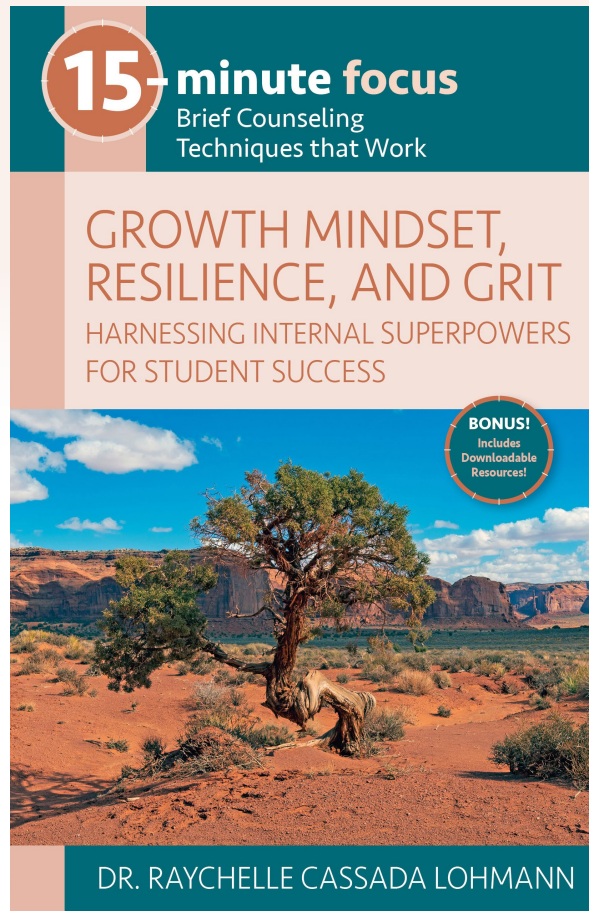


Reproducible Resources from



15-Minute Focus

Growth Mindset, Resilience, and Grit

Harnessing Internal Superpowers for Student Success

Written by: Dr. Raychelle Cassada Lohmann

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Do You Have a Fixed or Growth Mindset?

How much do you agree or disagree with each statement?

1. Your intelligence is something fundamental about you that you can't change much.
2. You can learn new things, but you can't change how intelligent you are.
3. No matter your intelligence, you can always change it quite a bit.
4. You can always substantially change how intelligent you are.

According to Carol Dweck in her book *Mindset: The New Psychology of Success* how you answer these questions shows whether you see things from a fixed or a growth mindset. Questions one and two are associated with a fixed mindset; questions three and four represent a growth mindset. If you have a fixed mindset, you believe intelligence can't be altered—you either have it or don't. A person with a fixed mindset may struggle with something and tell themselves it's no use trying because they're no good, resulting in feelings of defeat. By contrast, a growth mindset means you believe intelligence and talents can be learned and developed over time.

Building an Optimistic Vocabulary

SAY THIS	NOT THAT
I can do this.	It's too hard.
I love a good challenge.	This is impossible.
I belong.	I don't have any friends here.

Defusion Activity: Wave Bottle



Ocean waves are great metaphors to use when describing thoughts. Some are little, some are big, some are powerful, and yet some are weak. The neat thing about waves is they all roll back out to sea. When big waves, or thoughts, are coming at us through defusion, we can learn to ride them. That way, we're in control, and rather than letting our thoughts take us under, we can learn to surf them. The wave bottle is a great activity that I have used many times to teach students and clients to ride the wave of their emotions and thoughts. This activity can be done individually, in small groups, or during a classroom lesson.

Supplies needed:

- Clear water bottle
- Food coloring
- Baby oil (although any oil will do)

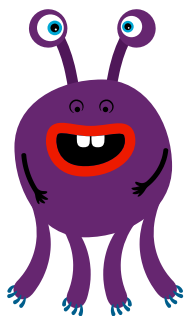
Directions:

1. Fill the bottle 2/3 of the way full with water and 1/3 with baby oil.
2. Put a few drops of food coloring into the water.
3. Shake gently and watch the oil and water separate to create waves.

