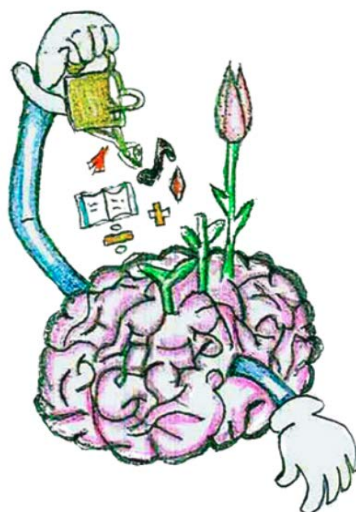


GROWTH MINDSET TOOLKIT

Hands-on teaching cases ready to use in your classroom

MindsetGo 2.0



Co-funded by the
Erasmus+ Programme
of the European Union

Table of contents

SUMMARY	3
INTRODUCTION	4
CHAPTER 1: GROWTH MINDSET IN REWARDING ACTIVITIES.....	5
Activity 1: Outdoor activity – Plant recognition, treasure hunt	6
Activity 2: "The ABC of health" - self-confidence development activity for students	8
Activity 3: Naturalistic intelligence – discover your own type of intelligence!	11
Activity 4: Find treasures in nature like the pirate in the movie	13
Activity 5: "Safety in mountain hiking "	14
Activity 6: Water Memory.....	15
CHAPTER 2: RESILIENCE: THE BASIC FEATURE OF DEVELOPING GROWTH MINDSET.....	17
Activity 1: The tree of expectations (messages of encouragement)	18
Activity 2: My resilient character (drawing a character)	20
Activity 3: My resilient character (writing a story of a character).....	22
Activity 4: My superpower (writing a story).....	24
Activity 5: What can I do to become resilient? (examples of situations)	26
CHAPTER 3: DEVELOPING A GROWTH MINDSET THROUGH MINDFULNESS – AN INNER TRIP	28
Activity 1: Mindful VS. Mindfull.....	29
Activity 2: Feelings, thoughts and beliefs when being Mindful VS. Mindfull	30
Activity 3: Mindful problem solving	34
Activity 4: Mindful everyday exercises.....	37
Activity 5: Mindful bullying awareness	40
CHAPTER 4: GOODBYE FIXED MINDSET, HELLO GROWTH MINDSET	44
Activity 1: Investigating growth mindset.....	45
Activity 2: Ways to growth mindset	47
Activity 3: Facing fixed mindset thoughts	49
Activity 4: Mastering growth mindset thoughts.....	52
Activity 5: I can be successful	55
CHAPTER 5: THEATRE AND LETTING GO: WORKING ON SELF-CONFIDENCE TO DEVELOP ONE'S MIND.....	57
Activity 1: When chance becomes a director (improvisational theatre).....	58
Activity 2: Read me I follow you.....	59
Activity 3: Discovering your own clown (inner trip)	60
Activity 4: setting in voice of literary texts: dramatization	62
CHAPTER 6: PHYSICAL ACTIVITIES IN THE GREAT OUTDOORS: EXERCISE, PERSEVERE, SURPASS YOURSELF, (RE)GAIN SELF-CONFIDENCE THROUGH DISCOVERING THE ISLAND	65
Activity 1: Find your bearings with a map in a defined area (orienteering race in the Étang-Salé forest).....	66
Activity 2: Steer, propel and balance yourself in a boat (Kayaking down the Bras des Marsoins river)	68
Activity 3: Walking in a group along a defined route (Sporty hikes with gradients)	68

SUMMARY

Growth Mindset Toolkit is a teaching tool made for teachers who would like to increase, nurture and develop growth mindset of the students in their class with the hands-on teaching cases ready to use in your classroom. It can also work as a strong reminder for the teachers that growth mindset can really be learned with different activities in the teaching and learning process. The toolkit provides ideas for the activities that can be beneficial for students to make a life-changing development of the growth mindset. Students learn and strengthen their awareness that they can develop their skills and talents through effort and persistence, as well as being receptive to lessons and feedback. They adult into a person who generally believes they can improve through hard work and trying new learning methods.

The teaching cases included in this toolkit are ready and easy to use in a classroom, divided into five chapters. The toolkit consists of 28 activities based on the various teaching cases from partner schools in the Erasmus+ project MindsetGo 2.0. The majority of activities are estimated to be completed in one school hour (45 minutes) which makes the implementation of the activities even easier.

The MindsetGo 2.0 project brought together teachers from various countries who were reporting about their teaching cases in relation to growth mindset. Based on their practical teaching cases and activity examples we created this toolkit with the aim to bring those activities in several more classrooms around the world. Teachers active in the project were an inspiration of connecting a growth mindset practice into the playful and lively activities, which are captured inside this toolkit. As a result of the knowledge shared, it was possible to produce this Growth mindset toolkit in the scope of the Erasmus+ MindsetGo 2.0 project.

INTRODUCTION

Each student is different and the difference is even more obvious when observing their mindsets. It can be a challenging field of work to use and devote teachers' level of growth mindset to the development of students' growth mindset. We want our students to have different responsibilities, opportunities to learn and grow their skills, willingness to actively seek learning opportunities and new challenges and overall positive, high expectations of themselves through developing a growth mindset. They first need to believe they have the ability to learn and develop their growth mindset.

People with a growth mindset believe that intelligence and talents can be improved through effort and learning over time. They also recognize that setbacks are a necessary part of the learning process and allow people to 'bounce back' by increasing motivational effort. This kind of mindset sees 'failings' as temporary and changeable, and as such, a growth mindset is crucial for learning, resilience, motivation, and performance.

Those who adopt a growth mindset are more likely to embrace lifelong learning, they believe intelligence can be improved, put more effort into learning since they believe effort leads to mastery, they see failures as temporary setbacks, and feedback as a source of information, they are willing to embrace challenges, the success of others is a source of inspiration and the feedback is an opportunity to learn and make progress.

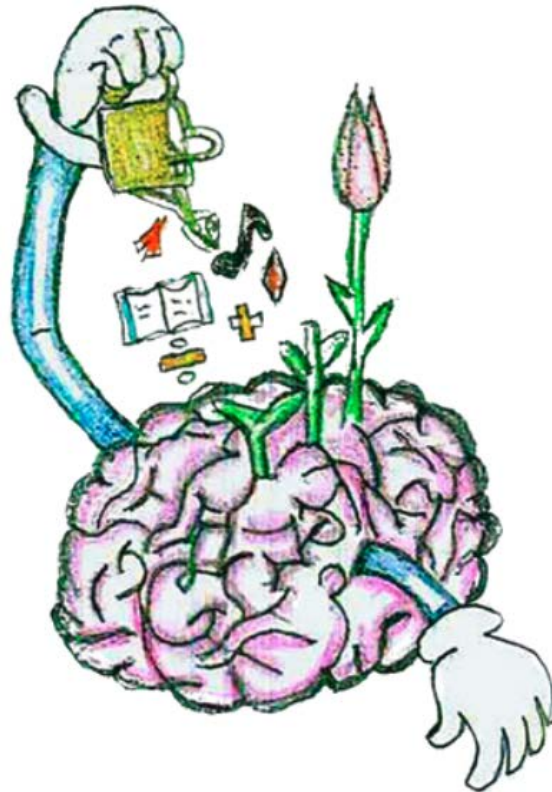
This toolkit is meant for all the teachers who wish to improve their teaching skills. The activities and the working sheets can be simply used in the classroom, without much adaptation needed. They especially focus on developing the growth mindset of your students.

In addition to implementing those activities in your classroom, developing a growth mindset is more effective when it's rooted in the subject pedagogy and from a more stealthy approach. With that in mind, the following is also worth considering in your classroom. Think carefully about the language you use in every interaction with every student. Focus on using the right kind of praise, praising children's intelligence harms their motivation and this ultimately harms their performance. Reward effort and what can be accomplished through study, practice, perseverance and good strategies. Set high standards and challenge students from the start. Allow students to learn from mistakes and develop perseverance and resilience, effectively engaging in deliberate practice. Use feedback effectively, signposting students to use the correct subject-specific learning strategies, then allow them time to act on this specific feedback.

CHAPTER 1

GROWTH MINDSET IN REWARDING ACTIVITIES

Activities proposed and tested by teachers from Școala Gimnazială Nr. 4 Bistrița, BN, Romania



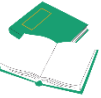



Growth mindset develops with every activity/lesson every day.

Pupils can nurture, maintain and promote growth mindset by embracing challenges, being persistent in the face of setbacks, finding lessons and inspiration in the success of others, learning from criticism and setting effort as the path of mastery. All of the above can be further encouraged by narrative texts, comics, movies, discussions, debates, activities inspired from everyday life.

