

Why Use Guided Discussions with EduGuide?

Plan & Prepare

Team Coaches can use the following guide to look ahead at upcoming activities in the Core Learning Path and to better plan and prepare for ways to best meet their students' needs. Being aware of the broad overview and scope of the work, Team Coaches can adapt to meet distinct demands for different groups of students using EduGuide.

This guide covers the following:

- Key vocabulary terms
- Major concepts
- Links to videos and images
- Review of activity steps
- Core Learning Path questions
- Questions for further discussion

Print & Review

Go deeper by discussing the ideas presented in the Core Learning Path with students in pairs, groups, or as a whole class. To enhance support and scaffold student learning, Team Coaches can create an offline notebook or folder for offline use with students by providing this Guided Discussion document for reference. It is ready to be printed and distributed to students. They can use the offline resources and materials for group exploration to enrich their own individual investigation online.

Since the path is self-paced, students can be at various points within the path at different times. This self-pacing ensures students understand the content at their own speed. Using an EduGuide notebook facilitates students in taking notes about what they have learned in their Guided Discussions.

If students have already completed the activity, they can then go back in their Core Learning Path, using the Path Journal feature, and add to what they have already done. If students have not yet done the activity, they will get a chance to review it with others first, take notes, and then refer to them when they do encounter the activity on their own individualized online exploration.

Share & Discuss

The Guided Discussion outline with key terminology and concepts offers Team Coaches direction to easily lead students in offline discussions about Core Learning Skills.

Team Coaches can create sample student accounts as an additional support. With the aid of the online activity on a projector, students can participate in the discussion by typing in the answers into the class account online. This encourages student engagement and

promotes the concepts and values of EduGuide as a part of a positive classroom culture and climate.

Mentoring Support

Paired with completion of the Coaches' Core Learning Path, Team Coaches are better prepared for providing online mentoring support to students since they are familiar with the questions and have participated in discussions with students.

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Module 1:
Growing Stronger As You Help Others Grow

Your Path to Growth

Understand perseverance and how to build grit. Investigate how Core Learning Skills, like grit, make us stronger, ready for challenges, and growth.

Vocabulary from Activity in Core Learning Path

- Social & Emotional Learning
- “Non-Cognitive” or “Soft” Skills
- Science of Character
- Mindfulness
- Reflection & Retrospection
- Grit:
 - Long-Term Goal
 - Short-Term Goal
- Goal Steps
- Challenge
- Obstacle
- Failure
- Success
- Types of Motivation:
 - Intrinsic Motivation
 - Extrinsic Motivation

EduGuide Introduction

Hi. Thanks for joining us. EduGuide is a nonprofit movement of people helping others to reach their full potential. You’ve been invited here because leaders from your group want to invest in your success, so that you can also make a difference in the lives of people around you.

This path is your personal space where you can share whatever you want. Nobody else can see your comments except leaders from your group who will follow your growth as coaches, responding occasionally to what you write as we explore strategies that research shows help people reach their growth goals faster.

Student Quotes

“I got better grades and made lots of new friends after I started using EduGuide.” – Mia

“I didn’t really expect to learn anything through [EduGuide], but I actually have learned a lot of things with it. Like how I can improve my studying, and what I can learn from my mistakes.” – Ethan

“EduGuide helped me become a better person with my studies and what I am gonna do later. I have grown with everything and am more prepared for the rest of the years.” – Carter

This path is your personal space where you can share whatever you want. Nobody else can see your comments except leaders from your group who will follow your growth as coaches, responding occasionally to what you write as we explore strategies that research shows help people reach their growth goals faster.

Let's get started by helping your coaches get to know you better.

1. Introduction: In what ways would you like to grow?

- **Example Coaching Prompt:** How would growing in these areas help you in the future?
 - Getting better grades
 - Managing stress and worrying less
 - Learning things faster and easier
 - Preparing for a career
 - Dealing with difficult people
 - Pursuing personal goals
 - Living healthier
 - Being a stronger leader
 - Building better relationships
 - Writing better and easier
 - Making a difference in people's lives around me
 - Other:

2. Introduction: Learning to grow in any area of your life can help you grow in others. But more specifically, in the next month, how would you most like to grow?

- **Example Coaching Prompt:** What is the first step you could take to making this a priority for growth in the next month?

Student Quote

"How EduGuide helped is that I have helped others become better. The way I have grown is that I had to get out of my comfort zone to meet my best friend." -- Tomas

3. Introduction: How would growing in that way make your life better?

Be as specific as you can.

- **Example Coaching Prompt:** How would it make the lives of others around you better?

Student Quote

"I think that I am really growing as a better person through EduGuide. I have learned so much and really look at the bigger picture in life. I have learned that it's okay to fail because in the end it will always turn to success with hard work." -- Amanda

- 4. Introduction:** What do you see as the biggest personal obstacle holding you back from this growth right now? (Maybe something internal like an emotion or a habit.)
- **Example Coaching Prompt:** Describe ways this obstacle impacts other choices you are making?

Student Quote

"EduGuide taught me self motivation to the point where I'm able to push myself to do better in all school subjects." -- Dani

- 5. Introduction:** How might you be able to get around that obstacle? (For instance, *"if (obstacle) happens, I'll do (this)."*)
- **Example Coaching Prompt:** Share some other ways to try getting around this obstacle.

Student Quote

"I've grown because I try to find the positivity in everything now. When bad things happen, EduGuide has helped me focus instead of stressing out." -- Malia

By the way, what we just did here together is called "implementation intentions:" choosing how you'll respond to an obstacle before you face it. Not many people use this strategy, but research by Dr. Gabriele Oettingen and others shows that people who do so are much more likely to succeed since they are better prepared for setbacks. We'll talk more about that later.

You can choose what you want to share on EduGuide.

- 6. Introduction:** Is there anything else you would like your coaches to know about you or that you would like to learn from them?
- **Example Coaching Prompt:** What are the best ways for Coaches to support your personal learning and growth goals?

Links to Films

Finding Success through Failure: <http://www.eduguide.org/video/view/6>

EduGuide Now let's check out this video from the 1992 Olympics about sprinting champion Derek Redmond.

Heather Dorniden's Inspiring 600 Meter Race: When you fall flat on your face, what do you do?: <https://www.eduguide.org/video/view/8>

At the 2008 Big 10 Indoor Track Championships in the 600-meter run, Heather Dorniden from Minnesota falls and gets up for the comeback, winning the race. This video pairs well with the opening activity. Both are moving and motivating.

Share together as a class or in personal messages of encouragement and support.

Review Online Activity Steps

Have students share the advice they gave Quinn with the group. Have the students look at the similarities & differences between what they shared. Give students time to reflect on the advice they gave themselves. Encourage them to add another piece advice they would give to themselves right now. How could this advice help you? Students can draft a letter and get a chance to review it again at the end of the school year to see what has changed.

EduGuide: Activity Questions in Core Learning Path

- What do you admire about Derek Redmond in this video?
- Thinking about your own life, how would you like to be more like Derek?
- How would you like to be more like Derek's father?
- So, let's get started mentoring, by giving Quinn a little advice. Think about it this way, if you could pass a note to a younger you, what would you say?
- **Challenge:** As you run into new challenges this week, think about what Derek Redmond would do if he were in your shoes. – Find out **what students did**.
- **Feedback:** Hi, we're always seeking to improve, just like you. So, as a new member, we would like to get your advice: What would make using EduGuide better?

Questions for Further Discussion

1. Ask the students to summarize the video
2. What do they remember most about the video?
3. Create a list of character traits – ask students to pick out what traits he showed & explain why they think this by showing evidence through the video.

4. Have students share words they would use to describe Derek to someone else.
Provide a brief list of adjectives students could use.
5. Write out a list of different people students could go to for support in a difficult time.
Create a list of the different people students would like to support.
6. Ask students to describe the traits & skills supportive people have.
7. Invite students to share what they think their own personal path to greatness will look like. Have them describe at least 3 specific steps they will have to take to get there.

Your Mind is Like a Muscle

Learn how the brain needs exercise, just like any other muscle. Grow powerful neural connections.

Ask students to describe what this activity was about this week. Why is it important to know more information about why the ‘mind is like a muscle’?

Vocabulary from Activity in Core Learning Path

- Success vs. Failure
- Advice & Mentoring
- Building a Core Learning Community
- Mind
- Muscle

Link to Film: “How We Learn: Synapses & Neural Pathways”

<http://www.eduguide.org/video/view/4>

Review Online Activity Steps

By now, you’ve learned a couple things about EduGuide:

- EduGuide is your personal space to reflect on how to grow stronger.
- Other students can’t see your comments.
- It’s not a totally private space. Your EduGuide coaches may jump in to discuss your activities with you. Team Coaches will be reading and responding to your comments.
- Each week you will be notified when you return to their personal path of activities if a Team Coach has responded to a comment. The first screen gives you the opportunity to respond and continue the online conversation with those who are supporting you in achieving their goals. If there is a question, answer it, and then ask a question back. This will continue the conversation will help you go deeper in your reflection while improving your writing.
- Use the Path Journal tool in your Path Menu to return to your previous comments after a few weeks or months to review writing, thoughts shared and lessons learned throughout the year as you learn more about the content to continue building a tool box of skills necessary for college, career and life.
- Continue learning how to mentor others in the Core Learning Skills. These skills empower people to overcome obstacles and achieve their goals.
- A good place to begin is by understanding how our brains work.
- Researchers have discovered that your mind is like a muscle: the more you exercise it, the stronger it grows.

