

# Mindsets and Learning

## A Dynamic Duo

### Online Training 2022

Preston  
2022

# Mindsets and Learning-Dynamite Duo

1. Make sure you have registered with: ABC Sign up on our website MaconPiatt ROE <https://www.maconpiattroe.org/> hit the SIGN UP FOR PD – Find this training and register.

Participants will be expected to read each slide, view each video, and complete the tasks in this training.

**2. The tasks will be in red. They need to be sent to Barbara Preston [prestonb@roe39.org](mailto:prestonb@roe39.org) when you complete the training.** You can copy the PPT slide and answer it in Word or make your own ppt with task answers. No Google Docs. I cannot get into them without permission.–Due Date: Nov. 15, 2022

3. Example on how to send answers to me is on the next slide.

Hopefully, this training will enhance the learning experience for your students.

Thank you for participating and let's begin.

Send your answers through email like this:  
Send the completed training answers together

Name: Your name

Title of the Training: Mindfulness, Mindsets, and Learning

Task One \_\_\_\_\_

Task Two \_\_\_\_\_

Task Three \_\_\_\_\_

Some participants answer on WORD and send that document.

Some participants make a ppt with their task answers on each slide.

**NO** Google Docs are difficult because I need permission and that takes away time to get things reviewed and sent as completed.

## Pre/Post Test Trauma Awareness

The following statements related to the targets of this training session.

Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

**Copy the pre and post tests and send to me.**

Mindset Statements	Pre	Post
I understand my mindset affects learning in my classroom.		
I can provide classroom materials that are satisfactory in supporting students that are dealing with trauma or stress so they can build a better mindset for learning.		
I understand that a growth mindset can support struggling students in my classroom.		
I am a model of growth mindset (most of the time) in my classroom and have anchor charts up so that I keep modeling.		
I can locate resources that will help me in this effort.		

# Task Two- What is Growth Mindset with Carol Dweck

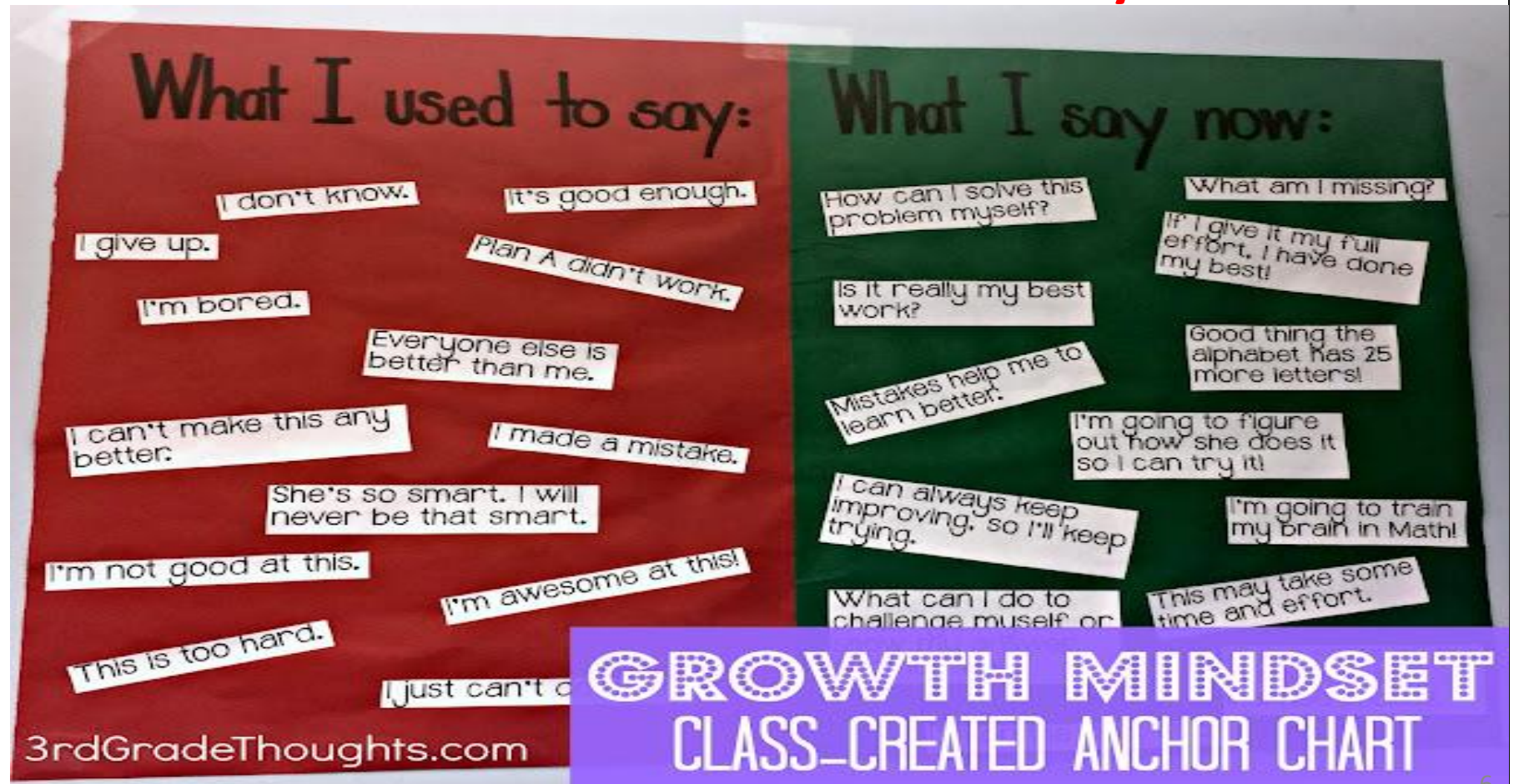
- [https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve/up-next?language=en](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve/up-next?language=en) 10.29 min Not Yet  
**WATCH**

Please watch the first video. When you finish it, please answer these task questions and send to me.

1. How do you feel about the POWER OF NOT YET?
2. Could you use this with your students?
3. How could you teach Growth Mindset to Students in Your Classroom?

