

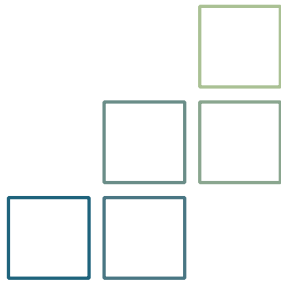
# Grade 9 GRIT



## LAUNCH LESSON Positive Failure



terrace  metrics



# GRIT

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## Grade 9 - Launch

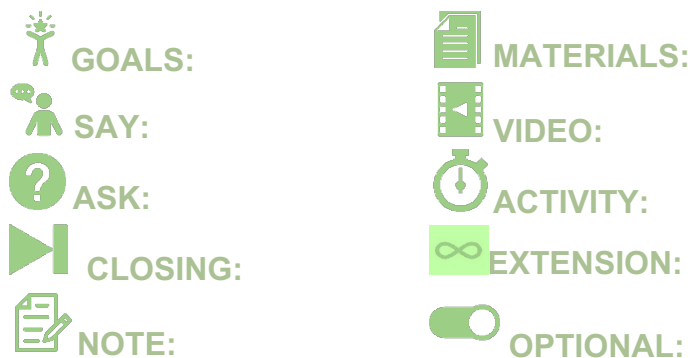
### INDICATOR OVERVIEW

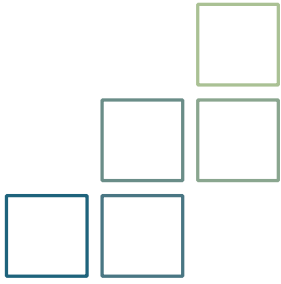
**Grit is the tenacity to stick with a task to achieve a larger goal. Those who have “grit” can maintain a long-term perspective even in the face of short-term obstacles. Further, they can focus on a primary goal and not let other interests distract them.**

Although grit is related to hope, they are distinct concepts. Grit describes one’s persistence in pursuing a goal, while hope describes the cognitive strategies needed to work around an obstacle to a goal. Both grit and hope are necessary for optimal personal and academic functioning.

In contrast to students with low grit, those with high grit perform better in school (in terms of grades and even standardized test scores), are more likely to attain long-term goals (such as going to and graduating from college) and are less likely to participate in risk behaviors.

#### Icon Guide





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### FACILITATOR OVERVIEW

This is the first Grade 9 Grit lesson in a series of 3 lessons. This first lesson is the LAUNCH lesson, the second lesson will be the LEARN lesson, and the final lesson is the LIVE lesson where the students will be applying what they have learned about Grit.



#### GOALS:

The learning goals for this lesson are:

- Students will define Grit.
- Students will recognize that failure is a part of life.
- Students will identify a positive attribute of failure.



#### MATERIALS:

Chart paper

Markers for chart paper

#### Activity #1: Grit Shuffle

Materials: **Grit Review Shuffle Cards** (one set; cut apart)

#### Activity #2: Who Am I?

Materials: **Who Am I? Cards** (one set; cut apart)

#### Activity #3: Failure is Good

Video: [Why You Need to Fail](#) (5:24)

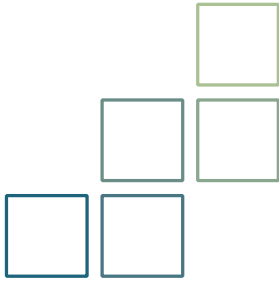
#### Extension Activity: Failure = Success

**Failure = Success** handout (One for each student)



#### ACTIVITY #1:

Activity #1 is an icebreaker and an introduction to Grit: students are randomly selected to read **Grit Shuffle Cards** (in order of the cards) to the classroom. When all eight cards are read, students will quickly exchange cards, get into the correct numerical order, and again read the cards in order. (This can be repeated one more time if desired).



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**ACTIVITY #2:** For Activity #2, randomly distribute the “**Who Am I? Cards**” to 8 students. Then, instruct those students with the cards to read their biographies to the group, one at a time. The group will try to identify the person on each card. After the 8 biographies have been read, ask the class to brainstorm what all the famous people have in common. Look for responses such as they all had failure, they had setbacks, they didn’t quit even though they had challenges, etc.



**ACTIVITY #3:** For Activity #3, the class will watch a short video that will help them understand how failure is a necessary ingredient of success.



**EXTENSION:** In the extension activity, students will identify and record instances when they “failed” in their attempt to attain a goal. Students will record their instances on the Failure = Success handout.



