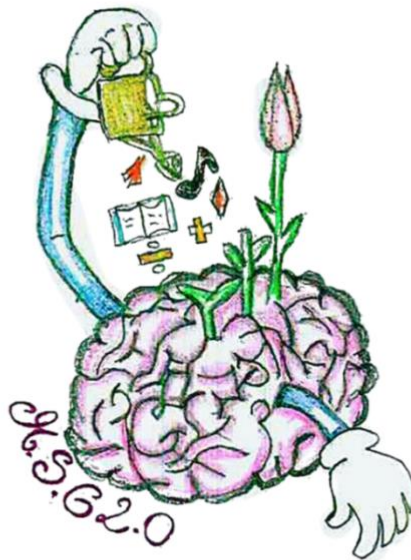


INTELLECTUAL OUTPUT - IO.5

Community of Practice Compendium

MindSet Go! 2.0



Cultivating a Growth Mindset



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1. Introduction

In the realm of education, fostering a Growth Mindset has emerged as a transformative philosophy, shaping the way teachers teach and students learn. This compendium, a remarkable collaboration among educational partners from diverse corners of the globe, stands as a testament to the power of collaborative and participative learning in the pursuit of this educational ideal.

Hailing from educational institutions spanning the globe, including Fridaskolan, Vänersborg (Sweden), DIDAKTIKCentrum, Vänersborg (Sweden), STEP Institut, Ljubljana (Slovenia), Osnovna Sola Marije Vere, Kamnik (Slovenia), CEIBas Arteaga, Murcia (Spain), College Les Tamarins, La Réunion (France), Școala Gimnazială Nr. 4 Bistrița (Romania), this compendium presents a rich tapestry of experiences drawn from the hearts and minds of teachers and students alike.

This compendium is an intellectual output of the Erasmus+ project Mindset Go! 2.0, with code 2020-1-SE01-KA201-078005. Within these pages, you will find valuable lessons that have been meticulously curated from a diverse array of contributors: teachers, students, principals, and parents. It is an embodiment of authentic transnational learning, a vibrant testament to the power of teamwork, and an inspiring reflection of the shared commitment to nurturing growth mindsets within the educational community.

Join us on this journey as we delve into the narratives, strategies, and wisdom woven into the fabric of this compendium. Together, we explore how the principles of growth mindset have shaped classrooms, empowered educators, and ignited the potential of students worldwide. Through the collaborative efforts of passionate individuals and institutions, we have created a resource that not only captures the essence of growth mindset but also provides a roadmap for its continued cultivation in schools and communities across the globe.

There are other significant intellectual outputs that have been produced along the project MindSetGo! 2.0 that could be of interest to the reader. All results are presented [on this page](#). Below each output is a link to the translated versions.

INTELLECTUAL OUTPUT - IO.1: Guidelines for Growth Mindset School Culture.

IO.1 offers a comprehensive set of guidelines tailored to help educational institutions cultivate a growth mindset culture. These guidelines serve as a roadmap for administrators, teachers, and students, offering insights and strategies for fostering a dynamic learning environment that encourages resilience and a passion for learning.

[Link to IO.1](#) In English, French, Spanish, Romanian, Slovenian and Swedish.

INTELLECTUAL OUTPUT - IO.2: Growth Mindset MOOC (Massive Open Online Course)

Our Growth Mindset MOOC (IO.2) is a cutting-edge online learning platform designed to disseminate the principles of a growth mindset to a global audience. This course empowers learners of all ages to understand, adopt, and apply the core tenets of a growth mindset in their personal and academic lives.

[Link to IO.2](#) subtitled in English, French Spanish, Slovenian, Romanian and Swedish.

INTELLECTUAL OUTPUT - IO.3: Digital Hands-On Toolkit Collection for Cultivating a Growth Mindset.

IO.3 is a treasure trove of digital resources and tools meticulously curated to facilitate the practical implementation of a growth mindset. Educators, parents, and students alike can access a wealth of materials, exercises, and activities designed to nurture resilience, adaptability, and a passion for lifelong learning.

[Link to IO.3](#) In English, French, Spanish, Romanian, Slovenian and Swedish.

INTELLECTUAL OUTPUT - IO.4: Growth Mindset Guide for Parental Involvement

Empowering parents to play an active role in fostering a growth mindset, IO.4 provides ideas and ready-to-use activities in order to invite and involve parents. There is a separate presentation and inspirational poster and a ready to use workshop, all designed to equip parents with the knowledge and tools they need to support their children's development. These resources enable parents to become valuable partners in creating a growth-oriented family environment.

[Link to IO.4](#) In English, French, Spanish, Romanian, Slovenian and Swedish.

Collectively, these intellectual outputs, together with **INTELLECTUAL OUTPUT - IO.5: Community of Practice Compendium**, represent our unwavering dedication to promoting a growth mindset as a catalyst for personal and educational transformation. We invite you to explore each output and embark on a journey of empowerment, resilience, and limitless potential.

Thank you for joining us on this exciting educational endeavour!

2. Activity classification

This activity classification serves as a helpful guide for teachers who are looking to select suitable activities from a comprehensive compendium centred around fostering a growth mindset.

By categorizing the activities based on **themes**, teachers can easily identify and choose activities that align with their specific goals and the needs of their students. Whether the aim is to promote personal development, self-motivation, positive thinking, or to explore literature and creativity, this classification helps educators pinpoint activities that will resonate with their students and reinforce the principles of a growth mindset.

Teachers can conveniently access the selected activities from the compendium by referring to the index of content at the beginning of the document. When they identify an activity that aligns with their teaching goals and the theme they wish to address, they can simply click on the corresponding activity title.

Here are the activities grouped according to their themes:

Personal Development:

- Prejudices and stereotypes
- Proactive behaviour in society
- It is OK to make mistakes
- Embracing challenges
- Self-esteem and assertiveness
- Positive thinking
- Your Mind Set on Growth, Your Cell Phone on Hold?
- Fight like a Bird
- In Tune with a Growth Mindset

Self-Motivation and Positive Thinking:

- You are what you eat or you eat what you are.
- My brain: a growing muscle.
- Keyrings

Literature and Romanticism:

- Video-poem, Bécquer (I)

- Video-poem Bécquer (II)
- Story readers.

Learning and Reading:

- Reading about important women.
- Jigsaw reading.

Motivation and Confidence:

- Prévisions sur l'avenir
- International women's day
- The Chef.
- A leader VS a boss
- Acroyoga workshop.
- Brain Breaker
- Theatre
- Posters with Positive Messages
- Setting Goals
- Video: Who Likes Challenges

This section also provides a classification system that categorizes the activities according to the **specific skills** they aim to develop or enhance. This classification system serves as a valuable organizational tool for educators, making it easier for them to identify activities that align with their teaching goals and the needs of their students. Here are the activities grouped by skills:

Language and Literature Skills:

- Video-poem, Bécquer (I)
- Story readers.

Healthy Lifestyle and Nutrition Skills:

- You are what you eat or you eat what you are.
- My brain: a growing muscle.

Motivation and Self-Reflection Skills:

- Prévisions sur l'avenir

Artistic and Creative Skills:

- Keyrings

Cooperation and Social Skills:

- Reading about important women.
- International women's day

Reading, Speaking, and Collaboration Skills:

- Jigsaw reading

Visual Design and Digital Competence Skills:

- Video-poem Bécquer (II)
- The Chef.
- Water your brain.

Physical Skills and Mind-Body Connection:

- Learning from mistakes and failures.
- Acroyoga workshop.
- Phone on Hold

Leadership and Communication Skills:

- A leader VS a boss.

Research and Information Gathering:

- Manga & anime.

Cognitive Skills and Knowledge:

- My Brain a Growing Muscle.
- Theatre Challenge
- Setting Goals
- Video: Who Likes Challenges

Social and Emotional Skills:

- Brain Breaker.
- Posters with Positive Messages.

Critical Thinking and Self-Reflection:

- It is OK to make mistakes.

Communication and Social Interaction:

- Prejudices and stereotypes
- Proactive behaviour in society
- Self-esteem and assertiveness
- Positive thinking

Problem Solving and Resilience:

- Embracing challenges

Growth Mindset:

- In Tune with a Growth Mindset
- Fight like a Bird
- Your Mind Set on Growth, Your Cell phone on hold?

3. Video-poem, Bécquer (I)

This activity aims to have students explore and understand Romanticism through the creation of a video-poem based on a poem by Gustavo Adolfo Bécquer. Students are encouraged to use video editing applications to complete this task and are expected to reflect on the content of the poem and its relationship with Romanticism. The teacher's evaluation indicates that the activity was successful in terms of enriching the learning about Romanticism.

Subject: Spanish and Literature

Theme: Romanticism and 19th-century Literature

Age Range: 15-16 years

School: CPEIBAS Arteaga

Learning Objectives:

1. Create a video with images related to a poem by Gustavo Adolfo Bécquer.
2. Recite a poem.
3. Use different apps like Viva video or Inshot.
4. Encourage students to reflect on a poem.
5. Relate a literary text to its thematic content.

Resources / Equipment:

- Computer

Learning Outcomes:

Design and create a video to promote a growth mindset.

After the lesson:

Link to a Resource:

[Video related to the activity] (<https://videos.simpleshow.com/V7bKWqofvx>)

Teacher Evaluation and Recommendations:

The teacher found the activity to be enriching for learning about Romanticism through different poems.

Activity Steps:

Step 1: Introduction to Romanticism (Teacher-led)

- Begin with an introduction to the Romanticism literary movement, explaining its key characteristics, themes, and prominent poets. Introduce Gustavo Adolfo Bécquer as a significant Romantic poet, providing some background information about his life and work.- Share the learning objectives with the students.

Step 2: Selection of Bécquer's Poem

- Provide a selection of poems by Bécquer for students to choose from. Ensure that the selected poems are suitable for their age group and comprehension level. Encourage students to read and analyze their chosen poem to understand its themes, emotions, and literary devices.

Step 3: Gathering Visual Material

- Instruct students to find and collect visual material (images, videos, or illustrations) that are related to the themes and emotions expressed in their chosen poem. These visuals should enhance the understanding of the poem's content.

Step 4: Video Creation

- Guide students on how to use video editing applications such as Viva video or Inshot (as specified in the learning objectives) to create their video-poems. Explain how to incorporate the selected visuals, text overlays, and transitions effectively. Encourage creativity and artistic expression in the video creation process.

Step 5: Recitation of the Poem

- Have each student practice and prepare to recite their chosen poem. This can be done individually or in front of the class, depending on the comfort level of the students.

Step 6: Reflection and Analysis

- After completing their video-poems, instruct students to reflect on how the visuals they chose relate to the themes and emotions expressed in the poem. Encourage them to analyze how their creative choices in video editing enhance the understanding of the poem. Discuss the elements of Romanticism they see in both the poem and their video-poems.

Step 7: Presentation

- Organize a presentation session where students can showcase their video-poems to the class. After each presentation, facilitate a discussion about the connections between the visuals, the poem, and Romanticism.

Step 8: Teacher Evaluation

The teacher evaluates the video-poems based on their alignment with the learning objectives, creativity, and the depth of understanding of Romanticism displayed in each project.

Step 9: Reflection and Discussion

Conclude the activity with a class discussion where students share their reflections on what they learned about Romanticism through the creation of video-poems. Encourage students to discuss the impact of multimedia on their understanding of literary works.

Connecting the lesson plan to a growth mindset:

Here's how the lesson plan can be linked to a growth mindset:

- **Encourage Effort and Persistence:** Emphasize that creating a video related to a poem may be a challenging task. However, highlight that with effort, persistence, and the use of available resources (like video editing apps), students can learn and improve their video creation skills.
- **Celebrate Mistakes as Learning Opportunities:** When using video editing apps, students may encounter challenges or make mistakes. Encourage them to see these as opportunities to learn and grow. Mistakes are a natural part of the learning process, and they can lead to improvements.
- **Promote a "Yet" Mindset:** If a student struggles with a particular aspect of the lesson, such as reciting a poem or using video editing software, encourage them to adopt a "yet" mindset. For example, "I can't recite the poem fluently yet," implies that improvement is possible through continued effort and learning.
- **Provide Constructive Feedback:** As students work on their videos and poems, provide constructive feedback that focuses on their efforts and progress rather than just the final product. Highlight what they did well and suggest areas for improvement.
- **Highlight the Connection Between Effort and Growth:** Discuss how the skills learned in this lesson, such as video editing and analyzing poetry, can be applied in other areas of life. Emphasize that growth and improvement are not limited to the classroom but can be applied to various aspects of their personal and academic development.
- **Encourage Reflection:** The lesson plan already includes encouraging students to reflect on a poem. Use this as an opportunity to have them reflect on their own learning journey. Ask questions like, "What did you find challenging, and how did you overcome it?" or "How do you feel you have grown as a learner through this activity?"
- **Set Realistic Expectations:** While fostering a growth mindset, also set realistic expectations. Acknowledge that growth may not always be linear, and setbacks can occur. The key is to persevere and continue learning.

4. You are what you eat or you eat what you are.

This tutorial class focused on self-motivation, learning to learn, and self-care. The specific topic was the food pyramid and how diet affects overall well-being, including cognitive function. Students engaged in both passive learning through a presentation and active learning by creating a healthy menu. The teacher's evaluation suggests that the activity successfully reinforced the importance of healthy eating habits among the students. Incorporating the concept of a growth mindset into this activity can involve discussing the importance of a growth mindset in the context of making healthier choices. It can also include encouraging students to approach their dietary changes with a positive attitude, understanding that they can improve and make healthier choices over time. By connecting these principles, students can learn not only about nutrition but also about personal growth and development.

Subject: Tutorial classes

Theme: Self-motivation, learning to learn, self-care

Age Range: 11-12 years

School: CPEIBAS Arteaga

Learning Objectives:

1. Students learn about the food pyramid.
2. Students become aware of the importance of what they eat and how it affects their lifestyle and brain.

Teaching Activities:

- Students watch a presentation about the food pyramid and the recommended quantities of consumption.
- Students work in groups to prepare a healthy menu for a day, ensuring the right quantities of food items.

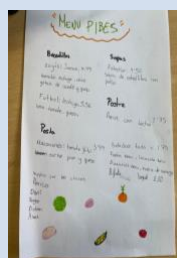
Resources / Equipment:

- PowerPoint presentation.
- Papers and markers.

Learning Outcomes:

Students can reflect on their eating habits and understand how these habits affect their learning process.

Documentation:



Teacher Evaluation and Recommendations:

The teacher found the activity to be enriching, especially given that the students in this age group are old enough to understand the concepts of what is healthy and what isn't. The activity served as a reminder of the importance of their eating habits.

Certainly, here are the activity steps for the tutorial class on self-motivation, learning to learn, and self-care with a focus on the food pyramid and a growth mindset:

Activity Steps:**Step 1: Introduction (10 minutes)**

- Welcome the students and introduce the theme of the class: self-motivation, learning to learn, and self-care. Explain the importance of understanding how our dietary choices affect our overall well-being, including cognitive function.

Step 2: Presentation on the Food Pyramid (15 minutes)

- Show a PowerPoint presentation that explains the concept of the food pyramid. Discuss the different food groups, recommended quantities of consumption, and their significance for a balanced diet.

Step 3: Group Discussion (10 minutes)

- Engage the students in a discussion about their current dietary habits. Encourage them to share their favourite foods and meals.

Step 4: Group Activity - Creating a Healthy Menu (20 minutes)

- Divide the students into small groups. Provide each group with markers and papers.
- Instruct each group to create a healthy menu for a day, considering the food pyramid and recommended quantities. Encourage them to be creative and plan a balanced and nutritious menu.

Step 5: Presentation of Menus (15 minutes)

- Have each group present their healthy menus to the class. Discuss the choices they made and why they consider them healthy. Facilitate a brief Q&A session for each presentation.

Step 6: Growth Mindset Discussion (10 minutes)

- Introduce the concept of a growth mindset. Explain that just as we can learn and grow academically, we can also learn and improve our eating habits. Discuss the importance of having a positive attitude toward making healthier choices.

Step 7: Connecting Growth Mindset and Healthy Eating (15 minutes)

- Lead a discussion on how having a growth mindset can influence their approach to dietary changes. Encourage students to share examples of how they can apply a growth mindset to their eating habits.

Step 8: Reflection (10 minutes)

- Ask students to reflect individually on what they've learned about the food pyramid, healthy eating, and the importance of a growth mindset. Provide journals or worksheets for them to record their thoughts and takeaways from the class.

Step 9: Teacher Evaluation and Recommendations (5 minutes)

- Conclude the class by briefly sharing the teacher's evaluation and recommendations. Emphasize the importance of maintaining healthy eating habits and a growth mindset.

Step 10: Homework Assignment (optional)

- If desired, assign a homework task related to the class, such as keeping a food journal for a few days and noting improvements they can make while maintaining a growth mindset.

Step 11: Closure (5 minutes)

- Thank the students for their active participation and remind them of the key takeaways from the class. Encourage them to apply what they've learned to their daily lives.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

- **Introduction:** Start the lesson by discussing the concept of a growth mindset. Explain that intelligence and skills are not fixed traits but can be improved over time with dedication and hard work.
- **Emphasize Effort:** Throughout the lesson, stress the importance of effort in making healthy dietary choices. Highlight that choosing nutritious foods and maintaining a healthy lifestyle requires continuous effort and a growth mindset.
- **Mistakes as Learning Opportunities:** Encourage students to see mistakes or past unhealthy eating habits as opportunities for growth. Discuss how making better food choices is a learning process, and setbacks should be viewed as chances to improve.
- **Challenge and Growth:** When students work on creating their healthy menus in groups, promote discussion and debate. Encourage them to see this as a challenge that can help them grow in their understanding of nutrition and the impact of their choices.
- **Praise Effort and Strategies:** When evaluating students' work, focus on their effort and the strategies they used to create their menus rather than just the final outcome. Encourage them to explain how they arrived at their choices, emphasizing the learning process.
- **Set Goals for Improvement:** At the end of the lesson, ask students to set personal goals related to their eating habits. These goals should reflect a growth mindset, where they commit to making gradual improvements in their diet over time.
- **Celebrate Progress:** Periodically revisit the topic of healthy eating and celebrate the progress students have made in making better choices. Highlight instances where they applied a growth mindset to improve their diets.
- **Connect to Other Areas:** Relate the concept of a growth mindset to other aspects of their lives, such as academic achievements or extracurricular activities. Encourage them to apply the idea of continuous improvement to all areas of their development.
- **Reflect and Adapt:** Periodically encourage students to reflect on their eating habits and how they've changed since the lesson. Discuss what strategies worked and what didn't, emphasizing that adjustments and adaptation are part of growth.

5. My brain: a growing muscle.

This teaching activity appears to be designed to help students understand the brain's role in learning and emotions, with a hands-on component involving the creation of a brain model. The positive results mentioned in the teacher's evaluation suggest that the activity was effective in achieving its objectives, but it may need more time for implementation. Additionally, the documentation aspect could be further clarified to specify what exactly will be documented and how it will be used in the future.

Subject: The subject of this teaching activity is "Spanish and Literature."

Theme: The theme of the activity revolves around concepts related to self-motivation, positive thinking, and learning to learn.

Age Range: The target audience for this activity is students aged between 10 to 16 years old, attending the CPEIbas Arteaga school.

Learning Objectives:

- The main learning objective is for students to understand the different parts of the brain and their roles in the learning process.

Teaching Activities:

- The teaching activities involve observing and understanding that the brain is divided into different parts.
- Students create a model of the brain using play dough on cardboard paper and label its parts.
- Resources and equipment include play dough in different colours and a board for explanation.

Learning Outcomes:

- The desired learning outcome is that students grasp the idea that each part of the brain has a distinct role in our learning process and emotions.
- Documentation such as photographs, drawings, and students' work:



Teacher Evaluation and Recommendations:

- The teacher evaluation indicates that the results of the activity have been positive.
- There is a note about the timing being tight, suggesting that the activity might have required more time than originally allocated.

Certainly, here are the activity steps for the teaching activity designed to help students understand the brain's role in learning and emotions:

Activity Steps:**Step 1: Introduction (15 minutes)**

- Begin the lesson by introducing the topic: "Today, we're going to explore how our brain is involved in our learning and emotions."

Step 2: Brain Overview (10 minutes)

- Use the board for explanation and provide a simple overview of the brain's major parts: the frontal lobe, temporal lobe, parietal lobe, occipital lobe, and limbic system. Explain their basic functions.

Step 3: Brain Model Preparation (15 minutes)

- Distribute cardboard paper and play dough to each student. Instruct students to create a model of the brain using the play dough, shaping it according to the brain's structure. Encourage them to use different colours for different brain parts.

Step 4: Brain Labeling (20 minutes)

- After students have formed their brain models, provide labels or markers for them to label the different parts of the brain. Guide them in identifying and labeling each brain region.

Step 5: Brain Function Discussion (15 minutes)

- Facilitate a discussion about the functions of each labeled brain part. Encourage students to share what they've learned and discuss the role of these brain regions in learning and emotions.

Step 6: Documentation (10 minutes, if desired)

- If you choose to document the activity, take photographs of the students' brain models and labels. Encourage students to make drawings or take notes about their models and what they've learned.

Step 7: Reflection (10 minutes)

- Have a brief reflection session where students share their thoughts and insights about the activity. Ask questions like, "What did you find most interesting about this activity?" or "How does understanding the brain's role in learning and emotions relate to our theme of self-motivation and positive thinking?"