Viola! Now you have a wave bottle to remind you to ride the waves of your thoughts!

Identify Your Monster

Which monster do you need to tell to leave?



Not Enough Monster:
“You’re not good enough.”



Worthless Monster:
“You’ll never amount to anything.”



Imposter Syndrome Monster:
“You don’t know what you’re doing.”



Stupidity Monster:
“You’re stupid.”



Unlikable Monster:
“Nobody likes you.”



Unattractive Monster:
“You’re ugly.”

Identifying Your Core Values

Place a checkmark next to the core values that are most important to you.

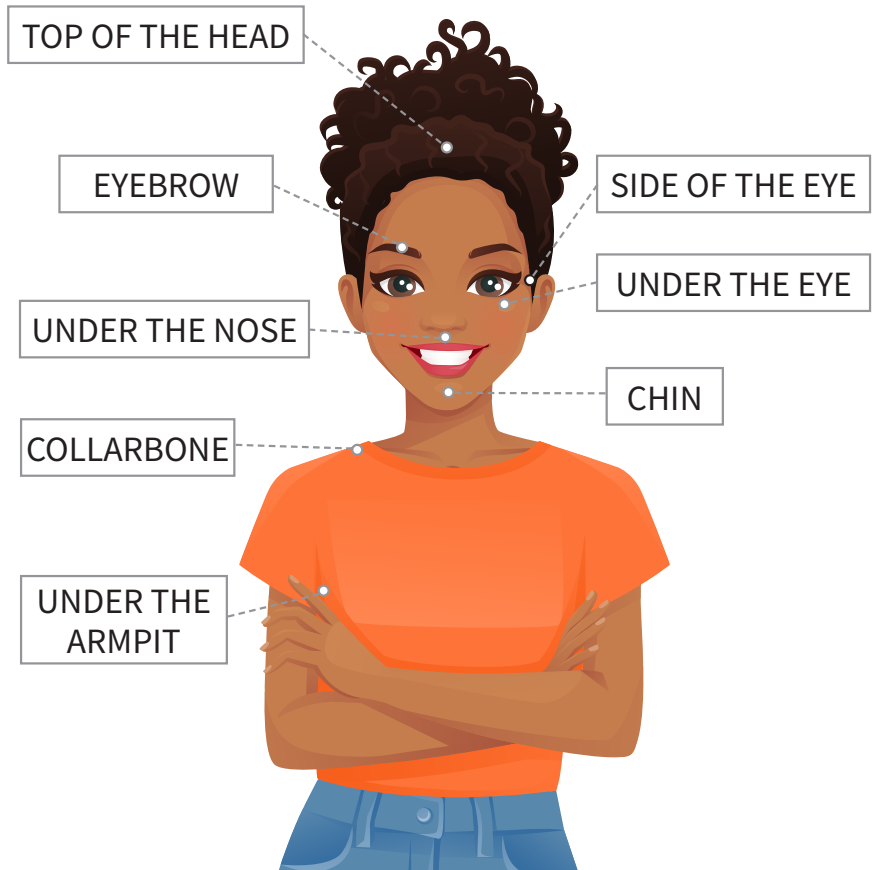
<input type="checkbox"/> Accountability	<input type="checkbox"/> Creativity	<input type="checkbox"/> Gratitude	<input type="checkbox"/> Pleasure
<input type="checkbox"/> Achievement	<input type="checkbox"/> Curiosity	<input type="checkbox"/> Independence	<input type="checkbox"/> Resilience
<input type="checkbox"/> Adaptability	<input type="checkbox"/> Encouragement	<input type="checkbox"/> Integrity	<input type="checkbox"/> Respect
<input type="checkbox"/> Assertiveness	<input type="checkbox"/> Empathy	<input type="checkbox"/> Justice	<input type="checkbox"/> Responsibility
<input type="checkbox"/> Caring	<input type="checkbox"/> Faith	<input type="checkbox"/> Kindness	<input type="checkbox"/> Self-Care
<input type="checkbox"/> Compassion	<input type="checkbox"/> Fairness	<input type="checkbox"/> Love	<input type="checkbox"/> Self-respect
<input type="checkbox"/> Connection	<input type="checkbox"/> Family	<input type="checkbox"/> Loyalty	<input type="checkbox"/> Spirituality
<input type="checkbox"/> Contribution	<input type="checkbox"/> Freedom	<input type="checkbox"/> Order	<input type="checkbox"/> Supportiveness
<input type="checkbox"/> Conformity	<input type="checkbox"/> Friendship	<input type="checkbox"/> Patience	<input type="checkbox"/> Trust
<input type="checkbox"/> Contribution	<input type="checkbox"/> Fun	<input type="checkbox"/> Persistence	<input type="checkbox"/> Understanding
Add Another:	Add Another:	Add Another:	Add Another:

Emotional Freedom Tapping (EFT)

Use EFT to reduce anxiety and distress.

Tapping points:

1. Eyebrow
2. Side of the eye
3. Under the eye
4. Under the nose
5. Chin
6. Collarbone
7. Under the armpit
8. Top of the head



1. Identify what is causing you stress.
2. Rate the stressor on a scale of 1 (minimum) to 10 (maximum).
3. Slowly start tapping 7-10 times on each of body points listed.
4. Meanwhile, replace the unhelpful thought with an uplifting one such as, "I can do this."

Characteristics of Self-Esteem

LOW SELF-ESTEEM	HIGH SELF-ESTEEM
Poor self-image	Healthy self-image
Self-doubt	Confidence
Submissive	Assertive
Indecisive	Solution-seeking
Focuses on failures	Celebrates achievements
Focuses on disappointments	Focuses on strengths and growth
Questions abilities	Believes in abilities
Deflects responsibility/ blames	Accepts responsibility
Pessimistic outlook	Optimistic outlook

Take Action: Your Rock Activity

Our students deserve to feel good about themselves, and one way to do that is through words of affirmation. Building their self-esteem through words of affirmation is a great way to bolster their confidence. Words of affirmation are phrases used to inspire, motivate, and build morale. Practicing affirmations involves choosing a positive phrase and then having students repeat it to themselves. Below is a classroom activity to help engage students in practicing words of affirmation and then create a visual reminder of their special word.

Directions:

Put students into small groups (if you are facilitating a small group, that works too). Next, introduce the concept of affirmations and provide a few examples, such as “*I am confident.*” “*I am a winner.*” or “*It’s a good day to have a great day!*” After giving examples, have students write down words of affirmation that motivate and inspire them to do better. Encourage them to share their words and what makes the phrase meaningful within their group. After everyone has had an opportunity to share, tell students to pick out a phrase or word that really speaks to them. Pass out the art supplies: rock, paint, and brushes. Next, have them paint a rock using the words they picked. Students can take their rocks home or leave them on their desks. Either way, it’s a reminder of how much they rock!

Supplies needed:

- Paper for affirmations
- Pencils
- Medium-sized, smooth rocks (about the size of your palm)
- Paint
- Paint brushes



LESSON PLAN:

Gritty People

Introduction:

Today we are going to be talking about grit.

- *Ask:* Does anyone know what grit is?
 - After a few answers, tell students “grit” is our passion and perseverance to go after something we want in life.
- *Ask:* What are some things you’d like to go after in your life?
- *Say:* Did you know people with grit persevere and push themselves to improve? They don’t give up. They stay focused on their goals even when others don’t think their goals are possible. In this activity, you will research a famous or successful person with grit.

Lesson: Walt Disney’s Story

- **Note:** For young children, discuss what it means to be gritty. Then, read a related, developmentally appropriate book. A list can be found in the resource section at the end of the book.