# Task Three

- <https://thecornerstoneforteachers.com/growth-mindset-videos/>  
**WATCH one of the videos here and tell me which one you watched and why.**



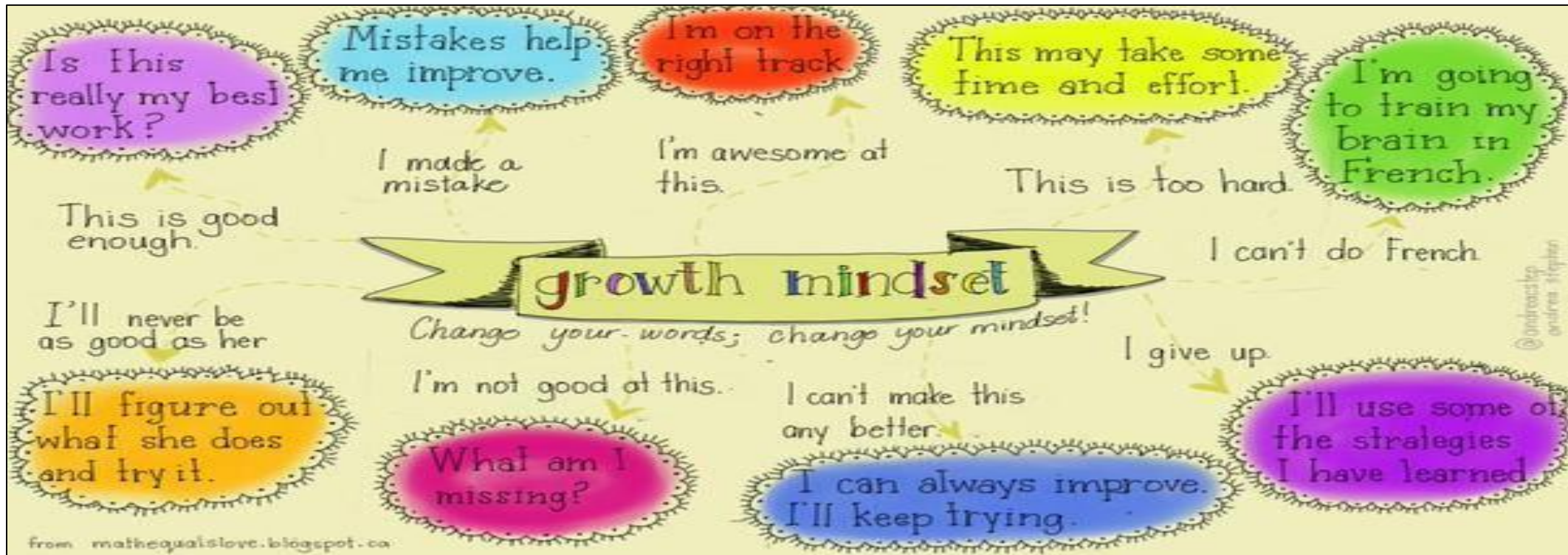
# Which one are you?





Research on Praise.....4.21 min. This is the sixth video on the page. It is very good stuff.

<https://www.mindsetworks.com/Videos>



Please feel free to watch any of these videos you are interested in. Great resources.



# Praising Students-Which way is the best?

Pages 172-212 Mindset by Dweck **Please read**

Praising Genetic Traits or Things Child Has No Control Over	Praising Effort
Oh you are so smart	Maria, you really studied for your test. It shows how much you improved. I know you read the material over and over, outlined it, and tested yourself on it. It really worked.
I liked how you did that.	Bailey, I really liked the way you tried strategies with the math today. You finally understand it. You go girl.
Very good job.	Mike, you have improved by 30 points this month. Wow, you deserve a pat on the back for perseverance
That was awesome	James, you put so much evidence into your essay on sleep. It helped me understand it more clearly. Thank you.
Okay Slow Poke, you finally made it to school.	Blair, I know sometimes it is hard to get to school for you. I know Mom has had some car trouble. I really appreciate you getting here on time by finding someone to pick you up in the morning. If you need more help finding rides, let me know.

# TASK Four

## Your Turn-Not Yet Informed –Teach the Brain

Read the article independently using any method of annotations that will help you be able to discuss it with me.

<https://biglifejournal.com/blogs/blog/teach-growth-mindset-kids-activities> 4 Week Strategy to Teach Mindset

- ☐ While reading the article, write down ideas you would like to remember to use with your students in your classroom.
  - ☐ Send me your what you wrote down while reading the article. [prestonb@roe39.org](mailto:prestonb@roe39.org)
- ☐ What would students learn from these activity?
- ☐ How would you teach this content to your students?

# Could you use an article with your students in groups?

## Working in groups encourages growth mindsets.

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/group-work/implementing-group-work-classroom>

1. Students have a chart paper on desks.
2. 4 students to a chart paper with their own pens or pencils.
3. Article is placed in the middle of the chart paper. Usually taped to it.
4. One student or all students read the article or problem aloud or take turns reading. They might even annotate it.
5. Each student then begins to write a summary of the article around the article.
6. Then group shares their summaries and the group moves to another desk and adds to that groups' summaries
7. The groups continue to move and add to summaries of the other groups until all groups have added to all the group summaries.
8. End with talking about how they increased their knowledge of the article by participating in the activity.

Hyperlink has many group work  
Researched ideas.



# TASK Five —

## Teachers and Students Need to Know About Their Brains.

Kids need to know **that neurons make new connections when you learn something new.**

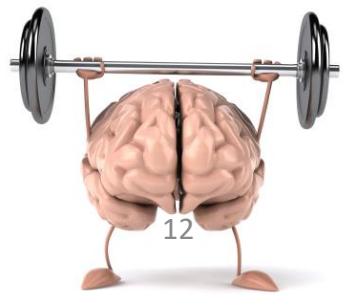
Kids need to know that **these connections get stronger and get larger with practice and effort.**

The more connections, the “denser” the brain.

You can actually use a string or yarn to show kids how each connection makes a loop stronger. It becomes like knots for a stronger memory.

<https://www.youtube.com/watch?v=rf8FX2sI3gU> 3.12 min. VIDEO OF THE BRAIN TO USE WITH STUDENTS Copy and Paste the link into your browser to view

1. **Watch this video below. What essential question would you have students answer while viewing?**
2. **Why would anyone need to know how the brain works?**



Videos here on how to build the brain and show how it works with beads and string.