Step 8: Conclusion (5 minutes)

- Summarize the key takeaways from the activity and how they relate to the theme and subject of Spanish and Literature.

Step 9: Homework or Extension (optional)

- Assign students to research and write a short essay or create a presentation about a specific brain region and its role in learning or emotions.

Step 10: Assessment (if desired)

- Use the documentation and student participation to assess their understanding of the brain's role in learning and emotions.

Note: Depending on the available class time, you may need to adjust the timing of each step to ensure a balanced completion of the activity.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

- **Emphasizing Learning:** The activity's theme revolves around learning about the different parts of the brain and their roles in the learning process. This aligns with the growth mindset principle that emphasizes the value of learning and effort in personal development.
- **Positive Thinking:** The theme of the activity also includes positive thinking, which is a core component of a growth mindset. It encourages students to approach challenges with a positive attitude, believing that they can overcome them through learning and practice.
- **Hands-On Learning:** Creating a brain model with play dough is a hands-on, interactive learning experience. It engages students actively in the learning process, which is a key element of fostering a growth mindset. It promotes the idea that learning is not passive but requires active engagement.
- **Understanding the Brain's Role:** Teaching students about the different parts of the brain and their functions helps them understand that their brains are not fixed but adaptable. This understanding is essential in developing a growth mindset because it shows that the brain can grow and change over time with the right efforts.
- **Overcoming Challenges:** The teacher's evaluation mentions that the timing was tight, implying that there were challenges in managing the activity within the allocated time. This provides an opportunity to discuss how challenges and setbacks are part of the learning process, and with effort and perseverance, they can be overcome—an important aspect of a growth mindset.

6. Reading about important women.

This teaching activity promotes cooperation, reading comprehension, and respect for diversity. It encourages active participation and self-assessment among students, which are valuable skills for their personal and academic development. The positive feedback from the teacher indicates that the activity has been successful in achieving its intended goals.

A teaching activity related to reading about important women, aimed at 11-12-year-old students in the 6th grade at CPEIBAS Arteaga school. The main focus of the activity is on cooperation, tolerance, respect for others, learning to learn, and reading comprehension. Here's a breakdown of the key components:

Subject and Theme:

- Subject: Spanish
- Theme: Cooperation, tolerance, respect for others, learning to learn

Learning Objectives:

1. Read and understand texts appropriate for their age.
2. Work cooperatively with the benefits it brings.
3. Effectively summarize texts read aloud.
4. Evaluate oneself and peers with respect and coherence.
5. Respect, tolerate, and value the importance of people regardless of their gender).

Teaching Activities:

- Group Organization: The students discuss how they will organize themselves, including assigning roles (readers, writers, spokesperson, etc.).
- Cooperative Reading: Students take turns reading in their groups and create a summary as a script for the next part of the activity. There are five groups, each with 3-4 members, and each group reads a different book about important women in history.
- Summary and Presentation of Reading: Each group's spokesperson presents a summary of the book and its main ideas.
- Coevaluation of Group Members: All group members collaborate to evaluate each other on teamwork and cooperative skills.

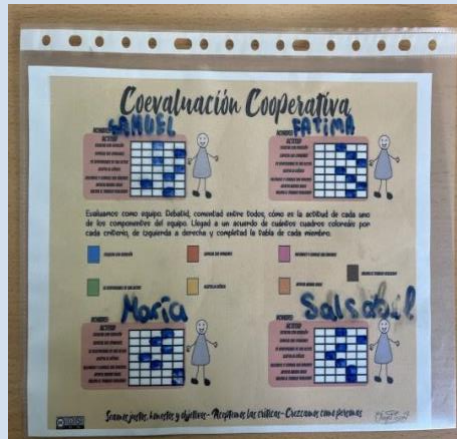
Resources/Equipment:

- Paper, rubbers, and markers

Learning Outcomes:

- Students learn basic skills to work in a cooperative way.
- Students improve their reading comprehension skills.
- Students trust in their assigned roles and in their peers.

- **Documentation:** The teacher may collect photographs, drawings, and other work produced during the activity for documentation purposes.



- **Teacher Evaluation and Recommendations:** The teacher notes that the results have been positive. Students have gained teamwork skills and respected each other during the 1.5-hour activity.

Activity steps:

Step 1: Introduction (10 minutes)

- Welcome the students and introduce the topic of the day, which is the importance of cooperation, tolerance, respect for others, and reading comprehension. Explain the learning objectives to the students.

Step 2: Group Organization (15 minutes)

- Divide the students into five groups, with each group consisting of 3-4 members. In their groups, students discuss and decide how they will organize themselves for the activity. This includes assigning roles within the group, such as readers, writers, and spokespersons. Emphasize the importance of teamwork and cooperation in this step.

Step 3: Cooperative Reading (30 minutes)

- Provide each group with a different book about important women in history. In their groups, students take turns reading aloud from their respective books. As they read, they should work together to create a summary as a script for the next part of the activity. This summary should include the main ideas and key points of the book.

Step 4: Summary and Presentation of Reading (30 minutes)

- Each group's spokesperson presents a summary of the book they read and its main ideas to the entire class. Encourage students to use the script they created during the cooperative reading step. After each presentation, allow time for questions and discussions.

Step 5: Coevaluation of Group Members (15 minutes)

- Following each group presentation, all group members collaborate to evaluate each other on teamwork and cooperative skills. Provide a simple evaluation form for each group to fill out. Emphasize the importance of constructive and respectful feedback.

Step 6: Reflection and Discussion (10 minutes)

- Facilitate a class discussion where students reflect on what they learned during the activity. Encourage students to share their thoughts on the importance of cooperation, tolerance, and respect for others, as well as their improved reading comprehension skills.

Step 7: Closure and Documentation (10 minutes)

- Summarize the key takeaways from the activity. Mention that the teacher may collect photographs, drawings, and other work produced during the activity for documentation purposes. Thank the students for their participation and cooperation.

Step 8: Teacher Evaluation and Recommendations (5 minutes)

- Provide positive feedback to the students regarding their teamwork skills and respectful behaviour during the activity. Offer any specific recommendations for improvement or areas where students can further enhance their skills.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

1. Learning Objectives:

- The learning objectives emphasize the development of skills and abilities, such as reading comprehension and cooperative teamwork. This aligns with the idea that with effort and practice, students can improve these skills over time.

2. Teaching Activities:

- The cooperative reading and group organization activities encourage students to work together and support each other. This promotes the idea that by collaborating and learning from each other, they can grow and improve as a team.

3. Learning Outcomes:

- The learning outcomes emphasize the development of basic skills and trust in assigned roles and peers. These outcomes align with the growth mindset by highlighting that students can enhance their abilities and trust in their capabilities through practice and collaboration.

4. Teacher Evaluation and Recommendations:

- The positive results mentioned by the teacher indicate that students have indeed grown in their teamwork skills and have respected each other during the activity. This demonstrates the idea that with effort and the right mindset, students can make progress and improve their abilities.

7. Prévisions sur l'avenir

This lesson plan, titled "Prévisions sur l'avenir" (Predictions about the Future) in French, focuses on discussing future predictions while addressing motivation, self-esteem, and self-confidence. Students aim to create oral presentations in French using grammar and vocabulary they've learned in class.

Subject: French

Theme: Motivation, self-esteem, and self-confidence

Age Range: 14-15

School: CPEIBAS Arteaga

Learning Objectives:

1. Create an oral presentation in French discussing predictions for the future.
2. Utilize grammatical and lexical content covered in class.

Teaching Activities:

- Students will write and orally present their predictions about the future.
- They will use various applications like PowerPoint (ppt), Genially, etc., for their presentations.
- Encourage students to engage in reflective discussions about future challenges they may encounter.

Resources/Equipment:

- Computers, tablets, or electronic devices for creating presentations.
- Internet access for research and additional resources.
- Digital board for class presentations and discussions.

Learning Outcomes:

1. Gain knowledge about future challenges.
2. Develop their oral communication skills in French.

Document the students' work through photographs, drawings, or other forms of documentation.



Teacher Evaluation and Recommendations:

- Students successfully demonstrated the ability to reflect on their future and apply the strategies learned in class.
- They actively participated in the activity.
- The lesson plan required two class sessions: one for filling out questionnaires and completing the task and another for presenting and filling out the second part of the questionnaire.

Activity Steps:

Introduction and Preparation (20 minutes):

1. Introduction (5 minutes):

- Begin the class by discussing the importance of self-motivation, self-esteem, and self-confidence in achieving future goals. Introduce the topic of making predictions about the future in French.

2. Vocabulary and Grammar Review (5 minutes):

- Quickly review relevant vocabulary and grammar structures related to future predictions that the students have learned in previous lessons.

3. Activity Explanation (5 minutes):

- Explain the activity to the students: They will create oral presentations in French discussing their predictions for the future, focusing on personal goals and challenges.

4. Brainstorming (5 minutes):

- Conduct a brief brainstorming session where students can write down their ideas and predictions about their future goals and challenges.

5. Presentation and Discussion (40 minutes):**6. Presentation Preparation (10 minutes):**

- Instruct students to quickly organize their ideas and predictions into a simple presentation structure. Encourage them to create a few visual aids or slides using available technology if possible.

7. Oral Presentations (25 minutes):

- Each student presents their predictions about the future in French, using the prepared visual aids. Allow for brief questions and discussions after each presentation to engage the class in reflective discussions about the presented predictions and challenges.

8. Class Discussion (10 minutes):

- After all presentations are complete, facilitate a short class discussion focusing on common themes, challenges, and strategies for achieving their future goals.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

1. **Emphasize the Process:** Encourage students to focus on the process of learning French and creating their presentations rather than just the end result. Highlight that making mistakes and learning from them is a valuable part of the learning journey.

2. **Feedback as Growth:** Provide constructive feedback on students' presentations and written work, framing it as an opportunity for growth. Encourage them to see feedback as a means to improve and not as criticism.

3. **Challenges as Opportunities:** Discuss future challenges they may encounter and help them see these challenges as opportunities for growth. Teach them problem-solving strategies and the importance of perseverance in overcoming obstacles.

4. **Celebrate Effort:** Acknowledge and celebrate students' efforts, not just their achievements. Praise their commitment to the learning process and their willingness to take risks in a foreign language.

5. **Set Realistic Expectations:** Encourage students to set achievable goals and to understand that progress may be gradual. Remind them that it's natural to face setbacks but that these setbacks can be stepping stones to success.

8. Keyrings

This appears to be a lesson plan or activity description focused on teaching students in the age range of 12-13 about self-motivation and promoting a growth mindset through the creation of 3D keyrings. Here's a breakdown of the key components:

Subject and Theme:

- Subject: Arts and Technology
- Theme: Self-motivation

Age Range and School:

- Age Range: 12-13
- School: CPEIBAS Arteaga

Learning Objectives:

- The primary objective is for students to create personal 3D keyrings that promote a growth mindset. This implies that students will not only learn about growth mindsets but also apply their knowledge by designing tangible keyrings.

Teaching Activities:

- Students are instructed to design their keyrings on a piece of paper with an image and/or a word that promotes a growth mindset.
- They will use the program Tinkercad to create the keyring digitally.
- The school's 3D printer will be used to print the keyring.

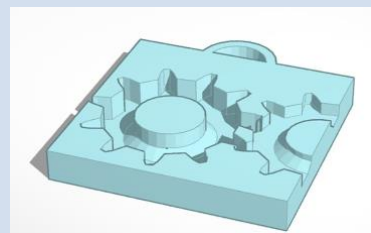
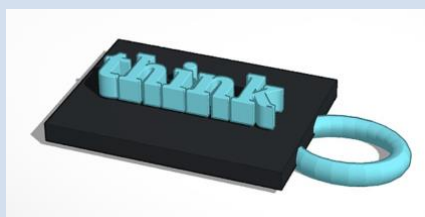
Resources/Equipment:

- Art kit: For the initial design phase on paper.
- 3D printer: For creating the physical keyrings.

Learning Outcomes:

- The main learning outcome is for students to design a keyring that promotes a growth mindset. This indicates that the focus is not only on creating a physical object but also on the message it conveys.

Documentation: There should be documentation after the lesson, including photographs, drawings, and work. This suggests a reflective element where students may showcase their creations and what they've learned.



Teacher Evaluation and Recommendations:

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- The teacher's evaluation and recommendations highlight that students enjoyed the activity and see the keyring as a practical and meaningful outcome of the project.

Certainly! Here are the activity steps for the lesson plan on self-motivation and growth mindset through 3D keyring creation:

Activity Steps:

1. Introduction to Self-Motivation and Growth Mindset (15 minutes):

- Begin the lesson by discussing the concepts of self-motivation and a growth mindset. Engage students in a conversation about the importance of having a positive attitude towards learning and personal development.

2. Exploration of Growth Mindset Symbols (10 minutes):

- Show examples of symbols, images, or words that represent a growth mindset (e.g., a tree growing, "I can do it," "Keep learning"). Encourage students to brainstorm and share their own ideas for symbols that convey the concept of growth mindset.

3. Designing Keyring Concepts on Paper (20 minutes):

- Distribute art kits, including paper and art supplies. Instruct students to sketch their chosen growth mindset symbol or message on a piece of paper. They should make it visually appealing and meaningful. Encourage creativity and individual expression during this phase.

4. Introduction to Tinkercad (15 minutes):

- Provide a brief tutorial on how to use Tinkercad, the digital design tool. Show students how to create basic 3D shapes and manipulate them within the software. Ensure that all students have access to computers with Tinkercad installed or a web-based version.

5. Digital Design of Keyrings (30 minutes):

- Let students translate their paper sketches into 3D digital designs on Tinkercad. Encourage them to explore different shapes, colours, and sizes to bring their growth mindset symbols to life in a 3D format. Assist and guide students as needed during this phase.

6. Review and Feedback (10 minutes):

- Have students share their digital designs with a partner or in small groups. Encourage constructive feedback and discussions on how well each design represents a growth mindset. Emphasize the importance of positive and supportive feedback.

7. 3D Printing Preparation (10 minutes):

- Instruct students on how to prepare their digital designs for 3D printing using the school's 3D printer. Explain the printing process, including selecting materials and settings.

8. 3D Printing (variable time):

- Coordinate with the school's 3D printer operator to schedule the printing of students' keyring designs. Printing times will vary depending on complexity and the number of designs.

9. Keyring Assembly (15 minutes):

- Once the 3D-printed keyrings are ready, guide students in assembling the keyrings. This may involve attaching keyring loops or other components.

10. Reflection and Documentation (20 minutes):

- Ask students to reflect on the entire process, from the initial concept to the physical keyring creation. Provide time for students to document their thoughts, take photographs of their keyrings, and write a short description of the growth mindset message behind their design.

11. Presentation and Display (15 minutes):

- Invite students to share their keyrings and the meaning behind their designs with the class. Set up a display area where students can showcase their keyrings, drawings, and documentation.

12. Conclusion and Discussion (10 minutes):

- Conclude the lesson by revisiting the concepts of self-motivation and growth mindset.
- Discuss how the project helped students better understand and internalize these concepts.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

1. Embrace Challenges: The activity encourages students to design their own keyrings with images or words that promote a growth mindset. This involves a creative challenge where they need to think about what represents a growth mindset to them and how to convey it visually.

2. View Effort as a Path to Mastery: Designing the keyring on paper and digitally in Tinkercad requires effort and persistence. Students may need to iterate and refine their designs, which is a great example of effort leading to mastery.

3. Learn from Mistakes: If students encounter difficulties or design flaws during the creation process, they can learn from these mistakes. They may need to adjust their designs, demonstrating that mistakes are opportunities for improvement.

4. Use "Not Yet" Thinking: If a student's initial design doesn't meet their expectations, they can adopt a "not yet" mindset. They can recognize that they haven't perfected their design yet, but with continued effort, they can improve it.

9. Story readers.

This teaching plan appears well-structured and focused on introducing students to Haikus, encouraging their creativity in poetry, and ensuring they understand the structure and principles of this form of poetry. The positive results suggest that the objectives were effectively met.

Subject: Spanish and Literature

- The subject of the lesson is Spanish and Literature, indicating that the focus is on language and literary aspects.

Theme: Poetic creativity for beginners: Haiku

- The main theme of the lesson is introducing students to the concept of Haikus and encouraging them to explore poetic creativity through this specific form of poetry.

Age Range: 11-13

- The lesson is designed for students in the age range of 11 to 13, suggesting it's tailored to their cognitive and developmental levels.

School: CPEIBAS Arteaga

- This identifies the specific school where the lesson will be conducted.

Learning Objectives:

- Get to know the Haikus (Japanese poems).
- Be able to start the process of lyrical poetry.

These objectives are clear and aligned with the theme of the lesson.

Teaching Activities:

- The activities involve learning about Haikus, reading them aloud, and then having students create their own Haikus.
- Resources and equipment include Classroom (likely an online platform), markers, cardboard paper, and magazine images.

Learning Outcomes:

- Students will:
 - Know about Haikus.
 - Be able to choose a theme and develop ideas about it.
 - Learn to follow the fixed structure of Haikus (three verses of five, seven, and five syllables).
 - Be able to be creative and create their own poems.

The outcomes are specific and measurable, indicating what students should achieve by the end of the lesson.

There is mention of teacher evaluation and recommendations. The results are described

as positive, indicating that students were successful in achieving the learning objectives.

Documentation:

- The plan mentions the use of documentation such as photographs, drawings, and work to potentially showcase the students' learning and creative outcomes.



Activity steps

Activity 1: Introduction to Haikus (Duration: 15 minutes)

1. Begin by explaining the concept of Haikus to the students. Mention that Haikus are a form of Japanese poetry known for their brevity and focus on nature and emotions.
2. Show examples of traditional Haikus and read them aloud to the class. Discuss the key features, such as the three-line structure and the syllable pattern of 5-7-5.
3. Engage the students in a brief discussion about what they observe in the Haikus and what emotions or images they evoke.

Activity 2: Reading Haikus (Duration: 20 minutes)

1. Provide students with a selection of Haikus from various poets, including both traditional and contemporary examples.
2. In pairs or small groups, have students take turns reading the Haikus aloud. Encourage them to discuss their interpretations and reactions to each Haiku.
3. Facilitate a class discussion by asking students to share their favorite Haiku and explain why they chose it. This discussion can help them connect with the art of Haiku and its emotional depth.

Activity 3: Creating Your Own Haikus (Duration: 30 minutes)

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1. Distribute markers, cardboard paper, and magazine images to the students. These will be used for the creative part of the activity.
2. Explain the structure of Haikus again: three lines with a syllable pattern of 5-7-5.
3. Ask students to choose a theme for their Haikus. It can be nature, emotions, everyday life, or any topic of their choice.
4. Have students sketch or create collages on their cardboard paper to visually represent their chosen theme. This visual element will help them generate ideas for their Haikus.
5. Once they have their visual representations, instruct them to write a Haiku that reflects the theme they've chosen. Encourage them to be concise and capture the essence of their theme in three lines.
6. Circulate around the classroom to provide guidance and support to individual students as needed.

Activity 4: Sharing and Discussion (Duration: 15 minutes)

1. Have each student or group share their Haikus with the class. They can present both the written Haiku and their visual representation.
2. After each presentation, encourage classmates to provide positive feedback and ask questions about the Haikus. This creates a supportive and collaborative learning environment.

Activity 5: Reflection and Evaluation (Duration: 10 minutes)

1. Lead a class discussion about what students learned from the activity. Ask them to reflect on the process of creating their own Haikus and how they felt about it.
2. Share any teacher evaluation and recommendations, highlighting the positive aspects of their work and suggesting areas for improvement.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

1. Embracing Challenges: Learning to write Haikus, especially for beginners, can be a challenge. Students may initially find it difficult to adhere to the specific syllable structure and convey meaningful ideas within this constraint. A growth mindset encourages students to embrace challenges as opportunities for growth and development. By attempting to write Haikus, students are taking on a creative challenge that can help them develop their writing skills.
2. Expanding Creative Horizons: Haikus have specific rules and structures, which can be seen as limitations. However, a growth mindset encourages students to see these constraints as opportunities to expand their creative horizons. By working within the constraints of Haikus, students can explore new ways to express themselves and develop their poetic skills.

10. International women's day

This activity appears to be a well-structured and engaging way to educate young children about the importance of International Women's Day while promoting positive values and community involvement. The use of artwork, a poster contest, and a town tour made the learning experience interactive and memorable for the students.

Subject: The subject of this activity is "International Women's Day."

Theme: The themes addressed in this activity are image and positive self-esteem, self-knowledge, empowerment, visibility, equality, and interculturality.

Age Range: The activity is designed for children aged 3-6 years, specifically at CPEIBAS Arteaga school.

Learning Objectives:

- Acquire positive attitudes and values related to women's rights.
- Acquire a fair and positive image of themselves.
- Promote respect, empathy, friendship, and mutual help.

Teaching Activities:

- The teachers organized a getaway around the town to give visibility to women on International Women's Day.
- Students created drawings representing the day with women's symbols.
- A poster contest was organized, and the winning poster was used during the town tour.
- Students distributed their drawings to different women they met during the town tour.
- Music and a YouTube video ("Depende de los dos") were also used as resources.