**CLOSING:** Close the lesson with the information provided in the lesson plan.



**MATERIALS:** Chart paper  
Markers for chart paper

### [Activity #1: Grit Shuffle](#)

Materials: **Grit Review Shuffle Cards** (one set; cut apart)

### [Activity #2: Who Am I?](#)

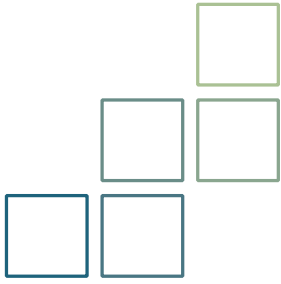
Materials: **Who Am I? Cards** (one set; cut apart)

### [Activity #3: Failure is Good](#)

**Video:** [Why You Need to Fail](#) (5:24)

### [Extension Activity: Failure = Success](#)

**Failure = Success** handout (One for each student)



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### LAUNCH LESSON PLAN: Positive Failure

Introduction (1 minute)



ASK:

***“When I say the word “Grit”, what does that mean to you?”***  
[solicit student responses].



SAY:

***“In this lesson, you are going to learn more about Grit. Future lessons will show you how to improve your Grit in many areas of your life.”***

***“To begin, let’s do a quick activity called “Grit Shuffle” to learn about what Grit means.***



ACTIVITY #1: **Grit Review Shuffle** (10 minutes)



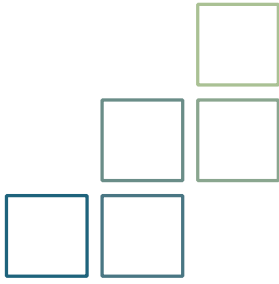
MATERIALS: One set of **“Grit Shuffle Cards”** (cut apart)

Randomly distribute the 8 **Grit Shuffle Cards** to 8 students.

Instruct those students to make a line at the front of the classroom in the order of their cards.

Once the students are in numerical order, have each student read their card.

When all eight cards are read, tell students to quickly exchange cards with another student then get into the correct numerical order again.



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Instruct students to read the cards in order again.

This process can be repeated if desired.



ASK:

***“Now that you know a bit more about Grit, how would you define Grit”*** [accept student responses].

***Now that you have a good idea of what Grit is, let’s do a quick activity to see if we can add anything to the definition of Grit.***



ACTIVITY #2: [Who Am I?](#) (10 minutes)



MATERIALS:

**“Who Am I?” Cards** (cut apart)  
**One copy of “Who Am I” cards (Teacher edition)**



SAY:

***“This activity is called “Who Am I? I’m going to ask 8 students to read a short biography of a famous person and the class will try to guess who that person is.”***

Randomly distribute the **Who Am I Cards** to 8 students.

Instruct those students to read their biography **“WHO AM I?** but do not read the person’s name.

After the class guesses the famous person, the reader will give the class the answer.

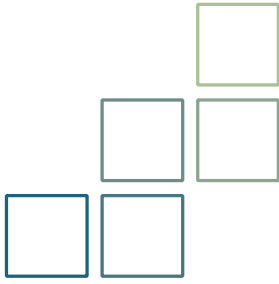


ASK:

After all the 8 biographies have been read, ask the class ***“What did all of these famous people have in common?”***

Look for student responses to include:

- They all had failure.
- They had setbacks.
- They didn’t quit even though they had challenges.
- They didn’t let other peoples’ opinions of them stop them from their success.
- They were determined.



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- They became successful even though they experienced failure.



**ACTIVITY #3:** [Failure is Good](#) (10 minutes)



**MATERIALS:** Chart paper or white/chalk board



**VIDEO:** [Why You Need to Fail](#) (5:24)



**SAY:**

***“You cannot go through life without making mistakes and experiencing failure. Everybody makes mistakes and has failures, and as you saw in the examples in the last activity. Failure did not stop them from moving forward. Clearly making a mistake or experiencing failure doesn’t feel good, but often the reason why we don’t feel good is that we are focusing on the outcome. But you can change your mind set about failure.”***

***Let’s watch a short video about why you need to fail.***

Show the [Why You Need to Fail](#) video (5:24)

Briefly discuss the video:

- What did you learn in the video?
- What surprised you in the video?

***Lead the class into responding that FAILURE is necessary for LEARNING.***

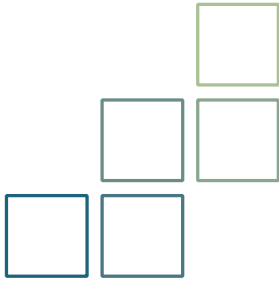


**EXTENSION:** [Failure = Success](#)



**MATERIALS:** **Failure = Success** handout

Provide the handout to each student



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SAY:

*“What I am asking of you over the next week or so may be puzzling to you. I am asking you to record instances where you made a mistake or failed in a goal.”*



ASK:

*“Why would I be asking you to do this?”*

*“What do you think the heading “Failure = Success” means?”*

The purpose of the assignment is to reinforce mistakes or failures happen very often. Most are ignored or minimized because the goal at the time is not a large one, but they are mistakes or failures, nonetheless. This awareness will help students change frame of Reference and understand that they often display Grit even in the face of mistakes/failure.

It is important to stress that the goal does not have to be major; any instance no matter how minor will do. The student must complete at least one entry per day for the next 1-2 weeks.



CLOSING:

(2 Minutes)



SAY:

### Remind students of the learning from this lesson

- **Grit is the tenacity to stick with a task to achieve a larger goal. Those who have “grit”** can maintain a long-term perspective even in the face of short-term obstacles.
- One does not have to be famous to show Grit. A key factor to developing Grit is reframing instances when they made a mistake/failed (which happens quite often).
- By completing the extension assignment, you will become more aware of this realization, which will help you change your mindset around the idea of “failure”.