Activity 1: Outdoor activity – Plant recognition, treasure hunt



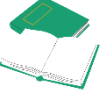


(by Barteş Bombonica – Geta)

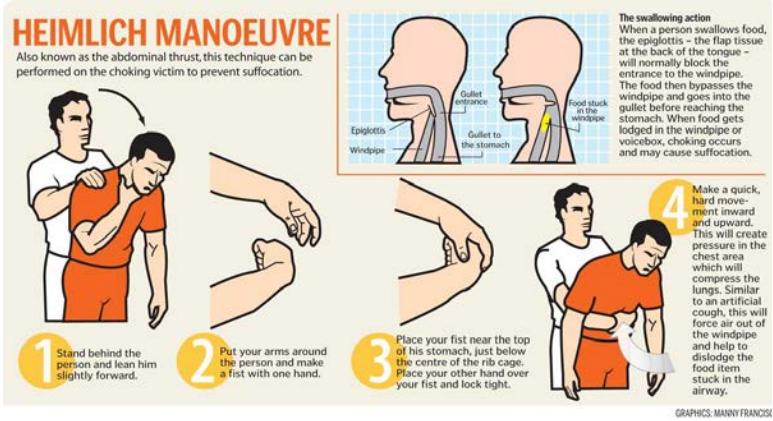
	<p>TIME</p>	<p>This activity takes 50 minutes.</p>
	<p>AGE</p>	<p>This activity is recommended for pupils of the age 8-9.</p>
	<p>WHAT YOU NEED</p>	<p>A copy of Worksheet 1 of <i>Activity 1: Outdoor activity – Plant recognition, treasure hunt</i>. Have extra pencils for the pupils and some bags for sorting leaves. Teacher should have a phone with Google Lens application for plant recognition and the whistle for regrouping. We also recommend hiking equipment for everyone.</p>
	<p>ACTIVITY INSTRUCTIONS</p>	<p>The teacher and the pupils go on a hike in the neighbouring forest. There, the teacher tells the pupils they are going to look for plants, insects, and flowers, find new smells and shapes and gives to pupils a copy of Worksheet 1. The teacher explains to them that they will do an outdoor activity called treasure hunt: Name known flowers, trees, birds, and animals and encourage the children to go in search of them, through the forest on the outskirts of the city, this way solving the worksheet. – 30 min</p> <p>The children collect leaves, which are sorted by size, colour, shape, etc. – 15 min</p> <p>It is recommended that teacher uses the Google Lens application in the meantime, with the help of which he/she learns news about the plants and insects encountered along the way.</p> <p>Children sitting near the trees quietly listen to the sounds of nature, relax. An idea for reflection question: "If the tree could talk, what story would it tell?" etc. – 30 minutes (Children report on the items found and on the emotions experienced).</p> <p>Debriefing: which are the "treasures" found during our trip? – 15 min</p>

Worksheet 1 of activity 1: Outdoor activity – Plant recognition, treasure hunt

NR.	QUESTION	YOUR ANSWER
1.	Find something green.	
2.	Find something round.	
3.	Find something straight.	
4.	Find something soft.	
5.	Find three different leaves.	
6.	Find something noisy.	
7.	Find something smooth.	
8.	Find something rough.	
9.	Find a beautiful stone.	
10.	Find a bug.	
11.	Find a stick resembling something.	
12.	Find flower petals.	
13.	Find something you think is wonderful.	
14.	Find something you believe to be a treasure.	

Activity 2: The ABC of health – self-confidence development activity for students (by Victoria Svinți)

	TIME	This activity takes 60 minutes.
	AGE	This activity is recommended for pupils of the age 6-10.
	WHAT YOU NEED	The activity was carried out with the help of 4 students and a teacher from a Theoretic Sanitary High School in Bistrița, who brought with them rescue equipment and mannequin. For this activity a rescue equipment and mannequin is needed.
	ACTIVITY INSTRUCTIONS	The main activities students practiced were: stopping nasal bleeding, the Heimlich manoeuvre, the safety position of an unconscious person. 1. The pupils gather in a circle and are given explanation about the importance of stopping nasal bleeding and are shown how to do it. <div data-bbox="523 1077 1281 1563" style="text-align: center;"> <p>TO STOP A NOSEBLEED</p>  <p>Sit down and lean forward.</p> <p>Pinch the soft part of the nose and breathe through the mouth.</p> <p>Release and repeat if necessary.</p> <p>MEDICALNEWS TODAY</p> </div> They exercise the manoeuvre several times, under the careful supervision of the specialists. – 15 minutes The students gather in a circle and are given explanation about how to save life with Heimlich manoeuvre and then they take turns to exercise it:



They exercise the manoeuvre several times, under the careful supervision of the specialists. – 15 minutes

The students gather in a circle and are given explanations about the the safety/ recovery position of an unconscious person and then they take turns to exercise it.



They exercise the manoeuvre several times, under the careful supervision of the specialists. They take turns, playing the unconscious person and the helping person. – 15 minutes

The last part is devoted to the short revision and reflection of the new things learned and the importance for being prepared to save lives and embrace challenges. The teacher encourages students to think how was it to try new activities, to learn something new, how did they feel when they made a mistake and what can we learn from this mistake, how can they support each other in learning about the topic more in the future etc. – 15 min







ADDITIONAL INFORMATION

Sometimes, a life can be saved if someone, at the right moment, knows how to do a simple but effective manoeuvre. Thanks to a teacher and 4 students of the Theoretic Sanitary High School in Bistrita, all the children in the primary school of our school learned what to do when someone is drowning, how to stop a nosebleed and how to position a victim in safety position. The activity was interactive, particularly attractive for the students, as they were, in turn, both "victims" and "saviours". They learned surprisingly quickly and practiced the roles with passion and delight. Let's hope they won't have the opportunity to apply these manoeuvres in real situations, but it's good to be armed with such skills.

Feedback: The parents stated that the activity was welcome and useful; the children went home and showed their parents and siblings what manoeuvres they had learned. A mother told the teacher that the whole day her little girl kept her lying on the floor and "saved her".

Activity 3: Naturalistic intelligence – discover your own type of intelligence!

(by Teodora Pop)

	<p>TIME</p>	<p>This activity takes 2 hours 30 minutes (designed for the “Green Week” – alternative classes nature and environment oriented, 27th-31st March 2023)</p>
	<p>AGE</p>	<p>Teacher-students activity for 13-15 year-olds</p>
	<p>WHAT YOU NEED</p>	<ol style="list-style-type: none"> 1. Cards with words to make up pairs (ex. salt & pepper) – ice-breaker 2. Projector, laptop, Internet access for the following links: https://www.youtube.com/watch?v=4p5286T_kn0&ab_channel=ClintPulver https://www.youtube.com/watch?v=A7HFA4NUWQg https://www.idrlabs.com/multiple-intelligences/test.php https://padlet.com/superteopop/post-your-intelligence-type-here-ccasa0io9sgttxbi https://www.youtube.com/watch?v=ArAwUq8HVAK https://play.kahoot.it/v2/lobby?quizId=ac5e695f-cae3-4059-9a6e-5aa3282317e6 3. Printed sheets of paper with instructions for the scavenger hunt 4. Printed clues for the scavenger hunt 5. Posters with smart cookies (Multiple Intelligences) by Susan Morrow (from teacherspayteachers.com), motivational quotes for the classroom 6. Cookies for all 7. Prizes for the Kahoot winners (animals & plants/flowers stickers, chocolate bars)
	<p>ACTIVITY INSTRUCTIONS</p>	<ol style="list-style-type: none"> 1. First, the teacher tells the instructions for the ice-breaker. She gives one card to each student and they have to keep their card on their forehead while moving around and asking closed questions to find out what he/she is (Am I an object? Etc). Then, they have to find their pair (salt & pepper, fire & ice etc). When they settle down, in pairs, they have to ask 3 questions about the other person in order to get to know each other. (20 minutes) 2. As a lead-in, based on two illustrations, the pupils have to explain what they think the messages of the drawings are: “Our education system, teacher and animals” and “Same bottle, different value”, by Mounika.studio Instagram. (10 minutes)

3. To get into the subject, the teacher shows the students *Clint Pulver's story* (first video) and they will add their own experiences (if they have ever felt the same in school) at the end of it. (5 minutes)

4. The next video is a doodle one about the *Theory of the Multiple Intelligences*. Children will revise them all (9) after the video, describing them in their own words, in a brainstorming. They'll also have to guess their own type of intelligence based on the video's presentation. (10 minutes)

5. Students take the *Multiple Intelligences test* (by scanning a QR code for the link), at the end of which they'll discover their own predominant type, out of all 9: intrapersonal, interpersonal, musical, bodily-kinaesthetic, logical-mathematical, linguistic, spatial, existential, naturalistic. (15-20 minutes)

6. When they finish, they have to take a screenshot and post it on the *Padlet link* (another QR code for saving time), for the teacher to see & discuss them all together (10-15 minutes).

7. The teens will have to watch another short video about a famous person (African-American) with naturalistic intelligence: *George Washington Carver*. At the end, the students who paid extra attention will tell the class as many pieces of information they got out of the video (10 minutes).





8. The students, split into teams, have to guess the clues and find the hidden pieces with information from the previous video. It's a Scavenger Hunt in the classroom. When they have all of them, they have to order them chronologically. All the members from the first team to do so win a point (40 minutes).

9. Students individually play a *Kahoot game* based on all the information from today's activity. If someone from the second place was in the winning scavenger hunt team, due to that gained point, goes on the first place. The first three winners get a prize! (15 minutes).