Resources/Equipment: - Paper; - Pencils; - Markers; - Cardboard; - Colourful papers; - Music; - YouTube video ("Depende de los dos")

Learning Outcomes:

- Students are aware of the importance of women in society.
- Students share this activity with their community.
- Students learn about respect, empathy, friendship, and help.
- Students enjoyed the activity, indicating a positive engagement.

Documentation such as photographs, drawings, and other work was likely collected for future reference or reporting.



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Teacher Evaluation and Recommendations:

- The teachers considered the activity a success and noted its positive impact on the school community and the town.
- Teamwork was recommended as it led to better results.
- Carrying out activities outside the classroom was suggested to make them more real and significant.

Certainly! Here are the activity steps for the educational initiative focused on International Women's Day:

Activity Steps:

Step 1: Introduction and Setting the Context

- Begin by introducing the topic of International Women's Day to the children aged 3-6 years. Explain the significance of the day in a simple and age-appropriate manner. Emphasize the importance of women's rights, empowerment, and equality.

Step 2: Discussion and Brainstorming

- Engage the students in a discussion about what International Women's Day means to them. Encourage them to share their thoughts and ideas about women's roles and contributions in society. Discuss the themes of image, self-esteem, empowerment, visibility, and equality.

Step 3: Town Tour for Women's Visibility

- Organize a town tour with the students to give visibility to women in the community. During the tour, point out and discuss places where women have made significant contributions or where women's rights are celebrated. Highlight the achievements of local women role models, if possible.

Step 4: Artwork Creation

- Provide students with paper, pencils, markers, and other art supplies. Ask each student to create drawings or artwork that represent International Women's Day and its themes. Encourage creativity and the use of symbols related to women's rights and empowerment.

Step 5: Poster Contest

- Organize a poster contest among the students. Have them submit their artwork, and select a winning poster that best represents the message of International Women's Day.

This winning poster will be used during the town tour and for promotion.

Step 6: Distribution of Drawings

- After the town tour, have students distribute their drawings to different women they meet along the way. This gesture reinforces the importance of visibility and appreciation for women in the community.

Step 7: Multimedia Resources

- Use music and a YouTube video ("Depende de los dos") to complement the learning experience. These resources can help reinforce the themes and messages of the activity.

Step 8: Documentation and Reflection

- Collect photographs, drawings, and any other work created during the activity. Use these materials for future reference, reporting, or to create a display to share with the school community. Reflect on the activity with the students, discussing what they learned and how it made them feel.

Step 9: Community Sharing

- Encourage students to share their experience and what they learned with their families and the wider community. This helps in spreading awareness about the importance of International Women's Day and the values promoted in the activity.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

1. **Encouraging Effort and Persistence:** A growth mindset emphasizes the importance of effort and persistence in learning and personal development. In this activity, students are asked to create drawings and participate in a town tour. Teachers can reinforce the idea that by putting in effort and practicing their artistic skills, students can create beautiful drawings. Additionally, they can emphasize that participating in community activities like the town tour requires persistence and a willingness to step outside of their comfort zones.

2. **Learning from Mistakes:** In the process of creating their drawings or during the town tour, students may encounter challenges or make mistakes. Teachers can use these moments as opportunities to teach children that mistakes are a natural part of learning and growth. They can encourage students to view mistakes as valuable learning experiences, reinforcing the idea that improvement comes from learning from one's errors.

3. **Promoting Self-Confidence:** A growth mindset encourages individuals to believe in their own abilities and potential for growth. Through this activity, students can develop self-confidence by creating their drawings and by sharing them with women in their community. Teachers can highlight the progress they've made and express belief in their ability to continue improving their skills and making a positive impact on others.

11. Video-poem Bécquer (II)

This teaching activity is aimed at engaging students in learning about the Romantic movement in Spanish literature through the creation of infographics. It encourages digital literacy and critical thinking about the literary movement. The teacher's recommendation to allocate more time in the future indicates a commitment to improving the effectiveness of the activity.

Subject: Spanish and Literature

Theme: Literature SIX and Romanticism

Age Range: 15-16 years old; School: CPEIBAS Arteaga

Learning Objectives:

- Create an infographic that reflects the characteristics of the Romantic movement.
- Work on their digital competence.
- Use different apps and websites like Easel.ly, Canva, or Piktochart.
- Encourage students to reflect on this literary movement.

Resources/Equipment:

- A computer
- Access to apps and websites like Easel.ly, Canva, or Piktochart

Learning Outcomes:

- Design and create infographics to promote a growth mindset related to Romanticism.

Documentation (photographs, drawings, work, etc.): Drive link:

<https://drive.google.com/drive/folders/1DuEq57q4K83UBEjIAYBzATlpvXvvx1X6>

Teacher Evaluation and Recommendations:

- The activity required more time than initially planned, suggesting that it may have been more complex or time-consuming than expected. The teacher recommends allocating more time for similar activities in the future.

Here are the activity steps for the teaching activity aimed at engaging students in learning about the Romantic movement in Spanish literature through the creation of infographics:

Activity Steps:

Step 1: Introduction to Romanticism (15 minutes)

- The teacher introduces the Romantic movement in Spanish literature, providing an overview of its key characteristics, major figures, and historical context. Students are encouraged to ask questions and share their initial thoughts about Romanticism.

Step 2: Explanation of the Infographic Task (10 minutes)

- The teacher explains that students will be creating infographics that visually represent the key elements and characteristics of the Romantic movement. The teacher demonstrates how to use the selected infographic creation tool (Easel.ly, Canva, or Piktochart) to get students started.

Step 3: Research and Content Gathering (20 minutes)

- Students are given time to research and gather content for their infographics. This may involve reading excerpts from Romantic literature or exploring provided resources from the Drive link. They should identify key themes, authors, and literary works associated with Romanticism.

Step 4: Creating the Infographics (40 minutes)

- Students begin creating their infographics using the chosen tool. They should include text, images, and visual elements that represent the Romantic movement's characteristics. The teacher circulates to offer guidance, answer questions, and ensure students are on track.

Step 5: Peer Review (15 minutes)

- Students exchange infographics with a peer for review and feedback. They provide constructive criticism on content accuracy, visual appeal, and clarity of representation. This step encourages collaboration and critical thinking.

Step 6: Revision and Finalization (20 minutes)

- Based on peer feedback and teacher guidance, students revise and finalize their infographics. They should pay attention to details, grammar, and visual coherence.

Step 7: Presentation (15 minutes)

- Students present their infographics to the class, explaining the key characteristics of Romanticism depicted in their work. This step allows for peer learning and discussion.

Step 8: Reflection and Discussion (15 minutes)

- The class engages in a discussion about the Romantic movement, focusing on what they've learned and how their infographics represent key aspects of Romanticism. The teacher facilitates this discussion, encouraging critical thinking and analysis.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

1. **Infographic Creation:** The task of designing and creating an infographic requires students to engage in a creative and critical thinking process. By using digital tools like Easel.ly, Canva, or Piktochart, students are encouraged to explore and expand their skills, fostering a growth mindset. They may encounter challenges during the creation process, but the emphasis is on learning and improvement, aligning with the principles of a growth mindset.
 2. **Digital Competence:** The activity explicitly mentions working on digital competence. Engaging with various apps and websites encourages students to develop and enhance their technological skills. A growth mindset involves seeing challenges as opportunities for learning and embracing the process of acquiring new skills. In this context, students are likely to face digital challenges, but the focus is on the learning journey rather than fixed abilities.
 3. **Reflection on Literary Movement:** Encouraging students to reflect on the Romantic movement is another aspect that aligns with a growth mindset. This involves exploring different perspectives, understanding the historical and cultural context, and analyzing literary elements. A growth mindset emphasizes the value of effort and learning from experiences, and the process of reflection supports this mindset by encouraging students to think critically about what they have learned.
-

12.Jigsaw reading.

"Jigsaw reading" is an interactive teaching method that encourages cooperative learning, comprehension of complex topics, and the improvement of reading and speaking skills. It provides students with a positive learning experience and allows them to learn from their mistakes for future improvement. The teacher's feedback suggests a commitment to continuous improvement in the implementation of this teaching strategy.

Designed for 15-16-year-old students at CPEIBAS Arteaga.

Learning Objectives:

- Subject Matter: The activity aims to educate students about the future of food and its alternatives.
- Skills Development: It aims to improve students' speaking and reading skills through the "jigsaw reading" method.
- Social Skills: The activity also intends to foster the development of social skills by encouraging collaborative group work.

Teaching Activities:

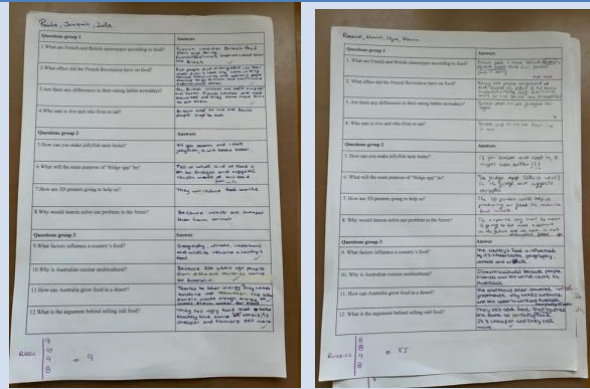
- Group Reading: Students are divided into groups of four, and each group is assigned a different text about food. After reading their respective texts, they must answer questions related to their text.
- Collaborative Discussion: Subsequently, new groups are formed, with one member from each original group. These new groups collaborate to answer questions related to all four texts by listening to their peers' insights.

Resources/Equipment:

- The resources and equipment needed for this activity include student textbooks and worksheets with questions related to the texts.

Learning Outcomes:

- Comprehensive Understanding: Students are expected to be able to answer all the questions in the worksheet by relying on the information shared by their peers. This encourages comprehensive understanding and collaborative learning.
- Skills Improvement: The activity is designed to enhance students' reading and speaking skills.
- Collaboration: It encourages students to work together and build collaborative skills.
- Documentation: The teacher suggests documenting the activity through photographs, drawings, or other work produced during the lesson.



Teacher Evaluation and Recommendations: The teacher's evaluation indicates that the activity was successful, but it took longer than anticipated (55 minutes). The teacher plans to allocate more time in future implementations. Students' feedback indicates satisfaction with the activity, emphasizing its uniqueness and the combination of reading and speaking. Mistakes were seen as opportunities for learning and improvement.

Activity Steps:

1. Group Formation: Students are divided into groups of four.
2. Text Assignment: Each group is assigned a different text about food. These texts may contain information about the future of food and its alternatives.
3. Individual Reading: Within their respective groups, students individually read and comprehend their assigned texts. They are encouraged to underline or make notes on key points and important information.
4. Question Preparation: After reading their respective texts, students must work together within their groups to formulate questions related to their text. These questions should assess the main ideas and details in their text and be designed to challenge their peers' understanding.
5. Sharing Knowledge: Each group takes turns presenting their text to the rest of the class. They share the main ideas, key points, and the questions they prepared.
6. Group Discussion: After each group's presentation, new groups are formed. These new groups are made up of one member from each of the original groups. This mix ensures that each new group has representation from all the different texts.
7. Collaborative Discussion: In these new groups, students engage in collaborative discussions to answer questions related to all four texts. They rely on the information shared by their peers during the presentations to gather insights and provide comprehensive answers.
8. Question Answering: Each new group works together to answer the questions related to the texts. This step encourages collaboration and a deeper understanding of the subject matter.
9. Documentation: The teacher suggests documenting the activity through photographs, drawings, or other work produced during the lesson. This documentation can be used for reflection and assessment.

10. Feedback and Discussion: After the activity, the teacher and students engage in a discussion about their experiences. Mistakes are acknowledged as opportunities for learning and improvement.

11. Teacher Evaluation: The teacher evaluates the overall success of the activity, taking note of the time it took and the students' engagement and comprehension. The teacher plans to make any necessary adjustments for future implementations.

12. Future Implementation: Based on the evaluation and feedback, the teacher plans to allocate more time for the activity in future implementations to ensure it runs smoothly and meets its objectives.

These activity steps outline how the "Jigsaw reading" method encourages cooperative learning, comprehensive understanding, and the development of reading and speaking skills among students.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

1. Embracing Challenges: In the "Jigsaw reading" activity, students are faced with the challenge of comprehending and discussing complex texts on the future of food. They are encouraged to embrace this challenge, knowing that making mistakes and encountering difficulties are part of the learning process.

2. Learning from Mistakes: The teacher's evaluation mentions that if students made any mistakes during the activity, they learned from them and continued with the task. This reflects a growth mindset perspective, where mistakes are seen as opportunities for growth and not as failures.

3. Effort and Improvement: By working collaboratively and answering questions based on their peers' readings, students are required to put in effort and actively engage in the learning process. The activity emphasizes that improvement comes through practice, participation, and collaboration.

4. Adaptability: In the activity, students may encounter information in their assigned texts that is unfamiliar or challenging. To succeed, they must adapt and find ways to understand and convey this information. This aligns with the idea that abilities can be developed through adapting to new situations and learning from them.

5. Feedback and Reflection: After the activity, students can reflect on what went well and what they need to emphasize in the future. This self-reflection and feedback-seeking attitude are key components of a growth mindset.

13. Learning from mistakes and failures.

This lesson plan effectively engages students in discussing the concept of learning from mistakes and failures. It incorporates multimedia resources, interactive activities, and real-life examples to make the topic relatable and engaging. The teacher's evaluation and recommendations demonstrate a reflective approach to improving the lesson for future use.

Subject: English Language

Theme: Self-esteem and self-confidence.

Age Range: 14-15; **School:** CPEIBAS Arteaga

Learning Objectives:

1. To learn about/from mistakes.
2. To learn about famous people who, despite facing difficult situations during their lives, achieved their goals.

Teaching Activities:

1. Discussion about mistakes: This activity encourages students to reflect on their feelings about making mistakes, their experiences, and the importance of making mistakes in the learning process.
2. Video + discussion: The video provides a visual and real-life example of learning from mistakes, enhancing students' understanding of the concept.
3. PPT Presentation: Introducing famous people who faced difficulties and succeeded is an excellent way to inspire students and connect the theme to real-life examples.
4. Matching famous people with failures: This is an interactive activity that engages students in critical thinking as they connect failures with the famous individuals discussed earlier.
5. Discussion: The Albert Einstein quote adds depth to the lesson by emphasizing the importance of taking risks and making mistakes in order to innovate and achieve new things.

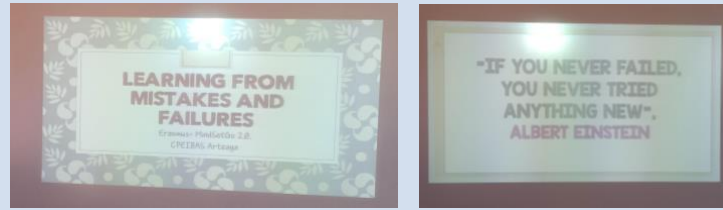
Resources/Equipment:

- Paper and pen for students.
- A projector.
- Internet access for video viewing.
- The YouTube video link provided.

Learning Outcomes:

- Improved oral communication skills through discussions.
- Knowledge about English-speaking personalities who overcame failures.
- Enhanced understanding of the value of making mistakes as part of the learning process.

Documentation of students' work, such as photographs, drawings, etc., can serve as a way to assess their understanding and engagement.



Teacher Evaluation and Recommendations:

- Students actively participated and enjoyed the activity.
- The lesson required more time than estimated (1h and 30 minutes), which is valuable feedback for planning future lessons.

Activity steps:

Activity 1: Discussion about Mistakes

1. Begin the lesson by introducing the topic of learning from mistakes and its importance.
2. Ask students to reflect individually on their experiences with making mistakes and how they felt about them. Give them a few minutes to jot down their thoughts on paper.
3. Open a class discussion where students share their thoughts and feelings about making mistakes. Encourage active participation and assure them that making mistakes is a natural part of the learning process.
4. Facilitate the discussion by asking questions like:
 - "Can you share a recent mistake you made and what you learned from it?"
 - "How do you feel when you make a mistake in your English studies?"
 - "Do you think making mistakes is necessary for learning?"
5. Summarize the key points from the discussion and transition to the next activity.

Activity 2: Video + Discussion

1. Show the selected video that illustrates a real-life example of learning from mistakes. Ensure that the video is accessible through the projector and internet.
2. After watching the video, initiate a class discussion by asking questions like:
 - "What did you learn from the video about the importance of learning from mistakes?"
 - "How did the person in the video overcome their failures?"
 - "Can you relate this example to your own experiences?"
3. Encourage students to share their insights and draw connections between the video and the earlier discussion.

Activity 3: PPT Presentation

1. Use a PowerPoint presentation to introduce famous people who faced difficulties and eventually succeeded. Include visuals and brief narratives about each person.
2. Highlight the challenges these individuals encountered and how they persevered to

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achieve their goals.

3. Encourage students to ask questions and engage in discussions about the featured personalities.

Activity 4: Matching Famous People with Failures

1. Provide a worksheet or activity sheet with a list of famous people discussed in the presentation and a list of their failures or challenges.

2. In pairs or small groups, have students match each person with the corresponding failures or challenges.

3. After completing the activity, have each group share their answers with the class, and discuss the significance of these examples.

Activity 5: Discussion - Albert Einstein Quote

1. Display the Albert Einstein quote related to taking risks and making mistakes on the screen.

2. Initiate a discussion by asking students about their interpretations of the quote and how it relates to the lesson's theme.

3. Encourage students to share their thoughts on the value of taking risks and making mistakes in innovation and learning.

4. Summarize the main points of the discussion and lead into the conclusion of the lesson.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

1. Discussion about mistakes: Encouraging students to discuss their feelings about making mistakes and whether they have ever learned something new from them promotes self-awareness and the idea that mistakes are opportunities for growth. It encourages students to view mistakes as a natural part of the learning process.

2. Video + discussion: The video illustrates a real-life situation where someone faced failure but persevered and ultimately succeeded. This reinforces the idea that failures and mistakes are not permanent setbacks but rather stepping stones toward improvement and success.

3. PPT Presentation: Introducing famous people who faced difficulties and still achieved their goals reinforces the notion that even highly successful individuals encountered failures and setbacks along the way. It emphasizes the importance of resilience and perseverance in the face of challenges.

4. Matching famous people with failures: This activity requires students to think critically and make connections between failures and successful individuals. It encourages them to see that successful people often faced numerous failures but continued to learn and grow.

5. Discussion: The Albert Einstein quote, "If you never failed, you never tried anything new," directly supports the growth mindset concept. It highlights the idea that taking risks and trying new things, even if they result in failure, is essential for personal and intellectual growth.

14. The Chef.

This lesson plan is to be designed to promote self-awareness, empathy, and conflict resolution skills among pre-adolescent students by exploring emotions and ethical considerations through real-life situations. The focus on personal growth and flexibility in thinking is also evident.

Subject: Ethics, with a focus on emotional learning.

Age Range: 11-12-year-old students at CPEIBAS Arteaga school.

Learning Objectives:

1. Identifying simple conflicts or situations.
2. Analyzing how one feels when facing those situations.
3. Understanding other emotions when solving problems.
4. Self-evaluating what type of person one is based on their actions.
5. Recognizing what type of person one wants to be.
6. Being responsible for their actions.
7. Understanding that a food reaction affects oneself.
8. Learning how to be flexible with certain matters.

Teaching Activities:

- Reading a story about a chef and his daughter.

<https://lamenteesmaravillosa.com/la-zanahoria-el-huevo-y-el-cafe/>

- Creation of a table with situations and corresponding reactions (carrot, egg, café).
- Students analyze each situation and propose a solution.
- Identify if they are more like a carrot, egg, or café and work towards becoming more like a café.
- The situation can be opened to students' interests.

Learning Outcomes:

- The activity allows students to open up emotionally and address doubts related to pre-adolescence.
- It helps identify students with fixed mindsets who are resistant to change.

Documentation of students' work, which may include photographs, drawings, etc.

	Zanahoria	huevo	café
Me critican por la espalda	<ul style="list-style-type: none"> Soy miserable Dejo que me sigan criticando y me maltrata 	<ul style="list-style-type: none"> No hablo ni juego con nadie. Paso de la persona. les ignora. me da igual (insulto) 	<ul style="list-style-type: none"> Hablo con ellos y les explico las cosas que me molestan. Me abro a hacer nuevas amistades.
Mi amigo queda con otra y no me dice nada	<ul style="list-style-type: none"> Me siento mal Pienso que me odian y no quieren estar conmigo. Aceptar que tiene más amigos que yo. 	<ul style="list-style-type: none"> Me da igual No le hablaría. Va no salgo con él. 	<ul style="list-style-type: none"> puede tener amigos Proponerle quedar otro día. → además de mi. Entiendo que no quedo solo conmigo.
Me castigan por algo que no reconozco que he hecho	<ul style="list-style-type: none"> Si lo reconozco nunca más me van a hablar. Temor mirado del castigo. Lloro y no reconozco 	<ul style="list-style-type: none"> Sigo mintiendo para no quedar mal. No lo digo y me salgo con la mía. Todos son mis enemigos y no los escucho. 	<ul style="list-style-type: none"> Aceptar lo que me dicen porque lo hacen a mi bien. Reconozco mi error y aprendo de él. Lo reconozco porque así los demás podrán confiar en mí.

Teacher Evaluation and Recommendations:

- The experience is described as motivating for both students and teachers.
- It has helped students define themselves.

Activity Steps.

