Mindset Message Video
Setting up a productive class culture of multidimensional mathematics and equitable group work

#1

Introduction
In this video Jo and her students introduce and explain four important messages for all maths students. This 8 minute video illustrates the following: everyone can learn maths to high levels, believe in yourself, struggle and mistakes are important, and speed is not important in maths.

Connection to CCSS
MP 1
MP 3

Agenda

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<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Description/Prompt</th>
<th>Materials</th>
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<tbody>
<tr>
<td>Launch</td>
<td>5 min</td>
<td>Introduce students to Jo.</td>
<td></td>
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<tr>
<td>Explore</td>
<td>10 min</td>
<td>Watch the video with students.</td>
<td><a href="https://www.youcubed.org/resources/four-boosting-messages-jo-students/">https://www.youcubed.org/resources/four-boosting-messages-jo-students/</a></td>
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<tr>
<td>Discuss</td>
<td>15 min</td>
<td>Discuss the mindset messages and brain science shared in the video.</td>
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<tr>
<td>Reflect</td>
<td>5 min</td>
<td>Ask students to reflect on the four messages from the video.</td>
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To the Teacher
Mindset messages and knowledge of brain science research are powerful topics for students to learn about and understand. These messages, combined with meaningful and challenging mathematics experiences and supported through a vibrant mathematics learning community, have a dramatic impact on students' beliefs in their ability to learn and be successful in mathematics. You may want to record these ideas and post them around your room. This will remind all of you to reference them throughout your course. You can find posters with mindset and brain science messages at https://www.youcubed.org/resource/posters/.

Launch
When you first introduce the video, make sure to share who Jo is, why the ideas in the video are important to understand and how these ideas relate to your students. For more information about Jo go to https://www.youcubed.org/our-team/.

Explore
Play the video for students to watch.

Discuss
After watching the video invite students to share something from the video that was powerful to them or something they want to know more about. If students are interested, give space for conversation about the video and past maths learning experiences. Let students know that you will be using and reinforcing ideas from the video throughout the course.

Reflect
Ask students to reflect on these questions:
What ideas in the video do you find most interesting?
What ideas in the video do you find challenging?
What is your math relationship?
What challenges have you faced while learning math? How have you dealt with challenge? How do you feel when you make a mistake in math class?