10. All students will be rewarded for their curiosity and work with 1-2 cookies, the teacher reminding them that they're truly smart cookies, each excelling at something different! (5 minutes)



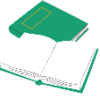

Activity 4: Find treasures in nature like the pirate in the movie

(by Cuciurean Bogdan and Timocea Anca)

	<p>TIME</p>	<p>This activity takes 2 hours.</p>
	<p>AGE</p>	<p>This activity is recommended for pupils of the age 6-10.</p>
	<p>WHAT YOU NEED</p>	<p>A video projector for watching Captain Sabertooth and the magic diamond or another pirate movie.</p>
	<p>ACTIVITY INSTRUCTIONS</p>	<p>A video projector for watching Captain Sabertooth and the magic diamond or another pirate movie.</p> <p>Students will watch the movie The Sabertooth and the magic diamond. The movie can be watched in the classroom or at the cinema.</p> <p>At the end of the film, there will be discussions about how interesting a pirate's life is, about the adventures he goes through and the risks he is exposed to. In the second part of the activity, the students are led to a corner of nature where they are given the opportunity to have fun and look for treasures: coloured leaves, chestnuts, special stones, etc.</p> <p>Students are given 35-40 minutes to look for special objects in nature, and at the end they are asked to present them and specify how difficult it was to find them and what dangers they went through to find them.</p>



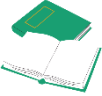

Activity 5: Safety in mountain hiking

(by Cătălina Sucilea)

	TIME	This activity takes 2 hours.
	AGE	This activity is recommended for pupils of the age 13-15.
	WHAT YOU NEED	<p>It is recommended that a teacher connects with climbing connoisseurs, such as mountain rescuers, due to the safety of pupils in this activity.</p> <p>Each must have appropriate mountain equipment, health toolkits, mountain saving equipment.</p>
	ACTIVITY INSTRUCTIONS	<p>At the beginning of the activity, the students are presented with the mountain equipment and they're finding out what is the minimum equipment that is good to have in order to be able to do a mountain hike safely. The students have the opportunity to see first-hand the difference between sport equipment and one dedicated to mountain hiking. – 20 min</p> <p>Next, the map orientation section follows. Students learn the meaning and role of mountain markings and practice map orientation on maps provided by mountain rescuers. – 30 min</p> <p>Then, the students will find out, through some video materials from the activity of mountain rescuers, what the possible risks in mountain hiking are and how to avoid them: avalanche, getting lost, sudden change of weather, disorientation, etc. – 30 min</p> <p>https://www.arrivealive.mobi/hikers-and-hiking-safety</p> <p>At the end, the mountain rescue of a victim section follows. The students are presented with the rescue equipment and the students take turns playing the roles of victim and rescuer. – 30 min</p> <p>The evaluation is a feedback questionnaire applied to the students. Teacher can also lead discussion about the new things learned and the importance of being prepared to embrace different challenges. The teacher encourages students to think how was it to try new activities, to learn something new. – 10 min</p>

Activity 6: Water Memory

(by Iustina Sîmbotelecan)

	TIME	This activity takes 60 minutes.
	AGE	This activity is recommended for pupils of the age 12-15.
	WHAT YOU NEED	For the following activity you will need materials, such as paper, brushes, blue tack, cello tape, flipchart, markers, paint based on water or acrylic. Prepare also smart board, laptop, video projector and white board.
	ACTIVITY INSTRUCTIONS	<p>Procedure:</p> <p>Icebreaker (4 min)</p> <ul style="list-style-type: none"> • Wireless phone <p>Starter</p> <p>Discussion on water. Teacher tells students today we are going to talk about Water Memory.</p> <p>Main</p> <p>Watching sequences from the film “Messages From Water” Messages From Water- Full Film Masaru Emoto The GOYS Life - YouTube</p> <p>Discussion about the video:</p> <ul style="list-style-type: none"> • How do you find this video? • Have you found out something interesting? • Have you found out something new? • Did you know that our emotion, thoughts and words have impact on water? • Have you seen how the water crystals looked like when the name A. Hitler was stuck on the jar? • What can you say about the rice in the jar? • Our body contains approximately 70% water. Do you think that our health can be influenced in any way by our or others’ negative words and thoughts? • Love, joy, appreciation are positive feelings or words and help us enjoy our life. Everything is easy, achievable, beautiful. Our immune system is very strong. • Frustration, anger, envy are feelings that hurt ourselves and others.

- Negative feelings are normal. Everybody feels angry from time to time but we have to accept difficult situations and learn to let them go, it's just an experience that will go away at some point. (observe it, accept it)

Discussion about colours:

- Do you think that colours influence our mood?
- Red symbolises: energy, anger, aggression
- How would you feel in a red room? (energised then aggressive at some point)
- Blue: communication, affection, balance
- Green: life, love, regeneration
- If you were a colour what colour would you like to be? Why?

Discussion about music (video showing how "beautiful/ugly" the water crystals are when listening different types of music)

- What kind of music do you like?
- Have you known that classical music has a more positive effect on us than heavy metal?
- Have you noticed how beautiful crystals came up while listening to classical music? What about the crystals that came up while listening to heavy metal?

-Let's come back to water. What colour is the water? How do you feel it? How does it look like at sunset?

Giving pieces of paper to students to express the way they perceive life and water by painting specific elements of underwater life: coral reefs, jelly fish, sea shells, crabs, waterfalls, fish, oceans, lakes at sunset, springs, etc.

- (musical background)

Students present their work (talk about the title and colours of their work)

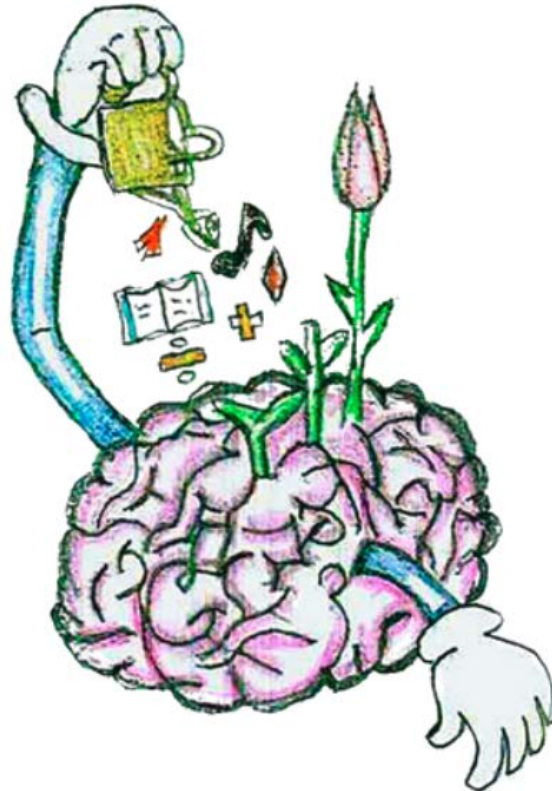
Closing

Students write on post it notes how this lesson experience will change their thoughts, feelings and words they use when addressing themselves and others. The post it notes containing conclusions, feedback are going to be posted on a flipchart "Learning Tree" on the board.

CHAPTER 2

RESILIENCE: THE BASIC FEATURE OF DEVELOPING GROWTH MINDSET





Inspired by Elena Buneru, County Centre for Resources and Educational Assistance



Resilience is a bet on the future. It's not a promise. With at least one certainty.

The following activities for pupils will consist of five information activities about resilience and growth mindset. Pupils can nurture, maintain and promote growth mindset also by being more resilient. Resilience is known as one of the basic feature of developing growth mindset. Resilience is the ability to deal with everything that life throws on you and to breathe more and more and to be more and more standard. Resilience is the process, capacity or result of successful adaptation in situations where challenges in certain circumstances have been overcome.

Activity 1: The tree of expectations (messages of encouragement)

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 9-12.
	WHAT YOU NEED	A copy of Worksheet 1 of <i>Activity 1: The tree of expectations</i> . Have extra tracks of paper ready if any of the pupils are going to draw more. To give pupils more options for desinging techniques, we advise you to prepare pencils, markers, crayons etc.
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of Worksheet 1 and explain them that you will talk about messages of encouragement. Make a 10-minute discussion about what are the most common and helpful messages of encouragement, that they hear form their parents, teachers, colleagues, friends etc. In the discussion, ask them about importance of those messages and when do they need to hear them the most.</p> <p>Give pupils 30 minutes time to write their favourite message of encouragement, dedicated to one person in their lives and have them draw the tree of expectations that would represent their message of encouragement.</p> <p>When the messages and the drawings are designed, make a 10-minute time, that pupils present their encouragement tree and tell for who this encouragement was addressed and why.</p>

Worksheet 1 of Activity 1: The tree of expectations (messages of encouragement)



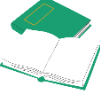



Write a message of encouragement for a person (parent, teacher, colleague, friend etc.) and represent it with drawing a tree of expectations.

Drawing

What is your message of encouragement? Write it down.

Activity 2: My resilient character (drawing a character)

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 7-12.
	WHAT YOU NEED	A copy of Worksheet 1 of <i>Activity 2: My resilient character</i> . Have extra tracks of paper ready if any of the pupils are going to draw more. To give pupils more options for designing techniques, we advise you to prepare pencils, markers, crayons etc.
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of Worksheet 1 and explain them that you will talk about resilience. Make a 10-minute discussion about what pupils most beloved characters from a book, cartoon or a favourite story, who went through a negative event (lost their favourite object, was refused to play, etc.). In the discussion also ask them, how do they know from the plot, that they recovered from the event.</p> <p>Give pupils 30 minutes time to draw their most beloved character who went through a negative event. Instruct them to draw that negative event besides the character himself. When the drawings are designed, make a 10-minute time that pupils present their character drawings and tell, how the character felt when he/she recovered from a negative event.</p>

Worksheet 1 of Activity 2: My resilient character (drawing a character)







Draw your most beloved character that went through a negative event and got recovered from it. Draw the character in the environment of that negative event.

Drawing

How the character felt when he/she recovered from a negative event?

Activity 3: My resilient character (writing a story of a character)

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 9-15.
	WHAT YOU NEED	A copy of Worksheet 1 of <i>Activity 3: My resilient character</i> . Have extra tracks of paper ready if any of the pupils are going to write more.
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of Worksheet 1 and explain them, that you will talk about resilience. Make a 10-minute discussion about what pupils most beloved characters from a book, cartoon or a favourite story, who went through a negative event (lost their favourite object, was refused to play, etc.). In the discussion also ask them, how they know from the plot, that they recovered from the event.</p> <p>Give pupils 30 minutes time to write a story about their most beloved character that went through a negative event. Have them also include character's feelings and behaviour, when he overcame a negative event.</p> <p>When the stories are written, make a 10-minute time, that pupils present their character stories and tell, how the character felt when he/she recovered from a negative event.</p>





Worksheet 1 of Activity 3: My resilient character (writing a story of a character)



Write a story about your most beloved character who went through a negative event and got recovered from it. Include description of character's feelings and behaviour when he overcame a negative event.