Step 1: Introduction (15 minutes)

- Begin the lesson by introducing the topic of emotions, empathy, and ethical considerations. Explain the importance of these skills in personal growth and relationships.
- Introduce the story "La Zanahoria, el Huevo y el Café" and read it aloud to the students. Encourage them to pay attention to the characters' emotions and ethical choices in the story.

Step 2: Story Discussion (20 minutes)

- Facilitate a discussion about the story. Ask open-ended questions to engage students in thinking about the emotions and ethical dilemmas faced by the characters. For example:
 - How do you think the chef felt at different points in the story?
 - What ethical decisions did the chef and his daughter make?
 - How did their actions affect themselves and others?
- Encourage students to express their opinions and share their emotional responses to the story.

Step 3: Creating the Table (15 minutes)

- Display the table with situations and corresponding reactions (carrot, egg, café) on the projector or whiteboard.
- Explain the concept of the table to the students, emphasizing that each reaction represents a different way people respond to situations.

- Discuss a few examples together to ensure understanding.

Step 4: Situational Analysis (20 minutes)

- Distribute paper and writing materials to students.
- Have students work individually or in small groups to analyze each situation from the table and propose a solution. Encourage them to consider the emotions involved and the ethical implications.
- Ask students to write down their responses on the paper.

Step 5: Identifying Personal Tendencies (15 minutes)

- After analyzing the situations, have each student or group identify whether they tend to respond more like a carrot, egg, or café in these situations.
- Encourage self-reflection and discussion within groups if students have different perspectives on their tendencies.

Step 6: Working Towards Change (15 minutes)

- Emphasize the idea of personal growth and flexibility in thinking.
- Discuss the concept of becoming more like a "café" – someone who can adapt and respond positively to challenging situations.
- Have students set personal goals for becoming more like a "café" in their responses to conflicts or dilemmas.

Step 7: Extension (Optional) (10 minutes)

- If time allows and students are engaged, open the discussion to situations or ethical dilemmas that interest them. This can make the lesson more dynamic and relevant to their experiences.

Step 8: Learning Outcomes and Documentation (10 minutes)

- Conclude the lesson by discussing the learning outcomes and the importance of emotional awareness, empathy, and ethical decision-making.
- Encourage students to document their work, which may include drawings, written reflections, or photographs.

Step 9: Teacher Evaluation and Recommendations (5 minutes)

- Invite feedback from students about their experience with the lesson.
- Share your observations and insights about the students' participation and engagement.
- Provide recommendations for further activities or discussions related to ethics and emotional learning.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

1. **Embracing Challenges:** In the activity, students are presented with different situations that may challenge their emotional responses and ways of thinking. Encouraging them to identify their reactions and work towards becoming more like a "café" represents an opportunity to embrace challenges and view them as opportunities for growth.
 2. **Learning from Mistakes:** As part of the activity, students may identify situations where they have a fixed mindset (e.g., always thinking they are right). By reflecting on these patterns and aiming to change their behaviour, they are essentially learning from their mistakes and developing a growth mindset. They understand that their initial reactions can be adjusted and improved upon.
 3. **Effort and Persistence:** The concept of a growth mindset emphasizes the importance of effort and persistence in learning and personal development. The activity encourages students to analyze their emotions and thought processes, which may require effort and persistence to change their mindset from being rigid (carrot or egg) to more flexible (café).
 4. **Self-Reflection:** The activity promotes self-evaluation and self-awareness, which are key components of a growth mindset. Students are encouraged to reflect on their own behaviour and think about the type of person they want to become. This self-reflection is integral to the development of a growth mindset as it encourages them to take ownership of their personal growth.
-

15. A leader vs. a boss.

This lesson plan is well-structured, engaging, and effective in achieving its learning objectives related to leadership, teamwork, and self-motivation. The positive feedback from both the teacher and students indicates its success.

Subject: The subject touch upon aspects of leadership and self-motivation.

Theme: The theme of the lesson is centred around self-motivation and teamwork, with a specific focus on understanding leadership dynamics.

Age Range and School: The lesson is designed for students aged 14-16 in the context of CPEIBAS Arteaga school.

Learning Objectives:

- a. Explain the difference between a leader and a boss.
- b. Debate on how not having a leader affects teamwork.

These objectives are clear and focused on enhancing students' understanding of leadership in a team setting.

Teaching Activities:

- a. Creating a face shape with the instructions from the leader.
- b. Discussing the importance of having someone that can guide you.

The activities are practical and seem to engage students in a hands-on way while promoting discussion and reflection.

Learning Outcomes:

- a. Learning to work in groups.
- b. Being able to trust one another.

These outcomes align with the learning objectives and indicate that the lesson aimed to enhance students' teamwork and trust-building skills.

Documentation (photographs, drawings, work, etc.) was collected, indicating an emphasis on assessment and record-keeping.



Teacher Evaluation and Recommendations:

- The teacher's evaluation of the lesson is positive, describing it as innovative and successful.
- The feedback from the students is also positive, as they "liked it a lot" and learned the difference between a leader and a boss.
- Timing is mentioned as being fine, suggesting that the lesson was well-paced.

Activity Steps:**1. Introduction (10 minutes):**

- Begin by introducing the concept of leadership and the growth mindset. Provide a brief overview of the qualities that make a good leader, emphasizing attributes like communication, empathy, adaptability, and a willingness to learn and grow.

2. Leadership Qualities Cards (5 minutes):

- Distribute printed leadership qualities cards to each student. These cards will contain specific leadership qualities or traits that they will later incorporate into their "Leadership Portrait."

3. Team Formation (5 minutes):

- Divide the class into small groups, ensuring a mix of leadership qualities within each group.

4. Creative Instructions (10 minutes):

- Assign one student in each group as the "Leader" for this activity. The leader's role is to provide creative instructions to guide their group in crafting a "Leadership Portrait."
- Leaders should take a moment to read their leadership qualities cards privately and formulate instructions based on those qualities. For example, if a card says "Effective Communication," the leader might instruct the group to create a representation of effective communication through art.

5. Artistic Expression (15 minutes):

- Each group collaboratively works on their "Leadership Portrait" based on the leader's instructions. They should use the provided art supplies to create their visual representation.

6. Group Presentation (10 minutes):

- Each group presents their "Leadership Portrait" to the class. The leader explains the qualities or traits represented in their artwork and how they relate to effective leadership and the growth mindset.

7. Discussion and Reflection (15 minutes):

- Engage the class in a discussion about the activity:
 - Ask the students to reflect on their experience as leaders and as team members.
 - Discuss how the qualities represented in the artwork connect with leadership and a growth mindset.
- Encourage students to share what they learned about leadership through this creative exercise.

8. Debrief (5 minutes):

- Summarize the key takeaways from the activity, emphasizing the importance of leadership qualities and a growth mindset in personal and professional development.

9. Homework or Journaling (optional):

- As homework or in-class journaling, ask students to write about how they can apply the lessons from this activity to their own lives and personal growth.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

1. **Connect Leadership and Growth:** Link the concept of leadership to a growth mindset. Explain that effective leaders are often those who continuously learn, adapt, and embrace challenges. Leaders with a growth mindset view leadership as a journey of personal and professional development.

2. **Relate Teamwork to Growth:** Discuss how effective teamwork relies on individuals with a growth mindset. In a team, members should be open to learning from each other, adapting to changing circumstances, and persevering through challenges. A growth mindset contributes to better collaboration and problem-solving.

3. **Promote Reflection:** After the activity and discussions, encourage students to reflect on what they've learned and how they can apply these concepts to other aspects of their lives. Encourage them to set goals for personal growth and development.

16. Water your brain.

"Water your brain" is an engaging and holistic activity that not only fosters positive thinking and language but also integrates creativity and nature-related themes, making it a well-rounded learning experience for young children.

This activity is designed for children aged 3 to 6 years old at CPEIBAS Arteaga.

Subject:

The subject of this activity is promoting a positive mindset, self-image, and using positive language to foster mental and physical well-being in young children.

Theme:

The theme of the activity revolves around cultivating a positive mindset and self-image, as well as encouraging creativity and the use of positive language. The phrase "Water your mind and it will flourish" encapsulates this theme.

Learning Objectives:

The learning objectives for this activity are as follows:

1. Acquire attitudes and positive values that favour suitable mental and physical health.
2. Be aware of the importance of using positive and correct language.
3. Acquire a fair image of themselves.
4. Develop creativity and imagination.

Teaching Activities:

The teaching activities involved in this activity include:

1. Reflecting on how to connect the nature project with the desired activity.
2. Printing and decorating pictures of students related to plants and animals in the garden.
3. Creating a big watering can with newspaper bits.
4. Reading the tale "The Thief of Words" to emphasize the importance of positive language.
5. Selecting positive words from the book.
6. Building a big tree with frames and pictures and writing the phrase "Water your mind and it will flourish" on top.

Resources/Equipment:

The resources and equipment used in this activity include photos, A3 paper, crayons, highlighters, newspaper paper, markers, and colourful papers.

Learning Outcomes:

The learning outcomes for students after participating in this activity include:

1. Awareness of the importance of using positive language when communicating with others.
2. Expansion of their vocabulary.
3. Development of creativity and imagination.
4. The ability to identify situations that support their learning.

Documentation such as photographs, drawings, and other work materials may be collected to showcase the students' engagement and learning outcomes.





Teacher Evaluation and Recommendations:

The teacher's evaluation indicates that the activity was beneficial and enriching for the school, students, and families. Cooperative work among teachers is recommended to achieve better results in future activities.

Activity steps

Step 1: Introduction to Growth Mindset (Optional)

- Begin by introducing the concept of a growth mindset to the children. Explain that it's about believing that their abilities and intelligence can grow and improve with effort and learning. You can use simple examples to illustrate the idea.

Step 2: Nature Connection

- Start by discussing nature and the idea that just like plants need water to grow, our brains also need something to help them grow strong and healthy.

Step 3: Picture Decoration

- Provide each child with a printed picture of themselves related to plants and animals in the garden. Encourage them to use crayons, markers, and colourful papers to decorate their pictures creatively.

Step 4: Create a Watering Can

- As a group activity, work together to create a big watering can using newspaper bits. Discuss how watering cans help plants grow and draw a connection to how our minds need something similar.

Step 5: Read "The Thief of Words"

- Read the tale "The Thief of Words" to the children. Discuss the importance of using positive language and how it can help our brains grow healthy and strong. Emphasize that the words we choose can either help us grow or hold us back.

Step 6: Selecting Positive Words

- From the book, have the children choose the words they like the most. This reinforces the idea that they have the power to select positive words to nurture their minds.

Step 7: Build a Growth Mindset Tree

- Using all the decorated frames and pictures, create a big tree on a display board. On top of the tree, write the phrase "Water your mind and it will flourish." This visual representation symbolizes the connection between effort, positive language, and growth.

Step 8: Watering the Tree

- Use the newspaper watering can to "water" the growth mindset tree. Discuss how just like the tree needs water to thrive, our minds need positive words, effort, and learning to grow.

Step 9: Reflection and Discussion

- Sit down with the children and reflect on the activity. Discuss how they felt about decorating their pictures, choosing positive words, and "watering" the tree. Encourage them to share their thoughts on how their minds can grow.

Step 10: Closing Thoughts on Growth Mindset

- Summarize the activity by reinforcing the concept of a growth mindset. Encourage the children to believe in their ability to learn and improve over time. Remind them that their minds, like the plants in the garden, can flourish with the right care and effort.

Step 11: Documentation and Sharing

- Document the activity with photographs and drawings, and share them with the children's families to showcase their engagement and learning outcomes.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

1. **Positive Language and Mindset:** The activity emphasizes the importance of using positive and correct language. This aligns with a growth mindset by encouraging children to use positive words and affirmations that promote self-belief and a can-do attitude. In a growth mindset, individuals understand that their efforts and language play a significant role in their development.
2. **Acquiring Attitudes and Values:** One of the learning objectives is to acquire attitudes and positive values that favor mental and physical health. A growth mindset includes the attitude that challenges and setbacks are opportunities for growth. By instilling positive values, children are more likely to approach challenges with resilience and a belief in their ability to improve.
3. **Selecting Positive Words:** The activity involves selecting positive words from a book. This exercise can help children become aware of the power of words and how the choice of words can influence their mindset. It reinforces the idea that the language they use can either support or hinder their growth and development.

17.Manga & anime

This lesson plan is comprehensive for introducing students to Manga and Anime, promoting research, collaboration, and creativity. It also encourages critical thinking and reflection on personal preferences, which are important skills for young learners.

Subject and Age Range:

- The subject is "Manga and Anime," targeting students aged 11-12 years old

Learning Objectives:

The lesson outlines several learning objectives, which are well-defined and aligned with the subject matter. These objectives include research skills, group collaboration, ICT (Information and Communication Technology) usage, critical thinking, and creative expression.

Teaching Activities:

The teaching activities are divided into two main tasks: Manga and Anime.

Task 1: Manga

Introduce students to Manga and share information about renowned Manga creators like Tezuka Osamu and Kishimoto Masashi, emphasizing their journeys of skill development.

Have students choose one Manga creator from the provided list (e.g., Tezuka Osamu, Kishimoto Masashi) and research their life, work, and artistic evolution.

In groups, instruct students to design their own Manga comic, encouraging them to incorporate elements they've learned about the creator's style and approach.

Throughout the creative process, emphasize the value of embracing challenges and learning from mistakes as a way to improve.

Task 2: Anime

Present the basics of Anime to students, explaining what it is and its cultural significance.

Introduce The Ghibli Studios and discuss their influence on the Anime industry.

Ask students to name four Anime characters they like and describe them, encouraging them to consider character development as part of their descriptions.

Assign each student or group one famous Anime movie (e.g., "My Neighbor Totoro," "Spirited Away").

Instruct students to watch their assigned Anime movie, providing them with a structured template to summarize the plot and formulate their opinion.

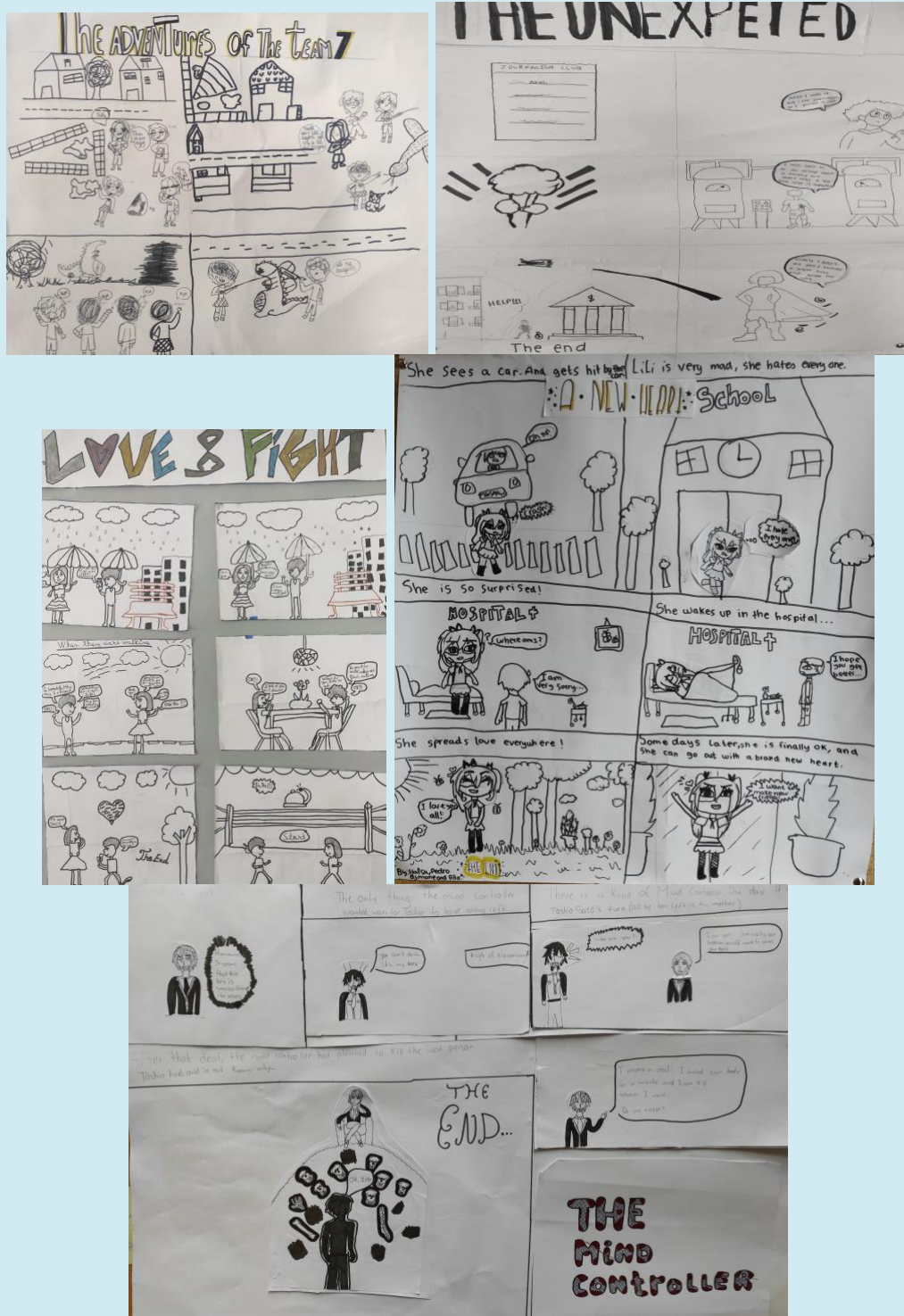
Encourage active learning and critical thinking during the movie viewing to appreciate the evolving understanding of the story.

After watching, have students present their findings, including the movie's name, director, main characters, plot summary, and their personal opinions.

Learning Outcomes:

The learning outcomes are clearly stated and align with the objectives set at the beginning of the lesson. These outcomes include research, group work, ICT skills, critical analysis of Anime, and creative expression through the creation of a Manga-style comic strip.

The plan includes a section for documenting student work and teacher evaluation and recommendations. This allows for assessment and feedback to improve the teaching process.



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Teacher Evaluation and Recommendations:

- The teacher's role involves observation, questioning, and providing feedback.
- Rubrics for self-evaluation and co-evaluation of group work are recommended, which promotes student self-assessment and peer evaluation.
- The recommendation to create an emotional climate that fosters creativity and open reflection on personal tastes and priorities is valuable for encouraging student engagement and expression.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

This lesson plan introduces 11-12-year-old students to the world of Manga and Anime while simultaneously cultivating a growth mindset. Through two tasks, students are encouraged to appreciate that success is a result of hard work and perseverance. In the Manga task, they explore the journey of renowned Manga creators, emphasizing the effort and dedication that underlie their success. They then apply these principles in crafting their Manga comics, learning from challenges and mistakes. The Anime task reinforces the idea of growth by tracing the evolution of Anime as a medium and analyzing character development. Students are prompted to approach their viewing of a famous Anime movie with active learning and critical thinking, appreciating how their understanding evolves over time. The learning objectives and outcomes highlight continuous improvement and celebrate the value of effort, not just final outcomes. Moreover, the teacher's role in providing feedback and creating a classroom atmosphere that encourages risk-taking and seeking help reinforces the growth mindset throughout the lesson.

18. Acroyoga workshop.

This Acroyoga workshop has a holistic approach by focusing on the mind-body connection, promoting physical and mental well-being, and encouraging self-awareness among students. The teacher's recommendation to integrate such activities into various subjects underscores the potential for broader application of these concepts in education.

Subject: The subject of the workshop is "Physical Education," which implies a focus on physical activity and well-being.

Theme: The theme of the workshop is the "Mind-body connection," suggesting that the workshop aims to help students understand and experience the connection between their mental state (thoughts, attitudes) and physical health.

Age Range: The target age range for this workshop is 12-16, which is appropriate for students in middle and high school.

School: The workshop is conducted at CPEIBAS Arteaga, which is the educational institution where the workshop is being held.

Learning Objectives:

- To make students aware of the link between thoughts, attitudes, behaviours, and physical health.
- To introduce students to mind-body therapies that promote relaxation and mindfulness.

Teaching Activities:

- The workshop involves activities that focus on verbal and non-verbal communication skills.
- It includes body relaxation exercises to help students explore their reactions, self-talk, responses to success and failure, as well as how they handle happy and stressful situations.
- Class materials such as exercise mats are used, and the students use their own bodies for the activities.

Learning Outcomes:

- Students are expected to see the practice of Acroyoga as an important connection to everyday life and overall wellness.

Documentation:

- The workshop suggests documenting the learning process through photographs, drawings, and other forms of work.



Teacher Evaluation and Recommendations:

- The teacher's evaluation of the workshop indicates that it has been a positive experience.
- The teacher recommends incorporating similar content more frequently and across different subjects, suggesting that the workshop has potential benefits beyond just physical education.

To incorporate the principles of a growth mindset into the Acroyoga workshop, here are some activity steps that can be integrated:

Activity Steps:

1. Introduction to Growth Mindset (15 minutes):

- Begin the workshop by explaining the concept of a growth mindset to the students.
- Share examples of individuals who have achieved success through effort, resilience, and a willingness to learn from mistakes.

2. Warm-Up and Mindfulness (20 minutes):

- Start with a group warm-up to prepare the body for Acroyoga activities.
- Introduce mindfulness exercises to help students focus on the present moment and be open to new experiences.

