



Get Smart Model: Smart isn't something you *are*, smart is something that each and every one of us has the ability to *get*. This model highlights that confidence leads to effective effort which leads to development. Effective effort is focused effort. The three components are: tenacious engagement, an intense focus on feedback, and ongoing strategy formulation based on the feedback. If you believe in the Get Smart model, you believe that **all students** have the ability to achieve academic proficiency or higher.

Key Points

- The Brains Theory is the belief that people are born smart. The Brains Theory is both destructive and wrong.
- The Get Smart Model is the belief that confidence leads us to put in effective effort and putting in effective effort leads to development.
- When you apply the Get Smart Model, you are in control of your own development.

The Get Smart Model helps build a foundational growth mindset for students that can be reinforced and extended by teaching connected Social Emotional Learning (SEL) skills as well. Below are a few recommendations of SEL skills that can be taught via the ReThink Ed platform located in Clever.

Connection to ReThink Ed SEL Topics				
Awareness of Self and Others	Self-Management	Social Skills	Social Awareness	Self-Care
Wants and Needs, Learning Skills, Growth Mindset	Focus, Goal Setting, Resilience		Cultural Competence, Empathy, Actions & Consequences	Mindfulness, Self-Efficacy, Optimism, Self-Advocacy

The Get Smart Model Lesson Guide

Objectives:

- Explore the source of intelligence using science evidence.
- Explain the Get Smart Model and reflect on past attempts at putting in effective effort.
- Recognize the role of confidence in development and plan ways to boost peer confidence.

[Click here](#) for an electronic copy of the workbook pages noted below.

Focus	Two Theories: Brains Theory vs. Get Smart Theory	
Day	15 Minute Activity Guide	Materials needed
1	<ul style="list-style-type: none"> - Opening Circle: Where do you believe intelligence comes from? - Play <u>Gifted Hands</u> (Ben Carson movie) excerpt to 2 minutes and 3 seconds https://www.youtube.com/watch?v=Z50IXLstrDY - Discuss and reflect on the video as a whole group: How does Ben start out thinking about his ability to get smarter? What does Ben's mom think about his ability to get smart? What are some strategies she encourages him to use to get smarter? How does Ben show responsibility for his own learning? What is the result of him using these strategies? 	- Projector, screen, and internet
2	<ul style="list-style-type: none"> - Remind students of the teacher in yesterday's <u>Gifted Hands</u> excerpt. This teacher is like a lot of people, even maybe some of us, who believe that being smart is for some people, but not others. Let's read some information about why that is NOT true. - Read pages 10 and 11 as a whole group. - Let's hear from Mojo and his friend Katie to learn a little bit more about how our brain grows and gets smarter: https://www.youtube.com/watch?v=2zrtHt3bBmQ 	- Efficacy workbooks: pages 10-11
3	<ul style="list-style-type: none"> - Ask students to open their workbook to the box at the bottom of page 13. Ask students to circle their HONEST answer. After students circle, ask them to turn to a partner to share why they are more likely to respond like A or B. - Share with students that the way they think controls the actions that they take. Turn to page 14 and read it out loud to the class. - Ask students to turn back to their partner to complete page 15 to demonstrate how Carlos and YOU can be responsible for your learning. After partner work time, ask a few students to share out, then conclude by reading page 16 out loud. 	- Efficacy workbooks: page 13-16
4	<ul style="list-style-type: none"> - Open the lesson in a circle. Say, "The first step of the Get Smart Model is to think you can. When negative thoughts creep into your head like "I can't do this" or "this is too hard" stop yourself. When the talking piece gets to you, share one positive thing you can tell yourself to keep you motivated". Allow each student to share. - Open to page 18 to learn step 2, the step where you demonstrate responsibility for your own learning. - Before reviewing looking at page 19, brainstorm and chart a list of strategies as a class that students use to put in effective effort For each strategy shared, ask students to snap twice if they use that strategy. <i>If students get stuck or after the brainstorm, review page 19 to determine if there's anything that should be added.</i> 	- Efficacy workbooks: page 18-19 - chart paper