Story

Activity 4: My superpower (writing a story)

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 9-15.
	WHAT YOU NEED	A copy of <i>Worksheet 1 of Activity 4: My superpower</i> . Have extra tracks of paper ready if any of the pupils are going to write more.
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of <i>Worksheet 1</i> and explain them, that you will talk about resilience. Make a 10-minute discussion about what is their definition of a superpower, examples of superpowers and what are the benefits of having superpowers. Also investigate together what can be human superpowers. Give pupils 30 minutes time to write a story in which they investigate about their superpowers – qualities that helped them to develop and to have a state of well-being. When the stories are written, make a 5-minute time that pupils write down on the slips of paper their three investigated superpowers. Collect all of the pupil's slips of paper and then randomly rearrange them to pupils. Instruct them that each of them reads a written superpower out loud in the classroom. Later, before the end of the activity, encourage them to try developing said superpower from the note in the future.</p>

Worksheet 1 of Activity 4: My superpower (writing a story)



Write a story in which you investigate about your superpowers – qualities, that helped you to develop and to have a state of well-being.



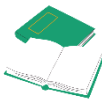

Story

Large empty rectangular area for writing the story.

On the slips of paper write down your three superpowers.

--	--	--

Activity 5: What can I do to become resilient? (Examples of situations)

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 9-15.
	WHAT YOU NEED	A copy of Worksheet 1 of <i>Activity 5: What can I do to become resilient?</i> Have extra tracks of paper ready if any of the pupils are going to write more.
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of Worksheet 1 and explain them, that you will talk about resilience. Make a 10-minute discussion in which situations is resilience needed in a broader context. Also ask them how frequently do they encourage themselves or how many times do they get encouragement from others.</p> <p>Give pupils 20 minutes time to write examples of situations in which they have encouraged themselves (what they say in their minds when they want to be encouraged) and who they turn to when they feel the need to be encouraged.</p> <p>When the stories are written, make a 15-minute time that pupils are randomly divided into groups of three or four. Instruct them to share examples of situations when they encouraged themselves and who they turn to when they feel the need to be encouraged. Later, each of the group shortly presents the discussion that was in their group. It would be also interesting to ask them, what were the different situations mentioned in the group and to who they turn to.</p>

Worksheet 1 of Activity 5: What can I do to become resilient (examples of situations)



Write examples of situations in which you encouraged yourself (what you said in your mind when you wanted to be encouraged).



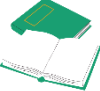



Who do you turn to when you feel the need to be encouraged? Does it maybe depend on the situation itself? Explain.

Randomly divide into groups of three or four pupils. In the group, share examples of situations when they encouraged themselves and who they turn to when they feel the need to be encouraged.

Present the discussion that was in your group in the classroom. What were the different situations mentioned in the group and to who do you all turn to?

Activity 1: Mindful vs. Mindfull

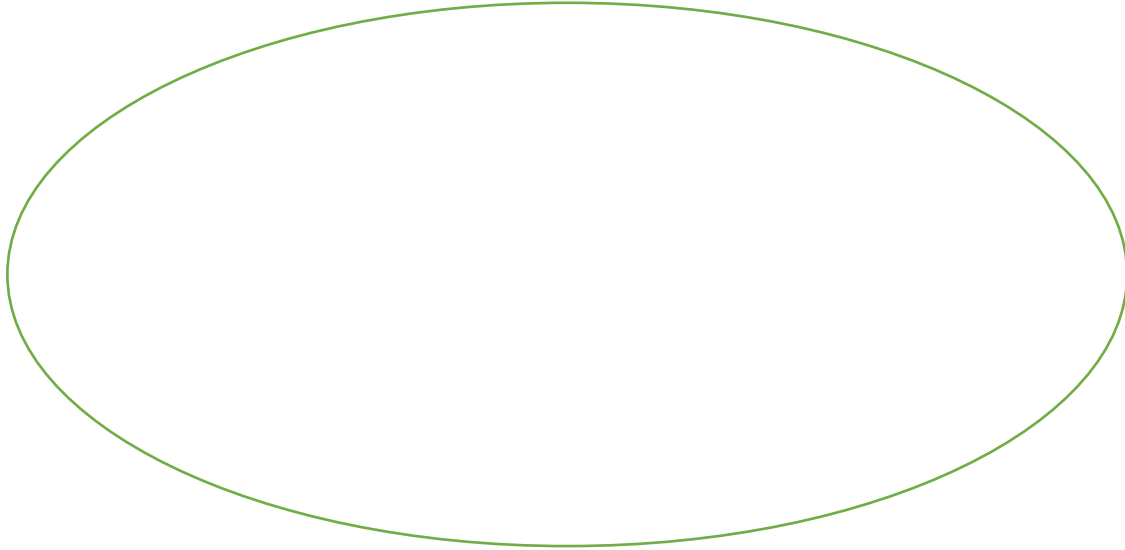
	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 9-12.
	WHAT YOU NEED	A copy of Worksheet 1 of <i>Activity 1: Mindful VS. Mindfull</i> . Have extra tracks of paper ready if any of the pupils are going to write more.
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of Worksheet 1 and explain them that you will talk about the meaning of the word “mindful” and “mindfull”. Make a 15-minute discussion about examples of when you are mindful and mindfull. For example, tell them that if you are teaching them right now, but you also think about what will you cook for tonights dinner, then you are mindful. Tell them that being mindful means just thinking about what is happening right now. It is also noticing your own thoughts and feelings when they come up. Then, ask them if they have ever felt mindfull before and how was it?</p> <p>Give pupils 20 minutes time to write down in the circles, what they think, feel and believe when they feel mindful or mindfull. Give them this amount of time to really reflect about how much are they really mindful and write as much as they can recognize in themselves.</p> <p>When the Worksheet 1 is completed by pupils, make a 10-minute time that pupils tell if they are more mindful and mindfull and how the difference is shown in everyday activities. Instruct them to share examples of situations when they are mindful and mindfull.</p>

Worksheet 1 of Activity 1: Mindful vs. Mindfull

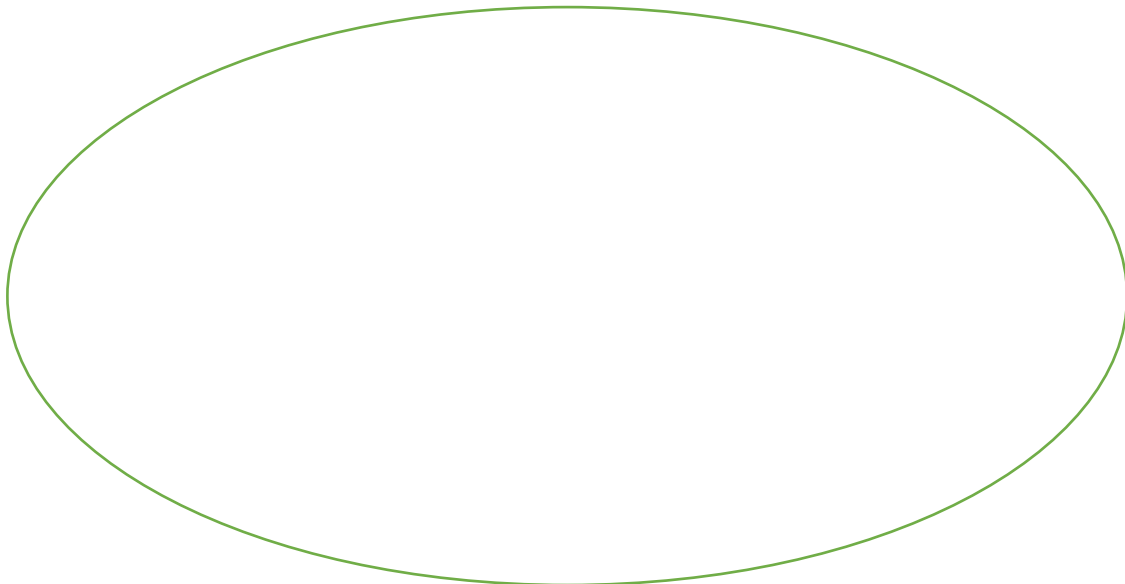


Write down in the circles, what you think, feel and believe when you feel mindful or mindfull. Reflect about how much are you really mindful and write as much as you can recognize in yourself.



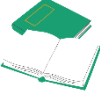

FILL THE CIRCLE WITH THE THOUGHTS, FEELINGS, AND BELIEFS YOU HAVE WHEN YOU FEEL **MINDFUL**.



FILL THE CIRCLE WITH THE THOUGHTS, FEELINGS, AND BELIEFS YOU HAVE WHEN YOU FEEL **MINDFUL**.



Activity 2: Feelings, thoughts and beliefs when being Mindful vs. Mindfull

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 9-15.
	WHAT YOU NEED	A copy of Worksheet 1 of <i>Activity 2: Feelings, thoughts and beliefs when being Mindful VS. Mindfull</i> . Have extra tracks of paper ready if any of the pupils are going to write more.
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of Worksheet 1 and explain them, that you will talk about the feelings, thoughts and beliefs when being “mindful” and “mindfull”. Make a 10-minute discussion about examples of when you are mindful and mindfull. For examples, check out Activity 1. Then, ask them if they have ever felt mindfull before and how was it?</p> <p>Give pupils 30 minutes time to answer the questions of Worksheet 1. Give them this amount of time to really reflect about how much are they really mindful and write as much as they can recognize in themselves.</p> <p>When the Worksheet 1 is completed by pupils, make a 10-minute time that pupils divide into groups of three or four and share their conclusions about mindful(I)ness and different strategies to achieve the state of mindfulness.</p>

Worksheet 1 of Activity 2: Feelings, thoughts and beliefs when being Mindful vs. Mindfull



When do you feel mindful? When do you feel mindfull?