3. Acroyoga Poses and Challenges (30 minutes):

- Teach students a series of basic Acroyoga poses and partner exercises.
- Encourage students to work in pairs or small groups.
- Emphasize that it's okay to make mistakes and that learning from them is part of the process.

4. Reflect and Share (15 minutes):

- After each pose or challenge, have students reflect on their experiences individually and in small groups.
- Ask questions like, "What did you learn from this exercise?" and "How did you react to challenges or setbacks?"

5. Growth Mindset Discussion (20 minutes):

- Facilitate a group discussion on the connections between Acroyoga and a growth mindset.
- Encourage students to share their insights on embracing challenges, learning from failures, and the importance of effort and persistence.

6. Self-Awareness and Self-Talk (15 minutes):

- Guide students in a brief self-awareness exercise where they examine their self-talk and attitudes during the workshop.
- Discuss how positive self-talk and a growth mindset can lead to better performance and resilience.

7. Group Challenges (20 minutes):

- Introduce more advanced Acroyoga poses or challenges that require increased cooperation and communication.
- Encourage students to support each other's growth by offering constructive feedback and encouragement.

8. Reflect on Progress (15 minutes):

- Have students reflect on their progress throughout the workshop.
- Ask them to identify specific areas where they demonstrated a growth mindset.

9. Goal Setting (10 minutes):

- Invite students to set personal goals related to Acroyoga or other aspects of their lives.
- Emphasize the importance of setting realistic goals and working steadily toward them.

10. Closing and Future Commitment (10 minutes):

- Summarize the key takeaways from the workshop regarding the growth mindset.
- Encourage students to commit to applying these principles in their daily lives, whether in academics, sports, or personal development.

11. Documentation and Reflection (10 minutes):

- Provide time for students to document their workshop experiences through drawings, journal entries, or photographs.
- Ask them to reflect on how they plan to maintain a growth mindset moving forward.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

The Acroyoga workshop offers a powerful platform to cultivate a growth mindset among students. Through physical and mental challenges, participants learn to embrace difficulties as opportunities for personal growth. Success and failure become valuable lessons, reinforcing the importance of learning from mistakes and setbacks. The workshop instills the belief that effort and persistence are essential for achieving goals, showcasing the connection between dedication and progress. Furthermore, the holistic approach of the mind-body connection aligns with the growth mindset's comprehensive view of personal development. Students develop openness to new experiences and continuous improvement, recognizing that learning is an ongoing process. By fostering self-awareness, the workshop equips students with the tools to understand and transform their thought patterns and attitudes, promoting resilience and nurturing a growth-oriented mindset.

19. My brain a growing muscle.

This educational activity is focused on teaching students about the brain's different parts and their roles in learning and emotions. It also emphasizes the development of teamwork and organizational skills. The use of hands-on materials like playdough adds an element of fun and engagement to the learning process.

It is for students in the 11-12 age range (6th grade) at CPEIBAS Arteaga school.

Subject: Natural Science

Theme: Self-motivation, positive thinking, and learning to learn.

Learning Objectives:

1. Know the different parts of the brain and its implication in the learning process.
2. Develop group work skills.
3. Use ICT (Information and Communication Technology) effectively.

Teaching Activities:

1. Students work in groups of 4 to search for information about the different parts of the brain.
2. When they find interesting information, they communicate it to the rest of the group and engage in a debate to determine if it's the information they were looking for.
3. Students draw the shape of a head on paper and decide the colours they will use.
4. They create a 2D model of the human brain using playdough, using different colours to represent its parts and tagging them.

Resources/Equipment:

- Playdough of different colours.
- Folios (sheets of paper).
- Pencil and eraser.

Learning Outcomes:

1. Students understand that each part of the brain is responsible for specific aspects of learning and emotions.
2. Students learn how to work effectively in groups and become more organized.

Documentation includes photographs, drawings, and student work.



Teacher Evaluation and Recommendations:

- The teacher's evaluation indicates positive results, with students learning about brain anatomy and function in an engaging and hands-on manner.
- The activity took 1 hour and 15 minutes to complete.

Certainly, here are the activity steps for "My brain a growing muscle" with a focus on how each step relates to promoting a growth mindset:

Activity Steps:

1. Group Formation: Divide the students into groups of four. Encourage them to work collaboratively and support each other throughout the activity.
2. Research Brain Parts: Provide the groups with the task of researching the different parts of the brain. Each group should use ICT effectively to find information about brain anatomy and function. This step promotes the idea that learning, and knowledge acquisition are achievable through research and effort.
3. Sharing and Debate: Instruct the groups to share the interesting information they've found with each other. Encourage them to engage in a debate about the content to determine if it aligns with their objectives. This step reinforces the idea that learning involves active discussion and critical thinking.
4. Artistic Representation: Have the groups draw the shape of a head on paper. Allow them to decide on the colours they want to use for this artistic representation. This creative aspect of the activity encourages students to express themselves and reinforces the notion that learning can be a creative process.
5. Creating a Brain Model: Provide the groups with different colours of playdough. Instruct them to create a 2D model of the human brain using the playdough. They should form different parts of the brain and tag them accordingly. This hands-on activity reinforces the idea that skills can be developed through practice and hands-on experience.

6. Discussion and Reflection: After completing the brain models, have the groups present their creations to the class. Encourage them to explain the functions of each brain part they've represented. This step promotes public speaking skills and reinforces the growth mindset by showcasing what can be achieved through learning and sharing knowledge.

7. Documentation: After the activity, ask students to document their work through photographs, drawings, or written reflections. This documentation reinforces the importance of reflection and self-assessment in the learning process.

8. Teacher Evaluation and Feedback: Provide constructive feedback on the students' work, emphasizing their efforts and the growth they've demonstrated during the activity. This feedback reinforces the idea that improvement and growth come through learning and continuous effort.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

1. Positive Thinking: The activity's title, "My brain a growing muscle," inherently promotes a positive perspective on learning and brain development. It suggests that the brain is not a fixed entity but can grow and adapt with effort.

2. Learning to Learn: One of the stated themes of the activity is "learning to learn." This aligns perfectly with the growth mindset, which encourages students to understand that their abilities can improve over time with the right strategies and efforts.

3. Understanding Brain Growth: By teaching students about the different parts of the brain and their implications in the learning process, the activity helps students recognize that their own brains can grow and develop as they acquire new knowledge and skills.

4. Group Work and Communication: Collaboration is an essential component of a growth mindset. The activity encourages students to work in groups, share information, and engage in debates. This not only fosters teamwork but also teaches them the value of discussing and learning from one another.

5. Use of ICT: Incorporating Information and Communication Technology effectively encourages students to adapt to new technologies and learn how to use them as tools for their growth and development.

20.Theatre challenge.

This Theatre Challenge is a creative and engaging way to teach students about theatre and literature while focusing on self-confidence and expressive skills. By incorporating props and allowing students to use objects from their environment, it encourages creativity and active participation. The use of documentation through photographs and drawings helps in assessing the students' progress and outcomes. However, specific evaluation criteria and recommendations for improvement are not detailed in the provided information.

Subject and Theme:

- Subject: Arts
- Theme: Theatre

Age Range and School:

- Age Range: Primary and Secondary school
- School: College Les Tamarins, Saint Pierre

Learning Objectives:

- Working on self-confidence
- Memorizing literary texts and putting them into voice
- Letting go

Teaching Activities:

- Setting in voice of literary texts
- When studying an important literary text, the following steps are taken:
 - Silent reading of the text
 - Reading aloud
 - Theatrical reading with props
- Theatralization is a key aspect of this activity.

Resources/Equipment Needed:

- A space for theatrical play
- Props related to the text (e.g., fake sword, cape)
- Students are allowed to use objects they find in their environment.

Documentation of the activities, - Links to youtube:

<https://youtu.be/SwFYaLKvjqE> teacher inspiration
<https://youtu.be/S2DH1Jykm3Y> theatre challenge 1
https://youtu.be/AO_oLbB-CeI theatre challenge 2

The text used:

« 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 tribut²⁴ de la Cornouailles ! »

Teacher Evaluation and Recommendations:

- Teacher evaluation and recommendations are to be done during the class. Further details on the evaluation process are not provided.

Activity steps:**Step 1: Introduction to Theatre and Growth Mindset**

- Begin by introducing the concept of theatre and its role in developing self-confidence and a growth mindset. Explain that theatre can be a tool for personal growth and creativity.

Step 2: Discuss Learning Objectives

- Review the learning objectives of the Theatre Challenge, which include working on self-confidence and memorizing and performing literary texts.

Step 3: Select a Literary Text

- Choose an appropriate literary text for the activity. It could be a short play, a scene from a play, or a monologue. Ensure that the text is age-appropriate for the students.

Step 4: Silent Reading

- Provide the students with copies of the selected literary text and allow them time to silently read and familiarize themselves with the text.

Step 5: Reading Aloud

- Have the students take turns reading aloud from the text. Encourage expressive reading and emphasize the importance of clear pronunciation and intonation.

Step 6: Theatrical Reading with Props

- Introduce the concept of theatrical reading. Provide props related to the text (e.g., fake swords, capes) or encourage students to use objects they find in their environment to enhance their performance.

- Divide the class into small groups and assign each group a scene or part of the text to perform theatrically.

Step 7: Rehearsal and Preparation

- Give students time to rehearse their scenes or parts. Encourage them to work together, experiment with props, and develop creative interpretations of the text.

Step 8: Performance

- Allow each group to perform their scenes or parts for the class. Create a supportive and appreciative atmosphere where students can showcase their efforts.

Step 9: Teacher Evaluation

- After each performance, provide constructive feedback to each group. Highlight their strengths and areas for improvement. Focus on effort and growth rather than perfection.

Step 10: Documentation

- Encourage students to document their experience. This could include taking

photographs or creating drawings that capture their theatrical moments. Documenting their work helps them reflect on their growth.

Step 11: Reflect on the Experience

- Lead a discussion where students reflect on what they learned from the activity. Ask them how they felt before and after the performance and what they discovered about themselves.

Step 12: Discuss Self-Confidence and Growth

- Connect the activity to the broader theme of self-confidence and personal growth. Discuss how stepping out of one's comfort zone and taking on challenges can lead to increased self-confidence and a growth mindset.

Step 13: Commit to Future Growth

- Encourage students to commit to future growth and self-improvement. Discuss how they can apply the lessons learned from the Theatre Challenge in other areas of their lives.

Step 14: Follow-Up

- Provide resources or further opportunities for students to explore theatre and continue building their self-confidence and growth mindset.

By following these activity steps, you can conduct a Theatre Challenge that not only engages students in theatrical performance but also promotes self-confidence and a growth mindset, encouraging them to embrace challenges and personal development.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

In the context of the Theatre Challenge, embracing a growth mindset is akin to raising the curtain on a world of endless possibilities. Participants are encouraged to see the challenging scripts and demanding roles not as daunting obstacles, but as stepping stones for their personal growth as actors. They come to understand that their dedication and hard work in rehearsals are essential for achieving excellence on stage. Setbacks and mishaps, once seen as discouraging setbacks, become valuable opportunities for refining their craft. Constructive feedback from directors and peers is welcomed as a means to elevate their performances. Cultivating a love for theatre and a thirst for continuous learning keeps the creative flames burning. The live stage, with its unpredictability, becomes a playground for building resilience, where participants bounce back from unexpected twists with grace and poise. The mantra shifts from "I can't" to "I can't yet," acknowledging that every role is a work in progress. The theatre community, filled with positive influences, nurtures their growth, and they set clear acting goals while embracing self-compassion along the journey. In this theatrical adventure, the growth mindset becomes the spotlight that illuminates the path to becoming not just better actors but also more resilient, enthusiastic, and adaptable individuals.

21. Brain breaker.

The "Brain Breaker" activity is designed for primary students at Osnovna Sola Marije Vere in Kamnik, Slovenia, with the primary aim of giving students a mental break while engaging in a physical and mental challenge. The key objectives of the activity include promoting teamwork, teaching students to learn from mistakes, and enhancing problem-solving skills without verbal communication.

Subject: Physical Education

Theme: Brain Breaker

Age Range: Primary Students

School: Osnovna sola Marije Vere, Kamnik

Learning Objectives:

The primary objective of the "Brain Breaker" activity is to provide students with a break from intense mental work, allowing them to reset their minds and engage in a physical and mental challenge. The key learning objectives include:

1. Promoting teamwork and cooperation among students.
2. Encouraging students to learn from their mistakes.
3. Enhancing problem-solving skills without verbal communication.

Teaching Activities:

The main teaching activity is the "lava maze," where students work in groups to navigate a 4x4 square labyrinth or 16 hoops. Here is a breakdown of the activity:

1. Divide students into two groups, with each group standing on one side of the labyrinth.
2. Provide a teacher or one student with a map of the correct path through the labyrinth.
3. Students attempt to find the correct path through the labyrinth, and if they step into "lava," they must return to the back of the line.
4. Students who are not navigating the labyrinth can assist the active participant but are not allowed to speak.
5. The activity continues until all students successfully pass through the labyrinth.

Resources/Equipment:

- 4x4 square labyrinth or 16 hoops

Learning Outcomes:

1. Introduce the concept of the labyrinth and divide students into two groups.
2. Position each group on one side of the labyrinth.
3. Provide a map to guide the correct path.
4. Students navigate the labyrinth, facing consequences for stepping into "lava."

5. Encourage non-participating students to assist without verbal communication.

6. The activity concludes when all students successfully complete the labyrinth.

Documentation including photographs, drawings, and student work, providing visual evidence of the activity's execution and outcomes.



Teacher Evaluation and Recommendations:

The teacher's evaluation suggests positive outcomes from the "Brain Breaker" activity:

- Improved teamwork and cooperation among students.
- Realization of the importance of learning from mistakes and staying composed.
- Encouragement of students to analyze the mistakes of others and cooperate effectively.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

1. **Embracing Challenges:** In the "Brain Breaker" activity, students face the challenge of navigating a labyrinth without verbal communication and learning from their mistakes. This encourages them to embrace challenges rather than shy away from them, as they understand that facing challenges is an opportunity for growth.
2. **Learning from Mistakes:** When students step into "lava" and have to go back to the beginning, they have the chance to learn from their mistakes and try again. This reinforces the idea that making mistakes is a natural part of the learning process, and improvement comes from learning from those mistakes.
3. **Persistence:** The activity requires persistence and perseverance as students work together to solve the labyrinth. They understand that success may not come instantly, but with effort and determination, they can eventually overcome obstacles.
4. **Teamwork and Collaboration:** A growth mindset includes recognizing the value of collaboration and learning from others. In the activity, students need to work together, analyze the mistakes of their peers, and help each other succeed. This fosters a sense of collective growth and reinforces the idea that learning is a shared experience.

22. Posters with positive messages

This lesson plan is focused on promoting a growth mindset among students through creative activities. It integrates technology (Canva) and encourages collaboration among students. The teacher's evaluation indicates that students were engaged and enthusiastic about the lesson, which suggests its effectiveness in achieving its objectives. The documentation is available for further review, which can be helpful for assessing student work and progress.

Subject and Theme:

- Subject: Arts
- Theme: Creating posters with positive messages

School:

- Osnovna sola Marije Vere, Kamnik

Learning Objectives:

- Creating affirmations to switch from a fixed to a growth mindset.
- Creating fun and useful posters for school and personal use.

Teaching Activities:

- Using school posters with positive affirmations to cultivate a growth mindset culture in the school corridors.
- Utilizing Canva for poster creation. [Canva.com](https://www.canva.com)

Learning Outcomes:

- Collaborative learning using IT technology to implement a growth mindset.
- Building social and emotional growth in students.
- Promoting self-awareness and internalizing how to embrace challenges.

Documentation of the student creations is available in two Google Drive links provided.

<https://drive.google.com/open?id=1WDgqgJSUpS4cIK-v5sdROlt0IIFj1v5->

https://drive.google.com/open?id=1Uiks9YiJNjfsZom_k2PKyLPusr48K7ot

Teacher Evaluation and Recommendations:

- Students loved working in groups and sharing ideas about growth mindset.

Activity Steps:

1. Introduction to Growth Mindset:

- Begin by introducing the concept of a growth mindset to the students. Explain the difference between a fixed mindset and a growth mindset. Emphasize the importance of having a growth mindset for personal and academic development.

2. Discussion on Affirmations:

- Engage the students in a discussion about positive affirmations. Discuss how affirmations can help shift from a fixed to a growth mindset. Provide examples of affirmations related to learning and personal growth.

3. Exploration of Canva:

- If students are not already familiar with Canva, provide a brief tutorial on how to use the Canva platform for designing posters. Show them the tools and features available for creating visually appealing posters.

4. Brainstorming Affirmations:

- Divide the students into small groups. In their groups, have them brainstorm positive affirmations that promote a growth mindset. Encourage creativity and originality in their affirmations.

5. Poster Design:

- Instruct each group to choose one or more affirmations from their brainstorming session and use Canva to design posters. They should focus on creating visually engaging posters that effectively convey the chosen affirmations.

6. Collaborative Learning:

- Encourage students to collaborate within their groups, sharing ideas and working together to create the posters. Emphasize the importance of teamwork and communication.

7. Presentation and Discussion:

- After completing the posters, have each group present their creations to the class. Ask them to explain the meaning behind their affirmations and how they relate to a growth mindset. Facilitate a class discussion on the posters and the messages they convey.

8. Display in School Corridors:

- Once the posters are completed and discussed, arrange to have them displayed in the school corridors. Explain to the students that the posters will serve as reminders of the school's commitment to a growth mindset culture.

9. Reflection and Self-Awareness:

- Ask students to individually reflect on how they can apply the principles of a growth mindset in their own lives. Have them write down their reflections or discuss them in small groups.

10. Documentation:

- Ensure that photographs are taken of the posters and student work. This documentation will serve as evidence of the activity and can be shared with parents and school administration.

11. Teacher Evaluation and Recommendations:

- After the activity, gather feedback from students about their experience. Use their input to make improvements for future lessons.

12. Follow-Up and Reinforcement:

- Encourage students to continue practicing a growth mindset in their daily lives. Provide resources or activities that can reinforce the concept beyond the classroom.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

The activity of creating posters with positive messages is a powerful tool for instilling and reinforcing a growth mindset in students. Through this creative endeavor, students engage with the fundamental principles of a growth mindset, where they come to understand that their abilities can be developed through dedication and effort. The process of brainstorming and designing affirmations challenges fixed beliefs and encourages students to confront negative self-talk, replacing it with a more empowering mindset. Collaborative learning, a key component of this activity, reinforces the idea that working together and learning from peers can enhance personal growth. The posters themselves often convey messages of resilience, highlighting the importance of embracing challenges as opportunities for improvement. Furthermore, self-reflection and the act of displaying these affirmations as reminders in school corridors encourage self-awareness and a commitment to personal development. Ultimately, this activity serves as a dynamic means of cultivating a growth mindset within the student community, promoting a culture of continuous learning and improvement.

23. Setting goals

This lesson plan is focused on important life skills such as goal setting, positive thinking, and perseverance, which can benefit students of various age groups. The differentiation between younger and older students also demonstrates adaptability.

Subject and Theme:

The subject of this lesson is social studies, and the theme is centered around several aspects, including positive thinking, setting goals, perseverance, and cooperation. These themes are relevant to personal development and growth.

Age Range and School:

The target age range for this lesson is 6-10 years and 11-15 years, indicating that it can be adapted for different grade levels within the Osnovna šola Marije Vere Kamnik school.

Learning Objectives:

The learning objectives for this lesson are focused on setting personal goals. They include:

1. Encouraging students to think about their goals and achievements.
2. Active participation in their plans.
3. Encouraging student ambitions and perseverance.

Teaching Activities:

The teaching activities involve encouraging students to set their personal goals using worksheets. The differentiation between younger and older students is considered, with the teacher providing explanations for younger students and older students working more independently. The use of learning sheets, white paper or cardboard, markers, and a template is mentioned as resources and equipment.

Learning Outcomes:

The learning outcomes of this lesson revolve around teaching students how to take small steps in setting and achieving goals. This aligns with the theme of goal setting and perseverance.

Documentation:

Documentation of the lesson's outcomes is suggested, including photographs, drawings, and student work. This documentation can be useful for tracking progress and reflecting on achievements.

Worksheets

Teacher Evaluation and Recommendations:

The lesson is described as a perfect activity to start a new school year or a new year, implying that it can serve as an effective introductory activity. The suggestion to look at the learning sheets by the end of the school year and reflect upon achievements highlights the long-term benefits of goal setting and tracking.

Activity Steps:**Step 1: Introduction (5 minutes)**

Begin by discussing the importance of setting goals and how it can help students achieve their dreams and aspirations. Mention that the class will be working on setting their personal goals.

Step 2: Explanation (10 minutes)

Show the learning sheets ("My goals" and "This is me") to the students.

Explain the purpose of each sheet: "My goals" sheet is for writing down their personal goals. "This is me" sheet is for students to reflect on their current strengths and areas for improvement. Distribute the worksheets to each student.

Step 3: Goal Setting (15 minutes)

Have a discussion with the students about what they want to achieve in the short term (e.g., this school year) and the long term (e.g., in the future). Encourage them to write down at least one short-term and one long-term goal on the "My goals" sheet. For younger students, the teacher can help them with writing or drawing their goals. For older students, allow them to work independently.

