



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:

- Explain the Brains Theory and reflect on experiences related to belief in the Brains Theory.
- Justify why the Brains Theory is wrong using scientific 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"> - 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 video: 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 is he involved in his learning? - Closing Circle: Where does intelligence come from? 	<ul style="list-style-type: none"> - Projector, screen, and internet
2	<ul style="list-style-type: none"> - Remind students of the teacher in yesterday’s <u>Gifted Hands</u> excerpt. Read pages 12-14 in the Efficacy workbook as a group to learn about that teacher’s beliefs about intelligence. - Have students interview each other using the questions on page 15. - Ask a few students to share their partner’s responses with their permission. <i>As students share, teachers should reinforce that the Brains Theory hurts people.</i> 	<ul style="list-style-type: none"> - Efficacy workbooks: pages 12-15
3	<ul style="list-style-type: none"> - Opening Circle: Why is the Brains Theory hurtful? - Tell students that the Brains Theory is not only hurtful, it is also WRONG. Play Neuroplasticity video: https://www.youtube.com/watch?v=ELpfYCza87g&t=51s - Read page 19 in the Efficacy workbook together. 	<ul style="list-style-type: none"> - Projector, screen, and internet - Efficacy workbooks: page 19
4	<ul style="list-style-type: none"> - Ask students to independently complete page 10 in the Efficacy workbook. Allow students to choose a partner to share the experience that they reflected on using page 10. - Teacher should share his/her own experience improving at something. Remind students that effective effort is the key to getting better, stronger and smarter at anything you want to improve in. Conclude by highlighting how you were actively involved in this process of getting smarter. - Read the yellow box on page 20 together. Teacher should highlight how he/she used each component of effective effort to improve at the example he/she shared. - Ask students to get back with their partner to reflect on their own effective effort using page 21. 	<ul style="list-style-type: none"> - Efficacy workbooks: page 10 and 20-21
5	<ul style="list-style-type: none"> - Opening Circle: What is one way you put in effective effort to GET smarter? <i>During circle, play a confidence building song such as “This Girl is On Fire”-Alicia Keys or “I Can”- Nas</i> 	<ul style="list-style-type: none"> - Confidence building song, speakers

	<ul style="list-style-type: none"> - Following the circle, teacher will thank students for their reflection and ask to the group, “Do we all always put in effective effort at everything we do?” Following the response, teacher will ask students to open to page 23 in their Efficacy workbooks to learn about why sometimes we don’t put in effective effort. - Tell students that anything from a pump-up song like the one played during our circle to what we say to each other can boost confidence. Provide small groups with post-it notes to list the ways that we can boost confidence of our classmates (one idea per post-it note). - Following the post-it note activity, have each group post their post-its on a piece of chart paper. <i>During the year when students aren’t building each other’s confidence, pull off a post-it and rebuild confidence in that way.</i> 	<ul style="list-style-type: none"> - post-it notes - chart paper - Efficacy workbooks: page 23
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------

The Get Smart Model Extension Activities

Connected Videos
<ul style="list-style-type: none"> - 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 “Power of Positivity” clip for a real-life example of the importance of confidence: https://www.youtube.com/watch?v=kO1kgl0p-Hw - Watch “Hero Inside” clip to reinforce believing in yourself: https://www.youtube.com/watch?v=SEKcAMeK_GY - 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 - A video on the science behind effective effort leading to development: https://www.youtube.com/watch?v=f2O6mQkFiiw&list=PLqwJIH1XRxHXBIQk3J-eGwAGPXRm26gz&index=17 - Short video that defines growth mindset: https://www.youtube.com/watch?v=EIVUqv0v1EE&list=PLqwJIH1XRxHXBIQk3J-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=UOIGcESiLWM&list=PLqwJIH1XRrHXBIQk3J-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?
- What steps do you take to remain involved in your learning?