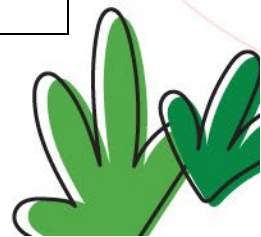




THE POWER OF YOUR MINDSET

<p>Introduction</p>	<p>Your brain naturally focuses on the negative things. Small mistakes or setbacks can take the upper hand, which give an unpleasant feeling. Would you like to feel satisfied and happy more often? Your mindset and gratitude can help with that. It helps you (and your brain) to be more positive. You can strengthen this by looking at situations with a growth mindset and by thinking more often about the things you are grateful for.</p>
<p>Objective / teachers' goal</p>	<p>The students learn the difference between a growth and fixed mindset, and gain insight into their own mindset (is this more growth or fixed?). The students learn how (positive) thoughts and gratitude can influence the mindset.</p>
<p>Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)</p>	<p>Understanding mental health (personal level) Competence in analysing health needs (personal level) Capacity building and intervention (personal level)</p>
<p>Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input checked="" type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning</p>	
<p>Materials</p>	<ul style="list-style-type: none"> • Smartboard • Balloons • Appendix 1 (growth and fixed mindset)
<p>Approach</p>	<p>Introduction: The teacher shows the students the next video: https://youtu.be/GIYOrlWNFxI (only available in Dutch).</p> <p>Summary of the video: this video is part of an initiative of ROC Midden Nederland to support student well-being. The initiative is called 'To feel good' challenge and contains six challenges whereby happiness-psychologist Merijn Ruis gives practical and useful tips for students to enhance their wellbeing. This clip is about being more satisfied and happy and think more positively. Merijn gives a small and simple exercise to help you with that: write down 3 things that you are grateful for (do this every day). Gratitude helps to have a positive attitude. Maybe you recognize this: things are going pretty well in your life, but if something bad happens, you stay</p>





focused on that one bad thing. Research shows that if people write down what they are grateful for every day, they feel happier. Tip: hang a note in a place you visit regularly, as a reminder to be grateful more often.

After this introduction video the students write down, for themselves, as many things as possible that they are grateful for. Then, students discuss their answers with a fellow student. After exchanging with a fellow student, the teacher asks if someone would like to share in class what he or she is grateful for.

Assignment 1: Mindset with balloons

All students get a balloon and are asked to blow up the balloon and put a knot in it so that no air is coming out of the balloon. The students place the balloon on his/her chair and is instructed to sit on it. What is happening? Who dares to sit on it and who doesn't (yet)? Discuss the situation with the students:

- *Who sat down on it and who didn't (yet)?*
- *What thoughts did you have (think of helping and unhelpful thoughts)*

The students are then instructed to sit on the balloon again to see if they can do the exercise with different thoughts or a different mindset. Compare it with the first time they've tried. The students who did sit down on the balloon the first time can be challenged by using a bigger balloon (with more air).

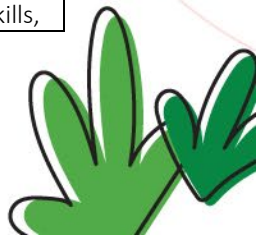
Discussion:

- *What was the difference compared with the first time?*
- *How did your thoughts (mindset) influence your behaviour during this assignment?*

Assignment 2: Growth- and fixed-mindset

The teacher shows the students the next video about growth and fixed mindset: https://www.youtube.com/watch?v=OV1_8NwZBiM (only available in Dutch).

Summary of the video: musicians, top athletes and gamers say they would never have become so talented if they hadn't practiced so much. Believing you can get better at everything and learn from setbacks is called a *growth mindset*. If you assume that talents are innate skills and there is not much you can do to your skills,





it is called *a fixed mindset*. Research shows that people with a growth mindset perform better and are happier with their results. How do you get a growth mindset?

1. Recognize your mindset. Do you have a growth or fixed mindset? (This can depend on the situation).
2. Change your thoughts. 'I can't do this', then try to change your thought into something positive; by practicing you will get better at it.
3. Set realistic goals. Nobody succeeds in becoming a top guitarist with just two afternoons of practice. Goals that are overambitious lead to disappointment and it's hard to be proud of goals that are too easy to reach.

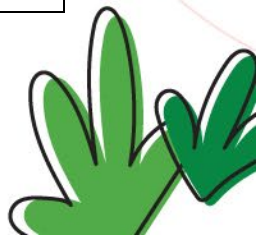
The students write down (in pairs) in their own words what they think is a growth and fixed mindset. Then they make a list of thoughts and behaviors that fit both mindsets (see Appendix 1). The students discuss (in the same pairs) the following questions:

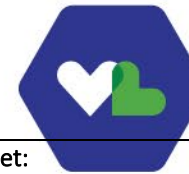
- Which mindset do you recognize in yourself?
- When was the last time you thought: I can't do it? (describe the situation)
- Apart from 'I can't' what other thoughts did you have?
- How did you act or what did you do?
- Does this fit with a growth or fixed mindset?
- Based on a growth mindset, what thoughts could have helped you to act differently?

Assignment 2B:

Have the students answer the following questions individually:

- *What goal(s) are you currently working on? (think about school, internship, personal goals, etc.)*
- *What have you already done to achieve this goal(s)?*
- *Were these realistic steps? (Remember the video, you don't become a top guitarist after two afternoons of practice)*
- *How did that go?*
- *What thoughts and/ behavior have helped you with this?*
- *Which mindset does this fit with?*





	<p>If you look at your goal(s) with a growth mindset:</p> <ul style="list-style-type: none">• Which goal have you reached already? (What was the most important cause?)• What are realistic steps to achieve this goal?• What thoughts can be helpful in working towards this goal(s)? (think about the growth mindset) <p>Once again, discuss your answers with your fellow student and discuss what you have learned.</p> <p>Assignment 3 (final exercise): Snow balls Give each student a piece of paper (half A-4). The students write down what they found positive about this lesson or what they are grateful for. They make a ball ('snow ball') of the piece of paper and throw it forwards (to the front of the classroom). The pieces of paper are unfolded in turn and the students try to guess which student has written it.</p>
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	<ul style="list-style-type: none">• Energizer• Individual and pair assignments• Assignment to finish the lesson
Duration	30-45 minutes
Final goal (learning outcome)	The student knows the difference between a growth and fixed mindset. The student knows what mindset he/ she often has and how (positive) thoughts and gratitude can strengthen the (growth) mindset.





Spiderweb Positive health

Dimension/Aspects							
Bodily functions	Feeling healthy	Fitness	Complaints and pain	Sleep	Food	Condition	Exercise
Mental well-being	Remember	Concentrate	Communicating	Being cheerful	Accepting yourself	Dealing with change	Sense of control
Quality of life	Enjoy	Being happy	Balance	Feeling safe	How you live	Get by with your money	Feeling comfortable with yourself
Social participation	Social contact	Be taken seriously	Doing fun things together	Belonging	Doing meaningful things together	Support from others	Interest in society
Daily functioning	Taking care of yourself	Knowing your limits	Knowledge of health	Dealing with time	Dealing with money	Being able to work	Being able to ask for help
Meaning	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning





Growth and fixed mindset

Describe, in your own words, what a growth mindset is:

Describe, in your own words, what a fixed mindset is:

Characteristics growth mindset:

Characteristics fixed mindset:

