

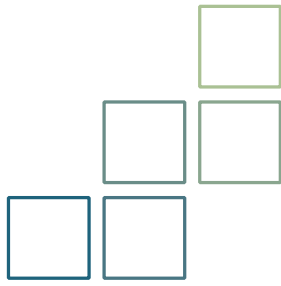
# Grade 9 GRIT



## LEARN LESSON Change the Equation



terrace  metrics



# GRIT

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## Grade 9 - Learn

### 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.

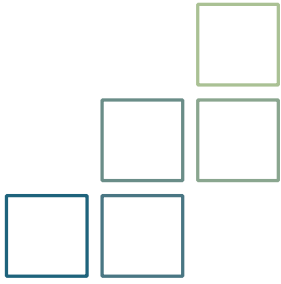
Although grit is related to hope, they are distinct concepts. Grit describes one’s persistence in pursuing a goal, regardless of real/imagined obstacles or competing interests.

Conversely, hope describes the cognitive strategies needed to work around the obstacle and the motivation to pursue them. Optimal personal and academic functioning requires both: one needs grit to stick to a goal, and one needs hope to work around obstacles towards that goal.

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 second Grade 9 Grit lesson in a series of 3 lessons. The first lesson was the LAUNCH lesson (students understood the concept). This second lesson is the LEARN lesson (students will learn and practice new skills), and the final lesson will be 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 the feelings associated with failure.
- Students will identify characteristics of individuals who overcame failure.
- Students will recognize how their views about failure can affect Grit.



#### MATERIALS:

**Activity #1: Failure = Success** handout

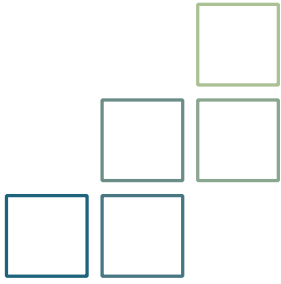
**Extension Activity: Change the Equation** handout

To reach the learning goals, the students will be completing one learning activity in class and be assigned one extension activity that is to be completed out of class. The lesson begins with a brief review of the Launch lesson, particularly around two main components of grit: persistence and resilience, as well as the equation mentioned in the Launch video (more mistakes = more learning).



#### ACTIVITY #1:

For Activity #1, the students will need a copy of the **Failure = Success** handout which focuses on historical and current figures who endured ongoing failure before attaining success. These figures illustrate how one must “change the equation”; from thinking that failures are insurmountable to believing that they are necessary for success. Students will read a brief biography of each person and then try to identify each person. Students will then answer three questions, which are designed to have the students see persistence and resilience from the historical person’s point of view.



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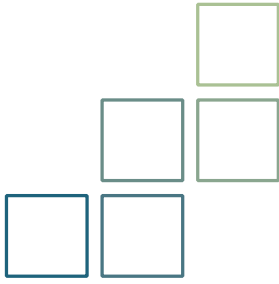
### EXTENSION ACTIVITY:

For Activity #2 the students will need a copy of the ***Change the Equation*** handout is what the students will do outside of class. Each day, using the “Change the Equation” handout, they will record a minor goal that they pursue and the failure(s) that they experience towards meeting that goal. Prior to issuing the handout, the students will review an example, and create one together as a group.



### CLOSING:

Close the lesson with a summary of the concept of Grit and its importance to behavioral health, which is included in the lesson plan.



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### LAUNCH LESSON PLAN: Don't Eat the Marshmallow!

#### Introduction (6 minutes)



SAY:

*“In the first Grit lesson, we learned that Grit is having persistence and resilience when achieving your goals. You also learned that anyone can have Grit by practicing these two skills.”*

*“Finally, you learned that how you deal with failure 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 an equation about failure.”*



ASK:

*“Does anybody remember the equation from the video?”*

[A hint can be provided by writing the first part of the equation on the white/chalk board or chart paper].

#### **MORE MISTAKES = MORE LEARNING**



SAY:

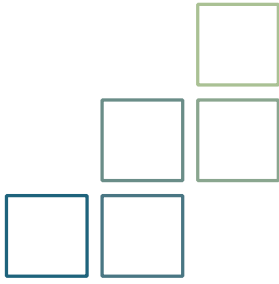
*“In today’s lesson we are going to dig a little deeper into what it takes to develop persistence and resilience and grow your Grit, even with failure. This will require you to change the equation.”*

*“We all experience feelings of success in different ways. Some may shout and jump for joy while others may just give themselves a pat on the back. For others, there may be now feeling because ‘it is expected’.”*



ASK:

*“When you succeed at something that is important to you, what feelings to you get and what do you tell yourself?”*



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SAY:

***“Now, think about the opposite. Times when you didn’t succeed. We all experience different feelings when we don’t succeed.”***



ASK:

***“What feelings to you get and what do you tell yourself?”***



SAY:

***“Obviously, none of like to experience negative feelings. This means that sometimes we may give up on with something if it’s too hard and we don’t know the outcome. We may even want to give up.”***



SAY:

***“It would be easier to go to something that may not be as hard or is something we know that we can succeed.”***



ASK:

***“Think of a time when this happened to you. You had a task, but it sounded too hard, maybe too boring, and you didn’t know if you’d succeed, so you gave up and tried something else?”***  
[Students can volunteer their responses].