Step 4: Self-Reflection (10 minutes)

Instruct students to complete the "This is me" sheet by reflecting on their current strengths and areas where they can improve. Encourage honest self-assessment.

Step 5: Sharing (10 minutes)

Depending on the class size, you can have students share their goals and reflections with a partner or with the whole class. This can foster cooperation and communication among students.

Step 6: Goal Visualization (10 minutes)

Ask students to visualize themselves achieving their goals. Discuss the importance of positive thinking and perseverance in achieving these goals.

Step 7: Documentation (5 minutes)

Collect the completed "My goals" and "This is me" sheets for documentation. Optionally, take photographs of students engaged in the activity.

Step 8: Conclusion (5 minutes)

Summarize the lesson by emphasizing the importance of setting goals and working towards them. Mention that they can revisit these goals throughout the school year to track their progress.

Step 9: Homework (if desired)

Assign homework where students can think about one action they can take to start working towards their goals.

Step 10: Follow-Up (Throughout the Year)

Throughout the school year, periodically revisit the goals with the students to track

progress and provide encouragement.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

The activity of setting personal goals is intricately connected with fostering a growth mindset. By encouraging students to identify their goals, plan for their achievement, and reflect on their strengths and areas for improvement, this activity instills in them the fundamental belief that their abilities and intelligence can be developed through effort and learning. This aligns with the essence of a growth mindset, which emphasizes the power of perseverance and resilience in the face of challenges. By visualizing their goals and considering setbacks as opportunities for growth, students learn that success is not determined by innate talent alone but by their willingness to embrace challenges and continuously improve. This activity empowers students with the mindset needed to approach their goals with confidence, adaptability, and the belief that they can overcome obstacles on their path to success.

24.Video: who likes challenges

Primary School Marije Vere appears to emphasize the importance of embracing and learning from mistakes as a part of its educational approach. The provided videos contain valuable insights into how students view mistakes and how the school fosters a positive attitude towards them. Further evaluation of these videos would provide a more in-depth understanding of the school's approach to this theme.

Theme: "Mistakes"

- The theme "Mistakes" is actively encouraging students to embrace and learn from their mistakes. It is a valuable theme as it helps students develop a growth mindset and resilience.

School: Primary School Marije Vere

The specific school context is essential in understanding how the theme of "Mistakes" is implemented and integrated into the curriculum.

Learning Objectives:

- The primary learning objective is stated as "How mistakes can help you to learn." This objective indicates a focus on teaching students about the positive aspects of making mistakes and how they can be valuable for learning.

Documentation (Photographs, Drawings, Work, etc.):

- The documentation includes three videos ([Video 1 https://youtu.be/cJR1pnXsRbc](https://youtu.be/cJR1pnXsRbc) and [Video 2 https://youtu.be/ci-17gK6bdk](https://youtu.be/ci-17gK6bdk)). These videos contain interviews or discussions with children about their perspectives on mistakes and learning. The content of these videos is critical to understanding how the school conveys the message about mistakes to its students.

- Other videos with challenges for students: [Video 3](#), [Video 4](#) and [Video 5](#)

Teacher Evaluation and Recommendations:

The teacher plays a significant role in facilitating the discussion about mistakes and ensuring that students understand the concept's importance.

Videos:

- In these videos, children are sharing their personal experiences and thoughts on mistakes. This can provide valuable insights into how the school promotes a positive attitude towards mistakes.

Topics covered in the videos might include:

- How students perceive mistakes.
- Examples of mistakes they have made and what they learned from them.
- How teachers and the school environment encourage learning from mistakes.
- Strategies for handling mistakes and turning them into opportunities for growth.

Activity steps:**1. Introduction to the Theme (Class Discussion)**

Begin by introducing the theme of "Mistakes" to the students. Discuss why mistakes are a natural part of learning and how they can be valuable. Encourage students to share their initial thoughts and feelings about making mistakes.

2. Brainstorming Ideas (Individual or Group Activity)

Have students brainstorm ideas on how they can convey the message about mistakes through videos. They can jot down their ideas in notebooks or on whiteboards. Encourage creativity and collaboration among students.

3. Planning the Video (Individual or Group Activity)

Divide the students into small groups, and assign each group a specific aspect of the theme to focus on. For example:

- Group 1: "How Mistakes Can Help You Learn"
- Group 2: "Common Mistakes and How to Overcome Them"
- Group 3: "Mistakes in Different Subjects"

Have each group outline their video, including the main message, scenes, and any props or visual aids they might need.

4. Scriptwriting (Group Activity)

Once the groups have their video concepts, they can start writing scripts for their videos. Emphasize the importance of clear and concise communication. Encourage students to use their own experiences and perspectives in the scripts.

5. Gathering Materials and Props (If needed)

If students plan to use props, visual aids, or costumes, help them gather the necessary materials. This could include creating posters, drawings, or collecting relevant objects.

6. Video Shooting (Individual or Group Activity)

Provide guidance on using the video recording equipment. Students can take turns being in front of the camera, while others operate the camera and assist with props or visual aids. Ensure good lighting and sound quality during filming.

7. Editing the Videos (Group Activity)

Teach students how to use video editing software (if age-appropriate) or assist them with the editing process. Help them compile their video footage, add titles, captions, and transitions. Encourage them to be creative but also maintain clarity in their message.

8. Teacher and Peer Review

Review the completed videos as a class or in small groups. Provide constructive feedback on the content, clarity of the message, and presentation skills. Encourage peer feedback as well.

9. Final Presentation

Once the videos are finalized, organize a screening session in the classroom or a school assembly. Each group can present their video to the school community.

10. Reflection and Discussion

After the screening, lead a discussion about the process and the messages conveyed in the videos. Encourage students to reflect on what they learned about mistakes and how this project impacted their perspectives.

11. Sharing the Videos

Consider sharing the videos with parents or on the school's website or social media channels to spread the positive message about embracing mistakes and learning from them.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

The activity of creating videos on the theme of "Mistakes" is closely aligned with fostering a growth mindset among primary school students. By encouraging students to embrace and learn from their mistakes through the video project, educators are instilling in them the core principles of a growth mindset. Students learn that making mistakes is a natural part of the learning process and an opportunity for growth and improvement. Through the creative process of brainstorming, scriptwriting, filming, and editing, they develop resilience, adaptability, and the belief that their abilities can be developed with effort and practice. Moreover, sharing their experiences and insights about mistakes with their peers and the school community helps reinforce the idea that challenges and setbacks are not obstacles but stepping stones to progress. Ultimately, this activity empowers students to view mistakes as valuable learning experiences, aligning perfectly with the growth mindset philosophy that underlines the belief in the potential for improvement and development in all aspects of life.

25. Prejudices and stereotypes

This lesson plan is designed to engage students in thinking critically about prejudice and stereotypes. It encourages self-awareness and empathy, which are essential for personal development and fostering a more inclusive society.

It is aimed at 13-14-year-old students in Romania.

Subject: Personal development

Theme: Prejudice and Stereotype

Learning Objectives:

- To reveal students' own prejudicial and stereotypical views.
- To introduce the concepts of prejudice and stereotypes.
- To help students empathize with those who are stereotyped and challenge negative labels.
- Focused on negative attitudes rather than behaviour.

Resources/Equipment:

- PowerPoint presentation for various activities.
- Activity materials, such as sheets of paper.
- Projector and computer with internet access.

Lesson Activities:

1. Activity 1 (10 mins): Choose your apprentice (Slides 2-8)
 - Students act as entrepreneurs and make hiring decisions.
 - The aim is to reveal subtle prejudicial thinking and stereotypes.
 - Discuss choices, highlight prejudice and stereotypes, and emphasize the importance of not prejudging based on limited information.
2. Introducing the concepts (Slide 9)
 - Introduction to the concepts of prejudice and stereotypes.
3. Activity 2 (10 mins): Challenging stereotypes
 - Students explore the negative effects of labeling other groups.
 - Role-play scenarios where one person makes a stereotypical statement and the other explains its impact and why it's unfair.
 - Discuss the role-plays in class.
4. Activity 3 (20 mins): Can't judge a book (Slide 12)
 - Discussion on the statement "You can't judge a book by its cover."

- Debate on whether it's true or fair to judge people based on appearance.
- Create posters emphasizing the importance of understanding and finding out facts before judging.

5. Plenary (Activity 4, 3 mins): Gender riddle (Slides 13-14)

- Present a riddle followed by questions that reveal prejudicial and stereotypical thinking.
- Emphasize the importance of being aware of one's own prejudicial attitudes.

Learning Outcomes:

- Understand what negative attitudes, prejudice, and stereotypes are.
- Recognize their own and others' stereotypical and prejudicial attitudes.
- Be aware of the negative consequences of prejudice and stereotypes.

Documentation: Collect photographs, drawings, or other work produced during the lesson.



Evaluation: Conduct an open discussion to reflect on the lesson and its impact.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

In the context of the activities related to "Prejudice and Stereotypes" and their connection to a growth mindset, it's essential to understand that fostering a growth mindset is about promoting the belief that individuals can develop their abilities, learn from their experiences, and evolve their perspectives over time. These activities encourage students to reflect on their own biases and stereotypes, which is a crucial step toward personal growth. By challenging their initial judgments, empathizing with others, and recognizing the limitations of snap judgments, students can begin to embrace a growth mindset. This mindset encourages them to see the potential for change, not only in themselves but also in their ability to build more inclusive and open-minded communities. In essence, these activities not only address the issues of prejudice and stereotypes but also promote a broader philosophy of continuous learning, adaptation, and personal development that aligns with the principles of a growth mindset.



Prejudice and stereotypes

Choose your apprentice!

- You are an entrepreneur, like Alan Sugar on the TV show “The Apprentice”.
- You need to ‘hire’ an engineer to set up life on the moon!
- It’s a big, challenging job that will make history.
- It needs the right apprentice - someone with resilience, determination, engineering expertise and great people skills!





- Line up the cards in front of you - that is your apprentice line up.
- Each time I reveal a layer of information about each apprentice, you need to 'fire' one person by removing them from your line up.
- **Who will you 'fire' and 'hire'?**

Fire one now so you have four remaining...

**Ali
Abdul**

**Patrick
Murphy**

**Jamie
Small**

**David
Campbell**

**Hannah
Mann**

Fire one now so you have three remaining...

**Ali
Abdul**

**Patrick
Murphy**

**Jamie
Small**

**David
Campbell**

**Hannah
Mann**



Fire one now so you have two remaining

**Ali
Abdul**



**Physically fit,
wears glasses**

**Patrick
Murphy**



**Physically &
mentally fit**

**Jamie
Small**



**Physically &
mentally fit**

**David
Campbell**



**Physically disabled,
mentally fit**

**Hannah
Mann**



**Pregnant,
physically &
mentally fit**



Fire one now so you have one remaining:

**Ali
Abdul**

**Patrick
Murphy**

**Jamie
Small**

**David
Campbell**

**Hannah
Mann**



Ex-Army



Entrepreneur,
business man



Firefighter



Doctor of
engineering



Army
engineering
officer



Who was your choice?

- What choice did you make?
 - Are you pleased with your hired apprentice?
 - Would you have made a different decision if you had the qualifications information first?
 - What is wrong with judging people with such little information?
 - What do you think influenced your decisions?
 - Do you think people often judge people like this in our everyday life?
 - What could be the consequences of pre-judging people?

It is wrong to judge people without knowing them. It can have negative consequences.



How would you define or explain: stereotypes and prejudice?

Stereotypes: thinking all people who belong to a certain group are the same and labelling them, for example all young people who wear hoodies are thugs.

Prejudice: judging someone without knowing them, on the basis of what they look like or what group they belong to, for example all children are lazy.



Challenging stereotypes

Work in pairs, review the statements on the following slide which are all stereotypes.

Take it in turns to role-play:

- one person says the statement to their partner
- the other person acts in role of the stereotyped group and says:
 - how the statement makes them feel
 - why it isn't true or fair to label all people like that.
- Choose five statements each.
- Students will be selected to present their conversation to their peers.



Statements:

- 1. The woman's place is in the home.**
- 2. You have to talk slowly to a disabled person.**
- 3. All kids are lazy.**
- 4. Blond women are stupid.**
- 5. Elderly people are frail and boring.**
- 6. Boys in hoodies are violent.**
- 7. Immigrants are scroungers.**
- 8. All gypsies are thieves.**



YOU CANNOT JUDGE A BOOK BY ITS COVER

We discuss the statement '*You can't judge a book by its cover*'.

- Is this true?
- Is it right or fair to judge people on face value?
- Make posters showing that judging a book by its cover is wrong.



Riddle

- Listen as I read out a riddle.
- You will need to answer the questions that follow.

A van driver whistles to a nurse in the street then swerves to miss a parked car and crashes into a young boy and his father who are driving to school. The father dies at the scene. The boy is transported to the hospital, taken immediately into surgery... but the surgeon steps out of the operating room and says, "I can't operate on this boy - he is my son"!



- How can the boy be the surgeon's son?
- Is the van driver a man or woman?

- How can the boy be the surgeon's son?
 - The surgeon could be a woman and it is her son.

- Is the van driver a man or woman?
 - Unknown – it could be man or woman. He or she could be whistling at a male or female nurse.



What have we learnt?

- ✓ That people can have negative attitudes and what is meant by prejudice and stereotypes.
- ✓ To be able to recognise my own and others stereotypical and prejudicial attitudes.
- ✓ To be aware of the negative consequences of prejudice and stereotypes.

26. Proactive behaviour in society

This educational activity is designed to foster proactive behaviour, personal development, and social awareness among students. It aims to create a supportive learning community that values collaboration and respects human rights while addressing societal issues such as recycling and pollution. The evaluation and recommendations highlight the potential positive impact on both the school and the community.

This is a detailed plan targeting students aged 13-14 at Scoala Gimnaziala Nr. 4 in Bistrita, Romania.

Subject: Personal development

Theme: Proactive behaviour in society

Age Range: 13-14

Learning Objectives:

1. The development of personal and social skills necessary to live in harmony with others. This objective emphasizes the importance of interpersonal skills and cooperation.
2. Formation of proactive behaviour based on respect for human rights. This objective highlights the significance of proactive engagement while respecting fundamental human rights.
3. Creating and developing the learning community where students and teachers motivate each other to work together to understand the social problems they face and identify appropriate solutions. This objective focuses on creating a collaborative and supportive learning environment.

Resources/Equipment:

- Presentation materials to introduce global education principles and concepts.
- A plan for conducting the activity.
- Discussions to share advice on contributing to a "Better World."
- Identification of 5 key tips to be emphasized.
- Creating posters and PPT presentations using various techniques.
- Presentation equipment (video projector and computer) for showcasing students' work.

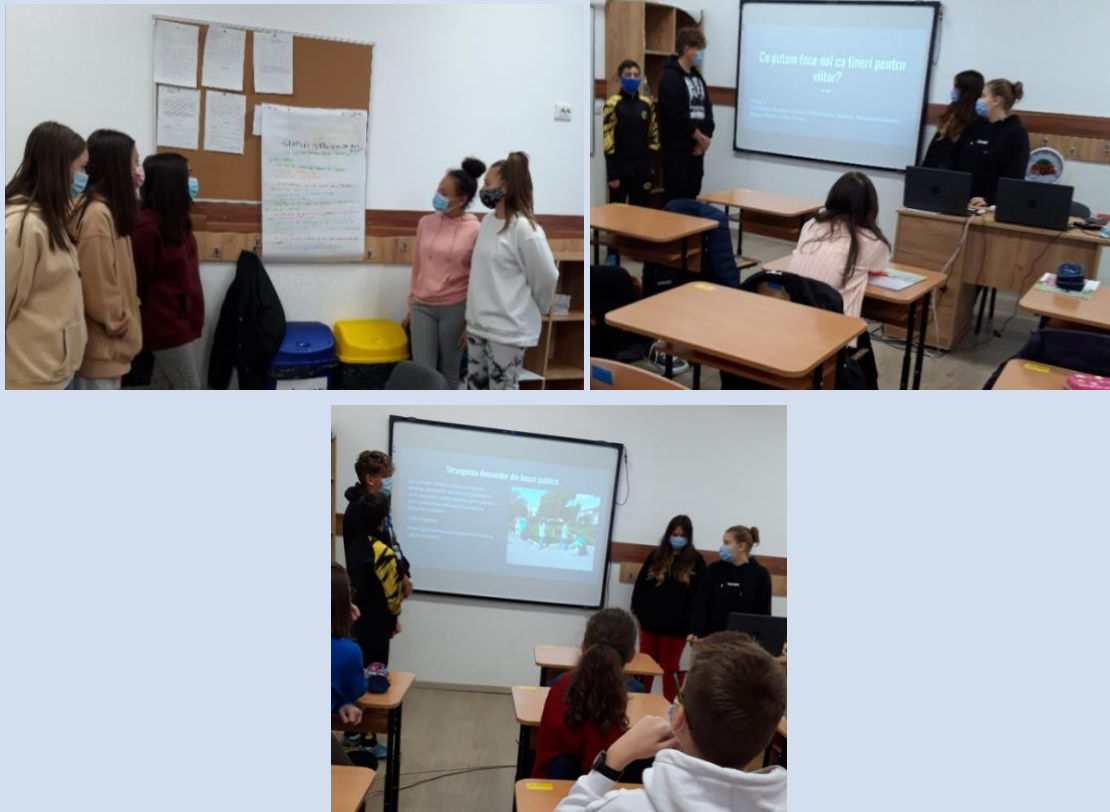
Learning Outcomes:

1. Increased awareness among students, teachers, and families about ways to actively bring about change in society. This outcome suggests that participants will be better informed about addressing societal issues.
2. Raising awareness among the target group about the importance of collaboration

and acceptance of others. Emphasizes the development of values related to teamwork and tolerance.

3. Training the community in knowledge activities and respect for human rights. The community is expected to gain knowledge and values related to human rights.

Documentation of the activity's outcomes, including photographs, drawings, and student work.



Teacher evaluation and recommendations:

a. Recognizes the activity as a positive example of best practices, particularly in changing attitudes towards recycling and pollution. Emphasizes the potential for developing collaborative relationships and enhancing the school's reputation within the community.

b. Suggests measuring students' satisfaction as a way to assess the effectiveness of the activity.

Activity Steps: Proactive Behaviour in Society

1. Introduction (10 minutes):

- Begin by welcoming the students to the classroom and introducing the theme of proactive behaviour in society.
- Explain the importance of personal development and social skills in creating a better world.
- Share the learning objectives with the students.

2. Presentation of Global Education Principles (15 minutes):

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- Use a presentation to introduce the principles that form the basis of global education.
- Discuss international and national perspectives on the topic.

3. Group Discussion (20 minutes):

- Facilitate a discussion about what students can convey to others to contribute to a "Better World."
- Encourage students to share their ideas, thoughts, and experiences related to proactive behaviour and human rights.

4. Identifying Key Tips (15 minutes):

- Guide the students in identifying 5 key tips or principles that they want to emphasize and promote through their works.

5. Workshops (30 minutes):

- Divide the students into small groups and assign each group a specific proactive behaviour principle.
- Provide them with resources and materials to create posters and PPT presentations.
- Encourage creativity and teamwork during the workshop.

6. Preparation (20 minutes):

- Give students time to prepare their posters and PPT presentations.
- Ensure that they understand the importance of clarity and effective communication in conveying their chosen principles.

7. Presentation (20 minutes):

- Each group presents their posters and PPT presentations to the class using the videoprojector and computer.
- Encourage questions and discussions after each presentation.

8. Wrap-up Discussion (10 minutes):

- Facilitate a brief discussion where students reflect on what they've learned and how they can apply proactive behaviour and human rights principles in their lives.

9. Documentation (10 minutes):

- Document the outcomes of the activity, including photographs of posters and presentations, drawings, and any written work.

10. Evaluation (15 minutes):

- Collect feedback from students to measure their satisfaction with the activity and their understanding of the key concepts.
- Use this feedback to make improvements for future activities.

11. Teacher Evaluation and Recommendations (10 minutes):

- Reflect on the success of the activity, taking into account the objectives and outcomes.
- Consider how the activity may impact the school and community positively.
- Make recommendations for any necessary adjustments or future actions based on

the evaluation.

12. Conclusion (5 minutes):

- Conclude the lesson by emphasizing the importance of proactive behaviour, collaboration, and respect for human rights in building a better society.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

Incorporating a growth mindset into the "Proactive Behaviour in Society" activity is not only beneficial but also essential. By encouraging students to explore and develop proactive behaviour, they are inherently embracing the principles of a growth mindset. A growth mindset emphasizes that intelligence and abilities can be developed through dedication and effort. In this context, students are not merely learning about proactive behaviour and human rights; they are also cultivating the belief that their actions can lead to positive change and improvement in themselves and society. As they engage in discussions, work collaboratively, and present their ideas, students are encouraged to see challenges as opportunities for growth and to view setbacks as stepping stones toward a better world. This integration of a growth mindset fosters resilience, adaptability, and a sense of empowerment, all of which are essential for students as they work towards creating a more proactive and harmonious society.

27. It is OK to make mistakes

This activity addresses the theme of embracing mistakes as opportunities for growth. It encourages self-reflection, discussion, and personal development. Additionally, it aligns with the principles of a growth mindset, which is a valuable mindset for students to develop early in their education.

Learning Objectives:

The learning objectives are clear and aligned with the theme. They focus on adapting to specific situations and reacting to change, which are essential life skills.

