

6PC 101 Life Skills

Gathering Agenda for Week 03

Gathering Purpose

- Discuss the BYU-Pathway Worldwide devotional
- Briefly review a math concept
- Understand fixed and growth mindsets

Preparation

- For *face-to-face Gatherings*, arrive early to setup the room, prepare any visual aids, and greet students as they arrive.
- For *virtual Gatherings*, start the meeting early, share your screen with a message welcoming them to the gathering and letting them know you'll start soon.
 - When the Gathering Agenda asks that students meet in small groups, use [Breakout Rooms](#).
 - When the Gathering Agenda asks you to display things on "the board," you can use the [whiteboard](#).

Min.	Activities	Teaching Tips	
Welcome and Devotional			
10	Welcome	Welcome, announcements, and housekeeping	
	Hymn or Thought, Prayer	Please sing one or two verses of a hymn. If you meet with a virtual gathering, the lead student or another student should be invited to share a brief spiritual thought. A volunteer will then give an opening prayer.	
	BYU-Pathway Worldwide Devotional	Students were asked to watch the BYU-Pathway Worldwide devotional this week, as contained in the course. They should have done this prior to the gathering. As a class discuss the devotional using the discussion questions provided in the course.	Look up the questions in advance so you are ready.
Math Gathering Activity			
10	Read	<p><i>Starting this week, toward the beginning of each Gathering, we as a class will have the opportunity to review and solve a Math problem meant to test and develop our skills as well as enable us to see the real-life application of principles being learned in the Math Lessons each week. Please come prepared to review, solve, and discuss this weekly math problem by reviewing it before the Gathering (it can be found at the bottom of your Math Lesson page and well as in your Math Exercise quiz).</i></p> <p>Here is this week's question:</p> <p>You are hurrying to be on time for your PathwayConnect gathering but need to stop at the market to buy milk, bread, rice, apples, tomatoes, onions and potatoes. If you have enough money, you would also like to buy your favorite candy. You have R\$ 48.20 that you can spend. (R\$ represents Brazilian Reais.)</p>	<p>Write/project this math problem on the board for students to see (or if meeting in a physical gathering, feel free to print off copies for each student).</p> <p>Invite the class to take about 3 minutes to solve this problem individually on a scratch piece of paper.</p>

		<table border="1"> <thead> <tr> <th>Shopping List</th> <th>Cost of Item</th> </tr> </thead> <tbody> <tr> <td>Milk (1 liter regular)</td> <td>R\$ 3.60</td> </tr> <tr> <td>1 Loaf of fresh bread</td> <td>R\$ 6.50</td> </tr> <tr> <td>Rice (1 kg)</td> <td>R\$ 8.70</td> </tr> <tr> <td>Apples (1 kg)</td> <td>R\$ 6.10</td> </tr> <tr> <td>Tomatoes (1/2 kg)</td> <td>R\$ 2.60</td> </tr> <tr> <td>Onion (2 kg)</td> <td>R\$ 8.20</td> </tr> <tr> <td>Potatoes (2 kg)</td> <td>R\$ 8.90</td> </tr> <tr> <td>Favorite Candy (?)</td> <td>R\$ 2.60</td> </tr> </tbody> </table>	Shopping List	Cost of Item	Milk (1 liter regular)	R\$ 3.60	1 Loaf of fresh bread	R\$ 6.50	Rice (1 kg)	R\$ 8.70	Apples (1 kg)	R\$ 6.10	Tomatoes (1/2 kg)	R\$ 2.60	Onion (2 kg)	R\$ 8.20	Potatoes (2 kg)	R\$ 8.90	Favorite Candy (?)	R\$ 2.60		<p>After 3 minutes, invite them to compare the answer they got with their neighbor and briefly discuss how they came to that conclusion. If in a virtual setting, invite students to share with the class at-large what answers they got and why.</p> <p>After pairs have talked (or a class-wide discussion has taken place), share the answer provided with the class.</p>
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Mindset Discussion																						
10	Discussion	<p><i>It seems fitting that the week we focus on growth mindset is the week we also start engaging some more challenging writing and math concepts. The more challenging these concepts become, the more likely we are to make mistakes. Some of us probably even made some just now as we tried to solve the math problem above together.</i></p> <p><i>However, as we learned in this week's Life Skill lesson, to have a growth mindset we have to be open to making mistakes and also be willing to learn from them.</i></p> <p>Start a class discussion with the following prompts:</p> <ul style="list-style-type: none"> • How do you feel when you make a mistake? Why? • How do you think other people see you when you 																				

		<p>make a mistake?</p> <ul style="list-style-type: none"> • Have you ever discovered something new from making a mistake? • Has a mistake ever made you think more deeply about a problem? <p>How has the Holy Ghost helped you learn from your mistakes?</p>	
15	Class Activity	<p>The way we give feedback and praise can affect mindset. To nurture a growth mindset we need to praise the process, not the person.</p> <ol style="list-style-type: none"> 1. Make two categories on the board with the following labels: <ol style="list-style-type: none"> a. Growth Mindset -Process Praise b. Fixed Mindset -Person Praise 2. Hand out slips of paper with one of the following statements on each slip of paper: <ol style="list-style-type: none"> a. Great job! You must be smart at this. Great job! b. You must have worked really hard. See, you are good at English. You got an A on your last test. You really studied for your English test and your improvement shows it. c. You got it! I told you that you were smart. d. I like the way you tried all kinds of strategies on that math problem until you finally got it. e. You are such a good student! f. I love the way you kept your concentration, and kept on working. That's great! 3. Have each student who has a slip of paper read their statement and put it in the category it belongs in (growth mindset are b, d, and f). 	<p>If in a virtual setting, consider using the whiteboard in Zoom or a PowerPoint slide to project the labels and statements. Ask select students to read each statement one at a time and discuss as a class which category that statement falls under.</p>
15	Class Discussion	<p>Lead a discussion about how the way we give feedback affects our mindset.</p> <ol style="list-style-type: none"> 1. How can you use growth mindset praise as a parent? Teacher? Student? Or Coworker? 2. How can telling someone they're smart cause them to adopt a fixed mindset? (They won't want to try hard things because if they fail it will prove that they're not smart). 3. How does the influence of the Holy Ghost affect your attitude towards learning? <p>What are some techniques you can use to praise effort rather than performance?</p>	
	Testimony and Prayer	<p>Bear a 30-90 second testimony of the power of having a growth mindset in your own life. End with a prayer by invitation.</p>	