- <http://brainu.org/movies> Videos of the brain you can use with students



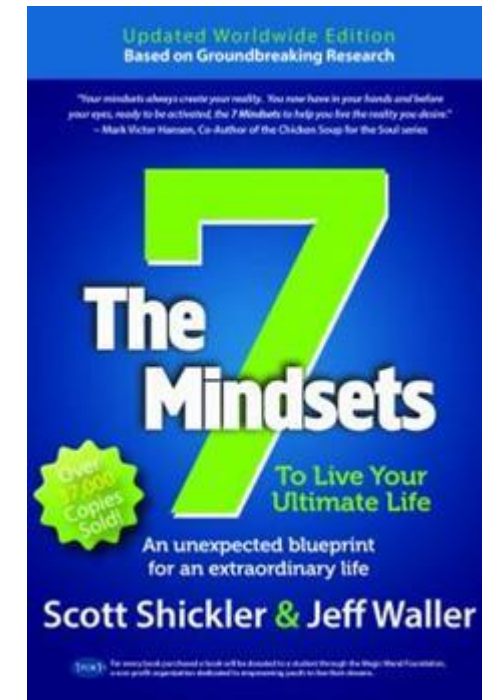
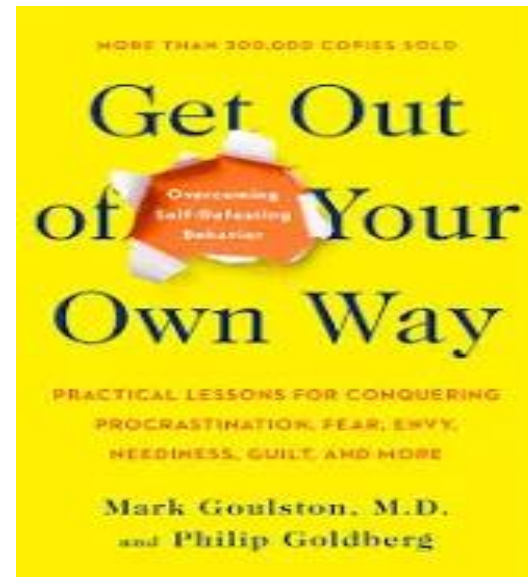
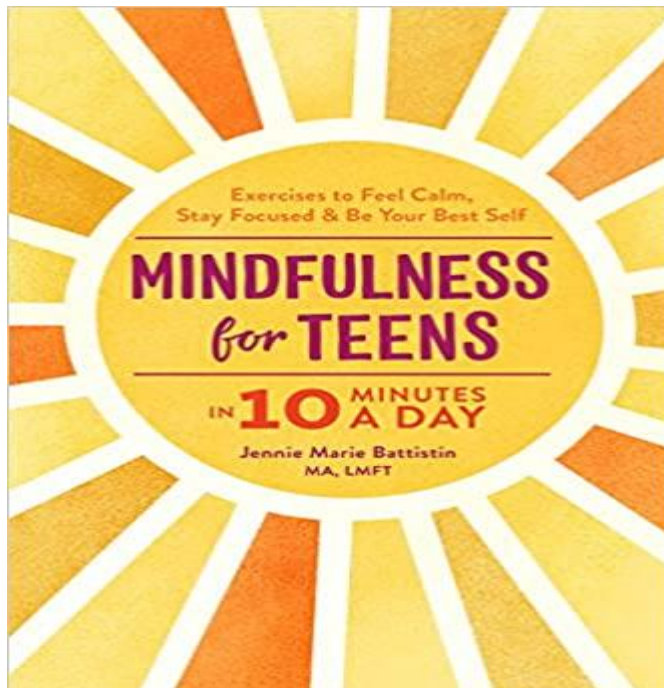
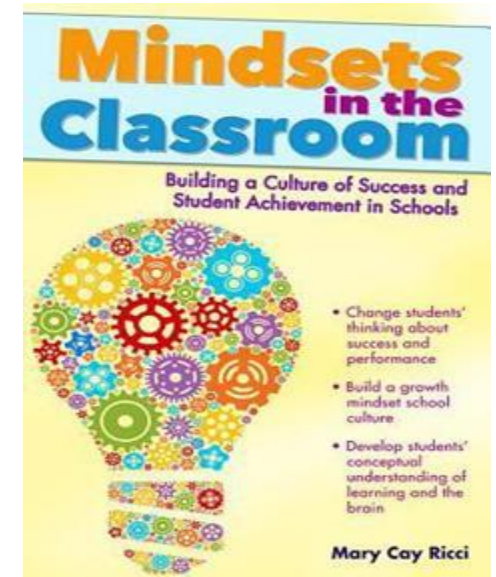


# Carol Dweck Mindset and Others

These books were inspiration for this training and everyone should know about them.

*Mindsets in Classrooms* by Mary Car Ricci

*The Seven Mindsets* by Scott Schickler & Jeff Waller



# FIXED MINDSET

# MINDSET CHARACTERISTICS

# GROWTH MINDSET

SET - YOU HAVE WHAT  
YOU HAVE

**SKILLS+INTELLIGENCE**

CAN BE GROWN AND  
DEVELOPED

HOW THEY LOOK  
PERFORMANCE FOCUS

**MAIN CONCERN**

LEARNING / GETTING BETTER  
PROCESS FOCUS

SOMETHING YOU DO  
WHEN YOU'RE NOT GOOD

**EFFORT**

AN IMPORTANT PART OF  
LEARNING

GIVE UP / CHECK OUT

**CHALLENGES**

PERSEVERE / WORK THROUGH  
IT - SHOW MORE GRIT

TAKE IT PERSONAL  
GET DEFENSIVE

**FEEDBACK**

LIKE IT / USE IT TO LEARN

HATE THEM / TRY  
TO AVOID MAKING THEM

**MISTAKES**

TREAT THEM AS A LEARNING  
OPPORTUNITY

# ELA / Math Practices –These are what we want students to be able to know, understand and do(KUD)

Math Practices	ELA Practices
Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision.	<b>Make sense of text and persevere to understand it.</b>  <b>Construct viable arguments and critique the arguments of others.</b> <b>Understand and use a variety of media.</b> <b>Look for and make use of literary features.</b>

## At the core of the Practices in all Contents

- Reasoning with Evidence
- Building arguments and critiquing the arguments of others
- Participating in reasoning – oriented practices with others

**As we build Mindsets, we have to remember our goals. Students need support Learning.**

# Teachers can help students with these fundamental ideas.:

**Productive Talk with Guided Talk** supported with reasoning and discussion –

- Explaining
- Critiquing
- Building common ground

**INSIDE THE CLASSROOM**  
**Teacher Talk 10-20%**  
**Student Talk 80%**

**Students need help with these practices**

- Externalize their thinking
- Listen carefully and seriously to one another
- Dig deeper into the data and evidence for their positions
- Work with the reasoning of others.

Accountable Talk can help with deeper understanding and create better mindsets:

Accountable talk can be started in Kindergarten and used every grade level to discuss books, math problems, current events, history, read aloud, lyrics to a song, poems, videos, audios cartoons, quotes, captions etc.,.

<https://resilienteducator.com/classroom-resources/accountable-talk-classroom/> article on accountable talk

<https://artsintegration.com/wp-content/uploads/2015/09/AccountableTalk-Stems.pdf>  
Stems for you to use or make an anchor chart etc.,



## Accountable Talk

- I wondered about . . .

- I agree with \_\_\_\_\_ because . . .

- I have another opinion.

- Could you say more about that?

- I have something to say.

- I have something to add to what \_\_\_\_\_ said.

- Let me see if I understand you. Are you saying that . . . ?

- What do you mean when you say . . . ?

- In my opinion . . .

- What is the author trying to say here?

- Can you prove that . . .

- I think the author is trying to say . . .

- I have a question for \_\_\_\_\_ about . . .

- I noticed that . . .

- I disagree with \_\_\_\_\_ because . . .

- Another example of that is . . .