- We make lots of mistakes when we first learn something new. Making mistakes is a part of how we learn.
- Often learning something new looks beyond our reach. Our first attempts are the hardest. We make mistakes. But the more we work at it, the stronger we build the neural pathway in our brain, and the easier it gets.
- The way to tell your muscles to grow is to give them exercises that push them beyond the limit of what's easy to do now. Stretch your brain with new challenges, you tell your brain to start making new connections so it can handle more next time.
- Want your mind to learn new things faster? Then welcome new challenges, just as you would in a video game, just as you would in a workout to build your muscles.
Challenge Choice: You pick. **Easy:** This week, look for ways that you can exercise your mind. OR **Hard:** Identify one small new step you'll take today to exercise your body or mind and post it here.
- **Feedback:** How was this activity helpful to you?

EduGuide: Activity Questions in Core Learning Path

- Think about the last few years of your own life. What are a few things that you weren't very good at to start, but got better at with practice?
- In the video, what are 3 or more ways that learning something new is like building a path across a canyon? (You can re-watch the video to find them.)
- What's another metaphor you could make for learning? (For example, learning is like riding a bike, it's scary at first, and you're going to fall a lot, but if you keep practicing, eventually it's easy, and it gives you freedom to go more places faster.) What else is learning like?
- Now let's practice mentoring. Remember Quinn. Quinn is a bit younger than you and hasn't heard about how the brain forms neural connections. Using what you learned from the video, what would you say to help Quinn understand what to do when struggling to learn something new?
- **Challenge:** Want your mind to learn new things faster? Then welcome new challenges, just as you would in a video game, just as you would in a workout to build your muscles.
- **Challenge Choice:** You pick. **Easy:** This week, look for ways that you can exercise your mind. OR **Hard:** Identify one small new step you'll take today to exercise your body or mind and post it here.
- **Feedback:** How was this activity helpful to you?

Questions for Further Discussion

1. What is the goal of your *Core Learning Path* on EduGuide?
2. Why will Team Coaches be responding to your personal comments?
3. How will you be notified when a Team Coach responds to a comment you've made in your *Core Learning Path*? What are some ways you can continue the conversation with your Team Coaches as they respond to your work?
4. Can other students read what you are sharing on EduGuide? Why is it valuable to have a personal space where no other students can read what you write?
5. How would you describe the way our brains work?
6. Make a list of some of the ways students exercise their minds.

Your EduGuides

Reflect on who has been an inspiration for you in your life and find ways in which you can support the success of others.

Vocabulary from Activity in Core Learning Path

- EduGuides
- Advice & Mentoring
- Mirror-Neuron Networks
- Brain Activity
- Reflection
- Role Model

Review Online Activity Steps

- EduGuide is a private space.
- Team Coaches work with you as you reflect on how you want to grow to accomplish your goals.
- EduGuide is also a person?
- The founder of EduGuide named the organization in honor of the many people who helped him find his way: people who mentored him, inspired him, and brought out his best. That's what an EduGuide is.
- When people take time to reflect on the EduGuides who've helped them, they feel good and are transported to that moment they are remembering. Researchers have found that these feelings are grounded in real changes. Just by thinking about what people have done for us, our bodies actually change to what is called the "renewal mode," a state that reduces stress, re-energizes us and promotes growth. And it does something else too: it changes us.
- Recalling EduGuides makes us feel better. It also activates our "Mirror Neuron Networks." These networks in our brains are what enable us to imitate the behavior of others. If we think about the people who inspire us, our brains actually start reshaping to become more like those people.
- Take time to think about the EduGuides in your life, and you'll find you become more like them. Just as others affect us, we affect others.

EduGuide: Activity Questions in Core Learning Path

- In what ways was EduGuide's founder helped by his counselor, Mrs. Troy?
- Think for a moment about your own life. Who has encouraged, inspired or mentored you? Who has brought out your best? Who has helped you become who you are? Who has been your EduGuide? Take some time to look back through your whole life

to find these people. Write about 3 or more who, in big ways or small, have helped you find your way. For each person, write 3 things: Their name. One specific moment you remember, when they did or said something that helped you. What you learned from that.

- Example: My mom. Took me with her to visit the elderly. I learned to care for others and to talk to people I didn't know. It forced me to leave my comfort zone; I can still see their smiles and hers.
- Pause and take a breath. Try to identify each of the feelings that came to you as you remembered these moments when people helped you. Close your eyes to help you focus. How would you describe those feelings?
- Psychologist Dr. Richard Boyatzis asked business leaders to provide detailed descriptions of specific moments when someone else had brought out their best, kind of like what you just did. Weeks later, the researchers met with the leaders again and connected them to brain imaging scanners. Then they read back to the leaders what they had said about the people who influenced them.
- What guesses do you have about the changes in the leaders' brain activity, when they heard what they had said before?
- You can see the Mirror Neuron Network in action with this baby monkey imitating the man's facial expression.



- But what researchers saw for the first time with the group of business leaders was how just recalling the actions of people who inspire them could still reshape their brains, in some cases even decades after the event.
- Knowing that, who else would you like to become more like by reflecting on how they've touched your life?
- You have an impact on others around you too. Whose list of EduGuides would you like to be on? Who would you like to inspire?
- What could you do to be more of an EduGuide in their life?

- **Challenge:** Reach out to encourage that person this week.
- **Feedback:** how helpful was this activity for you compared to others: more helpful, the same or less? Why?

Questions for Further Discussion

1. Have you had a chance to share your gratitude with your EduGuide?
2. How can you use this research help you work toward your goals?
3. Why do you think your EduGuide is important in your life?
4. How does it make you feel to realize you are an EduGuide for someone else in your life?
5. What are your strengths as an EduGuide?
6. How do you think you could become a stronger EduGuide?

Module 2: Choosing Your Mindset

Fixed vs. Growth Mindset

Identify two different kinds of mindsets and ways we can work to change our perspectives for the better.

Researchers have discovered that your mind is like a muscle: the more you exercise it, the stronger it grows.

How does the mind being a muscle connect to a fixed or a growth mindset?

Vocabulary from Activity in Core Learning Path

- Beliefs
- Attitude
- Mindset
- Proactive
- Obstacles & Challenges
- Role Model

Link to Film: “Nike Commercial: What's Your Motivation”

<http://www.eduguide.org/video/view/5>

Review Online Activity Steps

- As we discussed earlier, researchers have shown that your mind is like a muscle. The more you exercise it, the stronger it grows.
- The way you exercise your mind matters as much as how often you exercise it.
- A key factor shaping how you see your world is through your mindset:

$$\begin{array}{r}
 \text{Attitude} \\
 + \\
 \text{Beliefs} \\
 \hline
 \text{Mindset}
 \end{array}$$

- Our mindset changes based on what happens to us. When we have a bad day, it affects our mindset: the world looks gloomier and we react.
- Be proactive. Choose to change your mindset and over time gain greater control over it.
- Video of basketball player overcoming obstacles.
- Researcher Dr. Carol Dwek from Stanford has discovered ways define different approaches to life.
- There is a “growth” mindset, that learns faster and more freely.
- People with a growth mindset understand that their intelligence and skills grow with exercise over time, so they’re not afraid to try new things. Mistakes are just part of the process. People with a growth mindset know that you can’t get stronger by lifting

feathers; you get stronger by pushing yourself to your limit. They know that if something is easy for you, you're not learning much. To grow your mind, you need to find things that are challenging and then keep working at them to build new neural connections in your brain.

- People with a “fixed” mindset, they believe they are stuck with a set amount of talent. With this “stuck” mindset, they think they can't grow to meet new challenges. They think that if they make mistakes or have to work hard at something, it means they must be dumb or weak. You can often tell the fixed mindset because it speaks from fear and is focused on looking smart.

EduGuide: Activity Questions in Core Learning Path

- What are 3 signs that he has developed a mindset that he can grow his ability no matter what? (You can re-watch the video to find them.)
- In your own words, what would you say to help your friends understand the difference between being stuck with a fixed mindset and having a growth mindset?
- In your own words, what else do you think the fixed mindset voice might say to get Quinn to avoid the challenge?
- In your own words, what else do you think the growth mindset could say to encourage Quinn to try?
- How about you: when do you hear the fixed mindset in your head?
- When do you hear the growth mindset in your head?
- **Challenge:** This week, don't try to change anything. Just see how often you can find yourself or others using a fixed or a growth mindset.
- **Feedback:** How helpful was this activity to you? Why?

Questions for Further Discussion

1. What do you think the growth mindset was saying as he did his exercises?
2. What do you think his fixed mindset was saying as he did the exercises?
3. Does the athlete in the video have a fixed or a growth mindset? Why?
4. Are there other athletes you admire who do the same?
5. What is something you are working on like the athlete in this video? Think of something that you put hours of time and dedication into for success. What are some things you tell yourself to keep going when it gets difficult?
6. How would you help others to see the differences between these 2 types of mindsets when experiencing a challenge?
7. How can you use the growth mindset to silence the fixed mindset voice?

8. Since learning about the fixed vs. growth mindset, are you able to hear the fixed mindset when it pops up from time to time? Are you able to recognize when you are living with a growth mindset that looks for challenges? Give some examples from the past few weeks.

Your Core Purpose

Explore personal motivations, how they drive accomplishments forward, and lead to taking the precise actions. This activity spoke about reflecting on the world and thinking about the kind of person you want to be in it.

Vocabulary from Activity in Core Learning Path

- Core Purpose
- Values
- Fulfillment

Review Online Activity Steps

Ask students to share what changes they would like to see in the world & why.

Have students create a list of ways individuals can work together in groups to make these kinds of changes.

