

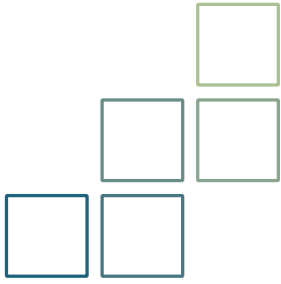
Grade 9 GRIT



LIVE LESSON Grit Plan



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GRIT

1

Grade 9 - Live

INDICATOR OVERVIEW

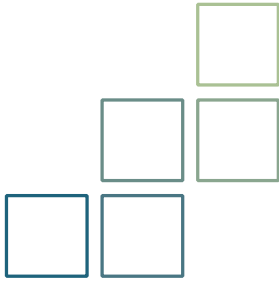
Grit is the tenacity to stick with a task to achieve a larger goal. Those who have “grit” can maintain a long-term perspective even in the face of short-term obstacles. Further, they can focus on a primary goal and not let other interests distract them.

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





GRIT

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FACILITATOR OVERVIEW

This is the third and final Grade 9 Grit lesson in a series of 3 lessons. The first lesson was the LAUNCH lesson, the second lesson was the LEARN lesson and this 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 identify feelings, reactions and thinking related to failure.
- Students will recognize how negative feelings, reactions and thinking related to failure can weaken Grit.
- Students will identify the cues that suggest a change in their thinking.
- Students will create a plan for using cues and changing their thinking so they can be better equipped to overcome failure.

To achieve these learning goals, the students will be completing one learning activity and be assigned ONE out of class extension activity..

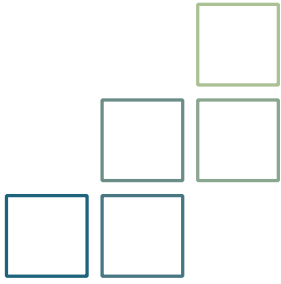


ACTIVITY #1: After a review of the previous two Grit lessons, provide students with an **Activity #1 – Use Your Cues Handout**. In this activity, students will review an example of how to use cues to change their thinking so that they are able to reach their goal. cues that that have experienced while trying to achieve a goal. Review the information on page #1 with the students and ask students to complete the box on the bottom of the handout.



EXTENTION ACTIVITY:

For the extension activity, each student will need a copy of the **Change My Cues Handout**. In this activity, students will select a goal that they wish to pursue and record any cues (negative feelings or reactions) that they experienced. Then they will describe their self-talk and identify ways to change that cue.



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CLOSING:

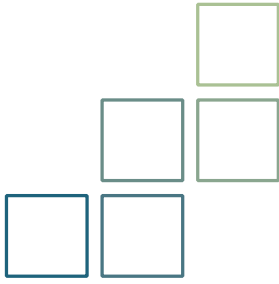
Close the lesson with summarizing the importance of Grit and how to continually work to maintain resilience and persistence.



MATERIALS:

Activity #1: ***Use Your Cues*** Handout

Extension Activity: ***Change My Cues*** handout (Example)
Change My Cues handout (Student Copy)



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Grade 9 - Live

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LIVE LESSON PLAN: Grit Plan

Introduction: My Grit Plan (2 minutes)



SAY:

“Today we will be learning more about Grit, In the first Grit lesson, we learned that Grit is having persistence and resilience when achieving your goals. Grit can be learned and developed by practicing the skills of persistence and resilience.”

“We also learned that depending on how you deal with failure it will either help you to develop Grit or weaken your Grit. We watched a video called “Why You Need to Fail” and in that video, the speaker shared the equation MORE MISTAKES = MORE LEARNING.”

“In the second lesson, we identified the feelings associated with failure and success and recognized how the negative feelings associated with failure may cause people to give up. In that same lesson we learned that if we think about failure as a learning experience, you can stay persistent. You learned the equation: FAILURE = SUCCESS”



ACTIVITY #1: Use Your Cues (10 minutes)

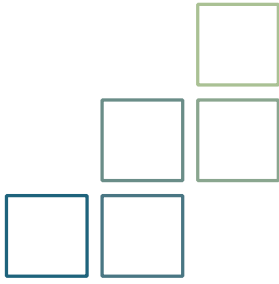


MATERIALS: Activity #1 – Use Your Cues Handout

Distribute **Activity #1 – Use Your Cues Handout** to each student.

Review the information and example with the students and ask students to complete the final box on at the bottom of the handout. [OPTIONAL: Allow students to work in pairs or triads to review the information and complete the final box].

Ask for student volunteers to share their responses and discuss.



GRIT



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SAY:

“Now, you will get a chance to use the information you have learned so far to change your cues when you experience failure while you are trying to achieve a goal.”



EXTENSION ACTIVITY: **Change My Cues (10 minutes)**



MATERIALS: **Change My Cues** handout

Distribute **Extension Activity – Change My Cues** Handout to each student and establish a turn-in date.

Review the information and example at the top of page #1 with the students.

Review the **“YOUR TASK”** directions.

Collect this handout after two-weeks, review and provide student feedback (orally or written).



CLOSING:

Close the lesson by summarizing the learning of the three Grit lessons:



SAY:

“In the first Grit lesson, you learned that Grit is having persistence and resilience when achieving your goals.”

“You also identified the feelings associated with failure and success and recognized how the negative feelings associated with failure may cause you to give up. But if you think of “failure” as a necessary step to “success”, you can stay persistent so that we can reach your goals.”

“In this final lesson, you learned that you could use your cues from negative feelings and reactions to change or rethink the experience, so that can stay persistent.”