5	<ul style="list-style-type: none"> - Summarize page 20 by reminding students that even when we work really hard that we don't always grow and improve as quickly as we want to, which is why it's so important to keep believing in ourselves and keep working hard. When you continue to believe in yourself and continue to work really hard, you'll eventually reach your goal! - It's important that we not only take responsibility for our growth, but also that we're always prepared to step up to a challenge. Read aloud <u>The Little Engine that Could</u> (video book- https://www.youtube.com/watch?v= pAMeD7mq3A , text only: http://ah_coo.tripod.com/engine_that_could.htm . Following the reading, ask students to identify the different examples of each step of the Get Smart Model. - Share that just like the Little Engine, each of us has also used the Get Smart Model to improve and get smarter. Have students work in pairs to talk through their own example using page 22 as a guide. - Conclude this Secret by chorally reading the box at the bottom of page 23 as a whole group. Remind students that Get Smart Thinking helps us to be both responsible and ready. 	<p>- Efficacy workbooks: page 22-23</p> <p>- <u>The Little Engine that Could</u></p>
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The Get Smart Model Extension Activities

Connected Videos	
<ul style="list-style-type: none"> - Watch Dojo video to learn how the brain gets smarter: https://www.youtube.com/watch?v=2zrtHt3bBmQ and https://www.youtube.com/watch?v=BXyN0XSTaMg - Watch Dojo video to learn importance of pushing yourself in areas you're already successful in: https://www.youtube.com/watch?v=2zrtHt3bBmQ - Complete this video quiz to determine if you have a growth or fixed mindset: https://www.youtube.com/watch?v=pamzG81yt7g&list=PL0F5yUG781vjoaoAo_2IBKwkX4930TkTA&index=13 - Steph Curry video for a real life example of how you get smarter: https://www.youtube.com/watch?v=IP_nQRM49Jk - Will Smith explains the difference in skill and talent—HARD WORK: https://www.youtube.com/watch?v=ikHyDwygdRM - Video about confronting a fixed mindset: https://www.youtube.com/watch?v=zionUI13Dko&list=PL0F5yUG781vjoaoAo_2IBKwkX4930TkTA&index=36 - Watch "Ormie" animated short to view using new strategies to succeed: https://www.youtube.com/watch?v=xd63g3d8qOs&list=PLnah-hqu5MaQY5t2GjBAwt9E7iJFYPsOA - Watch "Soul" clip for a reminder that development doesn't come easily or quickly and that effective effort changes over time: https://www.youtube.com/watch?v=npMVQr8gdaQ - Watch "Hero Inside" clip to reinforce believing in yourself: https://www.youtube.com/watch?v=SEKcAMeK_GY - Watch <u>The Little Engine that Could</u> video book to explore the importance of believe in yourself: https://www.youtube.com/watch?v= pAMeD7mq3A - A video on the science behind effective effort leading to development: https://www.youtube.com/watch?v=f2O6mQkFiiw&list=PLqwJIH1XRrHXBIQk3J-eGwAGPXRm26gz&index=17 - Short video that defines growth mindset: https://www.youtube.com/watch?v=EIVUqv0v1EE&list=PLqwJIH1XRrHXBIQk3J-eGwAGPXRm26gz&index=8 	
Short Activities	
<ul style="list-style-type: none"> - Create Get Smart Model motivational posters. - Write a letter to convince a friend or family member that they can GET smart if they use the Get Smart Model. 	

- Write yourself a letter about using effective effort to GET smarter that you can re-read when you're having trouble remembering.
 - In small groups, create a 30 second commercial, song, rap or spoken word to explain the Get Smart Model to others and convince them that it is the correct way to think about intelligence.
 - Introduction of a new, difficult task with minimal coaching and repeated with coaching, support and practice time to show the benefits of confidence and effective effort in development. Examples: juggling, origami, new dance, art technique, etc.
 - Assign small groups to famous failures (some examples are provided here: <https://www.youtube.com/watch?v=U0IGcESiLWM&list=PLqwJIH1XRxHXBIQk13J-eGwAGPXRm26gz&index=7>).
- Ask each group to further research this person to determine what they did to eventually become successful then create a short presentation to share with their peers.
- In pairs, have students identify something they're pretty good at (ie. a sport, cooking, an academic skill/subject, a musical instrument, a video game, a piece of technology, etc.). Ask them to identify all of the steps they took to get better, really breaking down the process. Then, ask for them to identify those same steps that they could use to get better at something that isn't as easy for them.

Circle Prompts

- What makes you smart?
- How do you get smarter?
- What do you do to put in effective effort in XXXX?
- How did you improve your effective effort in XXX?
- Your friend is really struggling at XXX. What could you suggest for them to do to put in effective effort?
- Name one skill or talented that you'd like to improve in. What are you going to do to put in effective effort?
- List a reason why some students believe they aren't smart.
- What is one word that describes you when you're determined to accomplish a new, challenging task?
- What makes you confident?
- How can we build up each other's confidence?
- Name one person (in your life or famous) who believes that they get smarter with effective effort. How do you know?
- How does responsibility help us Get Smart?