- As a group list some of the ways you find the world to be unjust.
- What would you like to see changed in your lifetime?
- What are some ways people could help make this change?
- How can focusing on a being a bigger goal help you get through something that is difficult or challenging to get through right now

EduGuide: Activity Questions in Core Learning Path

- The world is sometimes unjust. How could it be better? Many students say they would like to see less violence, pollution or poverty. How about you? How would you like the world to be a better place?
- First, how will learning in school help you become the person you want to be? We're not asking about things like fame and fortune, even though those can be important too. But rather, how what you learn helps you to become someone who has a positive impact on the people around you or the world in general?
- Let's dig a little deeper. Picture what specific differences you could make for yourself and others by fulfilling your core purpose?
- Finally, take a minute to imagine fulfilling your purpose: how would that make you feel?
- If you were mentoring Quinn, whom you can picture as a younger version of yourself, what would you say about your purpose in life and what it means to you?
- **Challenge:** Look for ways that you can live out your purpose this week.
- **Feedback:** How helpful was this activity for you? Why?

Questions for Further Discussion

1. What kinds of decisions were made for you when you were younger?
2. As you've gotten older, what are some of the decisions that you now have to make on your own?
3. As you grow older, you have to make more and more of your own decisions. How do you feel sometimes when you have to make your own decisions? Do you ever go to anyone for help or advice? Who?
4. What do you want to get out of school? How can an education help you get to where you want to go in life?
5. What helps you get through bad days, difficult assignments, and loads of homework?
6. Why is important to keep all of those tasks and responsibilities in perspective but still take them seriously?
7. How can knowing our core purpose propel us forward in accomplishing our goals?

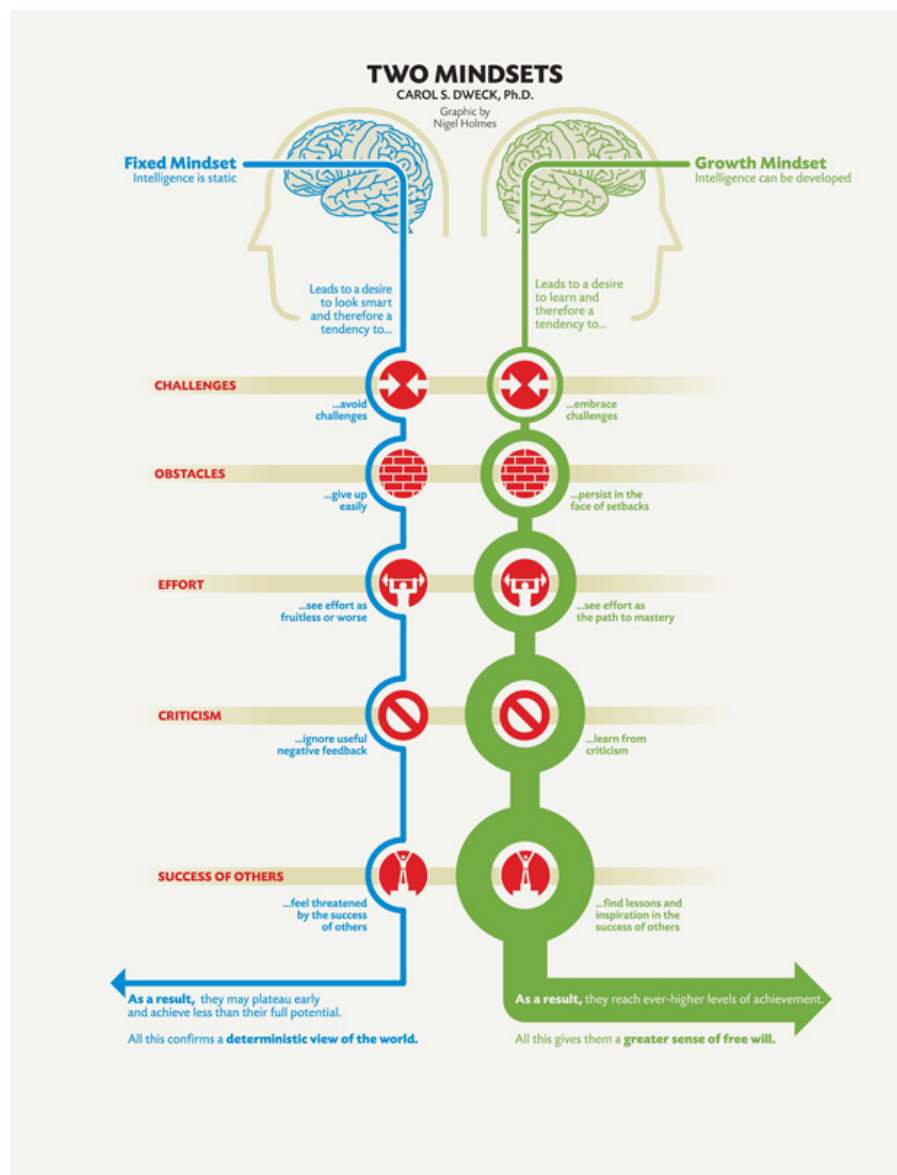
Talking Back to the Fixed Mindset

Find out ways to cultivate a growth mindset, how to change perspective, and begin to plan your personal path towards realizing your goals.

Vocabulary from Activity in Core Learning Path

- Mindset
- Growth Mindset
- Fixed Mindset
- Self-Talk Strategy

Image: “Fixed vs. Growth Mindset”



Link to Video: “Neuroplasticity”

<http://www.eduguide.org/video/view/7>

- What are some of the differences between a fixed vs. growth mindset? (Use a t-chart graphic organizer may be useful here to complete)

Review Online Activity Steps

- We’ve already talked about the difference between having a fixed, or stuck, mindset (afraid of challenges) and a growth mindset (embracing challenges).
- Let’s look more closely at how that works.
- Falling into a fixed mindset can happen to anyone.
- People telling us we’re dumb or even that we’re smart can trigger a fixed mindset.
- People report that when people told them they were smart at something, they got stuck in a fixed mindset and became afraid of trying new things that might make them look dumb.
- But the good news is that scientists have found we can actually rewire our brains to change the way we think. It’s called neuroplasticity, and it means that the neural wiring in our brains is moldable, kind of like bendy plastic tubes: so you can change how they connect.
- To change a fixed mindset there are 2 simple steps to rewire your brain:
 - Hear the fixed mindset
 - Talk back to it
- It takes practice to get good at these 2 steps because we become used to seeing the world through the lens of our mindsets.
- With practice, we can come to recognize the fixed mindset as the voice of fear. We can choose to reply to it with the truth that we grow by facing challenges not avoiding them.
- The fixed mindset voice is so powerful it can keep people from hearing constructive criticism to help them avoid future mistakes.
- When Dr. Carol Dweck studied the brain activity of people with a fixed mindset, she found that they only paid attention to feedback about things they did right and ignored information about things they did wrong. In other words, they missed most of the advice that could actually help them improve.
- As playwright George Bernard Shaw said, “Success does not consist in not making mistakes, but in not making the same one twice.”

EduGuide: Activity Questions in Core Learning Path

- Hearing a fixed mindset voice in your head happens to everyone in some part of their life. The important thing is recognizing when it's happening. What have you noticed so far about what the fixed mindset voice says to get you to avoid challenges?
- Let's practice mentoring Quinn about neuroplasticity. What could you share from the video about how to rewire your brain? (Re-watch it if you like.)
- When Quinn's teacher points out a mistake on a math problem, the fixed mindset voice in Quinn's head says, "It's not my fault; that teacher just doesn't like me." What other excuses might Quinn hear the fixed mindset voice say to keep from admitting mistakes?
- But Quinn's growth mindset craves constructive criticism. A growth mindset wants to know what it did wrong so that it can figure out what to do differently next time. It replies to the teacher's remarks with, "That's interesting, I wonder how I could do this better." What else could Quinn's growth mindset say to encourage valuing feedback from others, even if it's about things Quinn did wrong?
- **Challenge:** What's something you could do this week to take a step toward living with a growth mindset?
- **Feedback:** What's one thing that would make using EduGuide better?

Questions for Further Discussion

1. What is a fixed mindset?
2. Give examples of what it looks & sounds like to have a fixed mindset?
3. What is a growth mindset?
4. Give examples of what it looks & sounds like to have a growth mindset?
5. So what's the difference between a "growth" vs. a "fixed" mindset?
6. How can a fixed mindset interfere with growth in our learning?
7. If a teacher points out a mistake what does a student with a fixed mindset do?
8. What does a student with a growth mindset do if a teacher points out a mistake?
9. How can we work on developing a growth mindset for our future learning?
10. Sometimes we have a growth mindset in some areas of our life, but in others a fixed mindset.
11. What are some areas of your life where you have more of a growth mindset? Why do you think that is?
12. What are some areas of your life where you have more of a fixed mindset? Why do you think that is?

13. Who are some people in your lives that show a growth mindset?
14. How do those with a growth mindset demonstrate this strength?

Finding your Way around the Change Curve

Identify life transitions that lead to personal growth and change. Be ready to accept, adapt, and advance with each change.

Vocabulary from Activity in Core Learning Path

- Change Curve:
 - Transitions
 - Anticipation
 - Disruption
 - Exploration
 - Acceleration

Review Online Activity Steps

- The Change Curve: First developed by psychiatrist Dr. Elisabeth Kubler-Ross, it's used widely in understanding change for everyone.
- Running around a sharp curve:
 - Your pace gets thrown off
 - You take smaller steps
 - You brace yourself so you don't lose control
 - You have to push yourself for a bit to get back up to speed
- EduGuide Change Curve:
 - Anticipation: As change approaches, excitement, anxiety and uncertainty throw off the normal pace of life
 - Disruption: As the change hits home, it gets harder to stay at the same level of performance
 - Exploration: In the midst of change, people look for ways to get back on track
 - Reacceleration: Persisting through the change, people emerge, often with greater resilience
- In education, the most common Change Curve is for first-year students in high school and college, though it can happen during any transition with new obstacles, even a new class.
 - Many students watch their grades take a dip that looks just like the change curve.
 - Their emotions take a dip too. Feeling like outsiders, they may despair of ever belonging.
 - Ironically, most other students feel the same way, but fear admitting it, which makes them feel even more lonely.
- The biggest factor in coming out of the dip is to simply keep going to reach phase 4. With persistence, students resurface from the change stronger than before.

- There are ways to smooth your path through the Change Curve and use it to propel you to higher levels. The secret lies in the way champions have learned to turn even their failures into opportunities.

EduGuide: Activity Questions in Core Learning Path

- Explain the 4 phases of the EduGuide Change Curve to Quinn who started at a new school this year.
- Give Quinn an example from your own life, describing the phases of change you experienced. (For example: 1. Anticipation: I was anxious about trying out for the play. 2. Disruption: at first I couldn't remember my lines and I had a hard time keeping up with my school work....) What's a change you've gone through?
- In giving advice to younger students, seniors often report that first-year struggles that seemed dire in the moment proved themselves to be the stepping stones to who they've become. What advice would you give younger students?
- What advice could you give Quinn who feels like an outsider and failure at a new school?
- Think of a recent change, maybe one that has thrown off your performance. What Change Curve phases have you gone through and where are you now?
- **Feedback:** How did this activity help you?
- **Challenge:** This week, try to identify the phases of change people around you are going through.

Questions for Further Discussion

1. So, related to the first question asked in the activity, what happens when we change?
2. How can changes or transitions help us grow?
3. How can changes or transitions make us feel weaker?
4. Sometimes with some time and distance we are better able to identify times that we were experiencing major transitions in our life. Make a list of some of these times. How did you react to some of these changes? Would your reaction be different now? If so, how would you react now during these transitions? Why would your reaction change or stay the same?
5. Make a list of some future transitions or changes you are going to experience?
6. What are some ways we can prepare for changes to come?

Module 3:
Helping Others Find Their Way

Effective Encouragement

Explore how the right kinds of encouragement create a supportive environment to keep trying.

Vocabulary from Activity in Core Learning Path

- Effective Encouragement:
 - Effective
 - Encouragement
 - Praise
 - Talent
 - Skill
 - Hard Work
 - Effort

Review Online Activity Steps

- Encouragement can backfire if it's not done the right way. Simply telling someone "you're smart" may make them feel good for the moment but can actually hurt their future performance.
- That's because it prompts them to worry later about taking on new challenges.
- In one such study, retold in the book *Mindset*, psychologist Carol Dweck's research team gave students 10 questions from an IQ test.
- They split the students into two equal groups. Students in group A were praised for their ability: "Wow, good score, you must *be smart* at this."
- But students in group B were praised for their effort: "Wow, good score, you must *have worked hard* at this." That was the only difference between the two groups.
- Next, they gave the students a choice: they could choose some hard problems they would learn from, or they could choose some easy problems they would surely do well at.
- The group A students, praised for ability, gave up as the questions got harder. Asked about their experience, they said that this wasn't fun anymore.
- But the group B students, praised for effort, worked harder and longer. Dr. Dweck observed, "The effort kids simply thought difficulty meant 'Apply more effort.'" They didn't see it as a failure and they didn't think it reflected on their intellect....many of them said that the hard problems were the most fun."
- These results show how much positive impact our words can have on people.
- **Feedback:** How was this activity helpful to you? Why?
- **Challenge:** This week, don't try to change anything. Just try to notice how you and the people around you encourage each other.

EduGuide: Activity Questions in Core Learning Path

- What if you had the superpower of encouragement? What if the things you said actually made it more likely that people would achieve their goals? What if you could help your friends, family and any team you're on be happier and more successful? How would you use that superpower?
- Next, they gave the students a choice: they could choose some hard problems they would learn from, or they could choose some easy problems they would surely do well at. Before we tell you the rest of the experiment, let's try predicting the outcome.
- What's your hypothesis about what happened when the students were given a choice of whether to do hard or easy problems next? What do you think group A, praised for their ability, chose? And what's your prediction for group B, the students who were praised for their effort?
- Next, they gave all students some much harder problems. What do you think happened?
- If someone says, "You're smart," what if you just asked them what you "did smart?" That refocuses the conversation off of you and back on what you can learn from what you did. Or perhaps you could just ask yourself this question to refocus your own attention. So what do you think? If someone told you that you were really good at something, what might you say to yourself or others to refocus attention on what you did?
- How do you think you could use this research to provide more powerful encouragement to the people around you?
- **Challenge:** This week, don't try to change anything. Just try to notice how you and the people around you encourage each other.
- **Feedback:** Feedback: How was this activity helpful to you? Why?

Questions for Further Discussion

1. What kind of the encouragement do teachers or other adults in your lives give you typically?
2. Have you ever been praised for your talents or natural skills rather than hard work? How did it make you feel?
3. Describe a time when you were praised for your hard work.
4. Why do you think it is important to effectively encourage students?
5. How can effective encouragement encourage leadership?

Encouragement Mentoring

Practice effective mentoring to inspire others around you to reach their maximum potential.

“Nine-tenths of education is encouragement.”

Anatole France (1844-1924) French poet, journalist and novelist

Vocabulary from Activity in Core Learning Path

- Encouragement Mentoring:
 - Encouragement
 - Mentoring
 - Perseverance
- Overwhelmed
- Effort vs. Ability
- Leadership Skills

Review Online Activity Steps

- Encouragement gives us perspective to see things that are hard to see for ourselves. It enables us to tap energy we didn’t know we had to achieve things we didn’t know we could.
- That’s why effective encouragement is a critical mentoring skill to help the people you care about.
- Instead of judging people for who they “are,” effective encouragement focuses on what they “did:” their effort, their perseverance or the strategies they used.
- Effective encouragement is also as specific as possible. That’s because when we succeed at something, we’re often not really sure why. Effective encouragement points out exactly what worked well, so that it’s easier to do it again.
- To really focus people on what they did right, often the most effective encouragement is the gift of a question that provides time to pause and reflect.
- Of course, we also need encouragement when we feel overwhelmed. Effective encouragement helps us to focus on a way forward.
- Effective encouragement takes practice. But if you simply help people focus on what they’re doing well, then your encouragement will become more and more powerful.

EduGuide: Activity Questions in Core Learning Path

- How do you think encouragement effects learning?
- Effective encouragement sounds like: “good job” “way to give your all” or “nice pass; you guys are really working as a team out there.” So when Quinn learns a new and difficult song, what encouragement could you say focused on effort instead of ability?

- Effective encouragement sounds like: “Love your design for the poster, each revision you did got better and better. Now the image makes people look twice and the rhyming, short slogan is so memorable; I can tell you put a lot of thought into it.” So when Quinn gets a good grade on an English paper, imagine what encouragement you could give.
- Effective encouragement sounds like: “Nice work on the science test and I’m really proud of the way you kept trying different strategies to learn it. I’m curious, what seemed to work best for you?” So when Quinn apologizes for a mistake and repairs a relationship with a friend after a fight, what encouragement could you give in the form of a question?
- Effective encouragement sounds like: “I know math used to be easy for you, and it isn’t right now, but that also means that you’ll grow more by taking on this challenge. This is your next big step. It might feel a little scary, but I’m excited for what you’ll discover you can learn when you really work your hardest.” So when Quinn is worried about a new teacher who grades harder, what encouragement could you give?
- What would you say to teach Quinn how to use effective encouragement?
- Now that you’ve been given the superpower of effective encouragement, it’s up to you how you use it to reshape the lives of the people around you. How would you like to start using it?
- **Feedback:** We could always learn from a little encouragement too. What do you like about using EduGuide?
- **Challenge:** Start practicing your superpower today. Find someone to encourage.

Questions for Further Discussion

1. Do you encourage others around you? What kind of encouragement do you usually use?
2. Make a list of people you would like to effectively encourage in your life. Practices coming up with ways to effectively encourage them. What are some examples of what you could say?
3. Make a list of ways students can practice effectively encouraging one another. Think of ways to support one another in the classroom and beyond by using the superpower of effective encouragement.
4. Why is effective encouragement such an important skill for leadership?

Neurons that fire together, wire together

Investigate how the brain works. Learn more about how neurons connect to create pathways, so they work better together.