Teaching Activities: The teaching activities are well-organized. Students receive a worksheet that guides them through a process of self-reflection and learning from their mistakes. This hands-on approach encourages active participation and critical thinking.

Resources/Equipment:

The use of coloured pens and a worksheet adds an element of creativity and engagement to the activity. The story of "The fox who learned from mistakes" serves as a useful tool to illustrate the concept.

Learning Outcomes:

The learning outcomes are appropriately aligned with the theme. By encouraging students to reflect on their mistakes, the activity aims to increase their interest in problem-solving and build a growth mindset.

Documentation of students' work through photographs, drawings, or other means can provide valuable insights into their understanding and engagement. This documentation can also be used for further discussion or assessment.

Teacher Evaluation and Recommendations:

The inclusion of teacher evaluation and recommendations is important for ongoing improvement. It acknowledges that this activity can be adapted to suit the age and needs of the students.

Activity Steps:

1. Introduction (5 minutes):

- Begin by introducing the topic: "It's okay to make mistakes!" Explain that everyone makes mistakes, and making mistakes can be a valuable part of learning and personal growth.

2. Worksheet Distribution (5 minutes):

- Distribute worksheets and coloured pens (red, green, blue) to each student.
- Ask students to read the title of the worksheet and circle their initial answer to the statement, "It's okay to make mistakes!"

3. Column 1: Recall Mistakes (10 minutes):

- Instruct students to use the blue pen to write down five situations in which they made a mistake in the first column of the worksheet.

- These mistakes could be related to school, personal life, hobbies, etc.

4. Column 2: Analyze Mistakes (10 minutes):

- Now, have students use the green pen to write down why they think they made each mistake in the second column.

- Encourage them to think about the reasons behind their actions and choices.

5. Story Presentation (10 minutes):

- Share the story of "The fox who learned from mistakes" with the class.

- Discuss the moral of the story and how it relates to the idea that mistakes can lead to learning and growth.

6. Class Discussion (15 minutes):

- Lead a discussion on the concept of making mistakes.

- Ask questions such as:

- How do you feel about making mistakes?

- Do you think the fear of making mistakes limits you in any way?

- What can we learn from our mistakes?

- Share personal experiences of your own mistakes and what you learned from them.

7. Column 3: Future Actions (10 minutes):

- Instruct students to use the red pen to write down in the third column how they would proceed in the future when faced with similar situations.

- Encourage them to think about how they can apply what they've learned to avoid similar mistakes or handle them differently.

8. Conclusion (5 minutes):

- Ask students to go back to the initial statement on the worksheet, "It's okay to make mistakes!" and circle the answer they now believe is true.

- If students feel comfortable, they can share their answers and reflections with the class.

9. Optional Student Presentations (time may vary):

- Allow students who wish to share their answers and insights to do so.

- This step can be adjusted based on the available time and the willingness of students to participate.

10. Teacher Evaluation and Recommendations (5 minutes):

- Conclude the activity by briefly discussing any observations or recommendations

for future lessons.

- Encourage ongoing reflection on the importance of embracing mistakes and learning from them.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

In this activity, titled "Fostering a Growth Mindset: Embracing Mistakes," the core concept of a growth mindset is seamlessly integrated. It begins with an introduction to the idea that intelligence and abilities can be developed through effort and learning, setting the stage for students to understand the significance of embracing mistakes as part of personal growth. As students work through the worksheet, they not only recall their past mistakes but also analyze them through the lens of a growth mindset, considering how their mindset may have influenced their actions. The story of "The fox who learned from mistakes" serves as a powerful illustration of the shift from a fixed mindset to a growth mindset. During the class discussion, the concept of a growth mindset is further reinforced by linking it to the activity, highlighting how it relates to facing challenges and setbacks. Through this activity, students not only learn that it's okay to make mistakes but also gain practical insights into how a growth mindset can transform mistakes into opportunities for improvement and learning.



The story of the fox who learned from its mistakes

A lion, a donkey and a fox were hunting together. After they managed to collect an impressive amount of food, the lion asked the donkey to divide the prey. The donkey divided the food into three equal parts and asked the lion to choose the one he wanted first. The lion got angry and ate the donkey. After eating the donkey, the lion asked the fox to share the prey. The fox put almost all the food in one pile, for the lion, and kept very little for itself. Then the lion said: "Who taught you to make this fair division?". The fox told to the lion that it did not need any lesson except the fate that the donkey had.

Moral: Beyond the unfortunate incident in the fable, it is good to learn that you should always look at the mistakes made by those around you and remember them.

Failure can be a painful experience, but it is not defining for you. You know it's a situation you have to face, deal with, learn from.



It is ok to make mistakes!

initially: true– false

at the end of the class: true – false

The mistake	I made that mistake because	In the future, I could.....

28. Embracing challenges

This lesson plan has a holistic approach to personal development and learning. It combines reading, discussion, reflection, and creative activities to engage students in meaningful ways and promote their growth and understanding of the importance of embracing challenges.

It is designed for students aged 8-9 at Scoala Gimnaziala Nr. 4 in Bistrita, Romania.

Subject: Personal development

Theme: Embracing challenges

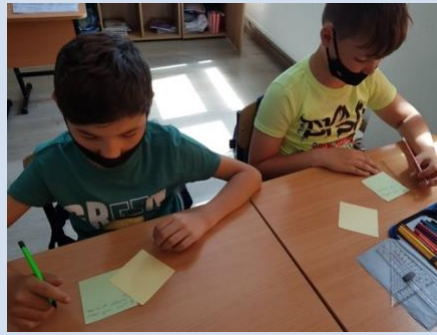
Learning Objectives:

1. To engage students in reading stories with morals.
2. To encourage students to make predictions about the stories they will read.
3. To facilitate discussions among students in pairs and small groups.
4. To help students identify what characters in the story knew, what they learned, and what they gave up for personal improvement.
5. To promote discussions based on questions from the stories.
6. To draw an analogy between the class and a "Green City" to explore similarities and differences.
7. To transform the class into a "city of colours" where students set new learning goals and objectives.
8. To have students reflect on personal growth and changes using coloured tickets.
 - Yellow: Something they've given up or want to give up.
 - Green: What they learned in the new school year.
 - Pink: Desired behaviours they want to adopt.
 - Blue: Imaginative comparisons with the characters in the story "The Green City and the Story of Colours."

Learning Outcomes:

1. Increased interest in discussing, empathizing, and actively participating in activities.
2. Recognition of the importance of their opinions.
3. Understanding of learning goals and performance goals through examples from age-appropriate stories.
4. Development of a desire for active involvement in similar activities.

Documentation may include photographs, drawings, or other work produced by the students during the lesson. This can serve as a record of their engagement and creativity.

**Teacher Evaluation and Recommendations:**

The teacher's evaluation should focus on the achievement of the learning objectives and whether students demonstrated increased interest and active participation. Recommendations may include suggestions for improvement or adjustments to future lessons.

Activity Steps:**1. Introduction (5 minutes):**

- Begin the lesson by explaining the theme: "Embracing Challenges."
- Highlight the importance of stories with morals for personal development.
- Mention that today is "Story Day."

2. Predictions (5 minutes):

- Ask students to make predictions about the story they will read.
- Allow students to share their predictions with a partner.

3. Reading and Highlighting (10 minutes):

- Read the selected story with the class.
- Encourage students to highlight what the characters in the story knew, what they learned, and what they gave up for personal improvement.

4. Discussion (10 minutes):

- Initiate a group discussion based on questions related to the story.
- Encourage students to share their thoughts and insights.

5. Analogy - "Our Class = Green City" (5 minutes):

- Explain the analogy between the class and a "Green City."
- Discuss similarities and differences between the class and this imaginary city.

6. Transforming the Class into a "City of Colours" (10 minutes):

- Together, decide on new learning goals and objectives for the class.
- Imagine the class as a "city of colours" with each student having a role in its development.

7. Coloured Tickets Activity (10 minutes):

- Distribute four coloured tickets to each student:
 - Yellow: Something they've given up or want to give up because it's not a good experience.
 - Green: What they learned in this new school year, different from other years.
 - Pink: What behaviours they want to adopt.
 - Blue: Imaginative comparisons with the characters in the story.

8. Sharing and Reflection (10 minutes):

- Have students share their thoughts and ideas based on the coloured tickets.
- Encourage students to reflect on their personal growth and changes.

9. Wrap-up (5 minutes):

- Summarize the key points of the lesson.
- Emphasize the importance of embracing challenges and personal development.

10. Documentation (5 minutes):

- Capture photographs, drawings, or any other work created by the students during the lesson.

11. Teacher Evaluation and Recommendations:

- Assess students' participation and engagement.
- Provide recommendations for future lessons or improvements based on the outcomes of this lesson.

12. Conclusion (2 minutes):

- Conclude the lesson by reiterating the learning objectives and the importance of embracing challenges for personal growth.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

In this lesson plan centered around "Embracing Challenges," the activities are thoughtfully designed to foster a growth mindset among 8-9-year-old students. From the initial introduction emphasizing the theme to the concluding remarks, the lesson consistently reinforces the idea that challenges are opportunities for growth. Throughout the activities, students are encouraged to predict, discuss, reflect, and set goals—each of which aligns with the principles of a growth mindset. By connecting the characters' experiences in stories to their own lives and by using coloured tickets to express their own growth and willingness to change, students are guided towards a mindset that embraces challenges as stepping stones to personal development. This lesson not only imparts knowledge but also instills in students the belief that their abilities and intelligence can be developed through effort, learning, and perseverance, thus cultivating a resilient and forward-thinking perspective on their educational



journey.



The Green City and the Story of Colours, Alec Blenche

In the Green City, everything is green. People are green, trees are green, cats are green, even tomatoes are green. And you may be wondering: how is this possible? Well, it's very simple. In the Green City, everyone wears glasses. And what do glasses have to do with the fact that everything is green?

Well, you see, they are not just any kind of glasses. They are glasses ... you guessed it, green. They have green frames, but also green lenses.

So, in the Green City everything is green. And, because everything is green, people all behave in the same way. They go to work in their nice green cars, come home to their green houses, play with their green children and then sleep in their comfortable and of course green beds. And what would be wrong with that? you may be wondering. After all, green is a very beautiful colour indeed. So why shouldn't all things be green? Everything was as it should be, i.e. green. But not for little Oliv.

Oliv was a little boy a little taller than a bicycle. And, as he was alone with his parents, he spent a large part of his time playing alone in the yard of his house. Many times, you would see him carrying a bucket that he would climb up to look over the neighbors' fence. But there wasn't much to see either, because there too everything was green. And although he was quite small, his life seemed extremely monotonous. He would get up in the morning, go brush his green teeth with his green toothpaste, then put on his school clothes, which were always green, and go to school. There all the green children went to class, read from their green books and then returned home. Oliv would have dinner. Probably for this reason, everyone's glasses were tightly tied to their heads with a string - green, of course - so that they would not accidentally fall from their eyes.

On hot summer days, Oliv liked to walk along the banks of the green river in the southern part of the city. There he looked for pebbles of different sizes, which he threw into the water. Then, many times, he lay down on the grass and looked with great curiosity at the green sky above him.

One day, he saw a stone like he had never seen before. It was somewhere in the middle of the river, on a rise of land that rose from the waters that flowed downstream. He decided to reach it. He had done this before, so he wasn't afraid at all. He took off



his shoes, rolled up his pants and carefully stepped into the warm water. At one point, he stepped on a slippery stone and, losing his balance, he fell into the water. It wasn't deep at all, but he got scared and started waving his arms and legs quickly. For better or for worse, he reached the other side. Then he grabbed a bush and tried to pull himself up, but the bush broke and the boy fell into the river again, this time directly to the bottom.

Oliv made a loud sound of displeasure: Mmmmmmm! He stood up, his pants wet, and headed desperately for the same bush, but, pulling too hard on it, he tripped and fell into the foliage. He struggled to get out of there, and when he finally managed to make his way through the mass of branches and leaves, he tripped over a root and, poof! fell on his nose. He sat there for a good few seconds to catch his breath, thinking about the series of falls and rolls. And all for a stone! He snorted.

Then he turned back to look at the sky, as he had done before. But this time, the sky seemed to be more beautiful than ever. He then looked to the right, where he could hear the trill of a bird, and saw the most beautiful bird he had ever seen. Something had happened.

Could it have been from the previous mess? thought Olive. Or from the falls in the chain? He stood up and looked at the river which continued its flow. And then you shut up. The river was no longer green. He didn't know what colour it was, but it suited him very well. Just as the new colours he saw perfectly suited the sky and the clouds and the trees and the sun, even the butterflies that flew from flower to flower.

29. Self-esteem and assertiveness

This teaching plan is designed to promote self-esteem, assertiveness, and positive interaction among students. It encourages self-reflection and open communication, which can be valuable for personal development and building a positive classroom atmosphere.

This teaching is for students aged 13-14.

Subject: Personal development

Theme: Self-esteem, assertiveness

Age Range: 13-14

School: Scoala Gimnaziala Nr. 4 Bistrita, Romania

Learning Objectives:

1. The main objective is for students to identify qualities in their colleagues and compliment them.
2. Another objective is for students to learn how to acknowledge compliments.

Teaching Activities:

1. Students are placed in a circle.
2. Each student thinks of a quality they appreciate in their partner. It should be related to personal characteristics and attributes, not external features.
3. Students convey the appreciated quality to their colleague on the left, who responds with "Thank you."
4. The importance of formulating and accepting compliments is discussed.
5. The activity concludes with a discussion on various topics related to self-development.

Discussion Topics:

- What was more difficult: identifying a quality or receiving a compliment?
- How do you feel when you are in the position to give a compliment?
- How do you feel when you are in the position to receive a compliment? Why?
- Why do you think it is important to identify your own qualities?

Learning Outcomes:

The expected outcomes are that students will become more confident in themselves and more willing to develop when they see that they are appreciated.

Documentation: students are asked to evaluate the activity by writing about how they felt during it. They are also encouraged to propose other topics centered on self-development.

Teacher Evaluation and Recommendations:

The teacher's evaluation primarily involves collecting feedback from the students about how they felt during the activity. This feedback can help the teacher understand the impact of the lesson. Additionally, students are encouraged to suggest other topics related to self-development, which can inform future lessons.

Activity Steps:

1. **Arrange the Classroom:** Start by arranging the classroom chairs or desks in a circle to facilitate interaction among students.

2. **Explain the Activity:** Begin by explaining the purpose of the activity to the students. Let them know that the goal is to build self-esteem and assertiveness through positive interaction.

3. **Emphasize Qualities:** Clarify that students should think of qualities they appreciate in their partner. Emphasize that these qualities should relate to personal characteristics and attributes, not external features like appearance.

4. **Form Pairs:** Have students pair up with the person sitting next to them in the circle.

5. **Think of Qualities:** Give students a few minutes to think about the qualities they appreciate in their partner. Encourage them to be thoughtful and sincere in their assessments.

6. **Compliment Exchange:** Ask each student to take turns sharing the quality they appreciate in their partner. For example, Student A might say, "I appreciate that you're always kind and helpful." Student B simply responds with "Thank you."

7. **Rotate Partners:** After each compliment exchange, have the students rotate partners clockwise in the circle. This allows each student to interact with different peers and receive compliments from various classmates.

8. **Discussion on Compliments:** After the activity, gather the students for a discussion. Explore the importance of formulating and accepting compliments. You can ask questions such as:

- "Why is it important to acknowledge and appreciate the qualities of others?"
- "How did it feel to give a compliment?"
- "How did it feel to receive a compliment?"
- "Why might some people find it challenging to accept compliments?"

9. **Address Discussion Topics:** Engage in an open discussion about the topics presented, including the difficulties in identifying qualities and the emotions associated with giving and receiving compliments.

10. **Wrap-Up:** Conclude the activity by summarizing the key takeaways and reinforcing the importance of self-esteem and assertiveness in personal development.

11. **Evaluation:** Ask students to evaluate the activity by writing about their feelings and experiences during the exercise. Encourage them to be honest and reflective.

12. **Future Topics:** Finally, invite students to suggest other topics related to self-

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development or personal growth that they would like to explore in future lessons.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

In this classroom activity centered on self-esteem and assertiveness, we aim to foster a growth mindset among students. As we gather in a circle and exchange compliments, we emphasize the importance of recognizing and appreciating qualities that are not fixed but can be developed over time. This activity serves as a practical application of the growth mindset concept, as students acknowledge personal attributes such as resilience, creativity, and determination in their peers. By doing so, they not only boost each other's self-esteem but also reinforce the belief that with dedication and effort, they can continually improve and develop in various aspects of their lives. Through reflection and discussion, students gain insights into how a growth mindset can positively impact their personal development, creating a classroom environment that nurtures self-confidence and a willingness to embrace challenges as opportunities for growth.

30. Positive thinking

This teaching activity is a creative and effective way to address the learning objectives related to positive thinking, setting goals, and perseverance while also fostering a sense of community within the classroom.

Subject and Theme:

These themes are valuable for personal growth and development, especially for students in the age range of 11-12.

Learning Objectives:

- The primary learning objective is to facilitate communication and help students get to know each other better. This can foster a sense of community and belonging in the classroom.
- While not explicitly mentioned, the activity may also indirectly promote positive thinking, goal setting, and perseverance by encouraging students to interact and learn about each other.

Teaching Activities:

The teaching activities are practical and involve hands-on participation from students. They include:

1. Students write facts about themselves on a sheet of paper.
2. They create small paper airplanes with the sheets.
3. Students throw their paper airplanes into the air.
4. Each student picks up one airplane (not their own).
5. Students read the "messages" on the paper airplanes and try to determine which airplane belongs to which student.
6. To make it easier, students can ask additional questions.
7. Finally, students collaborate to create a classroom poster with facts they've learned about their classmates.

Resources/Equipment:

The resources and equipment required for this activity are minimal, including paper for writing and creating paper airplanes.

Learning Outcomes:

The primary learning outcome is the creation of a classroom poster with facts about each student. However, the activity also fosters communication skills, teamwork, and social interaction among students.

The documentation mentioned after the lesson, such as photographs, drawings, or work, can serve as a form of assessment and a way to capture the students' engagement and the results of the activity.



Teacher Evaluation and Recommendations:

The teacher evaluation suggests that the activity was successful and enjoyable. The positive feedback indicates that the students likely benefited from the activity in terms of getting to know each other and potentially understanding the importance of positive thinking, goal setting, and perseverance through the experience.

Activity Steps:

1. Preparation:

- Gather the necessary materials, including sheets of paper and markers.
- Explain the learning objectives to the students: to get to know each other better and promote positive thinking, setting goals, and perseverance.

2. Fact Sharing:

- Instruct each student to write three to five interesting facts about themselves on a sheet of paper. These facts could be related to their hobbies, interests, or personal achievements.

3. Paper Airplane Creation:

- After writing their facts, show the students how to fold their sheets of paper into paper airplanes. If needed, provide instructions or demonstrate the folding process.

4. Aeroplane Toss:

- Have all the students stand in an open area within the classroom.

- Instruct them to simultaneously throw their paper airplanes into the air.

5. Aeroplane Selection:

- After the airplanes are thrown, each student should quickly choose one paper airplane that is not their own.

6. Message Reading:

- Students should carefully open the chosen paper airplane and read the "messages" (the facts) written by another student.

7. Guessing Game:

- Encourage students to guess which classmate wrote the facts they've just read. This can be a fun guessing game.

8. Additional Questions:

- To make it easier for students to guess, they can ask additional questions to the person who wrote the facts. These questions should help them identify the owner of the paper airplane.

9. Classroom Poster Creation:

- Once students have correctly matched the facts to the correct classmates, instruct them to work together to create a classroom poster.

- Each student should write down the facts they've learned about their classmates on the poster.

- The poster should include each student's name and the interesting facts.

10. Review and Discussion:

- After completing the poster, gather the students for a discussion.

- Discuss the experience of getting to know each other better and how it relates to positive thinking, setting goals, and perseverance.

11. Documentation:

- Capture the results of the activity through photographs, drawings, or any other form of documentation for future reference.

12. Conclusion:

- Conclude the lesson by emphasizing the importance of positive thinking, setting achievable goals, and persevering through challenges in both personal and academic life.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

The "Cultivating a Growth Mindset" activity is designed to foster a growth mindset among students while promoting positive thinking, goal setting, and resilience. Students write down interesting facts about themselves and personal goals on paper airplanes, which they toss into the air. They then pick an airplane, read the contents, and engage in a guessing game to match facts and goals to their classmates. This process encourages support and discussion, emphasizing that abilities can be developed through effort and learning. Students collaboratively create a classroom poster that showcases each other's facts and goals. The activity not only enhances self-awareness and classmate connections but also instills the belief that challenges are opportunities for growth, aligning with the principles of a growth mindset.

31. In Tune with a Growth Mindset

This lesson plan is designed to not only teach robotics and programming skills but also to instill a growth mindset in young students, which is a valuable lifelong skill.

Subject: Math

Theme: Robotics

Age Range: 7-12

School: CPEIBAS Arteaga

Learning Objectives:

- Create a positive awareness in students.
- Boost self-confidence through programming and robotics.

Teaching Activities:

1. Robotics Unplugged:

- Description: Students are presented with a board containing boxes marked with growing mind phrases and others with fixed mind phrases. They need to identify the squares with growth mind phrases.

