

Lesson 3.1

Module 3: The Genius Secret

EQ: How can a Growth Mindset unleash the genius within me?
Lesson 1 EQ: How do geniuses talk when they face challenges?



Overview:

Lesson Essential Questions:

- Is intelligence something we are born with and can anyone become more intelligent?
- What does our self talk reveal about our belief in intelligence being fixed or malleable?

Time Frame: One 40 minute period. (Lesson one of three in this module)

Objectives:

1. Daily: Students will be able to explain what their self talk reveals about their belief of intelligence being fixed or malleable.
2. Long term: Students will be able to apply the growth mindset to combat fixed minded thoughts by completing a 10 day mental diet

Materials: Handout Set 7.1 Speakers LCD Projector Growth Mindset Survey per student Mindset Research Cards (1 set per group of 3-4 students) Whiteboards and whiteboard markers (1 set per group of 3-4 students)

Do Now Complete quietly in your binder notes

1. List 2-3 people you know or have heard of that are geniuses. (ex: Albert Einstein, Mozart, my friend... etc) "I think ___ are geniuses."
2. What do you think they say to themselves when they face challenges? "I think they say things like..."

3 minute timer
3:00

Do Now: "Mindset Survey": Individual

(Greet students as they enter the classroom and ask them to take handout 6.1 and get started on the do now)



3 min
T=3

3mins - T=3mins

- Students complete the Survey.
- Extension Opportunity: Describe a goal you failed to achieve and as a result gave up on because you didn't feel you were capable of achieving it. (5-10 min)

Engage: 🔥

Are geniuses born or made? Watch HS video (HS video link)

Today we will explore the science of geniuses. As you watch the video, think about the following questions, 'Are geniuses born or made? Can you do what you saw in the video?' Write your responses in handout set 7.1

Pair share think
Engage HS

Engage: Are geniuses born or made?

Teacher shows 2 min video of Lionel Messi, piano prodigy, and Math wiz): (2min)

"As you watch the video, think about the following questions, 'Are geniuses born or made? Can you do what you saw in the videos?' Write your responses in handout set 7.1"



5 min
T=8

5mins - T=8mins

- Individually think and write:
 - Are geniuses born or made? Can you do what you saw in the video? Explain why or why not. (90 sec)
- Discuss:
 - Partner A shares response (30 sec)
 - Partner B shares and compares response (30 sec)
- Report:
 - Teacher calls 3 random students from the class to share (1 min)

Strengthening Our Minds: The Three Mindset Components

- Strategy
- State
- Story - Remember that a powerful mindset includes a story made of powerful beliefs. Successful people have many empowering beliefs and one of them is what they believe to be true about intelligence.



1 min
T=9

1min: T=9mins

1min: Teacher frames the lesson in the context of the mindset formula. The script is essentially unfolded in the presentation as you click each animated element.

Lesson Intro and Essential Question:

Today we will explore the secrets of becoming a genius, based on the latest scientific research. (Ask one or more students to read aloud the essential question.)

How do geniuses talk when they face challenges?

How will answering this question benefit your life?

1 min
T=10

1min: T=10min

30sec: "We are on Module #_____, ______. The essential question for this module is _____. (Student Name) _____, can you read the essential question for today's lesson? Thank you!"

30sec: "How will answering this question benefit your life? Discuss with your partner for 30 seconds."

Keystone Exploration: Reproduce the Paper Model: Groups of 3-4

Using the index cards and scissors at your desk, you have 10 minutes to try to recreate the paper model on your table without touching the paper model!

Rules:

- The index card model you make will be a smaller version of the model on your table
- You cannot touch the paper model on your table.
- Each index card is considered one try. You have 5 tries
- You can only fold and cut. No cutting and pasting.
- You can each try to make one or work together
- Verbalize your thoughts and emotions as much as possible! Ex: "This is tough, This is fun, Let's try to..., I wonder if, etc..."
- Select one group member to record your group's responses, emotions, and strategies on the whiteboards.
- Your index model must look exactly like the table model
- If your group completes the challenge, begin discussing what made your group effective at completing the task.

13 min
T=23

13 mins - T=23 mins

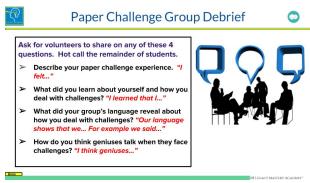
Teacher Best Practice: Do not have the materials out in front of students at the start of the lesson. Pass out the materials once students understand the directions. Call on several students to re-explain the instructions or key instruction elements. For quick distribution, select several students who will distribute to a particular area of the classroom (ex: 3 students one takes the left side, one takes the middle of the room, and one takes the right side.) Countdown their distribution time (30 seconds). While students are passing out the materials, have the rest of the students answer a question regarding the activity (make a prediction, what questions do you have, what do you think this is going to teach us, etc)

Paper Challenge Group Debrief

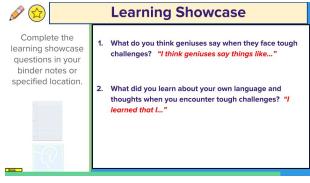
1. **Annotate your group's language on the whiteboard (2min):**
 - a. **Place a + sign next to each empowering statement on the whiteboard:** Ex: "This is interesting, what if we try this instead, I wonder if, We can do this..."
 - b. **Place a - sign next to each limiting statement:** Ex: "This sucks, this is impossible, I'm bored, There's no way..."
2. **How did your group do with the paper challenge? (1min)** Did your team complete it, did your team give up quick, or did your team keep trying until the end? "**Our team_____**"
3. **What does your group's language reveal about how you deal with challenges? (2min)** "**Our language did/not help us because_____**"

6 min
T=29

6 mins: T=29 mins

 <p>Paper Challenge Group Debrief</p> <p>Ask for volunteers to share on any of these 4 questions. Hot call the remainder of students.</p> <ul style="list-style-type: none"> > Describe your paper challenge experience. <i>"I felt..."</i> > What did you learn about yourself and how you deal with challenges? <i>"I learned that I..."</i> > What did your group's language reveal about how you deal with challenges? <i>"Our language shows that we... For example we said..."</i> > How do you think geniuses talk when they face challenges? <i>"I think geniuses..."</i> 	<p>Paper Challenge Group Debrief</p> <p>Ask for volunteers to share on any of these 4 questions. Hot call the remainder of students.</p> <ul style="list-style-type: none"> > Describe your paper challenge experience. <i>"I felt..."</i> > What did you learn about yourself and how you deal with challenges? <i>"I learned that I..."</i> > What did your group's language reveal about how you deal with challenges? <i>"Our language shows that we... For example we said..."</i> > How do you think geniuses talk when they face challenges? <i>"I think geniuses..."</i> 	  8 min T=37
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8 mins: T=37 mins

 <p>Learning Showcase</p> <p>Complete the learning showcase questions in your binder notes or specified location.</p> <ol style="list-style-type: none"> 1. What do you think geniuses say when they face tough challenges? <i>"I think geniuses say things like..."</i> 2. What did you learn about your own language and thoughts when you encounter tough challenges? <i>"I learned that I..."</i> 	<p>Learning Showcase</p> <ol style="list-style-type: none"> 1. What do you think geniuses say when they face tough challenges? <i>"I think geniuses say things like..."</i> 2. What did you learn about your own language and thoughts when you encounter tough challenges? <i>"I learned that I..."</i> 	   3 min T=40
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3min: T=40min

"Now let's show off what we learned today in our learning showcase."

 <p>Stop Here</p>	<p>Stop Here</p> <p>Got Feedback? Click the Feedback button</p>	
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