The Heroic Imagination Project

Introduction to our Educational Programs

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Overview of HIP’s Educational Programs

For a detailed description of our model and methods, as well as complete references, see “Constructing Interventions to Transform Education” (Dickerson, Wilkins, & Zimbardo, in peer-review).

In education, a well-constructed intervention utilizes limited time and resources to create lasting positive change in a psychological process critical to the academic or social success of students. Although a number of promising areas for intervention in educational settings have been extensively researched, few of these findings have been systemically integrated by schools into their curricula, or even translated into a form that teachers can use in the classroom and that students can use and benefit from in the course of their everyday lives.

It is important to state that we do not in any way operate from a deficit model of students or educators, and thus these techniques are not designed to somehow resolve something lacking in a child or teacher. Rather, they are designed to teach important skills and awarenesses that normally are not formally presented in school or popular culture, yet which help students to more successfully navigate the world of their everyday experiences, both in and out of the classroom. In this sense, an intervention can be thought of as an intrinsically motivating experience that creates a lasting positive change in students. Our interventions have been designed to increase students’ chances of achieving positive outcomes and to be deliverable by any well-intentioned teacher in a regular learning environment.

Over the last three years, we at the Heroic Imagination Project, have developed, piloted, evaluated, and refined six such interventions, both in individually and as a series, to students across a broad range of ages and diverse educational backgrounds. We have incorporated and integrated into our intervention design key methodological and conceptual elements from existing interventions that have been demonstrated to result in lasting positive outcomes for students. We have since translated these interventions into activities and programs that can be used by regular teachers and youth workers across a diverse range of backgrounds and experience.

Our programs seek to create positive outcomes for students in two main areas:

1) Academic success, broadly defined in terms of students’:
   a) enjoyment of the classroom environment;
   b) motivation to succeed and challenge themselves;
   c) rates of attendance;
   d) grade-point average (GPA) scores;
   e) rates of college acceptance and completion; and most importantly,
   f) self-efficacy beliefs in their own potential to improve and achieve explicit goals over time with effort, social support, and planned approaches (a growth mindset for their intellectual ability).

2) Social success, as defined by students’:
   a) ability to resist negative or unwanted social influence forces (e.g. negative conformity, stereotype threat);
   b) ability to implement positive change in interpersonal relationships and group interactions, especially in challenging situations (in which social influence forces are present), and
   c) beliefs that they can create meaningful and lasting change in the world around them.
Our Eight Activity Lesson Framework

Part One: Uncovering the Hidden Power of Social Situations

1. **What would you do?**
The presenter describes a situation involving the topic of the lesson (e.g. conformity, the bystander effect, situation blindness). Students are encouraged to explore how they think that they and others would typically act if they were in that situation.

2. **Explore the psychology of situations.**
Students are presented with examples (videos and oral stories), which illustrate and explain the psychological process the lesson is attempting to change, including:
   1. A description of the psychological model involved in the process and the research upon which it is based.
   2. The reason why this process is a normal part of human psychology.
   3. An explanation of how it tends to automatically affect people in a universal (or culturally bound) way.
   4. Examples of specific situations in which reacting automatically and engaging in the process can be problematic or dangerous.

Part Two: Learning to Make Change

3. **Think of a time...**
Students explore their natural range of automatic tendencies when responding to certain situations, involving the topic of the lesson, by thinking of a time in their lives when they both did and did not act in a way they would have preferred.

4. **Decide for yourself.**
Students are given the opportunity to decide for themselves if the lesson topic matters to them and if they have a desire make a change in their skills and awareness of that process.

5. **Develop effective change-making strategies.**
Students explore common psychological obstacles to taking effective action, connect them to the stories from the previous activities, and reflect on research-based solutions to them.

6. **Plan for the next challenge.**
Armed with change-making strategies from the previous activity, students’ start visualizing a more productive way to deal with a specific upcoming situation that matters to them and involves the process the lesson is attempting to change. They do so by developing a concrete plan, setting personal goals, and incorporating research-based strategies for overcoming likely obstacles.

Part Three: Getting Started

7. **Reflect on your personal take-aways.**
Students reflect on their personal ‘take away’ from the lesson; the ideas they found the most interesting, useful, or surprising.

8. **Spread the word.**
Once students develop effective change-making strategies, they are now prepared to share them with others.
Description of our 6 Lessons/Interventions

Lesson: Situation Blindness and the Automatic Self

Human beings are social creatures. We are all deeply influenced by the situations that we find ourselves in and by the people whom we are with. Normally, this is not a problem; the ways that in which groups affect individuals are usually healthy and adaptive. Unfortunately, the natural tendency to be influenced by groups and situations can also sometimes lead people, especially young adults, to make poor decisions. This can be a difficult tendency to change, since many of the ways in which groups affect people are difficult to spot without practice. This tendency to be unconsciously influenced by groups and situations is known as situation blindness. The reliance on automatic processes and reactions, especially when they are not helpful, is referred to as the automatic self. With practice, students can become less susceptible to the negative consequences of relying on these processes, with specific attention made to dealing effectively with complex or challenging situations (in which social influence forces inhibit their chances of achieving healthy outcomes).