# Accountable Talk

## Agreement:

I agree with \_\_\_\_\_  
because \_\_\_\_\_  
I like what \_\_\_\_\_ said  
because \_\_\_\_\_

## Disagreement:

I disagree with \_\_\_\_\_ because \_\_\_\_\_  
I'm not sure I agree with  
what \_\_\_\_\_ said because \_\_\_\_\_

## Clarification:

Repeat that, please.  
Explain that more.  
What is your evidence?

## Confirmation:

I believe...  
I think...  
I found further evidence  
of what you said

## Confusion:

I don't understand \_\_\_\_\_  
I'm confused about \_\_\_\_\_  
I am not clear on \_\_\_\_\_

## Extension:

I was thinking about  
what \_\_\_\_\_ said and I  
was wondering if \_\_\_\_\_  
This makes me think \_\_\_\_\_

What does agreeing sound like?

"Kimba, I liked it when you said...  
I would like to add..."

"Great point, Zion! In the text it also  
said..."

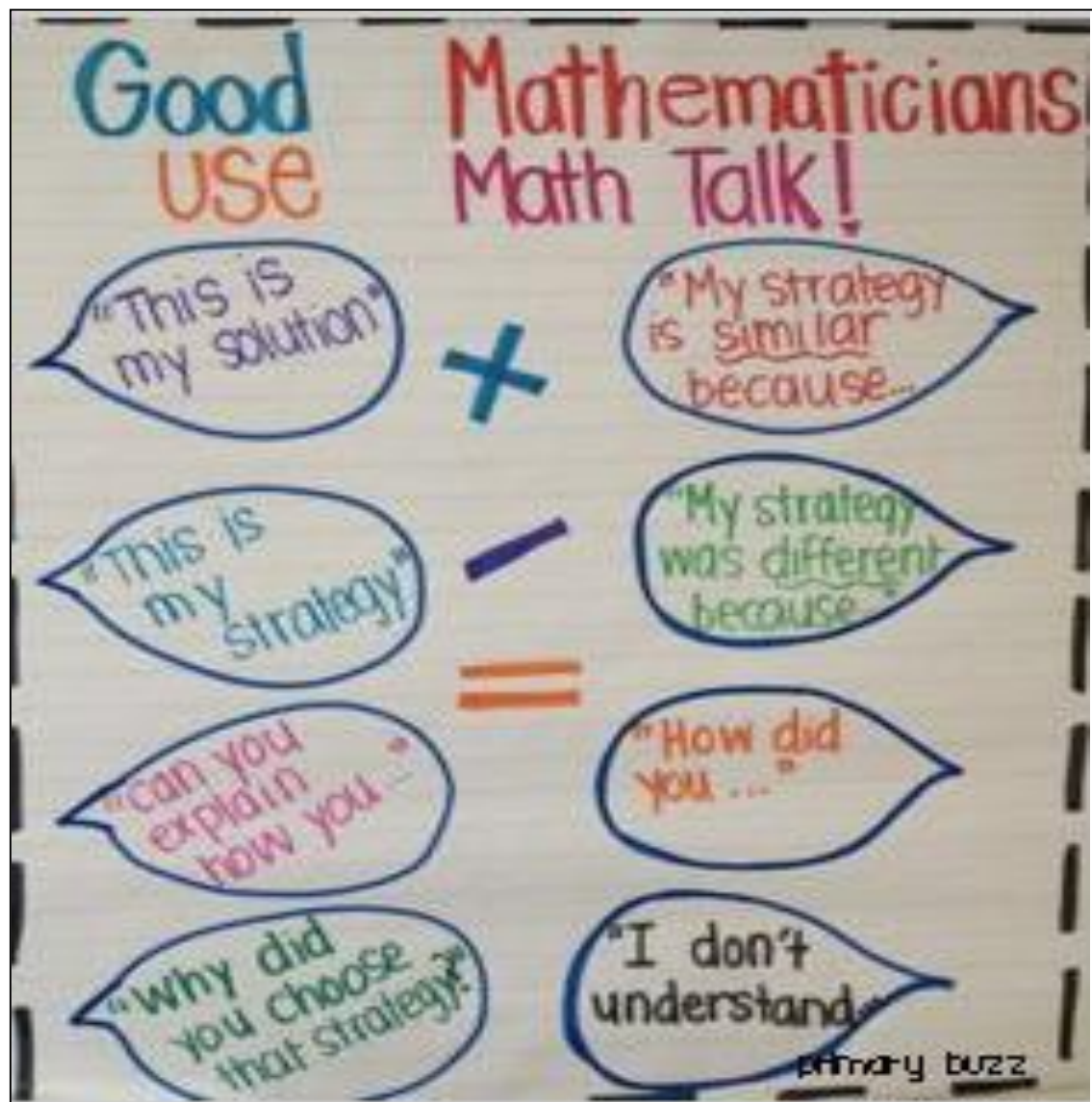
What does a clarifying question sound like?

"I want to make sure I'm understanding  
you, Janesia. Can you tell me more about  
why you think that or how you found your  
answer?"

What does disagreeing sound like?

"I came to a different conclusion than  
Ariel. When I looked in the text, it said...  
which lead me to think..."





# ★ Math Talk ★

- I agree/disagree with you because...
- What I heard you say was...
- What key words helped you solve this?
- Can you explain this to me?
- What were you thinking here?
- How did you solve it?
- What did you start with?
- Why did you choose that operation?
- What strategy did you use?
- Why did you choose that strategy?
- How did you know your answer was right?
- Prove your answer is right.
- How else can you solve it?
- How did this help you understand?
- How is this like other problems you've solved?

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# TASK Six- Accountable Discussions Videos

<https://vimeo.com/55950554> 6min. **Watch**

**1. Would accountable talk help with this group?**

<https://vimeo.com/145312922> 5 min **Watch**

**2. How did accountable talk make this discussion more equitable?**

<https://eleducation.org/resources/collaborative-culture-academic-talk>  
1.18 min. **Watch**

**3. How can this help students working in groups?**

*The best way to get a good idea is to get lots of ideas.—Linus Pauling*

## Task Seven -Let's Look at One Classroom using Talk Moves

<https://www.youtube.com/watch?v=kSl4imt0dXg> Please highlight this hyperlink and put into your browser to watch 4.03

**What characteristics shown in the video could you use with students?**

Listening	Explaining	Connecting one's thoughts to others
Questioning	Participating	Revising
Analyzing or Interpreting Data	Constructing Explanations	Engaging in an argument from evidence.



**Did the stems help guide students in thinking.  
Please think about these questions below.**

Would accountable talk stems would be good for your school?

Would accountable talk increase learning in your classroom?

Would accountable talk go from the classroom to home/friends, etc.,.

Would accountable talk help students when they read and write arguments?

Could supporting students with accountable talk increase their mindsets in Learning?

