

WELLNESS CHOICES & RELATIONSHIP CHOICES: Growth Mindset Assignment

Alberta Curriculum Outcome:

<p>W-6.1 evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection</p> <p>W-6.4 examine how health habits/behaviours influence body image and feelings of self-worth</p> <p>W-6.7 identify and communicate values and beliefs that affect healthy choices</p> <p>W-6.8 analyze how laws, regulations and rules contribute to health and safety practices</p> <p>W-6.9 evaluate the impact of personal behaviour on the safety of self and others</p>	<p>R-6.1 recognize that individuals can choose their own emotional reactions to events and thoughts</p> <p>R-6.2 establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings</p> <p>R-6.3 develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity</p> <p>R-6.4 identify, analyze and develop strategies to overcome barriers to communication</p> <p>R-6.5 develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy</p> <p>R-6.6 develop strategies to maintain and enhance appropriate cross-age relationships; e.g., within the family, school and community</p> <p>R-6.7 apply a variety of strategies for resolving conflict; e.g., practise treating differences of opinion as opportunities to explore alternatives</p>	<p>L-6.1 expand strategies for effective personal management; e.g., develop and implement a personal budget, assess the power of positive thinking</p> <p>L-6.2 identify personal skills, and skill areas, for development in the future</p> <p>L-6.3 analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered</p> <p>L-6.4 identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans</p>
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An Overview:

Mindset is the way that you perceive or feel about your abilities. When someone believes that their intelligence or abilities can be developed, they have a **growth mindset**. They think of intelligence like a muscle that can be exercised and developed. When someone with a growth mindset has difficulty with a subject or assignment, instead of thinking that he or she is unintelligent, he or she might think, "Anything that requires extra effort is a sign that I'm learning and developing my intelligence."

<p>Characteristics of FIXED Mindset:</p> <p>"You are who you are and you <i>stay</i> who you are."</p> <p>A Fixed Mindset leads to a desire to <i>look smart</i> and therefore a tendency to:</p> <ul style="list-style-type: none"> ➤ Avoid challenges ➤ Give up easily ➤ See effort as "fruitless" or worse ➤ Feel threatened by the success of others 	<p>Characteristics of GROWTH Mindset:</p> <p>"You have the ability to <i>change</i> through the learning process."</p> <p>A Growth Mindset leads to a desire to <i>learn</i> and therefore a tendency to:</p> <ul style="list-style-type: none"> ➤ Embrace challenges ➤ Persist in the face of setbacks ➤ See effort as the path to mastery ➤ Learn from criticism ➤ Find lessons and inspiration in the success of others
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You're Task (s):

Virtually all the great leaders and change-makers in our world have or had a growth mindset. They believed that their most basic abilities could be developed through hard work and dedication in their belief (i.e. faith). They used the talents that they were born with as a starting point. Then, through a love of learning and resilience they were able to achieve great accomplishments.

➔ "Gather Research" worksheets:

By using the guided example provided, please create your own great leader/change-maker in our world that has or had a growth mindset. **Please note that there are lines for you to write on the guided sample. You'll need to compile your research into a logical manner. Once you have completed and written in your research, you'll need to cut along the outline of the shape you have traced.**

➔ One minute oral presentation front of the class.

➔ Write a Reflection Paper on the learning



Grade 6c: Health

Growth Mindset Research Assignment

Date: __/__/____(dd/mm/yyyy)

Unit: _____; Term: 1 2

Name: _____

Assessment type: D F S

Overall: Mark//Level: __//__; Class Average: __ Parent Signature: _____

Level Criteria	Excellent Level 4	Proficient Level 3 79% 72% 65%	Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
Quality of research <i>(what I found out)</i> (_/2)	Excellent information that answers the fat question fully and in a logical order	Good information that answers most of the fat question	Some information given	Little information given / is difficult to understand	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. --Not Hand In
Quality of presentation <i>(how well I shared what I found out)</i> (_/1)	Oral presentation articulated clearly in my own words, with correct posture, clear speaking (not reading) and good volume	Oral presentation mostly articulated clearly	Some of oral presentation articulated clearly	Oral presentation not presented clearly	
Resources I used (_/1)	Bibliography shows that information comes from a variety of sources	Bibliography shows some sources have been used	Bibliography shows few sources used	No bibliography presented	
Days Late (_/1)	0	1	2	3++	

Teacher's Comments - Area for Growth and Action Plans (if below "level 2"):

Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.

Name: _____

Class: _____

Date: _/~/____ (dd/mm/yyyy)

Student Reflections

1. Give a brief description of the project or activity you have completed.

2. **Outward-Looking:** What grade would you give it? Why?

3. **Forward-Looking:** What would you change if you had a chance to do this piece over again?

4. **Inward-Looking:** What did you learn about yourself as you worked on this piece?



Grade 6

Rubric for Student Reflections: _____

Date: __/__/____(dd/mm/yyyy)

Term: ☐ 1 ☐ 2

Name: _____

Assessment type: ☐ D ☐ F ☐ S

Overall: Mark/Level: __/__; Class Average: __ Parent Signature: _____

Level Criteria	Excellent Level 4	Proficient Level 3 79% 72% 65%	Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
Reflective Thinking (_/2)	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about his/her own learning processes.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process..	The reflection does not address the student's thinking and/or learning.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Analysis (_/1)	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.	
Making Connections (_/1)	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences	
Days Late (_/1)	0	1	2	3++	--Not Hand In

Teacher's Comments - Area for Growth and Action Plans (if below "level 2"):

☐ Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.