What are some of your thoughts/beliefs when you feel mindfull? What feeling is each Thought/belief connected to?



What could you do next time you feel mindful to focus back on the moment feeling mindful? Write down 6 – 10 strategies to achieve that state.

Activity 3: Mindful problem solving

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 9-12.
	WHAT YOU NEED	A copy of Worksheet 1 of <i>Activity 3: Mindful problem solving</i> . Have extra tracks of paper ready if any of the pupils are going to write more.
	ACTIVITY INSTRUCTIONS	<p>Give the pupils a copy of Worksheet 1 and explain to them that you will do an activity about Mindful problem solving. The point of this activity is to think about more and better strategies when facing the problem.</p> <p>Give pupils 35 minutes time to answer the questions of Worksheet 1.</p> <p>When the Worksheet 1 is completed by pupils, make a 10-minute time that pupils divide into groups of two and share their different strategies when facing a problem.</p>

Worksheet 1 of Activity 3: Mindful problem solving



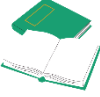



Focus on the last circumstance with a schoolmate or a friend that made you upset. What would be other possible strategies to express your feelings without hurting that person?



Focus on the last circumstance when you received a gift from someone. That gift didn't make you that much excited. What were the words you said to that person? How did those words make that someone feel? What would be other possible strategies to express your feeling?

Activity 4: Mindful everyday exercises

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 7-12.
	WHAT YOU NEED	A copy of Worksheet 1 of <i>Activity 4: Mindful everyday exercises</i> . Have extra tracks of paper ready if any of the pupils are going to write more. Prepare A0 list dimensions for making a classroom poster, some glue and scissors. You can also offer pupils some colouring pencils for decorating a poster.
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of Worksheet 1 and explain them, that you will do an activity about promoting mindfulness. The point of this activity is to nurture, maintain and promote mindfulness and also present pupils basic exercises that they can do every single day.</p> <p>Give pupils 20 minutes time to answer the questions of Worksheet 1.</p> <p>When the Worksheet 1 is completed by pupils, make a 10 - minute time that pupils rewrite chosen three positive/encouraging statements that they often say to themselves. Offer them some glue and a list of A0, to make a poster. One of the pupils can write a headline of the poster, for example “positive statements” and others can glue their slips of paper. Also, they can decorate the poster with drawing some flowers, stars, hearts, etc. Before the end of this activity, pupils can read out loud each by each chosen statements of the classroom.</p>

Worksheet 1 of Activity 4: Mindful everyday exercises



Write down five things that you are happy for/you are looking forward to today.



Write down five positive/encouraging statements, that you often say to yourself.



Write down five things that you are grateful for today.



Write down five positive things that you can hear, smell, see, hear or feel around you right now in this moment. Why do they make you happy or cheerful?

Large empty rectangular area for writing responses to the first question.







On the slips of paper, write down the chosen three positive/encouraging statements, that you often say to yourself, and make a classroom poster with your teacher and schoolmates.

Cut the slips of paper with scissors by the line when you are finished.

--	--	--

Three vertical rectangular boxes of varying shades of green, intended for writing and cutting out slips of paper.

Activity 5: Mindful bullying awareness

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 11-12.
	WHAT YOU NEED	A copy of Worksheet 1, 2 and 3 of <i>Activity 6: Mindful bullying awareness</i> . You can also offer pupils some pens, pencils and markers.
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of Worksheet 1 and dedicate the first 10 minutes for a discussion about bullying. Investigate with the pupils what is bullying, how to recognize the signs of the bullying, what bullying looks like. Later, give them instructions to divide into three groups.</p> <p>The first group will make a poster about what is bullying (act that hurts someone, act that is done on purpose, it's hard to make the bully stop).</p> <p>The second group will make a drawing - a poster of what bullying looks like (physical (kicking, biting, throwing things, etc.), verbal (teasing, taunting, insulting, etc.), relational (gossip, exclusion or leaving people out, telling people not to be your friends), cyberbullying).</p> <p>The third group will make a poster about how does bullying make people feel (bad, sad, mad, anxious, afraid, hopeless, like no one likes them, like they don't want to come to school). Each group gets the suitable Worksheet of this activity. Each group has 20 minutes to create a poster.</p> <p>Dedicate the last 15 minutes for the group presentations and a discussion about bullying awareness and growth mindset. You can help pupils see the bullying through the lens of developing a growth mindset and mindfulness. Help them understand how mindsets (beliefs) affect how they respond to social challenges, like bullying or exclusion, at school. Let them strengthen the non-judgmental look on others and recognize that people can change.</p>

Worksheet 1 of Activity 5: Mindful bullying awareness (Group A)

Make a poster about what bullying is. Then present a poster to your class.

Worksheet 2 of Activity 5: Mindful bullying awareness (Group B)

Make a drawing - a poster of what bullying looks like. Then present a poster to your class.

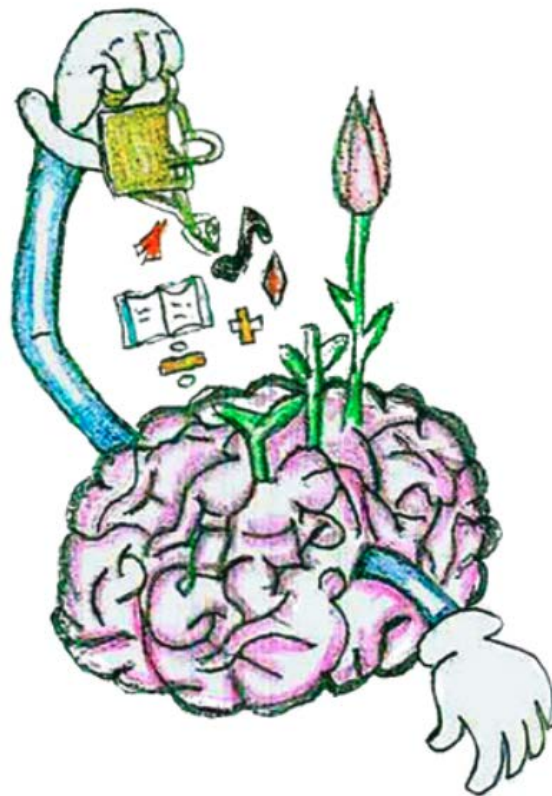
Worksheet 3 of Activity 5: Mindful bullying awareness (Group C)

Make a poster about how does bullying make people feel. Then present a poster to your class.

CHAPTER 4

GOODBYE FIXED MINDSET, HELLO GROWTH MINDSET





Inspired by Ločniskar, Ošojnik, Marinšek, Primary school Marije Vere, Kamnik, Slovenija and Jasminka Belščak, M. Sc. inf., teacher advisor, Croatia



The mindset is inside us. You are learning and growing every moment.

The following activities for pupils will represent basic growth mindset exercises that pupils can do it regularly. Some of the activities also develop growth mindset through issues of positive supervision. Focus is mainly on goal analysis, not on problem analysis. Activities promote thinking, such as what went right (even just a little bit), how was this useful for the pupils, what could they do differently next time etc. Mostly, activities raise awareness of importance of growth mindset and they include some training how to think in a growth mindset way.

Activity 1: Investigating growth mindset

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 6-10.
	WHAT YOU NEED	A copy of Worksheet 1 of <i>Activity 1: Investigating growth mindset</i> . For colouring we advise you to prepare pencils, markers, crayons etc.
	ACTIVITY INSTRUCTIONS	<p>Give the pupils a copy of Worksheet 1 and present them with the expression “growth mindset”. Ask if any of the pupils has heard this expression before and brainstorm together, what would be the meaning behind the word. Then, explain to them that having a growth mindset means believing that your brain can grow and you can learn many new things. You are not born smart; you become smart. A fixed mindset is quite the opposite. It is about believing that you cannot learn new things. You are born with your knowledge and skills and cannot get smarter. It may help to explain that the brain is like a muscle. Just like when you lift weights, when you exercise your brain, it will get bigger and stronger.</p> <p>Give the pupils 30 minutes to investigate what kind of attitude and thinking is behind a person with a growth mindset. On the Worksheet 1, they will colour a sketch with thoughts that are common for persons with a growth mindset. You can read them before colouring together.</p>



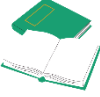

Worksheet 1 of Activity 1: Investigating growth mindset



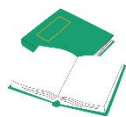
Investigate, what kind of attitude and thinking is behind a person with growth mindset and color a sketch.



Activity 2: Ways to growth mindset

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 9-12.
	WHAT YOU NEED	A copy of Worksheet 1 of <i>Activity 1: Ways to growth mindset</i> . For this activity, prepare A2 or A3 lists for each group of pupils. To give pupils more options for designing techniques, we advise you to prepare pencils, markers, crayons etc.
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of Worksheet 1 and present them the term growth mindset. Ask if any of the pupils has heard this word before and brainstorm together, what would be the meaning behind the word. Then, ask which pupil would like to read written information about growth mindset on the Worksheet 1. Listen together in the classroom about the topic and ask pupils, if everybody understands the meaning behind it. You can also ask them some sub-questions.</p> <p>Randomly divide pupils into groups of two. Spread the A2 or A3 lists among the divided groups. Give pupils 30 minutes time to make a poster with a thought pattern about the topic. Also, instruct them to present a growth mindset in a drawing with a symbol, thing, item or plant etc.</p>

Worksheet 1 of Activity 2: Ways to growth mindset



Read information about growth mindset and in a group of two pupils make a poster with a thought pattern about the topic. Also, present a growth mindset in a drawing.