# Being able to DIFFERENTIATE for students supports their Mindsets in Learning.

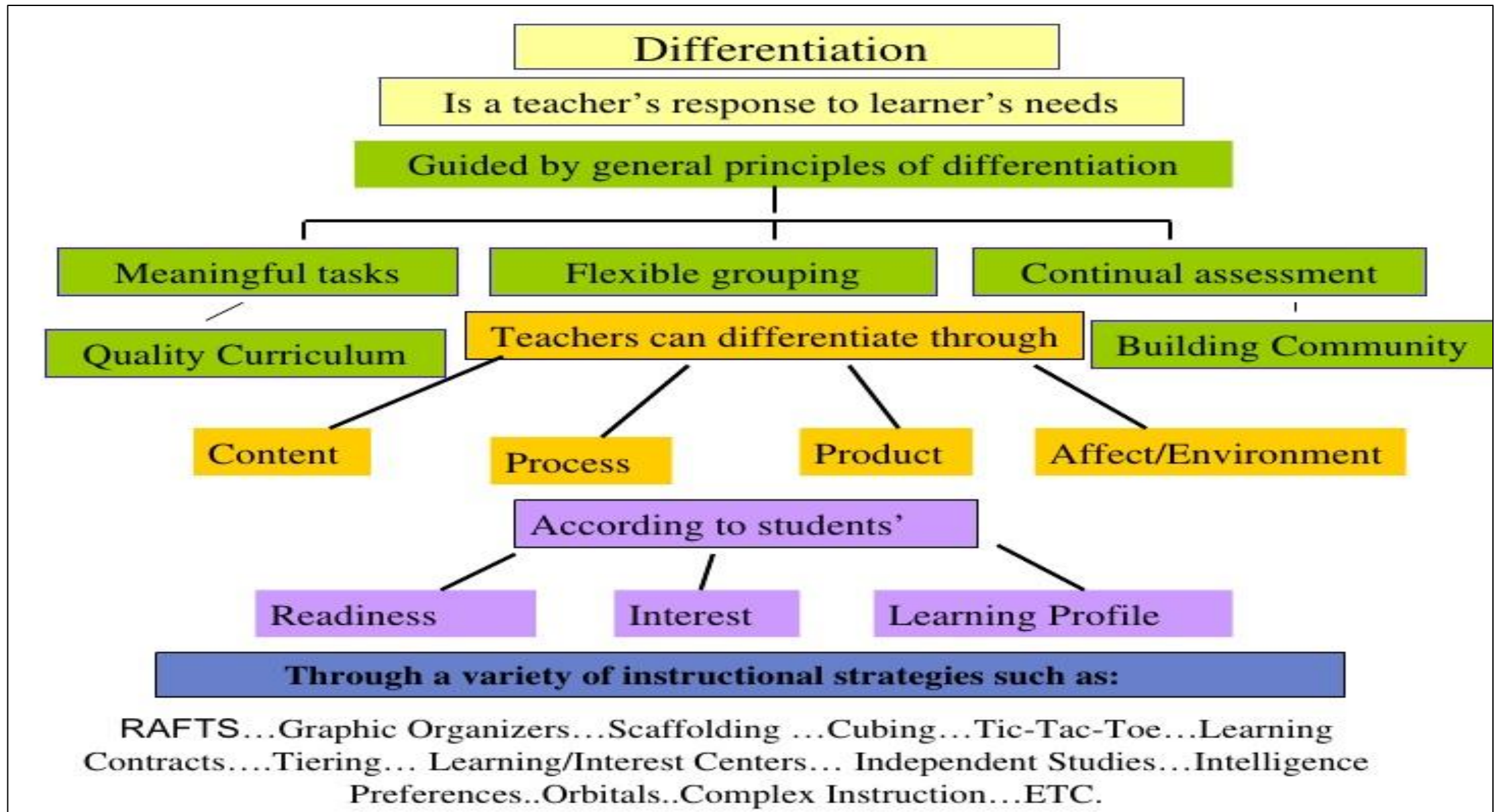
Remember, if you have taken my Differentiation Training, teachers can differentiate by:

**Content** -What they have to learn

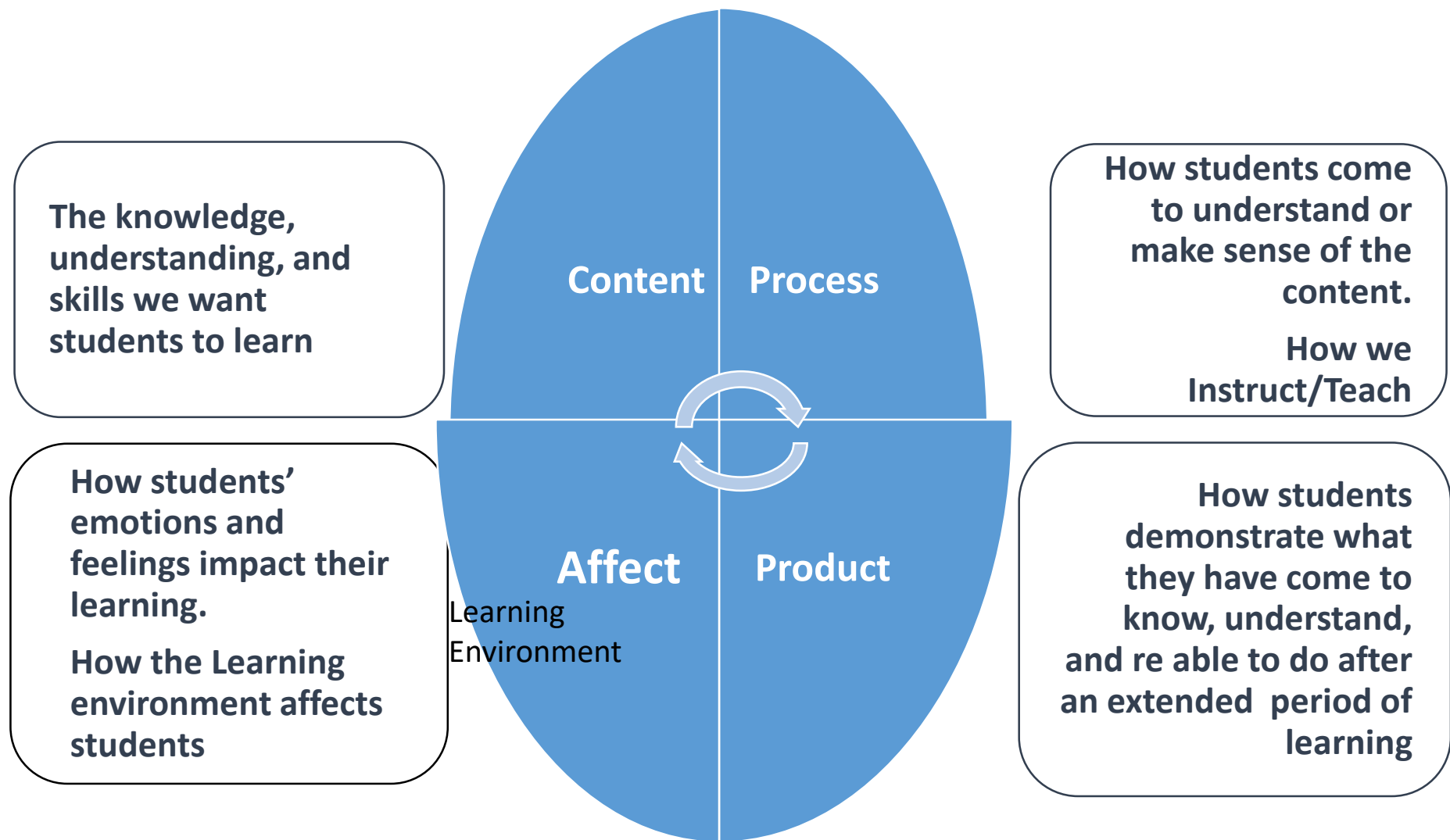
**Process** -How you instruct and practice what they learned