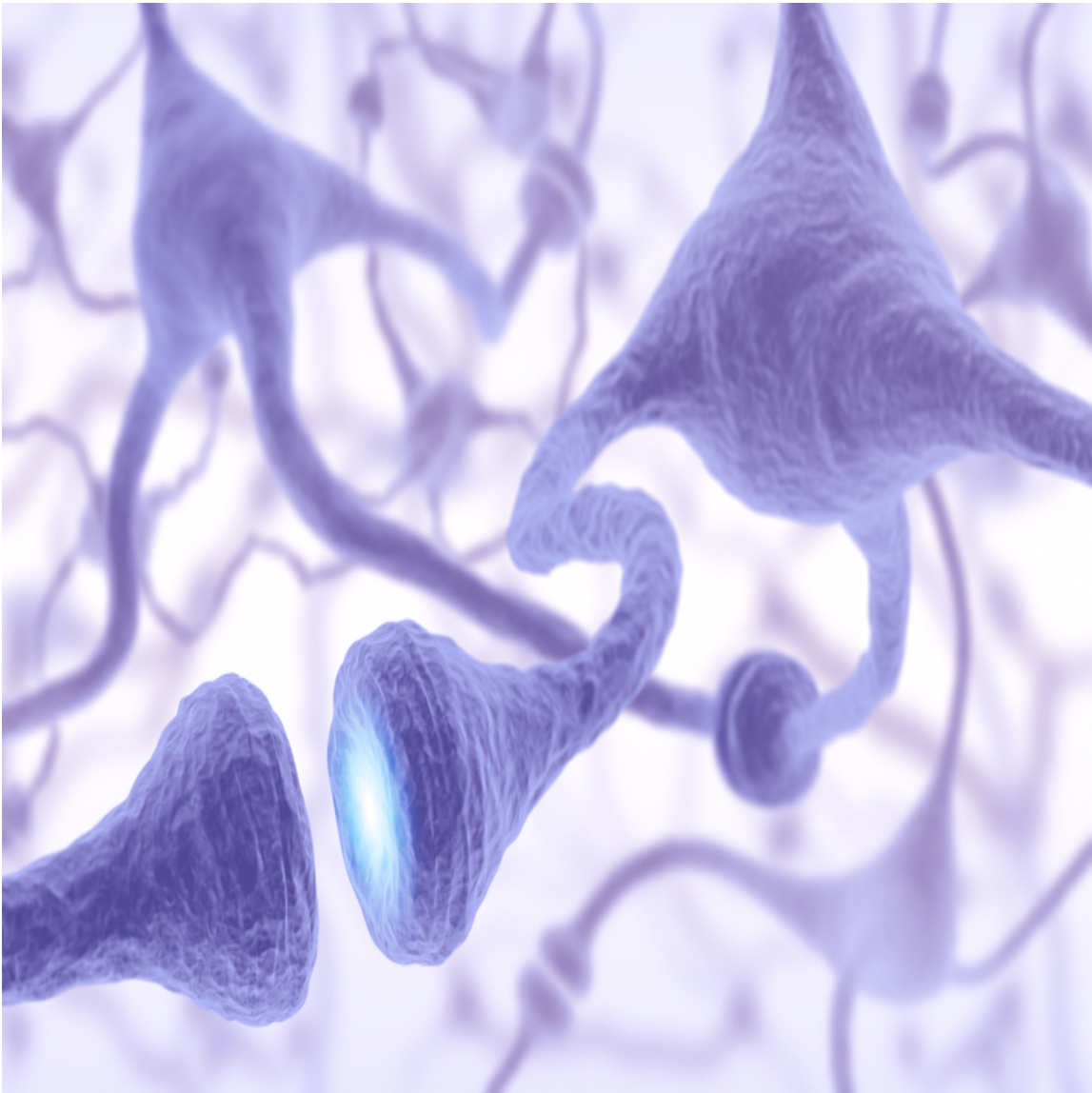


Image: “Neuron”

What do you notice about the image?

Does this image remind you of anything?

Why do you think there are there gaps between the neurons?

What do you already know about the brain and the way neurons work?

Vocabulary from Activity in Core Learning Path

- Brain Science:
 - Neurons
 - Synapses
 - Neural Pathways
- Neural Connections
- Impulses
- Information Recall

Link to Video: “How the Brain Works”

<http://www.eduguide.org/video/view/3>

“The brain is the most fascinating part of the human body. Not much to look at, it resembles a spongy mass of tissue, feels like tofu, and weighs roughly four tubs of butter. Our brain is actually made up of mostly water and about 10% fats. While our brain only makes up only 2% of the entire body’s weight, it uses a massive 20% of the body’s energy. The brain’s basic building blocks are known as neurons. We have around 100 billion of these, each with between 1,000 to 10,000 connections to other neurons, creating neural pathways or roads within the brain. There are literally trillions of neural connections within the brain. Similar to a city’s electrical power grid, information is passed along these roads through a series of chemical messages and electrical impulses. As all of this activity takes place, our brain generates between 10-25 watts - enough to power a light bulb. Over the course of one day your brain generates more electrical impulses from firing neurons than all of the telephones in the world. So really your brain isn’t just a spongy mass of tissue. It’s your most complex organ, a power station that connects your every thought, movement, and feeling. And it’s firing right now.”

Review Online Activity Steps

- Scientists say your mind is like a muscle, because it grows when you exercise it. It’s also true because your brain does a lot of heavy lifting. While it makes up just 2% of your weight, it uses 20% of your energy: more than 10 times your body’s average.
- To make your mind stronger, you have to exercise it. And you exercise it by building new connections to new information and skills.
- Let’s start by making some connections about the brain itself. What do you already know about the brain and how it works?
- By recalling what you already know, you are firing up the neurons in your brain where this knowledge is stored, wiring those connections stronger. The stronger the connections, the easier it becomes to recall the information again in the future.
- The newer the information is to you, the more you need to repeat something it to form those connections. That’s because your brain can only focus on so much new information at a time. But as your neurons fire together and wire together to form

stronger connections, your brain is then able to see things that it didn't before. The picture becomes clearer.

- Your mind is incredibly powerful. Its neural network has more connections than the entire global phone network. And it can grow to do great things when you exercise it.

EduGuide: Activity Questions in Core Learning Path

- Let's start by making some connections about the brain itself. What do you already know about the brain and how it works?
- Watch this short video just once without stopping. Then post whatever facts you can recall about the brain. Number each to see how many you got.
- Now, watch the video again as many times as you'd like and practice recalling more and more information each time. See how many more facts you can recall about the brain and list them here. We found more than 10.
- What would you tell Quinn to explain how neurons fire together to wire together so that you can learn new things, develop a skill or build a habit?
- **Feedback:** How was this activity helpful to you?
- **Challenge:** This week when you learn something new that you want to keep, practice trying to recall it right away to build stronger connections to it.

Questions for Further Discussion

1. In which classes do you study the brain?
2. Do you think it is important to have a strong understanding of the brain and how it works? Why?
3. What are some ways you can remind yourself about neurons, the brain, and learning new information, so you can keep a positive perspective about the difficulty of learning new material for the first time?
4. What is something you are working on to get better at through repetition? What are some ways to keep pushing the limits of your learning each day?

Neurons that Wire Together, Inspire Together

Study ways new neural connections enhance learning. Understanding the power of neuroplasticity links knowledge to enthusiasm.

Vocabulary from Activity in Core Learning Path

- Brain Science:
 - Neurons
 - Synapses
 - Neural Pathways
- Neural Connections
- Impulses
- Information Recall
- Aware/Unaware

Link to Video: “Minute Physics: What Is Dark Matter?”

<http://www.eduguide.org/video/view/53>

Perhaps you’ll discover connections that no one else has seen before. As this video explains, scientists recently discovered that 96% of the universe is made up of dark matter and dark energy that we can’t see, but that we know exists because of its gravitational influence.

Link to Film: “How We Learn: Synapses & Neural Pathways”

<http://www.eduguide.org/video/view/4>

Review Online Activity Steps

- Have you ever noticed how when you relisten to a song, rewatch a movie or reread a book you’ll sometimes discover things you didn’t even know were there the first time? What do you think is going on there? That’s why when we are learning something new, we review it, practice it, and study it over and over again. Because each time our neurons fire together, they wire together stronger connections in our brains that enable us to see and do new things.
- Just like rewatching a movie, sometimes in real life you suddenly see things for the first time that were there all along. That’s because, in a way, we are blind to things that our brain has not yet made connections to. It’s why toddlers walk through life unaware of much of what is going on around them.
- But at some level, we are all toddlers. Imagine how much is going on around us all the time that we aren’t seeing yet. Imagine how much more you’ll see as your neurons fire together to wire new connections.
- Who knows what else is out there in science, art, sports or other fields that you could help the rest of us to see as your neurons fire to wire more and more connections.

Because nobody else has the unique set of neural connections that you're building in your mind.

- As you think about it, you'll perceive that the connections aren't just in our head, they're in our society. We know numbers because a connection to numbers was passed down to us from others who helped us practice them over and over again.
- So we never know how the things we learn from each other in any subject might lead to new discoveries. And that's why the connections that you make are important to the rest of us too, even if we can't always see it at first.
- Which is why on EduGuide we'll also return regularly to build stronger connections with topics we've previously discussed. As time goes on, you'll discover that these connections enable you to see things you didn't before and turn new ideas into skills you've mastered.

EduGuide: Activity Questions in Core Learning Path

- Thinking about your own life, what's something that you've done over and over again in order to wire together stronger connections in your brain?
- Let's try another quick challenge: what do you remember so far from the EduGuide activities you've done?
- How does what the video says about neural pathways and synapses now connect to other things you've learned about how the brain works?
- Finally, what could you say to encourage Quinn to keep practicing and studying things that Quinn hasn't learned yet?
- **Feedback:** What stood out to you in this activity?

Questions for Further Discussion

1. What are some ways you could use repetition to overcome some obstacles standing in your way right now?
2. Why is it important to keep the importance of repetition in perspective as we go out trying new challenges?
3. How is failure connected to repetition?
4. How is success connected to repetition?
5. Can you think of ways that some of your role models probably use repetition to accomplish their own personal goals? Make a list of repetitive things they probably do in order to achieve their goals.

Module 4: Failures Many Uses

Never Give Up

Return to the past to reflect on why we may have given up. The past reveals information about our core purpose, how we react to challenges, and ways to continue moving forward through difficulties.

Vocabulary from Activity in Core Learning Path

- Overcome failure
- Tenacity
- Famous Failures:
 - Michael Jordan
 - Albert Einstein
 - Oprah Winfrey
 - Walt Disney
- Lionel Messi
- Steve Jobs
- Eminem
- Thomas Edison
- The Beatles
- Dr. Seuss
- Abraham Lincoln

Link to Video: “Famous Failures”

<http://www.eduguide.org/video/view/52>

Review Online Activity Steps

- Think for a moment about how many successes in life, also are the story of how people overcame failure. That describes a lot of history.
- What can appear to be a weakness is often a hidden strength. While nobody wants to experience failure or disadvantages, these setbacks can sometimes actually help us. When we use them to develop the skills to overcome challenges, we can build an unstoppable tenacity. It’s the underdog advantage that explains why history is filled with surprising upsets.
- Learning to never give up. It’s what all of these stories have in common.
- Of course, never giving up doesn’t mean always doing the same thing over and over again no matter what. Yes, sometimes it’s simply trying more times, recognizing that we improve with practice. But often success lies in keeping your eyes open for a better strategy to meet your goals.
- You can always rewrite the story of your future. The next time you face a failure, think about how you want the story to end. And never give up.