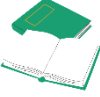

A **growth mindset** is “the understanding that abilities and understanding can be developed”. Those with a growth mindset believe that they can get smarter, more intelligent, and more talented through putting in time and effort. On the flipside, a **fixed mindset** is one that assumes abilities and understanding are relatively fixed. Those with a fixed mindset may not believe that intelligence can be enhanced, or that you either “have it or you don’t” when it comes to abilities and talents. The main difference between the two mindsets is the belief in the permanence of intelligence and ability; one views it as very permanent, with little to no room for change in either direction, while the other views it as more changeable, with opportunities for improvement (or, for that matter, regression). This difference in mindset may lead to marked differences in behaviour as well. If someone believes intelligence and abilities are immutable traits, they are not likely to put in much effort to change their inherent intelligence and abilities. On the other hand, those who believe they can change these traits may be much more willing to put in extra time and effort to achieve more ambitious goals. With a growth mindset, individuals may achieve more than others because they are worrying less about seeming smart or talented and putting more of their energy into learning (Dweck, 2016).

How to change your mindset?

There are eight general approaches for developing the foundation for such a mindset:

1. Create a new compelling belief: a belief in yourself, in your own skills and abilities, and in your capacity for positive change.
2. View failure in a different light: see failure as an opportunity to learn from your experiences and apply what you have learned next time around.
3. Cultivate your self-awareness: work on becoming more aware of your talents, strengths, and weaknesses; gather feedback from those who know you best and put it together for a comprehensive view of yourself.
4. Be curious and commit to lifelong learning: try to adopt the attitude of a child, looking at the world around you with awe and wonderment; ask questions and truly listen to the answers.
5. Get friendly with challenges: know that if you mean to accomplish anything worthwhile, you will face many challenges on your journey; prepare yourself for facing these challenges, and for failing sometimes.
6. Do what you love and love what you do: it’s much easier to succeed when you are passionate about what you’re doing; whether you cultivate love for what you already do or focus on doing what you already love, developing passion is important.
7. Be tenacious: it takes a lot of hard work to succeed, but it takes even more than working hard—you must be tenacious, weathering obstacles and getting back up after each time you fall.
8. Inspire and be inspired by others: it can be tempting to envy others when they succeed, especially if they go farther than you, but it will not help you to succeed; commit to being an inspiration to others and use the success of others to get inspiration as well (Zimmerman, 2016).

Activity 3: Facing fixed mindset thoughts

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 9-12.
	WHAT YOU NEED	A copy of Worksheet 1 of <i>Activity 3: Facing fixed mindset thoughts</i> .
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of Worksheet 1 and talk with pupils about fixed mindset thoughts and statements. Tell them that it is important to recognize those thoughts in the process of promoting growth mindset. We can all encounter them on a daily basis but we can restructure them into a more positive, growth mindset way. For this is the activity dedicated. As a teacher read it out loud and explain them that you will mostly reflect on three chosen fixed mindset thoughts that are quite common among all people. Take 30 minutes time for pupils to solve the Worksheet 1.</p> <p>When the pupils solve the Worksheet 1, ask them about how they felt when they remembered times facing some circumstances with those fixed thoughts. You can also ask them, how was it useful to reformulate statements. Make a discussion about how can they use this in their everyday life and practice this.</p>

Worksheet 1 of Activity 3: Facing fixed mindset thoughts



Have you ever thought »I'm just not good at this«? What were the circumstances when you thought about that (describe your feelings)?

**Try to replace this statement into a more positive one. Write it down.
How does the new statement make you feel?**



Have you ever thought »This is too hard«? What were the circumstances when you thought about that (describe your feelings)?

**Try to replace this statement into a more positive one. Write it down.
How does the new statement make you feel?**



Have you ever thought »I can't do it«? What were the circumstances when you thought about that (describe your feelings)?

**Try to replace this statement into a more positive one. Write it down.
How does the new statement make you feel?**

In the following green rectangle, write down three new, more positive statements, that you have reformulated. You can also cut this part of the Worksheet, save it and read those statements again when you encounter fixed mindset thoughts.

1ST POSITIVE STATEMENT

Instead of »I'm just not good at this«, I will say to myself





2ND POSITIVE STATEMENT

Instead of »This is too hard«, I will say to myself

3RD POSITIVE STATEMENT

Instead of »I can't do it«, I will say to myself

Activity 4: Mastering growth mindset thoughts

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 9-12.
	WHAT YOU NEED	A copy of Worksheet 1 of <i>Activity 4: Mastering growth mindset thoughts</i> .
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of Worksheet 1 and talk with pupils about fixed mindset thoughts and statements. Tell them that it is important to recognize those thoughts in the process of promoting growth mindset. There is a list of Lola’s fixed mindset statements that she’s experiencing them right now. Pupils can help Lola out and replace them with the “growth mindset” statements.</p> <p>Take 30 minutes time for pupils to solve the Worksheet 1. When the pupils solve the Worksheet 1, ask them about how they felt when they were helping Lola replacing fixed mindset statements with growth mindset statements. You can also ask them, how was it useful to reformulate statements. Make a discussion about how can they use this in their everyday life on Lola’s example and practice this.</p>

Worksheet 1 of the Activity 4: Mastering growth mindset thoughts



Read the following fixed mindset statements that Lola is having them right now and replace them with the growth mindset statements. Help her out.

1. "I'm either good at something or I can't do it."

2. "I won't fail if I don't try."

3. "I'm jealous of my schoolmate's good grades."

4. "Constructive criticism (feedback that provides specific, actionable suggestions) is just a personal attack."

5. "It is what it is."

6. "I don't need to learn anymore."

7. "I give up when I'm frustrated."

8. "I'd never be any good at sports, so I'm not going to apply to play sports."

9. "I don't like experimenting with new things."

10. "This problem isn't my fault, it's someone else's."

11. "I would rather feel safe than try to grow."

12. "There's no point in trying if I'm going to fail."

13. "I already know everything I need to know."

14. "I've always been told that I can't be a A-grade student."

15. "I'll never be that smart."

16. "My friend can do all the school obligations so easily."

17. "It's good enough."

18. "I'm a failure."





19. "What's the point of trying?"

20. "Going to the dace competition was a dumb mistake. I fail!"



**Which statements of the above do you also encounter in your everyday life?
What could Lola think differently next time?**

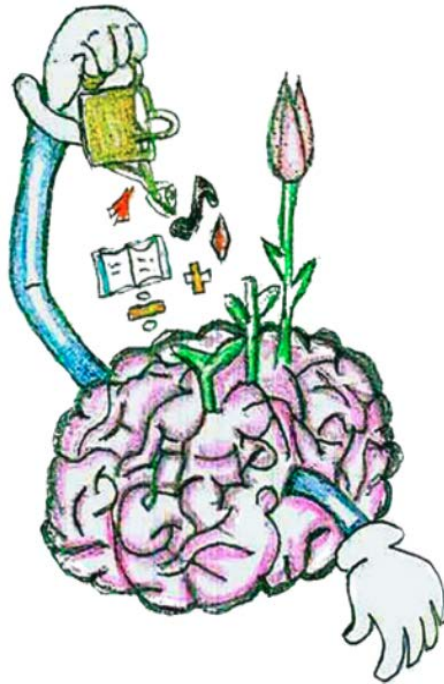
Activity 5: I can be successful

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 9-15.
	WHAT YOU NEED	A copy of Worksheet 1 of <i>Activity 5: I can be successful</i> .
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of Worksheet 1 and talk about why is growth mindset important in life. Discuss about the positive impact growth mindset has on a person in every life aspects. Then, discuss about the connection of growth mindset and (academic) success.</p> <p>Take 40 minutes time for pupils to write a letter about they can be successful. With this letter they will remind themselves of who they are. Instruct them to write about themselves in 10 years' time; what is their core, what they, what are their goals, wishes, and why are they worthy regardless of what hurdles they have to face. They will also describe their path of the academic success and where they see themselves in 10 years' time.</p>

CHAPTER 5

THEATRE AND LETTING GO: WORKING ON SELF-CONFIDENCE TO DEVELOP ONE'S MIND

Inspired by Jacquie Siracuse, French teacher, Collège les Tamarins, Saint-Pierre, Reunion Island



“We do not have to be ashamed of who we are.”





“The Growth mindset”: this is the mindset of the student who does not feel devalued by failure but will manage to see difficulty as a challenge. Speaking is an area where students do not feel comfortable at all. They feel they are in trouble. It is not easy for many teenagers to be in front of an audience of adults (in an exam context) or an audience of young people their own age (for oral presentations, etc.). It is even difficult for the most shy to speak up in class to answer a simple question asked by the teacher.

Theatrical activities are an effective way to work on self-confidence, fear of failure, fear of ridicule and fear of being judged. They allow students to work on the oral skills that are essential for opening up to others and the outside world. To have self-confidence and to dare to speak in public is to develop a growth mindset.





The following chapter proposes simple and playful theatrical activities.

The staging is very important. The teacher can prepare a theatrical space (a small stage) and provide props and a theatrical decor. It is interesting that the teacher also participates in the activities. He/she can act out the theatrical situations, and can even start the exercise first to encourage the students to follow him/her. When the teacher starts the activity first, it is not a question of giving an example to follow, it is a question of showing the students that he is revealing himself, he is daring, he is facing the difficulty of being in front of others. He puts himself on the same level as the students to accompany them and show them that shame does not exist in itself, it is we who make it exist and we can, together, teacher and students, decide that it does not exist.