**Product** -How they show progress or mastery of what they have learned

**Learning Environment** -How they feel as they are learning inside the classroom and the instruction or practice.....



Explanation of the 4 Areas of Differentiation



# Differentiation is a Part of Mindsets

**It is the way a teacher responds to a student's needs.**

**Preview and Pre-assess** (5 minutes or less)

- These two things will help a student build background knowledge about the content and let the teacher know how to design the lesson for all the students.

**Flexible Grouping** will also come from the pre-assessment piece.

- The teacher will know who needs to be grouped according to their knowledge and skills.

**Anchor Activities** –ongoing tasks for students to access when they complete classroom work.

These are not busy work. It is an extension of the learning.

- Some students may already know the content, this activity requires analysis with different types of content on the same subject. History, Science, (use an editorial cartoon to analyze)
- This requires more than reading a text and answering some questions. This requires them to already have background knowledge they have mastered and dig deeper into other connections to that content.

**Curriculum Compacting**– Joe Renzulli's idea of pacing a unit for all students. It eliminates content that students already know by pre-assessment results. It charges and motivates students to be right where they should be inside a unit or lesson.

**Acceleration and Enrichment** –Moving faster through content, allowing students to master and move beyond into above level content.

**Formative Assessment** –reviews, observations, conferences, short answers, exit slips, check point. It gives the teacher information to inform the next instructional decision. When you get students failing, you need to check and see if your instruction failed them.



# Flexible Grouping in a Differentiated Classroom

**Language proficiency level:** Students may be grouped together for a language lesson or heterogeneously to provide language models and facilitate sustained conversation.

**Primary language:** Students work with others who speak the same language, allowing them to discuss new and complex topics in a familiar language.

**Skills development:** Students are grouped together because they are working on the same skill.

**Interest:** Students study a shared topic of interest or are spread among groups to serve as motivators.

**Work habits:** Students are spread among groups to model work habits.

**Prior knowledge of content:** Students are grouped to share topical knowledge.

**Prior knowledge of strategies:** Students are organized to share strategic knowledge.

**Task or activity:** Students are grouped together because the task or activity has been designed to meet their needs.

**Social:** Students are spread among groups to serve as leaders or in other specialized roles.

**Random:** Random grouping ensures that students come into contact with all members of the class and build community.

**Student choice:** This pattern gives friends an opportunity to work together (Flood, Lapp, Flood, & Nagel, 1992).

## Diner Menu - Photosynthesis

### *Appetizer (Everyone Shares)*

- Write the chemical equation for photosynthesis.



### *Entrée (Select One)*

- Draw a picture that shows what happens during photosynthesis.
- Write two paragraphs about what happens during photosynthesis.
- Create a rap that explains what happens during photosynthesis.



### *Side Dishes (Select at Least Two)*

- Define respiration, in writing.
- Compare photosynthesis to respiration using a Venn Diagram.
- Write a journal entry from the point of view of a green plant.
- With a partner, create and perform a skit that shows the differences between photosynthesis and respiration.



### *Dessert (Optional)*

- Create a test to assess the teacher's knowledge of photosynthesis.



# ***TIC-TAC-TOE Choice Board***

## **For a Book Report**

<b>Draw a picture of the main character.</b>	<b>Perform a play that shows the conclusion of a story.</b>	<b>Write a song about one of the main events.</b>
<b>Write a poem about two main events in the story.</b>	<b>Make a poster that shows the order of events in the story.</b>	<b>Dress up as your favorite character and perform a speech telling who you are.</b>
<b>Create a Venn diagram comparing and contrasting the introduction to the closing.</b>	<b>Write two paragraphs about the main character.</b>	<b>Write two paragraphs about the setting.</b>



# Cubing

- **Describe It**  
Look at the subject closely (perhaps with your senses in mind).
- **Compare It**  
What is it similar to? What is it different from?
- **Associate It**  
What does it make you think of? What comes to your mind when you think of it? Perhaps people? Places? Things? Feelings? Let your mind go and see what feelings you have for the subject.
- **Analyze It**  
Tell how it is made. If you can't really know, use your imagination.
- **Apply It**  
Tell what you can do with it. How can it be used?
- **Argue for It or Against It**  
Take a stand. Use any kind of reasoning you want—logical, silly, anywhere in between.

Leveling Questions is a part of Differentiation too.





## Ideas for Kinesthetic Cube

- Arrange \_\_\_\_\_ into a 3-D collage to show \_\_\_\_\_
- Make a body sculpture to show \_\_\_\_\_
- Create a dance to show \_\_\_\_\_
- Do a mime to help us understand \_\_\_\_\_
- Present an interior monologue with dramatic movement that \_\_\_\_\_
- Build/construct a representation of \_\_\_\_\_
- Make a living mobile that shows and balances the elements of \_\_\_\_\_
- Create authentic sound effects to accompany a reading of \_\_\_\_\_
- Show the principle of \_\_\_\_\_ with a rhythm pattern you create. Explain to us how that works.



# TASK EIGHT-Looking at the last slides on Differentiation..... Slides 25 – 34

1. What part of differentiation do you still need support in?
2. How could just changing how a student presents mastery of learning support them in a growth mindset?
  - Let's say you gave students a choice of a visual, auditory or tactile product to show mastery. How would that make them feel about learning?
3. What if you leveled the content you present by some students reading an article, some students listening to a video, some students looking at an infographic of the information, or a presenter coming in? How would that support them in their learning and growth mindset?
4. What if you practiced a new concept without paper and pencil? How would the students with fine motor skill problems feel?
5. What if you changed up the seating in your room with long tables, comfy chairs, soft lighting, fresh air, and music?
6. What if you set up a place in the room for students who need to move while learning?