- Activity: Design a pathway on the board to guide them to a picture of a brain that they must colour in.

2. Program a Robot within a Circuit:

- Description: Similar to the previous activity, but this time a mouse robot is used.

- Activity: Guide the robot through a circuit based on growth mind phrases.

3. Assembly and Programming of a Robot:

- Description: Use the Lego website to create and program a robot. Record fixed mind and growing mind phrases. The robot will respond differently to each type of phrase.

- Activity: When the robot says growing mind phrases, it will dance. When it says fixed mind phrases, it will not dance.

Resources / Equipment:

- Computer;- Hoops;- Cards;- Folios;- Cones;- Balls;- Colours;- Robot Mouse;- Lego

Learning Outcomes:

- Practice growing-mind thinking as students build and program a robot.

Documentation: - Photographs, drawings, work, etc.



Teacher Evaluation and Recommendations:

- Students are capable of solving problems, show interest in learning, and are willing to try as many times as necessary until they achieve success.

Activity steps:

Activity 1: Robotics Unplugged

1. Provide each student or group of students with a board containing boxes marked with growth mind phrases (e.g., "I can learn from my mistakes") and fixed mind phrases (e.g., "I'm not good at this"). Ensure you have enough boards for all participants.
2. Explain the concept of growth mindset to the students, emphasizing the importance of believing in their ability to learn and improve.
3. Instruct the students to identify and mark the squares containing growth mind phrases on their boards.
4. Once the growth mind phrases are identified, ask the students to design a pathway on the board using markers or coloured pencils. The pathway should lead to a picture of a brain located at the end of the pathway.
5. After designing the pathway, instruct the students to follow the path they created and colour in the picture of the brain when they reach it.

Activity 2: Program a Robot within a Circuit.

1. Provide each student or group of students with a circuit set up for a robot (e.g., maze-like course with obstacles).
2. Introduce the robot (mouse robot) to the students and explain that they will be programming it to navigate the circuit.
3. Remind students of the growth mindset concept.
4. Instruct the students to program the robot to navigate the circuit, ensuring it follows a path based on growth mind phrases. For example, they could program the robot to turn left when it encounters a growth mind phrase and turn right when it encounters a fixed mind phrase.
5. Encourage students to work together and support each other while programming the robot.
6. Once the robot successfully completes the circuit following the growth mind path, discuss their experiences and the importance of persistence and adaptability in problem-solving.

Activity 3: Assembly and Programming of a Robot

1. Provide each student or group of students with access to a computer and Lego robotics kits.
2. Explain that they will be using the Lego website to create and program a robot.
3. Review the concept of growth mindset with the students.
4. Instruct the students to access the Lego website and use the online platform to assemble a robot.
5. Encourage them to program the robot to respond differently to fixed mind and growth mind phrases. For example, when it hears a growth mind phrase, it should perform a dancing motion, and when it hears a fixed mind phrase, it should remain still.
6. Allow students to experiment with programming and test their robot's responses.
7. Once they have successfully programmed the robot to distinguish between the two types of phrases, let them share their creations with the class.
8. Discuss the significance of the robot's behaviour in relation to the growth mindset.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

In this lesson plan, each activity is thoughtfully designed to intertwine the world of robotics and programming with the essential concept of a growth mindset. Through hands-on experiences, students are not only learning technical skills but also cultivating a mindset that empowers them to embrace challenges and view setbacks as opportunities for growth. In the 'Robotics Unplugged' activity, students engage in a thought-provoking exercise where they identify and navigate a path of growth-minded phrases, reinforcing the idea that their abilities can improve through effort and learning. Similarly, in 'Program a Robot within a Circuit,' students program a robot to respond to growth-minded cues, demonstrating that with the right mindset and persistence, they can overcome obstacles in their path. Finally, the 'Assembly and Programming of a Robot' activity not only allows students to create and program a robot but also encourages them to reflect on how the robot's responses align with a growth mindset. These activities collectively foster a culture of resilience, curiosity, and self-confidence, instilling in students the belief that they have the capacity to learn, adapt, and succeed in the face of challenges.

32. Fight like a bird

This lesson plan effectively combines personal development with language learning, using a short film as a visual aid to stimulate discussion on the growth mindset. The teacher's evaluation indicates that the students benefited from the activity and applied the concept beyond the classroom, which suggests its success in achieving the learning objectives. The inclusion of a video clip featuring students describing their experiences adds a personal touch to the assessment of the lesson's impact.

Subject: Personal Development and English

Theme: Growth mindset in school work

Age Range: 12-16

School: Fridaskolan Vänersborg

Learning Objectives:

1. Implementing the growth mindset.
2. Practice English.

Teaching Activities:

- [Watching a short animated film](https://www.youtube.com/watch?v=SUS515vO27k) - <https://www.youtube.com/watch?v=SUS515vO27k>
- Discussing in pairs in English about the growth mindset, using provided questions.

Resources/Equipment:

- A big screen for all students to view the short movie.
- Internet access to play the short film.

Learning Outcomes:

- Improved mindset that will help the students to study better.
- Improved English language skills from practicing speaking.

Documentation such as photographs, drawings, and student work may be collected as evidence of the lesson's impact.

Link to video https://youtu.be/3q_gg_NQO2E where the students are interviewed about their thoughts after watching the short film



Image of the bird.

Teacher Evaluation and Recommendations:

- The teacher's evaluation suggests that the students found the activity enriching and applicable not only to studying but also to other aspects of life.
- Students were able to engage in discussions in English, even though the short film did not involve spoken language.
- Students made connections between the growth mindset and the positive thinking and mentality of sports champions, understanding that "practice makes perfect."

Activity Steps:

1. Introduction (5 minutes): Begin by introducing the topic of the lesson, which is the growth mindset. Explain to the students what a growth mindset is, emphasizing the idea that abilities and intelligence can be developed through effort and learning.
2. Watch the Short Film (15 minutes): Show the short film titled "Fight like a bird" (<https://www.youtube.com/watch?v=lkQTe0Wdo2k>) on a big screen for all students to see. Ensure that they pay close attention to the story.
3. Pair Discussion (10 minutes): Divide the students into pairs and ask them to discuss the following questions in English:
 - Did the bird in the film have a fixed or growth mindset? Why do you think so?
 - Would you be like the bird in the same situation? Why or why not?
 - What can help you to have a growth mindset, like the bird in the film?
4. Group Discussion (10 minutes): Bring the class back together and have a few pairs share their answers and thoughts with the entire class. Encourage open discussion and ask follow-up questions to deepen their understanding of the growth mindset.
5. Reflection (5 minutes): Ask students to take a moment to reflect individually and jot down what they've learned about the growth mindset during this activity.
6. Connecting to Real Life (5 minutes): Discuss how the growth mindset can be applied in various aspects of life, not just in academics. Mention examples like sports champions who emphasize the importance of practice and a positive mindset.
7. Closure (5 minutes): Summarize the key points of the lesson and reiterate the importance of having a growth mindset. Remind students that practice and effort can lead to improvement in all areas of life.
8. Documentation (Ongoing): Throughout the lesson, encourage students to take photographs, create drawings, or write about their reflections and discussions related to the growth mindset. This documentation can serve as evidence of their engagement in the lesson.
9. Teacher Evaluation and Recommendations: After the lesson, assess the students' participation and understanding. Gather any collected documentation for future reference and improvement of the lesson plan.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

In this engaging activity, we aimed to cultivate and reinforce a growth mindset among students aged 12-16. The activity began with an introduction to the growth mindset, emphasizing the idea that abilities can be developed through effort and learning. By watching the short film "Fight like a bird," students were exposed to a compelling story that exemplified the concept of a growth mindset in action. Through pair and group discussions conducted in English, students had the opportunity to analyze and reflect on the film, considering whether the bird in the story exhibited a fixed or growth mindset. This discussion encouraged critical thinking and provided a platform for students to express their views and perceptions. Furthermore, students were prompted to contemplate how they could apply a growth mindset not only in their academic pursuits but also in various aspects of their lives. The activity concluded with a reflection on the significance of effort, practice, and maintaining a positive attitude, reinforcing the idea that adopting a growth mindset can lead to improved outcomes in both learning and life. Through documentation and evaluation, we observed that students embraced the notion that they can develop their abilities with dedication and perseverance, which is a fundamental aspect of fostering a growth mindset.

33. Your mind set on growth, your cell phone on hold?

This activity is designed to engage students in meaningful discussions about personal development, particularly in the context of maintaining focus and perseverance in their studies. It encourages self-reflection and awareness of the impact of distractions, such as cell phones, on their learning process. To further enhance the activity, the teacher could incorporate real-life examples and stories of individuals who have demonstrated grit and a growth mindset to inspire and motivate students.

This teaching focuses on developing a growth mindset in students aged 10-16.

Objective: The primary objectives of this activity are to foster a growth mindset and encourage grit (perseverance and determination) among students.

Content: The content of the activity revolves around the idea that even when students don't feel like working on their homework, they should still try to keep working rather than getting distracted by their cell phones.

Teaching Activities:

- The activity suggests forming a circle of chairs, which encourages interaction and discussion among students.
- Discussion questions are provided, focusing on students' experiences with homework, motivation, the role of cell phones, and the concept of taking breaks.
- The advice to have students discuss in pairs before the whole group encourages active participation and sharing of ideas.

Learning Outcomes:

- The desired outcomes include increased focus and hard work ethic among students.
- The importance of grit (stamina and determination) is emphasized.

Activity steps:

Step 1: Introduction (5 minutes)

- Begin the activity by explaining the importance of having a growth mindset and grit in achieving success in academics and life.
- Highlight that even when students don't feel like working on their homework, it's essential to keep pushing forward instead of getting distracted by their cell phones.

Step 2: Circle Formation (2 minutes)

- Arrange the chairs in a circle in the classroom.

Step 3: Group Discussion (15 minutes)

- Ask students to sit in the circle of chairs.
- Pose the following questions to the students:
 - What do you usually do when you get bored while doing homework?

- What motivates you to keep working on your homework, even when it's challenging?
- How do you think the presence of a cell phone affects your perseverance (grit)?
- Do you believe taking breaks during study sessions is helpful? What kind of breaks do you find effective?

Step 4: Pair Discussions (5 minutes)

- Divide students into pairs.
- Instruct them to discuss their responses to the questions with their partners.
- Encourage them to share their thoughts and experiences related to the topics.

Step 5: Whole Group Discussion (8 minutes)

- Bring the students back into the circle.
- Ask each pair to share some of their key insights or experiences from their discussions.
- Facilitate a broader discussion based on the pairs' responses.
- Encourage students to ask questions or provide additional insights.

Step 6: Conclusion and Takeaways (5 minutes)

- Summarize the key points discussed during the activity.
- Emphasize the importance of maintaining a growth mindset and perseverance when faced with challenges.
- Discuss the role of cell phones as potential distractions and the value of effective study breaks.

Step 7: Teacher Evaluation and Recommendations (2 minutes)

- Remind students that discussions about growth mindset and grit should be ongoing.
- Encourage them to reflect on these concepts periodically.
- Provide any additional recommendations or resources for further exploration.

Step 8: Closing (2 minutes)

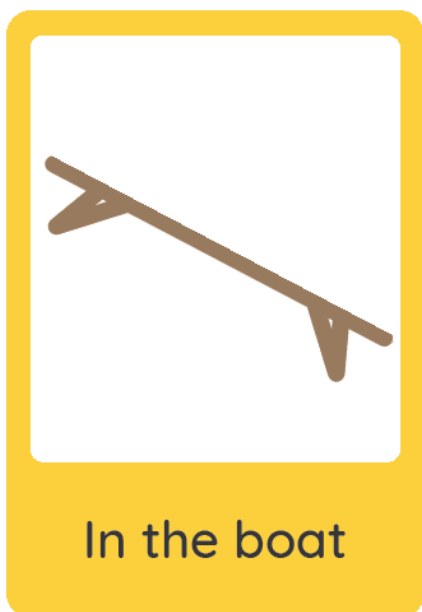
- Thank the students for their participation and engagement in the discussion.
- Conclude the activity with a motivational message about the benefits of a growth mindset and grit.

Connecting the lesson plan with a growth mindset:

Here's how you can align the lesson plan with a growth mindset:

In the activity 'Your Mind Set on Growth, Your Cell Phone on Hold?' we actively engage students in fostering a growth mindset. By encouraging them to persevere through challenging homework tasks instead of succumbing to the allure of distractions like cell phones, we are instilling a fundamental principle of a growth mindset. The very act of acknowledging that difficulties are an essential part of the learning process and that effort leads to improvement aligns perfectly with the core tenets of a growth mindset. Through open discussions and personal reflections within the circle of chairs, students not only share their experiences but also internalize the idea that their abilities and intelligence can be developed with dedication and hard work. By emphasizing the importance of grit and determination, this activity equips students with the mindset necessary to embrace challenges, learn from failures, and ultimately, reach their full potential.

34.Short Activity cards: in the boat / spiderweb



Age: 5 - 99 y.o.

Material: a bench

Description:
All the students have to stand on a bench. Then we give them a challenge:

- make a row from the smallest to the tallest
- make a row according to the alphabetical order of your names
- make a row according to the order of your birth dates

No one should step off the bench - "out of the boat"! You should help each other.

Age: 5 - 99 y.o.

Material: 2 ropes, each 5 m length and 2 pillars where the rop is tightend

Description:
The teacher tightens the rope to mimic the vertical spider's web. There must be holes big enough so the children could go through them. The teacher splits students into two groups. The groups receive different tasks, for example, students have to arrange themselves from smallest to tallest, and then the smallest one goes first and so on, till the tallest one. If the student touches the rope, he has to repeat the task. The teacher measures time for each group individually. The fastest group wins the task.

35.Short Activity cards: marshmallow / labyrinth



Age: 8 - 99 y.o.

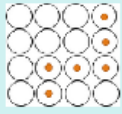
Material: Each group needs:
20 spaghetti, thick rope (1 m), tape and
1 marshmallow

Description:
The teacher splits students into groups of 3-6 students. Each group gets equipment (listed below). Each group must build the highest tower possible and they can use only equipment, given at the beginning of the activity. Marshmallows must be used on top of the tower. To build a tower, groups have 15 minutes. Each group start at the same time.

Age: 5 - 99 y.o.

Material: 16 hula hoops

Description:
The teacher puts 16 hula hoops in a square 4x4. Then writes on a hidden paper a path through the labyrinth. Then a group of students is divided into two groups and they are placed on opposite sides of the labyrinth. They make a row and are not allowed to speak. Each student tries his luck to find a path. Both groups watch each student and learn from the mistakes of each other.

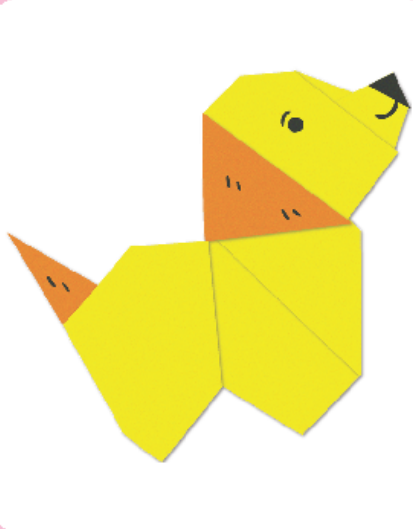


A 4x4 grid of 16 white circles representing hula hoops. A path is indicated by orange dots in the top-right, middle-right, and bottom-right positions.

36.Short Activity cards: straw / origami.



Straw challenge



Origami dog

Age: 10 - 99 y.o.

Material: Paper or plastic straws

Description:
Students form a large circle, holding straws in their right hand. They cross their arms in front of them, so their right hand is near their left shoulder and their left hand is near their right shoulder. The objective is to balance each straw between one person's right pointer finger with the left pointer finger of the person next to them. They rotate the circle to the left or right, raising one foot, etc. To make the challenge more interesting the students can try to say some funny tongue twisters

Age: 7 - 99 y.o.

Material: 4 paper squares, glue and a felt tip pen

Description:
Students are divided into pairs. They get 2 paper squares, glue and a felt tip pen. They have to make a dog with this material. Then we discuss: Was it hard? What problems did you have? Afterwards, we give them another 2 paper squares and we teach them in steps how to construct a dog. They have to follow the instructions in order that they will be able to teach their parents to construct the same dog. We discuss again: Was it harder/easier? We can learn strategies... and then it's easier...

37.Short Activity cards: aeroplanes / hands and feet.



Age: 8 - 99 y.o.

Material: Pen and paper

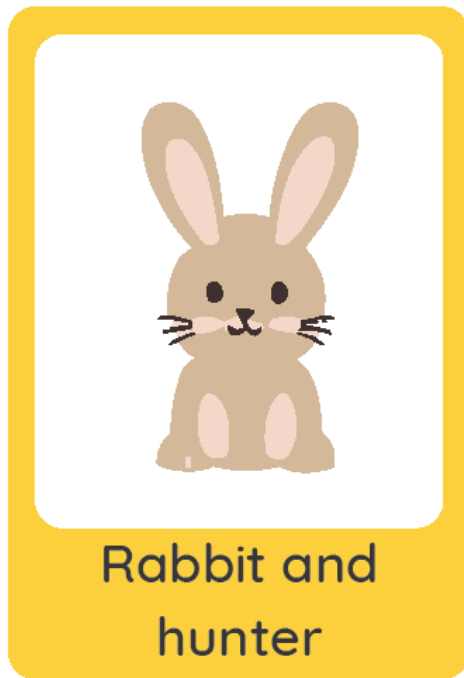
Description:
Students write some interesting facts about themselves on a sheet of paper and make small aeroplanes. They throw them into the air at once and each student tries to catch one of them. Afterwards, the students read the "messages" and try to find out, which aeroplane belongs to which student. They can ask additional questions to solve the "riddle" easier.

Age: 6 - 99 y.o.

Material: Comfortable clothes

Description:
Divide the students into equal groups of at least 3 students each. The teacher's task is to announce how many hands and feet each group should have on the floor. The students must follow these instructions.
Example: There can be 5 hands and 3 feet on the floor.
The group that completes the task the fastest wins.

38.Short Activity cards: rabbit / black hole



Age: 8 - 99 y.o.

Material: /

Description:
The student shows the image of a rabbit (see picture) with one hand and the image of a hunter (see picture) with the other hand. They must simultaneously switch the fingers representing these two figures.

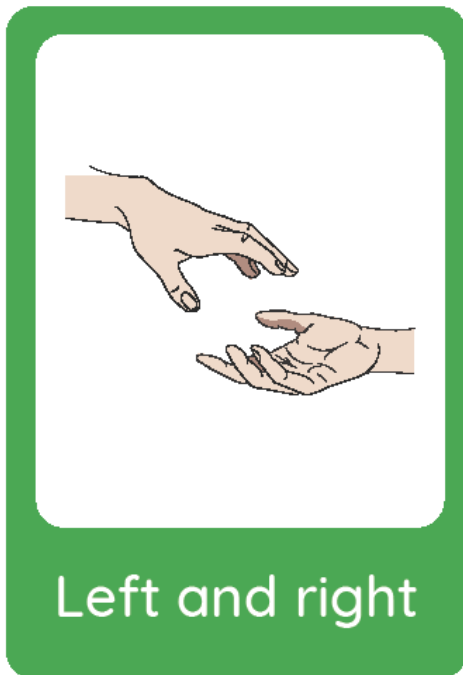
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Age: 7 - 99 y.o.

Material: a sheet with a hole in the middle, a ball (try with different sizes)

Description:
All the students are placed around the sheet and they hold it with both hands. Then a teacher gently puts the ball on the sheet and students must move the sheet to move the ball around the "black hole". The teacher counts the number of circles that a ball has done around the "black hole". Each time the students play the game they try to set a new record.

39.Short Activity cards: left and right / objetscs



Age: 8 - 99 y.o.

Material: Pen and paper

Description:
You need a sheet of paper or an empty page in a notebook and two pens. The student holds a pen in each hand. To warm up, they can start by freely scribbling, and then we give them instructions. The possibilities are endless. An example:

1. Simultaneously draw a circle and a triangle.
2. Draw a line in the middle of the paper. Write your name simultaneously with your left and right hand.

Age: 6 - 99 y.o.

Material: a stick, a rope, a paper...

Description:
Find an object and use it for the pantomime. Use the object as a prop to show an activity or as a substitute for another object. You act out and others have to guess what activity or object you want to represent. You can use a stick to represent a toothbrush or rowing, etc.. The player who guesses the solution takes the turn. The game is played in a circle.

40. Project partners.



Sweden
project coordinator

Fridaskolan, Vänersborg



Sweden
partner

DIDAKTIK Centrum, Vänersborg



Slovenia
partner

STEP Institut, Ljubljana



Slovenia
partner

Osnovna sola Marije Vere, Kamnik



Spain
partner

CEIBas Arteaga, Sucina



Reunion, France
partner

College Les Tamarins, Saint Pierre



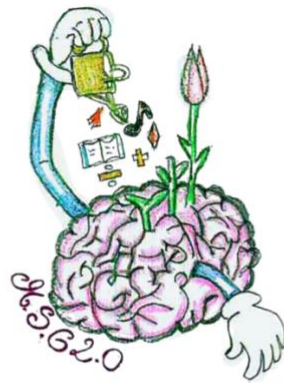
Romania
partner

Școala Gimnazială Nr. 4 Bistrița

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Cultivating a Growth Mindset



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