Walt Disney has a legacy that stands the test of time. His magical ideas have played a part in our lives, but Disney’s life wasn’t as magical as the experience he created for others. As a teen, Disney’s artwork and illustrations were met with criticism from his newspaper editor, who said he didn’t have talent.

Can you believe that? The creator of Mickey Mouse was told he had no talent! Disney didn’t let this stop him, though. Instead, he used those words of criticism as motivation for himself to do better and show his critics they were wrong, which is precisely what he did.

Sometimes we can use our critics to empower us to push forward. Eventually, Disney moved to Hollywood and started a studio with his brother, Roy. And well, the rest is history.

Disney said, “I think it’s important to have a good hard failure when you’re young...because it makes you aware of what can happen to you. Because of it, I’ve never had any fear in my whole life when we’ve been near collapse and all of that. I’ve never been afraid.”

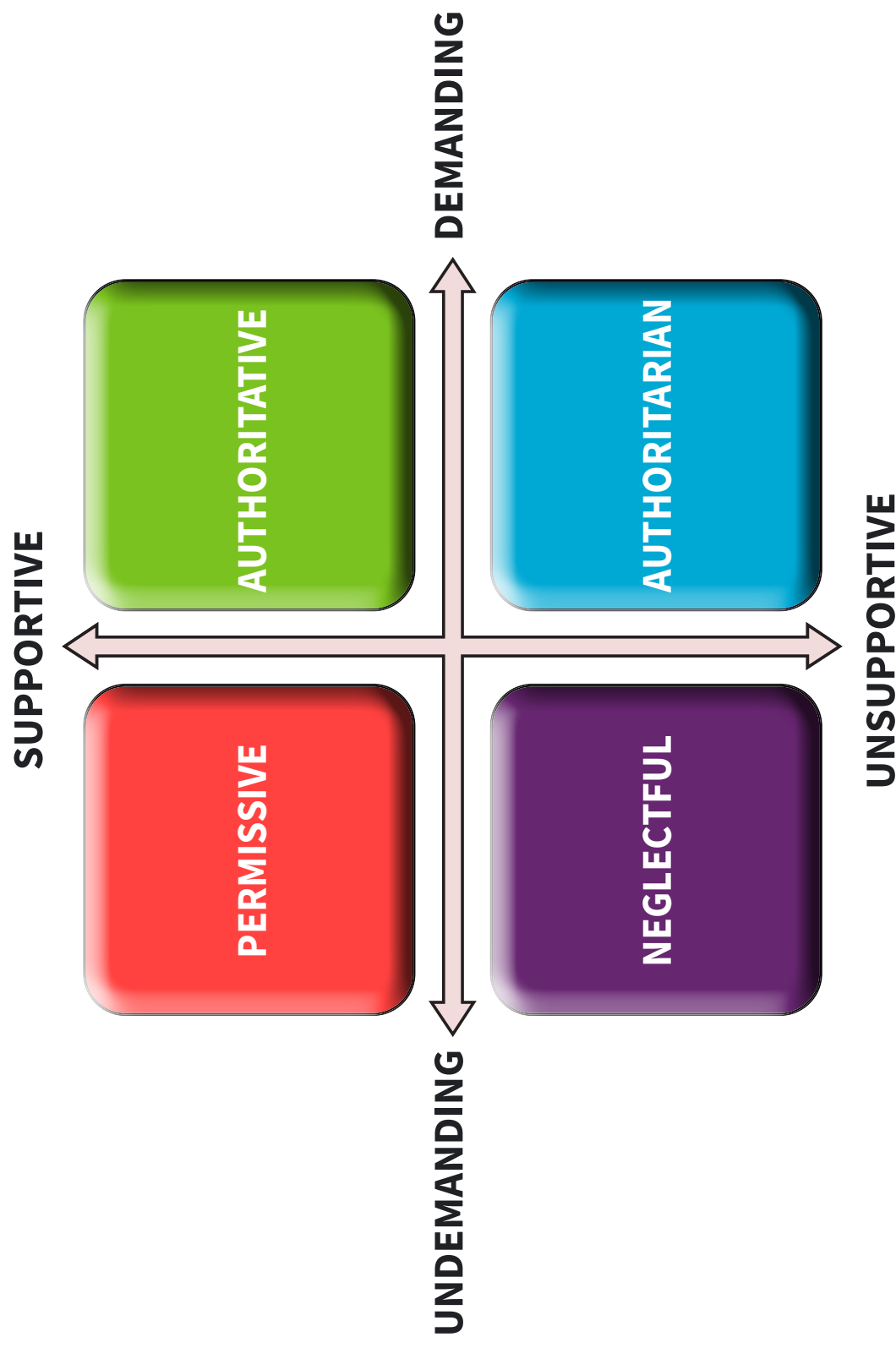
Walt Disney didn’t let failure or fear stand in the way of his dreams. Because of his perseverance, we have a wealth of entertainment he left behind for the world.

