Growth Mindset – Skill Development task

Name: Advisory: Due Date: 29-3-17 (Wednesday Week 9)

|  |
| --- |
| **Science** |
| LEARNING INTENTIONS |
| Students explore ways in which the human body as a system responds to its external environment |
| CONTENT DESCRIPTORS |
| [**ACSIS174**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS174) Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate [scientific language](http://www.australiancurriculum.edu.au/glossary/popup?a=S&t=scientific+language), conventions and representations. |
| ACHIEVEMENT STANDARDS |
| Use appropriate language and representations when communicating their findings and ideas |

There are many dimensions of health and as we now know, having a Growth Mindset can be greatly beneficial to many aspects of your health and wellness.

Your task is to learn a new skill or improve a skill and present your skill and a description of your progress to your advisory group.

Choose something you want or need to improve from the following list (or negotiate another with your advisor):

* Times tables <http://www.topmarks.co.uk/maths-games/hit-the-button>
* Scores on Maths Tests
* Spelling Tests www.spellingcity.com
* Drawing a certain object
* Count to 100 in a new language http://www.marijn.org/everything-is-4/counting-0-to-100
* Improve your intelligence/memory in an online program e.g. BrainHQ free activities, http://freebrainagegames.com, Lumosity, brainmatrix
* Increase your vocabulary https://www.vocabulary.com/play
* Learn to perform a card trick
* Other (must be checked with your advisory teacher)

**What you have to do:**

* Complete the Survey (see the Weebly at [www.9ailbhs.weebly.com](http://www.9ailbhs.weebly.com)) Print your results and staple to this page.
* Choose your Skill. Record in the space the skill you will learn and anything you need. Skill: ........................................
* How will you learn it, who/what will support you and how will you show it to the group?
* How you will develop it: ………………………………………………………………………………………………………………………………………
* Who or what will you use for support: …………………………………………………………………………………………………………………
* How will you present to the group: ………………………………………………………………………………………………………………………
* Get your chosen skill and plan signed off by your Advisory Teacher: ……………………………………………….
* Do some research on Growth Mindset and the body systems and find ways to support the development of your skill (include in presentation).
* Keep track of your progress.
* Present to your Advisory Wednesday Week 9, using the rubric to guide your presentation.

Achievement Standards Rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A | B | C | D | E |
| Survey results | Discusses Growth Mindset survey results with insight | Discusses Growth Mindset survey results with some detail | Discusses Growth Mindset survey results | Little or poor discussion of Growth Mindset survey results | No discussion of Growth Mindset survey results |
| Skill choice and plan | Explains, with insight, why the skill was chosen and how they planned to develop it. | Explains with some detail why the skill was chosen and how they planned to develop it. | Explains why the skill was chosen and how they planned to develop it. | Little of poor explanation of why the skill was chosen and how they planned to develop it. | No explanation of why the skill was chosen and how they planned to develop it. |
| Research | Identifies detailed, reliable and relevant research on Growth Mindset and body systems which can assist with skill development | Identifies reliable and appropriate research on Growth Mindset and body systems which can assist with your development | Identifies appropriate research on Growth Mindset and body systems which can assist with skill development | Little or poor research mentioned. | No research mentioned |
| Progress | Discusses their progress in developing their skill with insight | Discusses their progress in developing their skill in detail | Discusses their progress in developing their skill | Limited discussion of their progress in developing their skill | No discussion of their progress in developing their skill |
| Language | Uses appropriate and effective language and representations when communicating their findings and ideas | Uses highly appropriate language and representations when communicating their findings and ideas | Uses appropriate language and representations when communicating their findings and ideas | Uses some appropriate language and representations when communicating their findings and ideas | Uses poor language and representations when communicating their findings and ideas |