

## About This Unit

Children who use a growth mindset—the belief that they can improve with practice and effort—do better in school, handle school transitions better, and are less likely to show aggression than children who believe that their abilities and personalities are fixed.<sup>1,2</sup> Setting goals and making plans to improve based on a growth mindset are associated with increases in self-efficacy,<sup>3,4</sup> positive personal relationships,<sup>5,6</sup> increased empathy,<sup>5</sup> and prosocial behavior.<sup>4,7,8</sup> This unit teaches the importance of making mistakes while learning, the brain science behind learning, growth mindset strategies, and a goal-setting process that can be applied to group or personal goals. Refer to the Second Step Elementary digital program Review of Research for additional information.

## Progression of Skills and Knowledge Across the Grades

From Kindergarten through Grade 2, Unit 1 lessons are designed to help students develop the skills needed to pay attention and avoid distractions. Students are also introduced to growth mindset language as a useful tool for encouraging themselves and others. Lessons highlight the importance of practice and effort—and the value of making mistakes—when it comes to learning something new.

Grade 3 introduces the brain science behind learning, practice, and planning. With this foundation, Grades 4 and 5 shift to focus on the goal-setting process. Students first work to develop a class goal and plan in Grade 4. In Grade 5, they set personal goals and create plans to achieve them. Growth mindset language and strategies for getting better at something are reinforced throughout Grades 3, 4, and 5 as students follow through on reaching their goals.

Kindergarten	<ul style="list-style-type: none"> <li>• Naming or showing behaviors that help them pay attention (e.g., turning toward the speaker, listening, watching, staying quiet)</li> <li>• Suggesting kind words to encourage themselves when they make a mistake</li> <li>• Suggesting kind words to encourage others when they make a mistake</li> <li>• Naming “practice” and “keep trying” as ways to get better at something</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Ability to pay attention while learning something new (e.g., turning toward the speaker, watching and listening carefully, not talking)</li> <li>• Behaving in ways help them manage distractions (e.g., changing places, taking deep breaths, reminding themselves to pay attention)</li> <li>• Practicing and trying again in order to improve a new skill</li> <li>• Using helpful thoughts to encourage themselves when they make a mistake</li> </ul>

Grade 2	<ul style="list-style-type: none"> <li>Identifying the benefit of making mistakes</li> <li>Identifying strategies to use after making a mistake</li> <li>Identifying helpful and unhelpful thoughts in a given context</li> <li>Replacing unhelpful thoughts with helpful thoughts</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Naming a repeated action they can do to practice a skill</li> <li>Identifying who they can learn from or other ways they can try to learn a skill</li> <li>Explaining what happens in their brain when they practice a skill</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Setting a group goal that is specific, challenging, and doable</li> <li>Making a plan to reach a group goal</li> <li>Evaluating progress toward reaching a group goal</li> <li>Identifying roadblocks that may be getting in the way of achieving a group goal</li> <li>Making changes to overcome roadblocks</li> <li>Responding to reflection questions</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Setting a personal goal that meets the given criteria</li> <li>Making a plan to reach a goal</li> <li>Evaluating progress towards reaching a goal and identifying roadblocks that may be getting in the way</li> <li>Making changes to overcome roadblocks</li> <li>Responding to reflection questions</li> </ul>

## Grade 2 Lessons at a Glance

The Unit 1 lessons in Grade 2 are designed to teach students how mistakes help them learn, strategies they can use after a mistake, and how to use helpful thoughts to persevere when learning is challenging.

To support students' developing sense of identity and appreciation for diversity, it's important to help them understand they can feel good about their learning process and accomplishments while showing respect for peers who are at different stages of learning. The Prep & Extend documents give specific examples of when and how to do this.

The unit ends with Lesson 5, a performance task, where students demonstrate the skills and knowledge they learned throughout this unit. In response to prompts, students verbally give advice to a character struggling to learn something new. A performance task rubric is included to help you determine if the class is meeting the goals of the unit. To learn more about the benefits of performance tasks and how to use them in Second Step programs, refer to **What Are Performance Tasks?** on [SecondStep.org](https://www.SecondStep.org).

By teaching students all components of each weekly lesson, in this order, they will acquire the knowledge and skills needed to meet the goals of this unit.

## Grade 2 Lessons at a Glance, continued

	Title	Objective	Key Concepts & Skills	Vocabulary	Resources
Lesson 1	<b>How to Get Good at Something</b>	Students will be able to identify things they've done to get better at a skill.	Personal strengths have developed as a result of practicing, trying hard, and asking for help.		<ul style="list-style-type: none"> <li>• Prep &amp; Extend</li> <li>• Lesson Plan</li> <li>• Presentation</li> <li>• Handout</li> </ul>
Lesson 2	<b>What Mistakes Tell Us</b>	Students will be able to give at least one example of something they can do to keep going when they make a mistake.	<p>Students will practice anticipating how they'll respond to mistakes: by trying again, making a small change, or asking for help.</p> <p>Mistakes tell us something's not working.</p>		<ul style="list-style-type: none"> <li>• Prep &amp; Extend</li> <li>• Lesson Plan</li> <li>• Presentation</li> <li>• Handout</li> </ul>
Lesson 3	<b>Helpful and Unhelpful Thoughts</b>	Students will be able to identify the likely outcome of a character's helpful or unhelpful thoughts.	<p>It's helpful to pay attention to the thoughts we have while we're learning.</p> <p>Helpful thoughts keep us going when practicing or learning something new.</p> <p>Unhelpful thoughts might stop us from learning or trying.</p>		<ul style="list-style-type: none"> <li>• Prep &amp; Extend</li> <li>• Lesson Plan</li> <li>• Presentation</li> </ul>
Lesson 4	<b>We Can Change Our Thoughts</b>	With adult support, students will be able to replace unhelpful thoughts with helpful thoughts in a given scenario.	<p>Students will practice replacing unhelpful thoughts with helpful thoughts to persevere when learning is hard.</p> <p>Students will practice adding the word "yet" to an unhelpful thought to make it a helpful one.</p>		<ul style="list-style-type: none"> <li>• Prep &amp; Extend</li> <li>• Lesson Plan</li> <li>• Presentation</li> </ul>
Lesson 5	<b>Performance Task: Learn and Get Better</b>	Students will be able to apply what they've learned to give advice to a character having a hard time acquiring a new skill.	Students will practice using growth mindset strategies to respond to mistakes and persevere when learning is hard.		<ul style="list-style-type: none"> <li>• Prep &amp; Extend</li> <li>• Lesson Plan</li> <li>• Presentation</li> <li>• Handout</li> </ul>

## References

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