



# Lesson 0.1

## Module 0: Creating the Mindset Family Culture

Module EQ: "How do we develop a class culture that fosters the development of a strong mindset and sense of family?"

### Lesson 1: What is this course about and how can it help you?

**Overview:** Creating a classroom environment conducive to taking risks, making mistakes, connecting with others, and building trust generates the psychological safety and sense of belonging essential for learning according to Maslow's hierarchy of needs. This module fosters this collaborative family spirit through a series of rituals and habits which include greetings, meditation, creeds, setting daily intentions, gratitude circles, active listening practices, community agreements, and others. Lesson 1 introduces students to the instructor and to each other in an engaging way where commonalities are found and where motivations and fears are slightly explored, the attributes that help develop trust and rapport. Students engage in a gallery walk exploration of 6 posters in order to predict what the course will be about and how it will benefit their lives.

#### Lesson Essential Questions:

- What is this course about and how can it help you?

**Time Frame:** One 45 minute period. (Lesson one of six in this module)

#### Objectives:

1. Daily: Students will be able to meditate, employ daily gratitudes, and other research based mindset habits and routines in order to create an environment conducive to learning and connecting with others.
2. Long term: Students will apply these habits and rituals to their daily lives beyond the classroom and journal the impact of these on their academic productivity and well being.

**Materials:** □ Speakers □ LCD Projector □ Standard 3x5in index cards (1/student) □ Name tags/name tents (1/student) □ Markers for name tags/tents □ Index Card Instruction Handout (1 class set: 1/student) □ Mindset Mastery Course Gallery Walk Handout (1/student) □ **What is this course about? Gallery Walk Posters** colored print outs (laminated or sheet protected-6 posters total to place around room) □ Teacher needs to create a slide similar to slide 7 but personalized for themselves. See Michael Jordan Example.

**DO NOW**

**WELCOME**  
WE'RE GLAD YOU'RE HERE!

WELCOME!

STEP 1: Complete your name tag/ tent as follows (30sec)  
 ➤ STEP 2: Politely greet your partner with the simple phrase: "Hi I'm \_\_\_\_\_. What's your name? ... Very nice to meet you!" (1min)  
 ➤ STEP 3: Complete your index card- see instructions sheet (3min)

Hello  
Mike M. Mike M.

#### Do Now: Complete your name tag: **Individual**

(Greet students as they enter the classroom and get started on the do now)

Individually think and write: Do the following steps in your index card

- Step 1: Complete your name tag/tent as follows (30sec)
- Step 2: Politely greet your partner with a simple phrase. "Hi I'm \_\_\_\_\_. What's your name?...very nice to meet you!" (1min)
- Step 3: Complete your index card (see instructions sheet)(3min)



1 min  
T=1

"Good morning students, I'm so excited to meet all of you and to help you learn so many mindset skills that will allow you to reach all your goals and dreams. Before we start, let's all complete the name tag/tent (teacher choice) as the slide demonstrates. Then we always start class with a simple greeting to our classmates so that we can practice this powerful skill that will help you gain confidence, friends, and people who will help you reach your life goals. Follow the greeting instructions. Finally, step 3 is to complete your index card by using the instructions on your desk. Make sure you read the instructions for completing your index card and make sure you understand what **hot call** is and why we are making these index cards!"

**Essential Questions**

- ❖ What can we learn about our classmates and teacher that can help us be successful?
- ❖ What are we going to learn in this course and how can that benefit your life?

WHY ARE THESE TOPICS IMPORTANT TO YOU?

#### Essential Questions: **Individual Reflection**

- What can we learn about our classmates and teacher that can help us be successful?
- What are we going to learn in this course and how can it benefit my life?

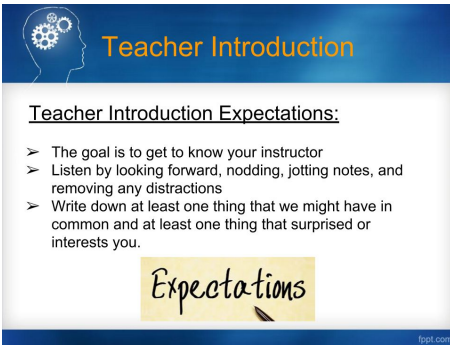
Why are these topics important to you?



