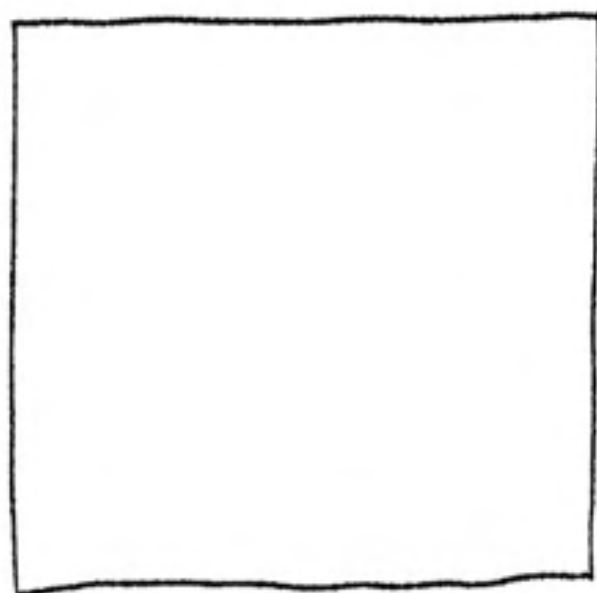
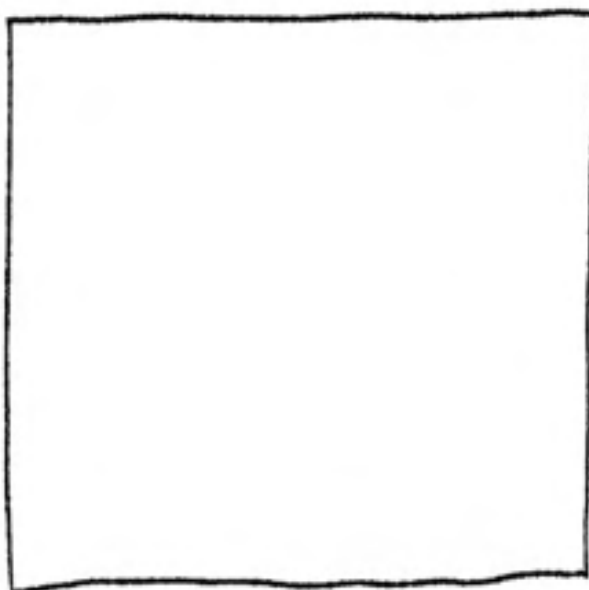
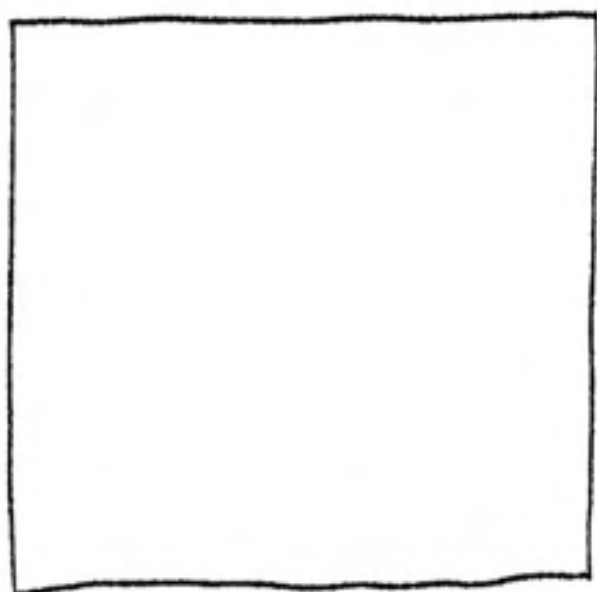
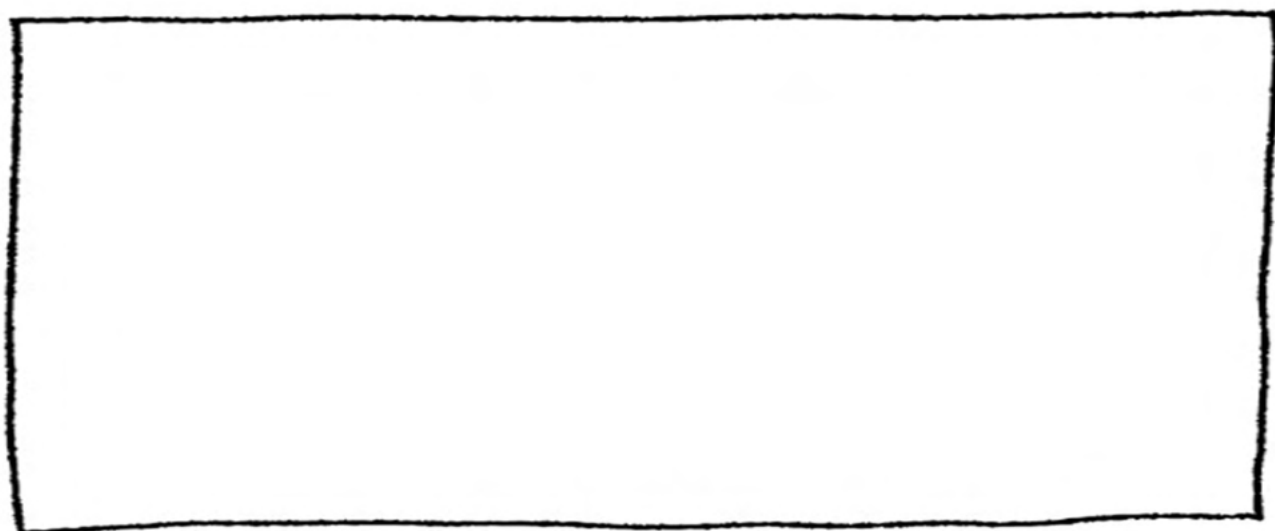
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# RATE YOUR MINDSET

Take the quiz. Consider if the questions show a **Growth Mindset** or a **Fixed Mindset**. Think about your answers. Show where your mindset is on the scale below. Do you have more of a fixed mindset or more of a growth mindset?

- |   |     |    |
|---|-----|----|
| 1. I usually choose to do more difficult challenges when given a choice.                            | YES | NO |
| 2. I don't get really upset when I fail at something I just try harder.                             | YES | NO |
| 3. I listen carefully to constructive criticism and use it to help me improve.                      | YES | NO |
| 4. Whenever I get stuck trying to do something I usually decide to try another way until I succeed. | YES | NO |
| 5. I get frustrated sometimes but I buckle down and keep trying.                                    | YES | NO |
| 6. I think it is worth it to work hard to solve problems.   | YES | NO |
| 7. I usually ask myself if this is my best work.  | YES | NO |
| 8. I am inspired by people who are good at stuff and try to learn from them.                        | YES | NO |
| 9. Whenever I see someone do really excellent work it makes me feel good.                           | YES | NO |
| 10. I always try to learn from my mistakes and then use the strategies that I learned.              | YES | NO |
| 11. I like to learn hard things.  | YES | NO |



**FIXED MINDSET**

**GROWTH MINDSET**