SAY:

***“Everyone does this. But having Grit means that you fight through that mindset. Here’s another equation I want you to think about:***

### **FAILURE = SUCCESS**



ASK:

***“How can this be? What is the meaning of this equation?”***  
[Students can volunteer their responses, which should reflect that the path to success is often littered with a series of failures).

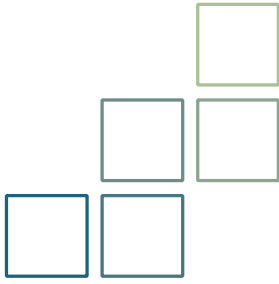


SAY:

***“Let’s look at examples of this equation in real life.”***



**ACTIVITY #1: Failure = Success (10 minutes)**



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**MATERIALS:** Failure = Success handout

Distribute a **Failure = Success handout** to each student.

Read the directions for the completion of the Page 1 of the handout and allow students enough time guess who the person is.

Answers:

- #1: Abraham Lincoln
- #2: Walt Disney
- #3: Dr. Seuss
- #4: Coca Cola
- #5: Billy Eilish
- #6: Kevin Hart
- #7: Jay Z
- #8: LeBron James

When all students have completed the table, ask if any volunteers would like to share some of their responses from the columns that they completed. Place the conversation within the context of the Failure = Success equation.

Instruct students to turn to Part 2 of the handout. Allow students about 3 minutes to complete the 3 questions.

Discuss student responses to the questions.



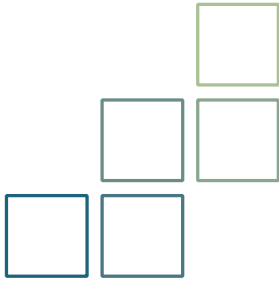
**ASK:**

**“How do you think these people viewed failure? In other words, what is/was their thinking related to failure?”**

[Look for responses such as: They didn't think of it as a negative thing. They may have viewed failure as just another part of life.]

**“Why do you think some people continue to persist after failure (or many failures) and others give up?”**

[Lead students to understand that (besides other characteristics): 1) those who don't give up think differently about failure despite having



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failed. 2) failure does not feel good, and people want to feel good. That is why they give up. They don't want to feel bad.].

***“What do you think a person would need to be more “persistent” and not give up on goals?” (Growing Grit!) (You can think of what YOU would need or just anybody in general).***

[The ability to overcome failure. A positive attitude. Self-confidence. A support system]



**EXTENSION ACTIVITY:** **Change the Equation (10 minutes)**



**MATERIALS:** **Change the Equation handout**

Distribute the **Change the Equation** handout to each student and establish a turn-in date (two weeks from this date).

Read the instructions at the top of the handout, which is designed to have students recognize when face failure and what they do to remain persistent. It is important to note that the goal that the student lists should not be a major one. Rather, it should be something that the student already pursues (they just may not see it as a goal). However, the goal that is listed should require some sustained effort and the student is likely to experience some “failure” along the way.

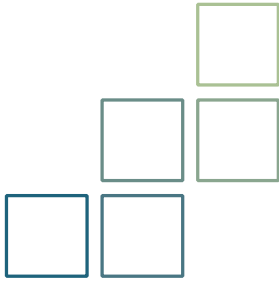
Guide the students through the example in the first row. Once the students understand the directions, enlist the class to create another example and have students volunteer their responses for each column.

Meet with students (either as a group or individually) regularly to review their logs and provide clean copies as necessary.

Collect this handout in two weeks and provide feedback to students.

(If permitted) extra credit, points, or grades can be assigned for ongoing compliance and/or quality of entries in each column.





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**CLOSING:**

[Lesson summary \(2 minutes\)](#)



**SAY:**

***“Let’s close this lesson by reviewing a few key points:***

***You cannot go through life without making mistakes and experiencing failure. Everybody makes mistakes and has failures, even the most successful people. And you can change your mind set about failure, and view failure as way to learn and grow. This is “changing the equation”.***