20sec  
T=5

20sec: Have a student read the essential question. "\_\_\_\_\_, can you read the essential question for us? Thank you!" "Think about why this topic today is important for you. How will answering this question benefit you?"

**Extension Opportunity:** Have students discuss with their partners why this topic is important to them.



## Teacher Introduction

**Teacher Introduction Expectations:**

- The goal is to get to know your instructor
- Listen by looking forward, nodding, jotting notes, and removing any distractions
- Write down at least one thing that we might have in common and at least one thing that surprised or interests you.

*Expectations*

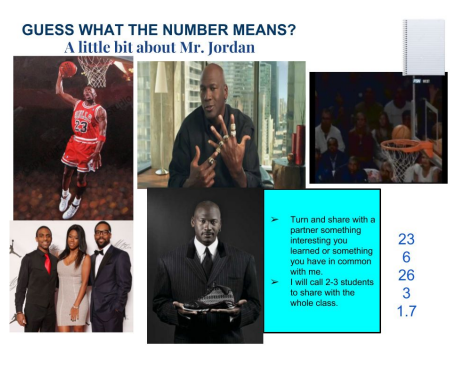
### Teacher Introduction: **Communicating Expectations**

- The goal is to get to know your instructor
- Listen by looking forward, nodding, jotting notes, and removing any distractions
- Write down at least one thing that we might have in common and at least one thing that surprised or interests you.



1 min  
T=6

"I want you to get to know a little bit about me so that you can find some commonalities we might share or you will learn something interesting about me that can apply to your life. Before I start, I'd like to go over some expectations so that this can go smoothly and you can learn a lot!"



**GUESS WHAT THE NUMBER MEANS?**  
A little bit about Mr. Jordan

23  
6  
26  
3  
1.7

- Turn and share with a partner something interesting you learned or something you have in common with me.
- I will call 2-3 students to share with the whole class.

### Engage: **Guess what the number mean? Teacher Introduction**

The teacher introduces themselves through a number activity where students try to guess what the numbers and images have in common. The teacher then reveals what those numbers mean. This is an engaging way to remember interesting details about the teacher. For example, 4 can be the number of children you have, 90250 can be the postal code of the city you grew up in, and so on.

Students listen and identify in their binder notes something interesting they learned or something they have in common with the teacher. Then students:

- Turn and share with a partner something interesting you learned or something you have in common with me.
- I will call 2-3 students to share with the whole class.



5 min  
T=11

**Teacher Note:** Please personalize this slide (edit) before introducing yourself to students. Do not use the Michael Jordan example! The Jordan example is just there as an example to show the format.

3min to introduce yourself: Example: "You will guess what meaning the four numbers have in my life and as you listen, try to identify something interesting you learned or something you have in common with me. You will then share that with a partner. Here we go, what do you think the #23 stands for?... What do you think the number 6 stands for? etc.....Now here are the answers. 23: Michael Jordan's Jersey, 6 championship rings, 3 kids, 1.7 billion net worth, etc."

1min: Students will pair share something interesting they learned or something they have in common with the teacher.

1min: Teacher will hot call 2-3 students to share



## Index Card Intros

**Presenter:** Share the information on your index cards with your group partners. (45secs/person).

**Listeners:**  
Listen actively and do the following gestures:

- Give light finger "snaps" if you hear something that you have in common with your partner.
- Give a **curiosity gesture** if you learned something you are curious about
- **Thank** your partner for sharing!  
Repeat until everyone has had a chance to share!

### Explore and Explain: Index Card Intros **Group Activity-Getting to know each other**

**Presenter:** Share the information on your index cards with your group partners. (45secs/person).

#### Listeners:

Listen actively and do the following gestures:

- Give light finger "snaps" if you hear something that you have in common with your partner.
- Give a **curiosity gesture** if you learned something you are curious about
- **Thank** your partner for sharing!

Repeat until everyone has had a chance to share!



5min  
T=16

#### In groups of 3-4

30secs Introduce Activity: "Now it's time for us to get to know each other a little in small groups. (groups of 4). Using the index cards you created during the Do Now, each person will share the responses to the questions (back of index card). Listeners will listen actively and do the following gestures as they listen. Give light finger "snaps" if you hear something that you have in common with your partner. Give a curiosity gesture if you learned something you are curious about and finally thank your partner for sharing! Repeat this process until everyone has had a chance to share! Go!"

4min: Group sharing of index cards using the protocol. (Remind students of the time or keep time for them).