EduGuide: Activity Questions in Core Learning Path

- What if the secret to success is failure? Or more precisely, how we face failure? How might that change the way people look at the world?
- What stories of failure from the video stand out to you most? Write down what you remember about them.
- What if you could use each of your setbacks to practice this habit? What if you did it so much that “never give up” became your default habit? Imagine how far you could go with just this one skill. How do you think it could help you? What do you think might be different in your life?
- We’ve all failed at many things. Write a short history of one of your failures. What’s something that was important to you that you failed at and gave up on? Describe what happened and how it felt.
- Imagine a happier ending to your story. Imagine that instead of giving up, you dug deeper and found a different way to succeed. Rewrite a new ending to what happened after your failure. What did you do differently? What happened then? How did it make you feel in the end?
- What are some challenges in your life right now that you could practice never giving up on?
- **Feedback:** How did this activity help you?
- **Challenge:** What’s something you could do this week, like writing a note to yourself, as a reminder to never give up?

Questions for Further Discussion

1. Do you know of any other famous people you know of that did not succeed the first time they tried?
2. Why is it important to realize that success takes many trials and errors?
3. What are some ways to support others as they work through difficulties?
4. What are some support mechanisms you can use when you want to give up in the future? Think of different people, places, activities, or things you could do to overcome the problem.
5. Is there anything you want to give up on right now? What are some ways to work through the obstacle?

The Road to Success Passes Through Failure

Learn what distinguishes a champion and find out how to nurture your inner winner.

Vocabulary from Activity in Core Learning Path

- Accept failure
- Study Failure
- Learn from Failure
- Courage
- Failure as an opportunity

Review Online Activity Steps

- If champions let the fear of failure hold them back, they would never succeed at anything. But that’s easier said than done. When the pressure is on to beat a tough opponent, you need to take never-giving-up to a whole new level.
- What distinguishes champions is that they’ve learned to look at failure as an opportunity instead of something to fear. They do that in 3 ways:
 - Champions accept failure as part of the game: to make some shots, they will miss others.
 - Champions study their failures to learn how to improve.
 - Champions come back stronger, using failure to rediscover a core purpose more powerful than their fears.
- As a mentor these are critical skills to learn how to pass on.
- Champions have to build the courage to miss a lot to make it sometimes.

EduGuide: Activity Questions in Core Learning Path

- Champions look at failure as opportunity: Quinn is struggling with a fear of failure in learning a second language, feeling foolish and freezing up when it’s time to speak. In your own words, explain to Quinn the 3 ways that champions look at failure differently. (You can go back to review if it helps.)
- Champions accept failure as a part of the game: To encourage Quinn to practice speaking the new language more, share an example with Quinn from your own life: what’s something you’ve had to be willing to fail at sometimes in order to succeed?
- Champions accept failure as a part of the game: What’s an area of your own life where you could take more shots?
- Champions study their failures: Share an example with Quinn from your own life: what’s something you’ve learned from one of your failures?

- Champions study their failures: What’s an area of your life — school, sports, family, relationships or something else — where you could get more out of your failures by taking time to learn from them?
- Champions know that they can’t afford to let failure slow them down. When we fail at something, we tend to pull back. You can see it in any sport. When a team falls behind early in a game, they sometimes fall into a self-defeating spiral. Why do you think that is?
- Champions step up to challenges instead of stepping back. They use challenges to bring out their best instead of their worst. How do you think they do that?
- **Feedback:** What did you learn from this activity?
- **Challenge:** Everybody wants a comeback, but only some people achieve it. This week try to figure out how people pull it off.

Questions for Further Discussion

1. Who is an example of a “favorite failure” that you can look up to when experiencing difficulties?
2. What are some phrases you can say to yourself when you make a mistake or an error to reframe your perspective of failure?
3. Have you ever found yourself getting caught in a downward spiral when experiencing failure? What are some ways to break free of that downward spiral?
4. How can looking failure differently lead to being less fearful?
5. How can we encourage others in looking for ways to learn from failure or mistakes?

Rediscovering a Core Purpose More Powerful Than Fear

Find new ways to think about mistakes. With the powers of observation and retrospection, the core purpose triumphs.

Vocabulary from Activity in Core Learning Path

- Accept failure
- Study Failure
- Comeback
- Courage
- Failure as an opportunity
- Defeat
- Disappointment
- Mental Game
- Confronting Fear
- Compassionate Coaching

Link to Video: “Friday Night Lights: Speech & Prayer”

<http://www.eduguide.org/video/view/56>

Review Online Activity Steps

- What distinguishes champions is that they’ve learned to look at failure as an opportunity instead of something to fear. They do that in 3 ways:
 - Champions accept failure as part of the game: to make some shots, they will miss others,
 - Champions study their failures to learn how to improve,
 - Champions come back stronger, using failure to rediscover a core purpose more powerful than their fears.
- Comebacks are a critical moment in mentoring when you can change the direction of someone’s life. So, during this activity we’re going to focus on the 3rd step.
- The game is always won in the second half. And the mental game is often just as important as the physical game. It’s what differentiates champions when the pressure is on and they have to overcome a setback.
- Coaches know that players are often defeated by themselves before they are ever defeated by their opponents. People who are afraid to fail don’t give 100% of their effort; as if their mind was saying, “well, if I’m not going to win, I’m not going to try because I don’t want to be disappointed” or “I’d better not take this shot because I might miss and look bad.”
- Coaches turn their teams around by finding a way to confront their fear of failure.

- To stage a comeback, coaches look for a core purpose in their players' lives that will speak louder than their fear of failure.
- Whether or not you're a leader in sports, you can play a crucial role in the lives of the people around you, and in your own, by confronting the fear of failure with compassionate coaching.

EduGuide: Activity Questions in Core Learning Path

- What do you recall about the 3 ways that champions use failure differently?
- Which of the 3 ways would you like to work on getting better at? Why?
- How do we coach Quinn to come back stronger after failing a language test?
- What might the fear of failure be saying to Quinn after failing a language test?
- What might you say to motivate Quinn to overcome the fear of speaking a new language?
- In the movie *Friday Night Lights*, Coach Taylor provides a model during a half-time speech to the Odessa High School football team as they struggle for a comeback in the state championship. In your own words, what does he say that motivates his team to give their all?
- Think about one person you know who is struggling with a setback or fear of failure, what could you say to them?
- What's an area of your life right now where you're not giving 100%, but you want to be?
- Imagine you're coaching yourself; what would you say to motivate you to give your all?
- **Feedback:** How was this activity helpful to you?
- **Challenge:** This week encourage someone in your life who is struggling with a setback.

Questions for Further Discussion

1. What are some of your favorite comeback moments from sports, movies, events, etc....?
2. Have you ever had a comeback moment? Describe it? How did it make you feel? Was there anything you did to specifically to help you achieve that comeback?
3. What failures have you experienced that you could study more in depth. Is there anything you could learn from them to take with you and improve upon?

Slow Down and Enjoy the Journey

You have come a long way so far. Always take time to reflect back on all you’ve learned to progress.

Vocabulary from Activity in Core Learning Path

- Relaxation
- Breath
- Character Strength
- Strategies
- “If-Then” Plan

Link: “Time-Lapse Video – Inversión de Escala”

<http://www.eduguide.org/video/view/61>

Review Online Activity Steps

- Life goes by fast. Sometimes we need to slow down to take it all in or we’ll miss the best parts. Let’s relax. Take 3 long, deep breaths. Feeling more at ease? Take 3 more if you want. Then, move forward.
- Review the time-lapse video by photographer Gustavo Gutiérrez? What caught your attention? What made you smile or think?
- Beauty is all around us. But it takes time to look, to really look, and finally see it. Gustavo Gutiérrez’s camera helps us do that by zooming in close and slowing down time so that we can perceive things to which we were otherwise blind.
- You’ve now completed many activities on EduGuide. That’s an impressive accomplishment. Let’s take some time to slow down and zoom in on how you’re growing your strengths.

EduGuide: Activity Questions in Core Learning Path

- What stood out to you in this time-lapse video by photographer Gustavo Gutiérrez? Watch it again, if you want, and write about whatever caught your attention, made you smile or think.
- First, you’ve covered a lot of ground on EduGuide. Think of all the stories you’ve read, videos you’ve watched, new ideas you’ve learned about and things that you’ve accomplished. So, let’s try a challenge. See how much you can remember of your journey and describe as much as you possibly can here.
- Through EduGuide’s activities, we’ve learned many strategies for helping people build their strengths. Here are some of them. Which are your favorites? Why?

- What are some ways in which EduGuide has helped you to grow? Give specific examples if you can.
- Tell a story about how you've been able to help others using what you've learned on EduGuide. You don't have to give names but include as many details as possible.
- Thinking back on what you've learned with EduGuide, what area would you most like to continue to work on growing as a strength?
- Now, let's try to get as specific as possible. Think about exactly what you would like to work on doing differently. What is one action you can take to start doing this?
- Imagine achieving that step toward your goal. How would that make your life better? How would it make you feel?
- Imagine achieving that step toward your goal. How would that make your life better? How would it make you feel?
- In sports, as in life, every worthy goal has obstacles. What would you say is the biggest obstacle to taking this step toward your growth goal? (Think twice, is that the real obstacle?)

Write out a simple plan, so you're ready to get around your obstacle when it gets in the way of your goal. Use an "if-then" plan. For instance, the if-then plan for someone who wanted to quit smoking might be: "if I crave a cigarette, then I'll chew gum instead."

What's your if-then plan to deal with the obstacle to your growth goal?

