



LESSON 3.1

How do geniuses talk when faced with challenges?

Module 3: The Genius Secret

LESSON ESSENTIAL QUESTIONS

1. Students will be able to explain what their self talk reveals about their belief of intelligence being fixed or malleable and gain tools to improve their inner dialogue.
2. Students will apply the growth mindset to combat fixed minded thoughts by completing a 10 day mental diet.

TIME FRAME

One 40-minute period. (Lesson one of five in this module)

MATERIALS

- General: Speakers, LCD projector, laptop
- Index cards 5 per group of 4 students.
- Folded paper models (1 per group of 4 students)
- Scissors: 3 per group of 4 students.
- One sheet of ruled paper per group of 4 students.

1

DO NOW

3 MIN

DO NOW Complete quietly in your binder notes

1. List 2-3 people you know or have heard of that are geniuses. (ex: Albert Einstein, Mozart, my friend... etc)
"I think ___ are geniuses."
2. What do you think they say to themselves when they face challenges?
"I think they say things like ___."

Possible Student Responses:

- #1. Elon Musk, Nikola Tesla, Steve Jobs, Bill Gates, Neil deGrasse Tyson, Stephen Hawking, President Obama, my mom/dad, aunt/uncle, etc.
- #2. You can do it, keep going, don't give up, learn from mistakes, break the problem down, take a break, ask for help, try a different strategy.

2

HOW DO GENIUSES TALK?

1 MIN

Lesson 1: How do geniuses talk when they face adversity?
Module 3: Are geniuses made or born and how can the growth mindset unleash my inner geniuses?

Lesson Essential Question:

How do geniuses talk when faced with challenges?

Have a student read the essential question, then ask the class: "How might this lesson benefit your life?" Predict what the lesson will be about and what you hope to learn.

3

ENGAGE

6 MIN

Engage
Are geniuses born or made?
1. Are geniuses born that way or can anyone become one? "Geniuses are ___ because ___"
2. Can you learn to do what you saw in the video? "I can/can't because ___"
• Write (1min)
• Pair share (1min)
• Hot call (2min)

Possible Student Responses:

- #1. Answers will vary: Geniuses are born, made, or both (a combination). They're born because their parents were geniuses, their DNA has "genius genes" or there is a mutation that makes them smart. Some are born autistic and can be geniuses.

Geniuses are made because they work hard, study hard, and learn over time how to be smarter. Geniuses are a combination because they might be born with talent or some smart genes but they also work hard and develop their abilities.

- #2. Answers may vary: No, I can't because that's impossible; because they were geniuses who were talented at birth. Yes, I can if I really work hard at it for many years, never quit, work with mentors, etc...

Possible Follow Up Questions:

- #1. Do you think there are smart genes? How do you know?
- #2. How much does your environment affect you? What is in the environment that can influence your intelligence?
- #3. Do you think personality is something we are born with or develop?

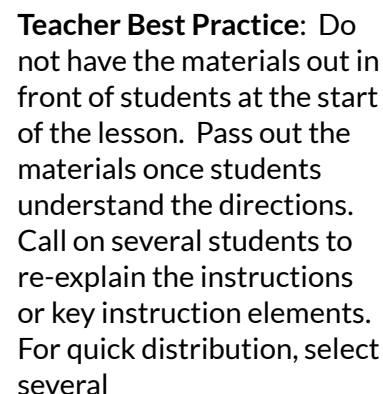


NOTES

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

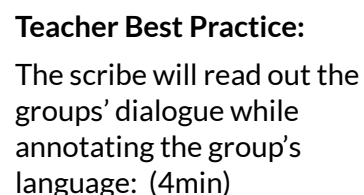
FOLLOW UP

PAPER CHALLENGE



students who will distribute to a particular area of the classroom (ex: 3 students one takes the left side, one takes the middle of the room, and one takes the right side.) Countdown their distribution time (30 seconds). While students are passing out the materials, have the rest of the students answer a question regarding the activity (make a prediction, what questions do you have, what do you think this is going to teach us, etc)

GROUP DISCUSSION



1. Place a + sign next to each empowering statement:
Ex: + "We can do this, what if we try this..., I wonder if..."
2. Place a - sign next to each limiting statement: *Ex: - "This sucks, this is impossible, I'm bored, there's no way we can do this..."*
3. Read out how many empowering statements compared to limiting statements your group had.



FOLLOW UP

PAPER CHALLENGE



Possible Student Responses:

#1. Our language helped us because we were positive (encouraging, supportive, motivating, persevering, etc) and that encouraged us to stay on task, not quit, work hard, try new strategies, be open to new ideas, be excited, be curious, etc.

OR Our language was negative (critical, skeptical, pessimistic, fearful, etc), and that demotivated us or made us want to quit, find the challenge boring, complain, blame, make excuses, self-shame, make ourselves feel incapable, etc.

#2. Answers will vary

#3. I think geniuses talk positively to themselves when they deal with challenges so they can persist, try new things, learn from mistakes, etc.

7

LEARNING SHOWCASE



Teacher Tip:

Teacher answers the questions to encourage students to answer the questions as well and share out their response.

8

STOP HERE

Stop Here



GOT FEEDBACK?

Do you have feedback, concerns, questions, and best practices to share?

- [Click here to complete our quick 1 min feedback form!](#)



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