# Fun way using a handout or worksheet....

## Proving the Answers with Evidence

Students each have the same worksheet.

- They **get up around the room and talk to one another about questions** and answers. They are **looking for the right answer** from their classmates.
- **Teacher listens in to hear how the students are approaching the answers and if they are using content specific vocabulary and accountable talk.**
- Then when the timer goes off, students return to their seats and **sit with a partner to check out the answers they found in the group.**
- **If answers do not match, they have to prove which one is right.**
- When they complete the worksheet, **only one worksheet from the 2 students is turned in for a grade.**

**How does this assignment tell students I care about how you think and collaborate with each other?**

# Which leads us to External & Internal Rewards

**Daniel Pink** says that **intrinsic rewards refer to the personal satisfaction a person feels when something is accomplished, when no outside incentives are in place.** The reward is the praise for effort and persistence coupled with **“that feeling of accomplishment”** that only they can feel.

**Extrinsic rewards come from an outside place, which promises a “prize”** if a child demonstrates success. This can affect student performance.

- Many people only work to the point that triggers the reward.
- It can extinguish student creativity and foster short term thinking.

Ask yourself, when do you feel the best- When you complete something for your own satisfaction or when you win a prize? Is the satisfaction of the job, enough reward????

# Bernard Weiner's Theory of Attribution

## Precursor to Growth Mindset Theory

Successful people will often attribute success to effort, which is an internal factor.

Unsuccessful people will often attribute failure to the difficulty of the task and/or bad luck. (Like John McEnroe) Fixed Mindset who blamed his failures on external factors.

**Thus: Teachers need to encourage students to internalize the belief that their own actions and behaviors, not external factors, guide them to achievement or failure.**

# What is motivation?

It is a force that energizes and directs behavior toward a goal.

## 4 KINDS OF MOTIVATION

### POSITIVE

**EXTRINSIC**

Do a good job on this speech and I'll give you a pizza party.

I want to do this speech. I believe in this topic. This will help me later.

**INTRINSIC**

Do this speech or you will fail. You might get grounded and will be ineligible.

I don't want to do this. There's no reason for me to do it.

### NEGATIVE

**EXAMPLE:** Why should I care about how I do on this speech?



# Task Nine -16<sup>th</sup> video on the website

## Watch this video “If You Have Never Failed” Blue Fish TV

<https://www.mindsetworks.com/Videos>

### Learning Potential and Failure

If the work is meaningful:

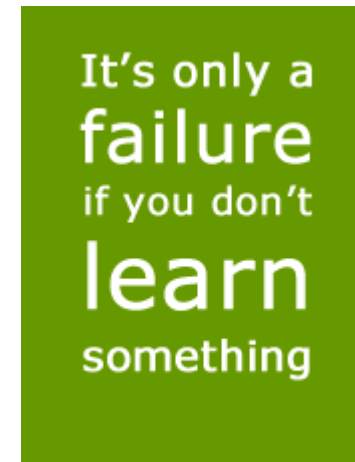
**Failure  
Always  
Invites  
Learning!**



How could you use this video and this chart with your students online or face to face?

# Failures are Feedback/Data-Teach that!!!!

- Student need to understand that **Failing is just some news for your brain.**
- **Celebrate failures** in your classroom.
- Save them up throughout the week.
- **Pick your best failure.**
- Get with a group of 4 or a partner.
- **Share your failures** and
- Talk about **what you learned from them and how it will make you a better learner.**



# FAMOUS FAILURES

## MICHAEL JORDAN

*After being cut from his high school basketball team, he went home, locked himself in his room, & cried.*

## WALT DISNEY

*He was fired from a newspaper for "lacking imagination" and "having no original ideas."*

## STEVE JOBS

*At 30 years old, he was left devastated & decompressed after being unceremoniously removed from the company he started.*

## THE BEATLES

*Rejected by Decca Recording studios, who said "We don't like their sound" & "They have no future in show business."*

## OPRAH WINFREY

*She was demoted from her job as a news anchor because she "wasn't fit for television."*

## ALBERT EINSTEIN

*He wasn't able to speak until he was almost 4 years old, and his teachers said he'd "never amount to much."*

**"IF YOU'VE NEVER FAILED, YOU'VE NEVER TRIED ANYTHING NEW."**

# Do things that build stamina

Your brain is like a muscle. The more you use it, the better and stronger it becomes.

When you learn something new, it can be challenging. But if you keep practicing, it will become easier. Think about when you learned to ride a bike.

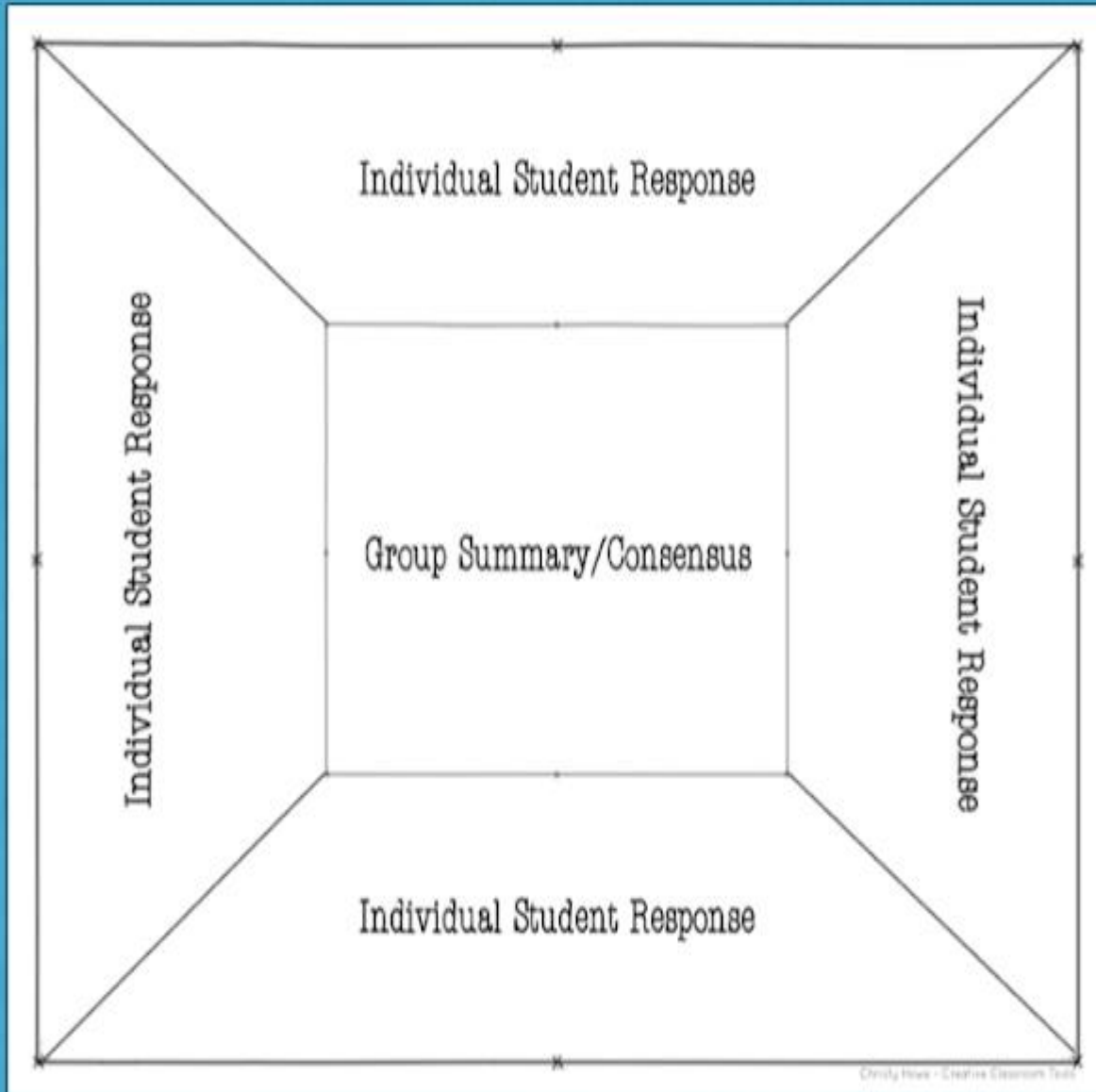
Play ShapeOmetry, Chocolate Fix, Brick by Brick, Rush Hour and watch perseverance in action while students work.