Activity 1: When chance becomes a director (improvisational theatre)

	<p>TIME</p>	<p>This activity can last between 30 minutes and 1 hour depending on the number of groups.</p> <p>The passage of a group lasts between 2 and 5 min.</p>
	<p>AGE</p>	<p>This activity is recommended for students aged 11 to 15.</p>
	<p>WHAT YOU NEED</p>	<p>We need a space for theatrical play (a stage).</p> <p>We also need props that will be chosen at random.</p>
	<p>ACTIVITY INSTRUCTIONS</p>	<p>Students form groups of 3 or 4.</p> <p>Each group draws a location and an object at random and must improvise a situation using that object.</p> <p>Examples of places: the beach, the classroom, in a car, at the movies, on a soccer field, hiking in the mountains, at the police station, in the principal's office, at grandma's house.</p> <p>Objects: unusual or widely used objects (you can use anything you have at hand).</p>



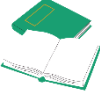

Activity 2: Read me I follow you

	<p>TIME</p>	<p>This activity takes about 20 minutes.</p> <p>The passage of a group lasts one to two minutes.</p>
	<p>AGE</p>	<p>This activity is recommended for students aged 11 to 15.</p>
	<p>WHAT YOU NEED</p>	<p>We need a space for drama (a stage).</p> <p>Students are allowed to use objects they find in their environment.</p>
	<p>ACTIVITY INSTRUCTIONS</p>	<p>Students form groups of 3 (one speaker/two actors) - each group can switch roles several times if they wish.</p> <p>The speaker reads a short text (chosen at random) to the two actors of his group.</p> <p>They have two minutes to come up with a short play.</p> <p>The speaker reads the text aloud and the actors must act it out without speaking.</p>

Worksheet 1 of Activity 2: Read me I follow you

<p>Read a short text (chosen at random) to the two actors of your group.</p>
<p>1. Don Quixote stood straight and proud on a mare as thin as he was. Following him was a donkey on which a small fat man was dozing, suddenly awakened by a shout.</p>
<p>2. Attracted by the smell and the wriggling of the earthworm, the fish swallowed it. Immediately, the hook entered his lip and he felt himself being pulled out of the water.</p>
<p>3. Pablo set off with his parrot on his shoulder. As he passed a river, he saw some beautiful flowers and went into the water to pick some. He was up to his knees in water when a huge crocodile appeared, its mouth open and threatening.</p>
<p>4. The witch handed Snow White an apple. The girl was hungry and bit into the fruit. Immediately her blood froze and she fell into a deep sleep. The apple was poisoned and the witch laughed: "Ah, ah, ah!"</p>

Activity 3: Discovering your own clown (inner trip)

	TIME	This activity takes 45 minutes.
	AGE	This activity is recommended for pupils of the age 9-15.
	WHAT YOU NEED	<p>A copy of <i>Worksheet 1 of Activity 3: Discovering your own clown</i>. You will also need scissors for students so they can cut off slips of paper.</p> <p>We advise you to play some music in the background for a greater relaxation, but it's not mandatory.</p>
	ACTIVITY INSTRUCTIONS	<p>Give to pupils a copy of <i>Worksheet 1</i> and give them instructions to divide into groups of four pupils. For this activity, each of the pupils will have 10 minutes to play a role as a clown. They can sing, dance, talk, move, etc. The most important part is that they feel relaxed and be themselves, fully mindful. It's even greater if they let go of their own boundaries.</p> <p>In the meantime, monitor their progress, motivate them, encourage them, and give them some guidance. You can also show them some of the moves if so of the pupils aren't so relaxed.</p> <p>Give pupils 40 minutes time to play a role as a clown in a group of four pupils. On the <i>Worksheet 1</i>, they must write down 5 things they liked of their schoolmates performances as a clown. When the activity is completed, pupils cut three slips of paper, where the 5 things they liked are written. They give a slip of paper to each member of their group.</p>

Worksheet 1 of Activity 3: Discovering your own clown

Instructions of the activity:

For this activity, each of the pupils will have 10 minutes to play a role as a clown. You can sing, dance, talk, move, etc. The most important part is that you feel relaxed and be yourself, fully mindful. It's even greater if you let go of your own boundaries.







Write down 5 things you liked of schoolmates performances as a clown.

When the activity is completed, cut those three slips of paper and give them to each member of their group.

<p>Schoolmates name:</p> <p>_____</p>	<p>Schoolmates name:</p> <p>_____</p>	<p>Schoolmates name:</p> <p>_____</p>
<p>In your role as a clown, I liked:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p>In your role as a clown, I liked:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p>In your role as a clown, I liked:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>

Activity 4: setting in voice of literary texts: dramatization

	TIME	This activity takes 1 hour
	AGE	This activity is recommended for students aged 11 to 15.
	WHAT YOU NEED	We need a space for theatrical play. We need props related to the text (fake sword, cape...) Students are allowed to use objects they find in their environment.
	ACTIVITY INSTRUCTIONS	When we study an important literary text, we work on putting it into voice (theatralization). The steps: <ul style="list-style-type: none"> • silent reading of the text reading aloud • theatrical reading with props

SAMPLE TEXT FOR ACTIVITY 4:

We are in a sequence on Tristan and Yseult, in the study of medieval texts. The part highlighted in yellow serves as a support for activity 3.

"Lords of Ireland, the Morholt fought well. See: my sword is chipped, a fragment of the blade is stuck in his skull. Take this piece of acer away, lords: It is the tribute of the Corwall!"

Recommended accessories: a fake sword, a cape, heroic music...

SAMPLE TEXT IN ENGLISH



Before we start: let's locate the kingdom of Ireland on the map and remind ourselves where each character comes from.

Tristan climbed into a boat alone and sailed towards the island of Saint-Samson. But the Morholt had hoisted a rich purple sail from its mast, and was the first to land on the island. He was tying his boat to the shore when Tristan, touching down in his turn, pushed his boat out to sea with his foot.

Vassal, what are you doing?" said the Morholt, "and why haven't you tied up your boat like me?"

- Vassal, what's the point?" replied Tristan. One of us will return alive from here: isn't one boat enough for him?"

And the two of them, rousing each other to battle with outrageous words, plunged into the island.

No one saw the bitter battle, but three times it seemed that the sea breeze carried a furious cry to

the shore. Then, as a sign of mourning, the women beat their palms in chorus, and the Morholt's companions, massed apart in front of their tents, laughed. At last, around nine o'clock, the purple sail was seen stretching in the distance; the Irishman's boat detached itself from the island, and a cry of distress rang out: "The Morholt! the Morholt! But as the boat grew, suddenly, at the top of a wave, it showed a knight standing at the bow; each of his fists held out a brandished sword: it was Tristan. Immediately twenty boats flew out to meet him, and the young men swam in.

The valiant man rushed to the shore and, as the mothers kissed his iron shoes on their knees, he shouted to the Morholt's companions:

"Lords of Ireland, the Morholt fought well. Look: my sword is chipped and a fragment of the blade is stuck in his skull. Take this piece of steel away, lords: it is the tribute of Cornwall!"

So he went up to Tintagel (...) Tristan reached the castle and collapsed in King Mark's arms, blood streaming from his wounds.

SAMPLE TEXT IN FRENCH



Avant de commencer: Situations sur la carte le royaume d'Irlande et rappelons d'où vient chaque personnage.

1. cingla : navigua.
2. pourpre : étoffe teinte d'un rouge vif, symbole d'une haute dignité.
3. vassal : terme de mépris, utilisé par les adversaires avant le combat.
4. une amarre : cordage servant à retenir un navire.
5. outrageuses : insultantes.
6. âpre : rude.
7. leurs paumes : mains.
8. massés : rassemblés.
9. none : neuvième heure après le lever du soleil (15 heures).
10. la proue : avant d'un bateau.
11. le preux : brave, vaillant.
12. la grève : rivage.
13. ses chausses : partie de l'équipement du chevalier qui le couvre de la taille aux pieds.
14. le tribut : ce que le vaincu doit donner ou payer au vainqueur.

« Nul ne vit l'âpre bataille »

Après avoir reçu une éducation de chevalier, Tristan se rend à Tintagel, à la cour de son oncle, Marc de Cornouailles. Or le Morholt, un chevalier géant, frère de la reine d'Irlande, réclame aux Cornouaillais trois cents jeunes gens et trois cents jeunes filles destinés à devenir esclaves. Seul Tristan accepte d'affronter le géant, sur l'île de Saint-Samson, au large de Tintagel.

Tristan monta seul dans une barque et cingla¹ vers l'île Saint-Samson. Mais le Morholt avait tendu à son mât une voile de riche pourpre², et le premier il aborda dans l'île. Il attachait sa barque au rivage, quand Tristan, touchant terre à son tour, repoussa du pied la sienne vers la mer.

5 « Vassal³, que fais-tu ? dit le Morholt, et pourquoi n'as-tu pas retenu comme moi ta barque par une amarre⁴ ?