Task:

Your task is to research a story of a gritty person.

- Professional athletes, entertainers/celebrities, artists, or well-known business people are often prime examples of gritty people.
- **Note:** This is a great activity for pairs and small groups as it can create a rich opportunity for sharing and brainstorming.

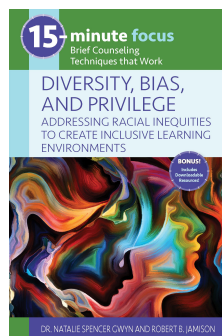
The Four Parenting Styles



15-minute focus

Brief Counseling
Techniques that Work

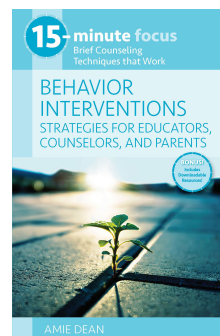
Other titles in this series



DIVERSITY, BIAS, AND PRIVILEGE **Addressing Racial Inequities to Create** **Inclusive Learning Environments**

Dr. Natalie Spencer Gwyn and Robert B. Jamison

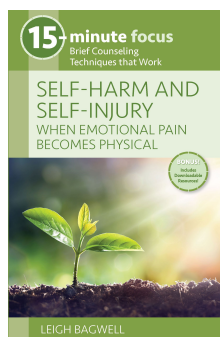
This book gives educators, counselors, and administrators knowledge, strategies, and resources that can create a safe, culturally diverse learning environment for all students.



BEHAVIOR INTERVENTIONS **Strategies for Educators, Counselors,** **and Parents**

Amie Dean

In this book, Dean gives educators, counselors, and parents knowledge, strategies, and resources to teach children and teens how to communicate and make decisions to get their needs met in positive ways through behavior instruction and coaching.

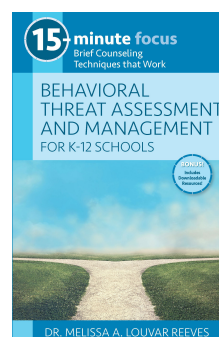


SELF-HARM AND SELF-INJURY **When Emotional Pain Becomes Physical**

Dr. Leigh Bagwell

Bagwell offers an in-depth look at the who, what, and why of self-harm; more accurately called nonsuicidal self-injury (NSSI).

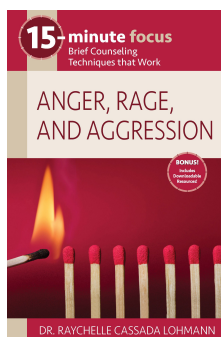
This book features stories from students as they explain NSSI from their experiences, giving adults an inside look into the lives of those who struggle with this behavior.



