The perfect companion to

**BUBBLE GUM Brain**

Ready, Get Mindset... **GROW!**

**Bubble Gum Brain**

Ready, Get Mindset... Grow!

By Julia Cook

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**Activity & Idea Book**

Becoming Is Better Than Being!

Full of fun activities and questions meant to stretch brains and engage minds, the **Bubble Gum Brain Activity and Idea Book** will reinforce important growth mindset concepts in creative and memorable ways. Through hands-on activities and conversation starters, children will better understand the value of the **Power of Yet**, making great mistakes, and expecting the best from themselves.

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**Julia Cook, MS** is a national award winning children’s author, counselor and parenting expert. She has presented in thousands of schools across the country and abroad, regularly speaks at national education and counseling conferences, and has published children’s books on a wide range of character and social development topics. The goal behind all of Julia’s books and efforts is to actively involve young people in her fun and creative stories and teach them to become lifelong problem solvers. Inspiration for her books comes from working with children and carefully listening to counselors, parents, and teachers.

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Bubble Gum Brain Oath

I want to have a bubble gum brain! I am peeling off my wrapper so my brain can grow. I am making a choice to develop my intelligence and abilities by stretching my brain each day.

I WILL:

• **Expect the best** of myself
• **Work hard** and try new things
• **Become more resilient** by sticking with it, even when I want to give up
• **Be open-minded** and look at new learning as an adventure
• **Be Gritty**
ACTIVITY 1

Grow Your Brain

OBJECTIVE
Students will recognize that in order to develop a growth mindset you must expect the best from yourself, work hard, become more resilient, be open-minded and have grit (never give up!).

DIRECTIONS

1. Discuss as a class the importance of having a growth mindset and how having a growth mindset requires certain ingredients. Explain how growing your mind compares to growing a seed. To get the most growth you must have all of the ingredients.

2. Pair the following up (write on the board):
   - **Seed** = your brain
   - **Styrofoam Cup** = expecting the best from yourself
   - **Water** = working hard
   - **Soil** = GRIT (never giving up)
   - **Sunshine** = becoming more resilient
   - **Soil Fertilizer** = being open-minded

3. Pass out all materials to each student. Choose 10 students at random, and take back one of their five ingredients (cup, water, soil, sunshine, or fertilizer). If a student is short one ingredient, have them write what is missing on their cardstock (i.e. “Missing fertilizer (open-mindedness)”).

4. Have students fill each cup ¾ full of soil (can mound the soil on cardstock if not using cups).

5. Make a 1 1/2" hole in the middle of the cup.

6. Place one seed into the hole, then add two drops of fertilizer and cover with soil.

7. Sprinkle with water so that soil is moist but not too wet.

8. Place in a sunlit area (window sill or outside).

9. Water as needed and monitor growth for one week.

CONCLUSION
Compare the growth of the plants that had all five elements to those that were planted without one of the five elements. Explain to students that to really grow your brain and develop a growth mindset, you need to have all of the ingredients (working hard, expecting the best from yourself, being open-minded, becoming more resilient, and having grit.) Leaving out just one ingredient can make a huge difference!

MATERIALS NEEDED

- Soil
- Styrofoam cups
- Radish or other small vegetable seeds
- Water
- Soil fertilizer properly mixed with water (i.e., Miracle Grow)
- Eye dropper
- Access to sunlight
- Cardstock to set plants on
ACTIVITY 4

Measuring My Success!

OBJECTIVE
Students will set a S.M.A.R.T. goal and work to achieve it.

DIRECTIONS
1. Have students identify a S.M.A.R.T. GOAL they would like to achieve.
2. Set aside a time daily (2-4 min.) for students to record information on the S.M.A.R.T. GOAL SHEET and continue this for 5-6 weeks.
3. Once a week, allow students to pair/share how they are doing with their goal. Partners should work together to encourage one another to keep working toward meeting the goal. They should also problem solve what can be done differently if they aren’t seeing success.
4. Remind students weekly about the need to maintain a growth mindset, even when they see setbacks or no progress. How can they tackle the problem differently? Are there other people who might be strategic partners in accomplishing the task? Encourage resilience. Though they might not see success at first, by adapting and staying consistent, they can achieve the goal.
4. Mark progress on a progress chart that is located in a highly visible area of your classroom.

Optional:
At the end of the project, have a party to celebrate the students’ accomplishments. If fitting, invite parents and have several students present their goal and what they accomplished over the timeframe.

MATERIALS NEEDED
- S.M.A.R.T. Goal Sheet for each student (see next page)
- Classroom progress chart that shows starting point and ending point
S.M.A.R.T. GOAL

SPECIFIC : MEASURABLE : AGREED UPON : REALISTIC : TIME BASED

MY S.M.A.R.T. GOAL IS: ______________________

NAME: _____________________________________

<table>
<thead>
<tr>
<th>SMART GOAL</th>
<th>DESCRIPTION OF EACH PART OF MY S.M.A.R.T. GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIFIC</td>
<td></td>
</tr>
<tr>
<td>MEASURABLE</td>
<td></td>
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<tr>
<td>AGREED UPON</td>
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<tr>
<td>REALISTIC</td>
<td></td>
</tr>
<tr>
<td>TIME BASED</td>
<td></td>
</tr>
</tbody>
</table>

How I measure my S.M.A.R.T. GOAL:  (EXAMPLE)

GOAL: I want to improve my archery score.

<table>
<thead>
<tr>
<th>DAY/DATE</th>
<th>TIME PRACTICED</th>
<th>ACTION TAKEN (drills, etc)</th>
<th>LEARNING FROM OTHERS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MON.</td>
<td>60 min.</td>
<td>60</td>
<td>Tips from Coach on stance</td>
<td>138</td>
</tr>
<tr>
<td>TUES.</td>
<td>30 min.</td>
<td>30</td>
<td>Practiced hitting line</td>
<td>--</td>
</tr>
<tr>
<td>WED.</td>
<td>60 min</td>
<td>60</td>
<td></td>
<td>145</td>
</tr>
<tr>
<td>THURS.</td>
<td>30</td>
<td>0</td>
<td>Watched tutorial video</td>
<td>--</td>
</tr>
<tr>
<td>FRI.</td>
<td>60</td>
<td>60</td>
<td>Tips on site</td>
<td>148</td>
</tr>
</tbody>
</table>

Other ways to show progress:
Create a graph or video yourself to show before and after outcome or product (cooking, art, playing a song on an instrument, scores or grades in school, etc.)
OBJECTIVE
Students will use objects to recognize and explain times when they have used a growth mindset.

DIRECTIONS
1. Pass out a bag to each student.
2. Using markers and/or crayons, have students label and decorate their bags creatively with their names and the words “My Bubble Gum Brain Bag”.
3. Have students take their bags home and fill them with five items that represent how they have used their bubble gum brains (i.e., a paper with a good grade on it, a video game they have mastered, a picture of a puzzle they completed, music they have learned to play, etc.) and bring back to school the next day.
4. Gather students in a circle on the floor, and have them take turns taking one item out of their bags and telling why/how it represents using their bubble gum brain.
5. After all items are out of the bags allow students to comment/discuss the items that have been shared.
6. Talk with students about how memories of achievements can motivate us when we go through hard things. The items in their bags represent moments in their lives when they used a growth mindset and the “Power of Yet” to overcome a challenge.
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