– Vassal, à quoi bon ? répondit Tristan. L'un de nous reviendra seul vivant d'ici : une seule barque ne lui suffit-elle pas ? »

10 Et tous deux, s'excitant au combat par des paroles outrageuses⁵, s'enfoncèrent dans l'île.

Nul ne vit l'âpre⁶ bataille ; mais, par trois fois, il sembla que la brise de mer portait au rivage un cri furieux. Alors, en signe de deuil, les femmes battaient leurs paumes⁷ en cœur, et les compagnons du Morholt, massés⁸ à l'écart devant leurs tentes, riaient. Enfin, vers l'heure de none⁹, on vit au loin se tendre la voile de pourpre ; la barque de l'Irlandais se détacha de l'île, et une clameur de détresse retentit : « Le Morholt ! le Morholt ! » Mais, comme la barque grandissait, soudain, au sommet d'une vague, elle montra un chevalier qui se dressait à la proue¹⁰ ; chacun de ses poings tendait une épée brandie : c'était Tristan. Aussitôt vingt barques volèrent à sa rencontre et les jeunes hommes se jetaient à la nage. Le preux¹¹ s'élança sur la grève¹² et, tandis que les mères à genoux baisaient ses chausses¹³ de fer, il cria aux compagnons du Morholt :

15 « Seigneurs d'Irlande, le Morholt a bien combattu. Voyez : mon épée est ébréchée, un fragment de la lame est resté enfoncé dans son crâne. Emportez ce morceau d'acier, seigneurs : c'est le tribut¹⁴ de la Cornouailles ! »

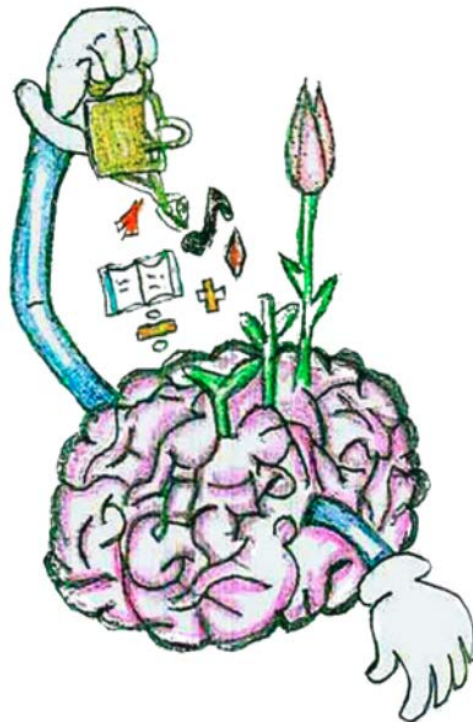
25 Alors il monta vers Tintagel [...]. Tristan parvint au château, il s'affaissa entre les bras du roi Marc : et le sang ruisselait de ses blessures.

Le Roman de Tristan et Iseut (XII^e siècle), chapitre 2, adapté par Joseph Bédier (1900).

CHAPTER 6

PHYSICAL ACTIVITIES IN THE GREAT OUTDOORS: EXERCISE, PERSEVERE, SURPASS YOURSELF, (RE)GAIN SELF-CONFIDENCE THROUGH DISCOVERING THE ISLAND

Inspired By Natacha BENARD, Physical Education and Sport Teacher, Collège les Tamarins, Saint-Pierre, Reunion Island



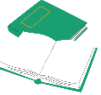



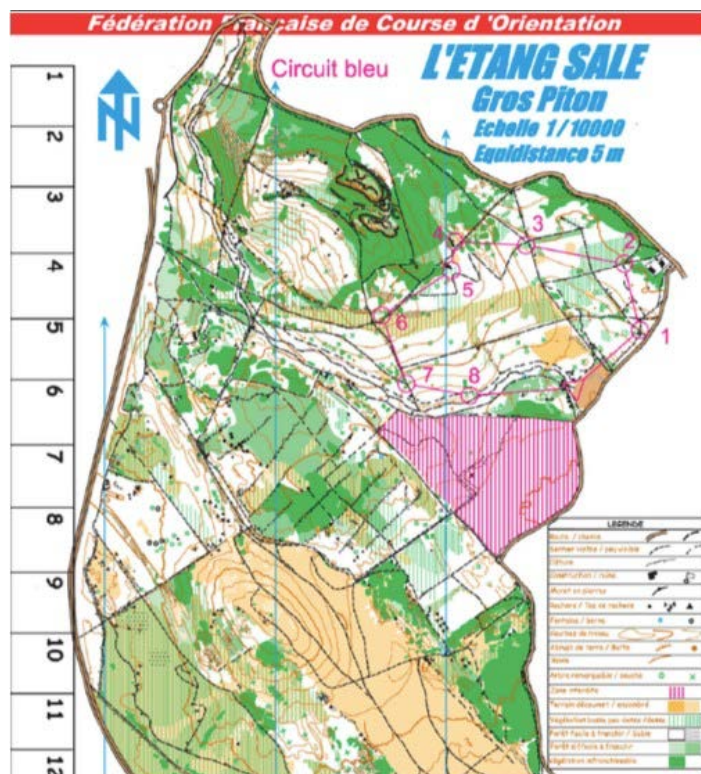
" Alon bat' caré à la découverte de l'île." (Créole) / «Let's take a walk around the island.»

The "development mindset": this is the mindset of the pupil who does not feel devalued by failure but who manages to see difficulty as a challenge. In an increasingly sedentary and inward-looking society, where screen time all too often replaces physical activity and real social interaction, our pupils, contrary to what you might think, never venture very far from their neighbourhood. The unknown is problematic for them, as they often lack self-confidence and are not reassured by the idea of going towards something they don't know. What's more, the physical effort and perseverance involved convey sensations that are sometimes unpleasant and with which they have little or no familiarity. Outdoor activities (orienteering, kayaking and rambling) are a great way to work on self-confidence, fear of the unknown and pushing oneself to the limit, because they are based on the notion of a group and novelty. They also provide an opportunity to work on the social skills that are essential to their adult lives, so that they can open up to others and the outside world. Gaining self-confidence, persevering in the face of difficulty and daring to discover areas unexplored by their peers are all opportunities to experience life's defining moments and, above all, to develop a growth mindset.



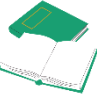

The following chapter proposes three outdoor physical activities, each designed to be progressive in terms of physical and mental difficulty. To make it easier for students to get involved, affinity groups are formed for all the outings.

Activity 1: Find your bearings with a map in a defined area (orienteering race in the Étang-Salé forest)

	<p>TIME</p>	<p>This activity takes place in two stages: the 1st in 30 minutes and the 2nd in 1 hour.</p> <p>Each group of 3 pupils completes two different routes, each with 8 markers, and must return to the starting point within the time limit.</p>
	<p>AGE</p>	<p>This activity is recommended for pupils of the age 13-15.</p>
	<p>WHAT YOU NEED</p>	<p>We'll need an enclosed, natural area, orienteering maps with a scale, a mobile phone, pens, control cards, stopwatches and a "KIFÉKOI" sheet to check that all the pupils have returned.</p>
	<p>ACTIVITY INSTRUCTIONS</p>	<p>The pupils form groups of 2 or 3 maximum.</p> <p>Each group sets off along a route of their choice, with safety instructions to stay together and return before the set time limit.</p> <p>The aim is to find all 8 markers in the shortest possible time.</p> <p>Examples of locations: in the school, in all the places listed for orienteering and with a map with a scale.</p> <p>Objects: map, control card, stopwatch, mobile phone, etc.</p>



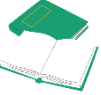



Activity 2: Steer, propel and balance yourself in a boat (Kayaking down the Bras des Marsoins river)

	<p>TIME</p>	<p>This white-water kayaking activity lasts approximately 1 hour.</p> <p>However, we have an hour and a half's drive to get to the site itself.</p>
	<p>AGE</p>	<p>This activity is recommended for pupils of the age 13-15.</p>
	<p>WHAT YOU NEED</p>	<p>We need a natural area: a river, a kayak, a paddle, a helmet, a life jacket and water shoes.</p>
	<p>ACTIVITY INSTRUCTIONS</p>	<p>Pupils form groups of 2 and position themselves in a two-seater kayak. Those who are more comfortable can go it alone in a single-seater kayak.</p> <p>The trip down the river is made in single file, one boat after the other. During the descent, 5 stops are made after the rapids to bring all the boats together, before moving on to another rapid</p>

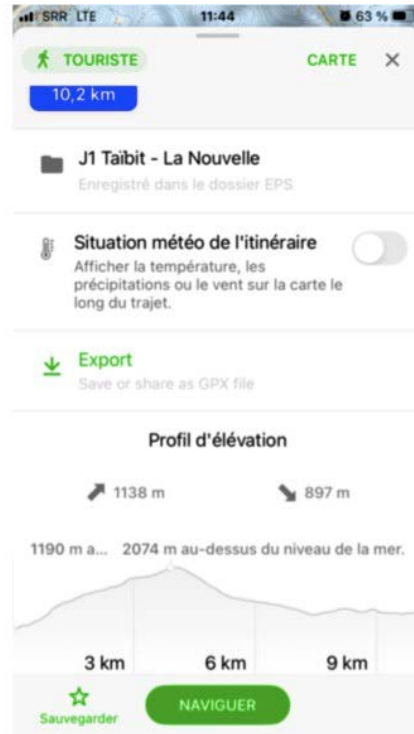


Activity 3: Walking in a group along a defined route (Sporty hikes with gradients)

	TIME	This activity requires between 5 and 6 hours' walking each day.
	AGE	This activity is recommended for pupils of the age 13-15.
	WHAT YOU NEED	<p>We will be using the GRR2 hiking trails on Reunion Island.</p> <p>We need equipment suitable for hiking: shoes with crampons, hiking rucksack, 1.5-litre water bag, cap, etc.</p> <p>One teacher will lead the way, with another at the end of the procession. The other teachers are spread out among the other students.</p>
	ACTIVITY INSTRUCTIONS	<p>Pupils should pack as little as possible, bringing only what is essential for the two-day walk.</p> <p>The safety instructions are as follows: walk in a group, stay within earshot of a supervising adult, walk on the mountain side, leave your mobile phone in your bag.</p>

Examples of itineraries carried out with 14-year-olds





MindSet Go! 2.0



Cultivating a Growth Mindset



Co-funded by the
Erasmus+ Programme
of the European Union