BEHAVIORAL THREAT ASSESSMENT **AND MANAGEMENT** **for K-12 Schools**

Dr. Melissa A. Louvar Reeves

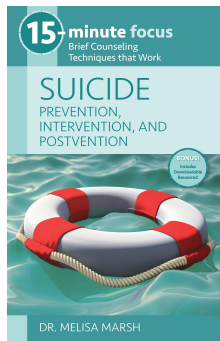
In this book, Louvar Reeves explains the interrelated factors that play a role in a person's decision to plan and carry out an act of violence. Learn about the role of BTAM in managing troubling behaviors, mitigating risk, and directing students onto more positive pathways.



ANGER, RAGE, AND AGGRESSION

Dr. Raychelle Cassada Lohmann

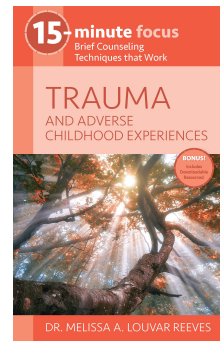
In this book, Lohmann explains the distinct characteristics of anger, rage, and aggression and provides strategies for self-regulation and de-escalation. The book also offers tips and templates counselors and educators can use in supporting students, parents, and families.



SUICIDE **Prevention, Intervention, and Postvention**

Dr. Melissa Marsh

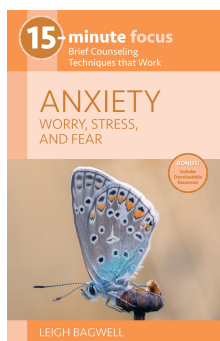
In this book, Marsh unpacks the stigma and data associated with suicide, and provides school counselors, educators, and administrators with ways to implement a suicide-safer community.



TRAUMA **and Adverse Childhood Experiences**

Dr. Melissa A. Louvar Reeves

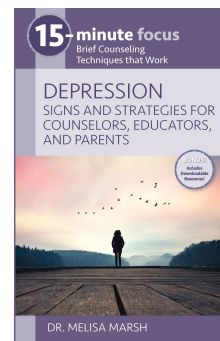
In this book, Reeves explains trauma and the overlap with anxiety, and provides understanding for behaviors associated with trauma and why they occur, along with a variety of strategies for school mental health professionals, educators, and administrators.



ANXIETY **Worry, Stress, and Fear**

Dr. Leigh Bagwell

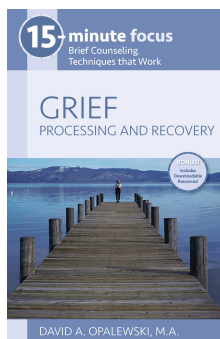
In this book, Bagwell explains the physiological progression from a trigger to a full-blown anxiety attack, and provides a variety of prevention and intervention strategies for school counselors, educators, and administrators.



DEPRESSION **Signs and Strategies for Counselors, Educators, and Parents**

Dr. Melissa Marsh

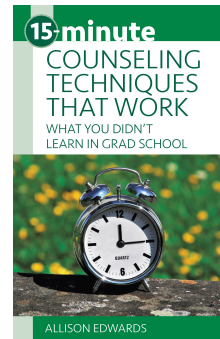
In this book, Marsh provides a comprehensive look at depression and its effects on children and teenagers. This book will equip counselors, educators, and family members with a detailed understanding of depression and offer tools for intervention so no student or peer goes unnoticed in their struggle.



GRIEF **Processing and Recovery**

David A. Opalewski, M.A.

In this book, Opalewski gives schools a guide for addressing the death of a student or staff member, including what to say and what not to say to students along with helpful communication and intervention strategies for school counselors, educators, and administrators.



15-Minute Counseling Techniques that Work **What You Didn't Learn in Grad School**

Allison Edwards

Children come to us with a variety of problems, searching for answers. While these solutions may work temporarily, we really never help children until we give them tools—or techniques—to manage thoughts and feelings on their own. The techniques in this book will help children feel empowered to face everyday challenges and equipped to manage their stress and emotions.