- **Feedback:** This was a different kind of activity, so we're curious. How helpful was it for you compared to other activities we've done? In what way?
- **Challenge:** Congratulations, you've now completed quite a few EduGuide activities. You've come a long way. Take a look at your path log and see what stands out to you. Pick one of the activities you liked the most to comment on to help you remember why it is important to you. Add to what you have already written and think about the changes happening in your own personal adventure this year. Enjoy the journey.

Questions for Further Discussion

1. Do you ever take the time to slow down and reflect on what you've learned?
2. Do you ever use breathing to help you slow down or control stress? If so where? If not, where could you start to use this method for "slowing down"?
3. What are some other methods do you use to slow down and reflect?
4. Do you every use "if-then" plans? If so what have you used them for? If not, what could you use them for now?
5. What are some ways EduGuide is impacting how you:

6. Tackle problems?
7. Interact with others?
8. Make choices or actions?
9. Which ideas stand out to you the most?
10. Have you shared anything that you've learned on EduGuide with others?
11. In what ways have you become a better mentor or leader?

You Only Truly Lose if You Don't Learn From Your Loss

Learn how The EduGuide Arrow keeps you focused on your target by using effort, strategies, and support to grow.

Vocabulary from Activity in Core Learning Path

- EduGuide Arrow:
 - Effort
 - Strategies
 - Support
- Effective
- Fear of Failure
- Maturity
- Confidence

Link to Video: “Pat Summitt half-time vs. North Carolina”

<http://www.eduguide.org/video/view/60>

Review Online Activity Steps

- In this activity, we're going to focus on the second way that champions look at failure differently: they learn from it.
- Champions study their failures to learn how to improve.
- Champions know that the strategies that worked for them in one game might not work in the next. What gets high scores on one project may not work with the next.
- It's not enough just to learn good strategies; champions need to learn a way to analyze their own performance to adjust their game plan.
- A simple tool to do that is the **EduGuide Arrow**. It points to the area you need to improve on the 3 factors that shape how fast people can grow to their potential. Champions don't just study their sport, they study themselves:
 - Effort. Are you putting in 100% effort and enough time to make progress?
 - Strategies. Are you using the most effective strategies to grow?
 - Support. Are you making the best use of coaches and other resources?
- **Effort** is like the fuel that fires your engine. If you give up when things get hard, if you're wrestling with a fear of failure, if you're distracted or not putting in enough time, you simply won't have the energy to get where you want to go.
- **Strategies** are like the vehicle you use to reach your goal. If you're using the wrong strategy for the situation, it will take you a lot longer to get there. There are lots of strategies to learn new things, like a language, such as using flash cards, watching

videos in the language or finding someone to talk to. But most people only use a couple strategies they're accustomed to.

- **Support** is like the map and advice that guides you to your destination. Some people are afraid to ask for directions. But champions know that they perform better when they are getting active coaching in their life and that asking for help is a sign of maturity and confidence. So they build a circle of supporters around them and are always looking for the latest advice on how to improve.

EduGuide: Activity Questions in Core Learning Path

- What do you recall about the 3 ways that champions look at failure differently?
- List ways that Coach Summitt helps her whole team work together to learn from their failures during the first half?
- First, describe the 3 factors to Quinn in the **EdGuide Success Arrow**.
- List 2 or more questions you could ask Quinn to think about where to improve on **effort**.
- List 2 or more questions you could ask Quinn to think about where to improve on **strategies** to learn a new language.
- List 2 or more questions you could ask Quinn about where to get more **support** to learn a language.
- What's an area of your life that you would like to work on improving?
- What do you think you need to work on to reach your potential in this area? How?
- **Feedback:** In what ways do you feel like you're growing through EduGuide? (For instance, I used to..., now I....)
- **Challenge:** This week when something doesn't work, ask yourself what would make it better: effort, strategy, or support?

Questions for Further Discussion

1. What does it mean to "study our failures"? Why would we want to study this?
2. Have students had a chance to study their failures in the past?
3. List other valuable skills could be added to the EduGuide Success Arrow.
4. Which of the areas of the EduGuide Arrow are students strongest at using? Which areas do they need to improve?
5. Have students create a list of areas in their life where they could work on making improvements: school, projects, relationships, family, friends, sports, hobbies, etc.... then invite students to share specific examples from these areas, ask them to think about where they can begin to tackle these problems.

6. Is it through giving more effort?
7. How could they give more effort?
8. Do they need to come up with a different strategy?
9. What is that strategy? Outline it.
10. Could they use more support?
11. Where can they go to find more support?
12. Is there someone they could ask for more information?

Module 5:
Smarter Ways to Better Grades

Self-Test is Best

Memorize and practice habits for self-testing to take learning further.

“It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all — in which case, you fail by default.”

J.K. Rowling, in a commencement speech at Harvard.

Vocabulary from Activity in Core Learning Path

- EduGuide Arrow:
 - Effort
 - Strategies
 - Support
- Frustration
- Self-Testing
- Ironically
- Effective
- Neurons
- Proactive
- Confident
- Recalling Information
- 5 Ways to Self-Test:
 - Quiz Yourself
 - Flashcards
 - Raise Hand to Answer & Ask Questions
 - Participate in Class
 - Try New Skills Early
 - Teach Someone Else

Review Online Activity Steps

- The 3 factors in the EduGuide Arrow that shape how fast people can grow to their potential are:
 - **Effort** - Are you putting in 100% effort and enough time to make progress?
 - **Strategies** - Are you using the most effective strategies to grow?
 - **Support** - Are you making the best use of coaches and other resources?
- There are many strategies to save yourself time and frustration in learning new things.
- Scientists have found out the best strategy: self-testing.
- There are lots of ways to do self-testing. The most basic, of course, is quizzing yourself or using flashcards to try to recall information.
- Self-testing has been shown to be far more effective than rereading or highlighting the book or notes, methods that ranked near the bottom of the list.
- People don't use more self-testing because they fear failure and don't want to test themselves until after they're already perfect. Ironically, just rereading the book feels

safer because there's no way to get it wrong, but that very safety is why it's less effective.

- When you proactively use what you know in a self-test, it engages more of your mind, than just passively receiving information. And the risk of getting it wrong lights up your brain like it's under attack.
- All that energy helps your neurons fire together to wire new connections faster. Whereas just rereading the book may simply lull your brain to sleep, mistakenly confident that it knows the information because it's right there in front of it.
- 5 ways to self-test
 - quizzing yourself
 - flashcards
 - answering questions in class
 - trying new skills early to see how much you've learned
 - explaining a new concept to someone else
- By recalling what you learned earlier with a quick self-test, your mind will be more likely to remember it later when you want it. You can give yourself a pop quiz anytime you want to make it easier to remember something.
- If you treat answering questions in class as a self-test, and take your best guess, you'll remember the answer better, even if you guessed wrong — saving you study time later. Don't want to always have your hand up? Try writing down your guess on paper like you're playing a game show to see how many you can get right.
- Self-testing also helps you get really strong at the first rule of champions: accepting that failure is just part of the game: to make some shots you will miss many others. Get in the game and you'll find learning is more fun.

EduGuide: Activity Questions in Core Learning Path

- What do you recall about the 3 keys to improvement in the EduGuide Arrow?
- Let's practice quizzing ourselves: What are 5 ways to self-test?
- What about answering more questions in class? How is that like a self-test and how might it help you learn?
- What would you like to do differently with answering questions in class?
- **Feedback:** How did this activity help you?
- **Challenge:** This week, try to see how many different ways you can practice self-testing.

Questions for Further Discussion

1. How often have students used or are using self-testing habits now?
2. Which of the self-testing habits do students prefer?
3. What is the difference between active learning and passive learning? Which is better to use? Why?
4. How does self-testing help students learn from failure? Why is that important?
5. In what way does self-testing connect to skills we are learning about in the EduGuide Arrow?
6. Create a list of ways in which teachers evaluate, or test their students, on whether or not they have learned the information taught in class. List which types of self-testing work best with which kinds of tests teachers use.

Four Times to Build a Self-Testing Habit

Learn self-testing methods for before, during, and after learning to confirm understanding.

“Testing leads to failure, and failure leads to understanding.”

Burt Rutan, pioneering aerospace engineer and designer of SpaceShipOne, the first private spacecraft to win the X Prize by being able to enter space twice in two weeks.

Vocabulary from Activity in Core Learning Path

- Frustration
- Self-Testing
- Absorb
- Recalling Information
- Personal Habit
- *4 Times Self-Testing:*
 - Before
 - During
 - After
 - Regularly

Image



Review Online Activity Steps

- As you may have noticed, we use self-testing on EduGuide pretty often. That’s because research indicates it’s one of the best strategies to learn new things. So it can save you time and frustration once you start turning it into a habit.

- Even if you couldn't remember all five self-testing strategies, by simply searching your brain to try to bring them back to the surface, you told your mind that this information is important. And that will make it easier to find that information in the future.
- Self-testing is kind of like placing bookmarks in your brain. The more times you test yourself on something, the bigger the bookmark.
- Ever felt confident you really knew something only to discover later that you didn't, like on a final exam. It's the illusion we all get. When we're sitting in class or reading back over the book, the information may seem obvious; it's right there in front of our faces. It's only when we step away from it that we realize what we don't truly know about what we were learning. It hasn't yet created a solid pathway in our brains. That's why self-testing during learning is so important.
- **4 Times Self-Testing** Can Speed Up Learning:
 - **Before.** Before you study something, before you open your book, before you start your class, test yourself. Begin by asking yourself a question such as, "what did we cover last?" It will not only improve your recall, it will wake up your mind to be ready to absorb what comes next.
 - **During.** As you're learning something new, pause regularly to see what you can remember. For instance, at the end of every page or section, briefly quiz yourself. Ask questions such as, "what did that page just explain?" It may seem as though it takes longer, but it will save you time in the long run by helping move the information into your long term memory. So later, you can more easily recall it, like on that final exam.
 - **After.** The third opportunity to do self-testing is at the end of a study session, class or at the end of your day. Take a minute to recall what you learned. Maybe you could even explain what you learned to somebody else, a powerful form of self-testing. Make these actions habits and you'll find you remember more with less effort.
 - **Regularly.** Your brain learns things better if your learning is spaced out over time instead of all crammed in at once. So if it's something you really want to remember, briefly quiz yourself again every day or so and then once a week until it feels like you've built a strong neural pathway that will make it easy to find the information again when you want it. It doesn't have to take a long time. Just a few minutes regularly going back over the information will create a strong path.
- In fact, learning is a lot like a path you make when walking. When you first make a path through a field or snow it may be hard to find again. But the more times you go back over it, the easier it becomes to find your way.