**After the activity, collect all the hot call index cards. These cards will be used for hot call.**

**What are we going to learn?**

Around the room, there are 6 posters that each describe something you will be learning in this course.

- In groups of 4-6 students, you will start at an assigned poster discussing and **writing** the following things in your **Mindset Mastery Course Gallery Walk Handout** before rotating.
  - Take 1 minute to describe what you see and what you think it means.
  - Take 2 minutes to predict what you think we will learn about in 8 words or less based on what you saw and discussed.

**With your gallery walk team, synthesize all 6 poster responses and respond to the final prompt on the bottom of your gallery walk handout: We are going to learn how to (in 15 words or less):**

## Keystone Explore and Explain: Course Prediction Gallery Walk

### Groups of 4-6 travel together to different posters

**Explore:** Around the room, there are 6 posters that each describe something you will be learning in this course.

- In groups of 4-6 students, you will start at an assigned poster discussing and **writing** the following things in your **Mindset Mastery Course Gallery Walk Handout** before rotating.
  - Take 1 minute to describe what you see and what you think it means.
  - Take 2 minutes to predict what you think we will learn about in 8 words or less based on what you saw and discussed.

After all 6 posters have been visited:

**Explain:** With your gallery walk team, synthesize all 6 poster responses and respond to the final prompt on the bottom of your gallery walk handout: **We are going to learn how to (in 15 words or less):**



24 min  
T=40

2min Explain instructions: "So what are we going to learn about in this course and why? Around the room, there are 6 posters that each describe something you will be learning in this course. In groups of 4-6 students, you will start at an assigned poster discussing and writing the following things in your **Mindset Mastery Course Gallery Walk Handout** before rotating to the next poster. At each poster you will do the following: Take 1 minute to describe what you see and what you think it means. Take two minutes to predict what you think we will learn about in 8 words or less based on what you saw and discussed. Write your responses in your handout."

**Teacher Best Practice:** "Number off" students 1-6 so that there will be a certain number of roughly equal amount of students at each poster. Tell them to remember their number and head to their starting poster. They will rotate upwards after 3 min.

20min for Gallery Walk

2min Synthesize poster responses: After all the posters have been reviewed, have students stay at the final poster and give students 2 minutes to synthesize their 6 poster responses and answer the final prompt on the bottom of their gallery walk handout. "Now that we have just finished our last poster, let's take 2 min to synthesize our learnings as a group and answer the final prompt at the bottom of the gallery walk handout: We are going to learn how to... using 15 words or less"

**Learning Showcase**

Look at the notes from your gallery walk.

Respond to the following prompt in your notebook:

**How might this course benefit you?**  
Identify at least 3 ways this course can help you.

- "This course can help me ... because ..."
- "This course can also help me ... because ..."
- "Finally, this course can help me ... because ..."

## Evaluate: (Learning Showcase) How might this course benefit you?

### Individually

Look at the notes from your gallery walk and espond to the following prompt in your notebook:

### How might this course benefit you?

Identify at least 3 ways this course can help you.

- "This course can help me ... because ..."
- "This course can also help me ... because ..."
- "Finally, this course can help me ... because ..."



4 min  
T=43

**Option:** You can collect these responses on a separate sheet for students to review later as they compare their growth to their initial response here.

**Why this program is special?**

- Learn secrets of geniuses!
- Control your mind and emotions so you can reach any goal!
- Be happier, more confident, and more successful!
- Earn certificate for school credit!
- Develop a purpose in life so you can be unstoppable!
- HANDS-ON AND FUN!

## Why is this program special?

This is an opportunity to present other benefits to this course. See notes below.

- Learn secrets of geniuses!
- Control your mind and emotions so you can reach any goal!
- Be happier, more confident, and more successful!
- Earn certificate for school credit!
- Develop a purpose in life so you can be unstoppable!
- HANDS-ON AND FUN!



2min  
T=45

2min: Read off other benefits of the program and ask students. "Which of these are you excited to learn more about?"

**Extension Opportunities:** Discuss other perks that your school has agreed to; ex: Letter of recommendation, Student hours, etc.

**Teacher Note:** Save the 6 Course Posters and post the 6 posters around the class in a special place to serve as mental reminders of what they are going to learn about in the class. These also serve well for open house/back to school night where students can explain what they learning about in the program.





