

**Lesson Details:**

Lesson Title: The Marshmallow Challenge/Academic Tenacity

Content Area: ASCA Academic Development/ CEW Career Retention and Advancement

Grade: 9-12

**Curriculum Standards**

13.3.11 A. Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11 C. Evaluate conflict resolution skill as they relate to the workplace

A:A1.1 Articulate feelings of competence and confidence as learners.

A:A1.2 Display a positive interest in learning.

A:A1.3 Take pride in work and achievement.

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning.

**Objectives**

Students will be able to:

* Define and relay the importance of academic tenacity as it relates to college and career readiness.
* Define and discuss the importance of approaching academic tasks as well as other tasks in life with a growth-mindset instead of a performance mindset.
* Draw conclusions about their own feelings when a task or situation is difficult. Relay the key characteristics of a academically tenacious student.
* Recognize the parallel ideas between the Marshmallow Challenge and their own fears, problems and barriers to achieving their full academic potential.
* Set small measurable goals that include a self-regulation strategy.

**Materials:**

Marshmallow Challenge Instruction Sheet

Marshmallow Challenge Kit

Emotion Tracking Sheet

What’s Your Marshmallow? (Goal setting worksheet)

Projector

TED TALK Video

Laptop/Speakers

**Tasks/Procedure:**

* Pair students and distribute materials and directions used in the Marshmallow Challenge.
* Briefly discuss the purpose of the challenge and that I want the students to be mindful of how they feel throughout each phase of the challenge.
* Allot 7 minutes for the students to participate in the construction phase of the Marshmallow Challenge. Observe behaviors, mood, attitude and conversation between group members during this phase and ask students to track their own emotions.
* Following the challenge, use debriefing methods and prompts to engage the students in a discussion about various parts of the task and their feelings.
* Begin to prompt students to draw parallels between their feelings at various phases of the task and their feelings towards choices that they make about academics, specifically attendance.
* During the facilitated discussion, ensure that students have all been able to identify various feelings and how they relate to academic tenacity.
* Discuss their non-cognitive factors such as beliefs about themselves, beliefs about the task (beliefs about school) and self- control or self-regulating behaviors. Relate this discussion to academic tenacity.
* View and discuss the TED Talk Video and its relevance to the exercise.

**Adaptations**

* Students will be provided with cues and prompts throughout the lesson to assist them in remaining on task, completing the challenge and relaying their thoughts and feelings.
* Pairs will be monitored for understanding of the exercise.
* Visual directions will be given to each group to assist students who may have a difficult time recalling the instructions.

**Closing**

* Students will be given an “exit ticket” called What’s Your Marshmallow. They will be asked to decide what their problem fear or barrier is related to academic tenacity and in particular attendance.
* Students will formulate two self-regulating strategies to assist them in “keeping their tower from crashing.”