- While it's great when teachers can help you practice this skill, self-testing really turns into a power tool when you develop the habit of doing it yourself. That may explain why they call it self-testing. Make self-testing a personal habit by starting your classes each day with it. Use it as a strategy when reading your textbooks. And end your day with self-testing. You'll find that it gets easier and easier for you to learn new things in school and life.

EduGuide: Activity Questions in Core Learning Path

- So, let's give it a try. See how much you can remember. What are 5 ways to do self-testing?
- What's a subject where you could use "before" self-testing to give yourself a head start on learning?
- Let's practice self-testing during this activity: what are the 4 times to do self-testing and what do you remember about how it can help you?
- Let's practice passing these strategies on to others by mentoring Quinn. Explain how Quinn could use the 4 times to do self-testing — before, during, after and regularly — for a challenging language class.
- Which of the 4 times to do self-testing would you like to make a habit of this week to boost your learning? For what subject would you like to use it?
- **Feedback:** How did this activity help you?
- **Challenge:** This week, start practicing one regular time to build a self-testing habit.

Questions for Further Discussion

1. How does 4 times to self-testing relate to what we've already learned about the brain?
2. Why does EduGuide focus so much on self-testing? Why is it such an important Core Learning Skill?
3. Do you use the 4 times to self-testing already?
4. If you already use the 4 times to self-testing, which classes do you use it the most in now? Why?
5. In what ways is 4 times to self-testing helping you already if you are doing it?
6. If you are not already using 4 times to self-testing already, why aren't you using it?
7. How could it help you in your classes now if you started to use it?

Know Your Values

Identify core values to drive inspiration, courage, and motivation. These personal beliefs make you who you are.

“When your values are clear to you, making decisions becomes easier.”

Roy E. Disney

Vocabulary from Activity in Core Learning Path

- Values
- Meaning
- Sense of who we are

Link to Video: “Know Your Values”

<http://www.eduguide.org/video/view/9>

Link to Image: “Pioneering Backstory”

http://www.eduguide.org/uploads/attachments/pioneering_backstory-90e5f89a85135d22418194ce2d05ce1df7e03b6b.pdf

Review Online Activity Steps

- Values help us remember what’s important in our lives. They bring us meaning, passion and joy.
- They give us a sense of who we are.

EduGuide: Activity Questions in Core Learning Path

- Take a minute to identify one of your most important values. (Values might include creativity, family and friends, independence, political issues, learning, sports, your community or other social group, nature, music, spiritual values, humor or something else.) Values are different for everyone, so focus on what has made you feel most happy and fulfilled in life.
- Why is this value so important to you? Describe how it has shaped your life.
- Now choose another value that’s important to you. (Remember, values might include creativity, family and friends, independence, political issues, learning, sports, your community or other social group, nature, music, spiritual values, humor or something else.) What does your next chosen value mean to you?
- Describe some ways that your second chosen value has been important to you and shaped your life.

- Finally choose a third important value that guides your life and describe what it means for you. (Again, values might include creativity, family and friends, independence, political issues, learning, sports, your community or other social group, nature, music, spiritual values, humor or something else.)
- How has this value shaped who you are?
- **Challenge:** Check out how one student's pioneering values led her to the frontiers of space. And think about how you might live out your own values this week.
- **Feedback:** What was most helpful about this activity for you?

Questions for Further Discussion

1. Have you had a chance to reflect on and write out what you value the most before doing this activity on EduGuide? Do you think it is useful to write out our values? Why or why not?
2. How often do you think about these values in your life? Would you like to stay focused on these values more? Why or why not?
3. In what ways have your values influenced past decisions you've made in your life?
4. In what ways do you think these values will continue to affect the decisions you make in life?
5. Do you think these values have always been the same for you throughout your life?
6. Do you think that these values might change one day? Why or why not?
7. Create a list of values everyone shared. Review which values are the most common for everyone. Why do you think those values are important for everyone?

Use It or Lose It

Build routine habits of self-testing to realize learning goals. With time and repetition, we recognize our potential.

Vocabulary from Activity in Core Learning Path

- Ways to Self-Test:
 - Quiz Yourself
 - Flashcards
 - Raise Hand to Answer & Ask Questions
 - Participate in Class
 - Try New Skills Early
 - Teach Someone Else
- Pathway
- Working
- Recalling Information
- Illusion of Competence
- “Use It or Lose It”
- Working Memory

Review Online Activity Steps

- Regularly practicing self-testing: coming back regularly to a topic to build a stronger pathway for it in your mind. The more we do it, the easier it gets to find the information. Today, we’re going to learn about why our brains work that way.
- There are limitations for the brain’s working memory.
- When you understand how your memory works, you’ll discover you can actually make it do more work for you. And that will make learning, and remembering what you learned, easier, faster, and perhaps even more fun.
- Our working memory is powerful. It’s the part of our memory that we use to carry on a conversation, do a math problem in our head or tell a funny story. It’s sort of a high-speed computer processor. But it also has a short-term attention span: like about 20 seconds. That’s how long it takes before things fall out of your working memory — unless your mind is actively using them. After that, they either find a place in your long-term memory or just get swept aside: like when you forget why you came into a room, or what you were going to say.
- In order to understand this paragraph, your working memory will try to hold the first part in your mind while you finish reading these words. At the moment you are reading them, each word may make perfect sense to you. In a section of your brain called the prefrontal cortex, the words and thoughts flow through your working memory like familiar birds through the air. But will you still remember them in 24 hours, or even in 24 seconds? If the paragraph goes too long, or includes too many

new ideas, numbers or terms, your working memory will start to forget how the paragraph began and lose its larger meaning.

- The illusion of competence is the feeling of understanding we have when information is flowing through our working memory, but then disappears when we go to find it later. It's the experience you have where something that seems obvious when listening in class or reading in a book suddenly seems less obvious when you try to recall it later, like on a test. It's the confidence that we know how to do something when someone shows us how, that evaporates when we go to do it ourselves. The illusion of competence happens to us all.
- As you may have already guessed, self-testing can help you defeat the illusion of competence. That's because it's a quick way to see whether or not you really know the material. When you quiz yourself after reading a section or try to explain a new concept to someone else you realize right away whether you understand it or not, giving you the chance to go back and fill in any gaps.
- 5 ways to self-test
 - quizzing yourself
 - flashcards
 - answering questions in class
 - trying new skills early to see how much you've learned
 - explaining a new concept to someone else
- But researchers have discovered that there's an even more profound reason why self-testing helps people to learn more in the same amount of time. It's because it forces us to use what we're learning sooner. Our brains mostly operate on a "use it or lose it" basis. Things we don't actively use get lost in the corners of our minds.

EduGuide: Activity Questions in Core Learning Path

- How much have you practiced using self-testing so far? Let's practice a little right now. What do you remember about the 4 times to use self-testing to learn faster?
- What do you already know about how your memory works? And what questions do you have about it?
- What guesses do you have about how we might be able to program things to stay in our memories for more than 20 seconds?
- Let's try a little working memory game. This one is a challenge. Pause, close your eyes, then count to 20 in your head. OK, now try to rewrite as much as you can of the paragraph you read on the previous page without going back to look at it. (This will be hard but see how much you can squeeze out of your working memory.)

- Pause, close your eyes, then count to 20 in your head. OK, now try to rewrite as much as you can of the paragraph you read on the previous page without going back to look at it. (This will be hard but see how much you can squeeze out of your working memory.)
- If, like most of us, you struggled with the working memory game in the last step, you now have a better understanding of what psychologists call the “illusion of competence.” Any guesses about what that phrase might mean?
- Why do you think it is important to know about and understand the “illusion of competence”?
- What could you say to help Quinn understand what the illusion of competence is?
- When you actively use what you’re learning, it’s like reaching in to grab it from your short-term memory and move it to your long-term memory before it gets lost. In future activities, we’ll discuss more ways to do that beyond self-testing. Any guesses what those ways might be?
- **Challenge:** This week, try to be quicker to use self-testing for what you want to learn and remember in school and in life.
- **Feedback:** What did you learn from this activity?

Questions for Further Discussion

1. What is the working memory? Make a list of things you do every day that are controlled by the working memory. Share your ideas with others. What are the most important things for you that you do with your working memory each day?
2. Have you ever heard about the “illusion of competence” before doing this EduGuide activity? If so where? If not does the “illusion of competence” connect to any other ideas of from something that you’ve heard of or learned about before in school. What does the “illusion of competence” make you think about learning?
3. Why is it important for us to understand the “illusion of competence”?
4. Describe a time when you were fooled by the “illusion of competence”. What could you have done in order to be more successful in the time you’ve described?
5. What are some ways to keep the “illusion of competence” in check? What can you do to avoid being fooled by the “illusion of competence” in the future?
6. How does the “illusion of competence” connect to the EduGuide Success Arrow? How does the “illusion of competence” connect to self-testing?