**Do an ANTI-Talent Show-** Pick something you think you can't do and practice for 10 days and have a show for the school.

[https://www.learnalberta.ca/content/sssm/html/placematactivity\\_sm.html](https://www.learnalberta.ca/content/sssm/html/placematactivity_sm.html)

Discussion Place Mats using chart paper on desks

Use it as front loader or an exit review



© Creative Classroom Tools

### Why Use a Consensus Placemat?

- The consensus placemat is an easy, low-prep tool that offers many benefits. It is a great way to activate students' prior knowledge and to see what students already know.
- It encourages participation from every student.
- Students who may be reluctant to raise their hand or share ideas are able to actively contribute to the discussion in a relaxed setting because each member must construct their own response first, it increases equitable participation and individual student accountability.
- 
- Students must think critically to support their ideas and evaluate the reasoning of others.



# An article that every teacher should read.....

[https://greatergood.berkeley.edu/article/item/seven\\_ways\\_mindfulness\\_can\\_help\\_teachers](https://greatergood.berkeley.edu/article/item/seven_ways_mindfulness_can_help_teachers) **TASK TEN –Answer only the red questions**

- 1. Think about a student you find challenging.**
- 2. Recall the last time she or he did something that made teaching difficult.**
- 3. What emotions does the memory elicit? Do you feel annoyed? Frustrated?**
- 4. How does your body feel? For example, are your shoulders tense? Your stomach tight?**
5. Don't try to stop the feelings or change them. Just sit with them.
6. Listen to the thoughts that come from these feelings.
7. This practice is helpful because it will enable you to learn how your emotions function. This will help you to respond consciously, rather than unconsciously, to misbehavior.

# Empathetic Teachers-Discuss these things with students.

- They ask themselves, **“Would I want someone to say or do to me what I just said or did to a student, colleague, or parent?”**
- Remarks, nonverbal, in student’s space, not listening, not seeing the ones who never have behaviors, never call on.....
- **The learning environment must be a FEAR FREE ZONE.** Fear shuts down all processes and forces the brain to concentrate on fight or flight. Kids fear making mistakes or trying to complete something they don’t understand.
- **Even words like “try harder” can be misconstrued** if a student has tried and can’t understand what to do next. Anger begins to replace motivation to learn what to do.

# MindUP –Goldie Hawn’s Organization

- <https://mindup.org/mindup-for-teachers/> show video of principal  
Scroll down to the video
- <https://www.youtube.com/watch?v=5InRCumXUMs> 2.38 Goldie  
Hawn explains Mind UP **Watch this one please**
- <https://www.youtube.com/watch?v=uR7UfsuJef0> 5.22 showing the  
Brain Break



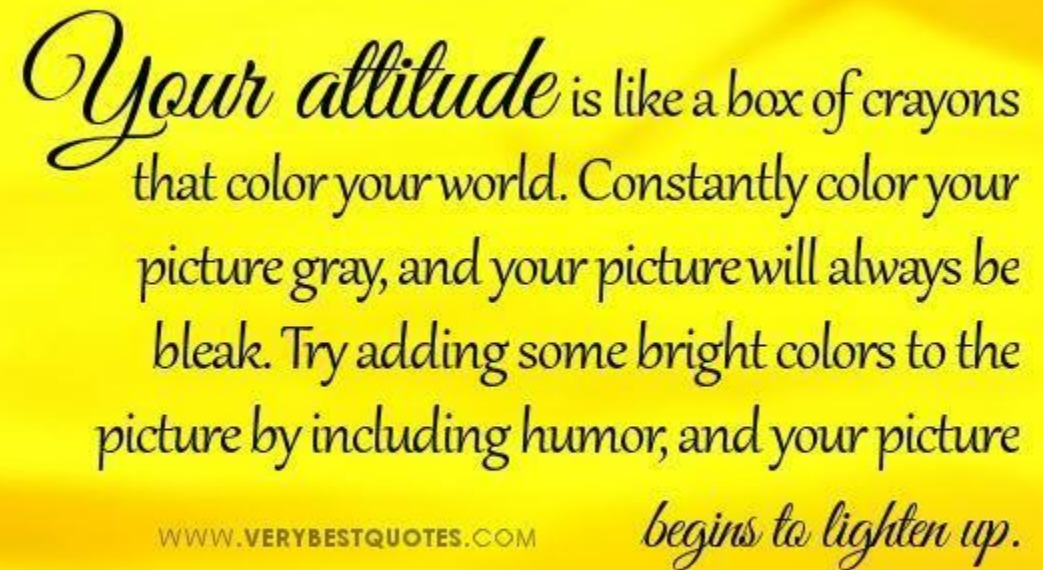
# TASK Eleven

**Tell me what should  
happen in your classroom  
from this training?**

A mindset that is positive and reflective leads to a better life.

**Thank you for taking the time to do this. I appreciate you being a teacher that has a positive mindset.**

**Listen in the teacher's lounge area today or tomorrow or next school year. Can you pick out people who have a growth mindset? Are you one of them?**



*Your attitude* is like a box of crayons that color your world. Constantly color your picture gray, and your picture will always be bleak. Try adding some bright colors to the picture by including humor, and your picture

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*begins to lighten up.*

- ALLEN KLEIN