Groups and individuals influence each other in powerful yet subtle ways. Students’ automatic reactions to certain social situations can be quite different than how they would mindfully choose deal with the same circumstances. This can sometimes cause them to react to situations in ways that are problematic or even dangerous. Additionally, students often make incorrect assumptions about others unless they pause to look more deeply at the situations in which their behavior occurred.

This lesson both provides an introduction to social influences in general as well as to the specific tools and strategies students can use to become more aware of and change their tendencies towards situation blindness and social automaticity. This helps them to develop an increased awareness of their own automatic social nature and provides them with an opportunity to change such behaviors that they are not comfortable with. Over time our students become less reliant on automatic, non-conscious reactions in social situations, resulting in a better ability to understand individual and group behavior and a decreased tendency to create hasty, personality-based judgments for the behavior of others.

Lesson: The Growth Mindset

Mindset is the fundamental belief that people have in their ability to meaningfully grow and improve with effort. When someone believes that a certain aspect of themselves (such as their intelligence) is more or less unchangeable, it is known as the fixed mindset. In this mindset, there are ultimately only two kinds of people in the world, the smart and the stupid. On the other hand, if a person thinks of that aspect of themselves a simply a series of skills that can significantly improve over time with effort, it is called a growth mindset. Such individuals thrive on challenge, and are free from the fear of being dumb.

Mindset affects the meaning of effort, the use of effective learning goals and strategies, and the attributions (explanations of why things happen) students make in response to challenge or setback.
With a growth mindset, effort is seen as a prerequisite for success. Students with this mindset set goals to master material and tend to use effective learning strategies. They attribute their setbacks to the effort they put in against the difficulty of the task, and their motivation remains high, even when challenged, as they achieve long-term success.

The problem is that lots of students have a fixed mindset. In fact, regardless of their ability, students tend to be evenly divided in their beliefs in the fixed and growth mindset. Furthermore, mindset tends to be stable. Without intervention, many fixed mindset students will remain so throughout their lives, limiting their development and ultimately their achievement. However, mindset interventions and programs have been demonstrated to be effective in shifting people towards a growth mindset. What this means is that well-constructed mindset lessons can create lasting positive change in students, enhancing their motivation and chances for success.

With the emphasis on standardized testing, IQ, and high performance, our schools are frequently unwittingly pushing students towards a fixed mindset. However, this lesson shows teachers and youth workers how to reverse this process and instill in their students a more flexible and optimistic perception of what they can accomplish.

In addition to simply making the neuroplasticity argument (that the brain can physically grow and make new connections) utilized in many mindset lessons, we directly teach students the theory of and research on changing mindset. We explain to them that great achievers throughout history have had to work hard to earn their skills and we have them examine their own lives to see how hard work led to their present successes. We also teach students ways to evaluate and change their fixed mindsets, especially when challenged or setback. Finally, we show students how the expectations they have for others, and the ways in which they offer them critical feedback, can positively influence their mindsets. This enables our students to create positive change in the lives of others. Ultimately, this leads our students to adopt a growth mindset which lasts, enhancing their motivation and successes.

Lesson: Social Conformity

We all share the basic tendency to change our behavior when we are around other people. This tendency occurs because of the basic human need to be liked and included by others. We also rely on the individuals and groups around us to quickly gather important information about what is happening and how we should act in a given situation. We call the tendency to change our behavior to match the real or perceived expectations of others social conformity.

Many times, conformity plays a positive role in students’ lives. It helps them to get along with each other better; leading them to shift their feelings and behaviors in small ways to match the group, which promotes harmony. However, this automatic tendency to go with the group can sometimes lead students to make decisions that they later regret, or that can even hurt them or get them into trouble. In these times, it is helpful for them to understand why people tend to conform, and what they can do
to resist this form of social influence. Even a single voice of dissent drastically reduces group conformity when the group consensus is headed toward making poor decisions.

Our students gain an increased awareness of their automatic tendencies to conform in certain situations. This results in a decreased tendency for them to conform to group norms and expectations when the consequences of doing so might be harmful or unpleasant. Students also gain an increased ability to support others who are the subject of unwanted conformity. Over time, our students gain the ability to mindfully identify and replace their specific unwanted conforming tendencies with healthy behaviors using strategies suggested from psychological research.

**Lesson: The Bystander Effect**

Human beings are, by nature, a compassionate, care-giving species. We possess an instinctive desire to help others in need and this is a foundation of healthy families and communities. However, there are also psychological and social forces which can prevent us from helping or responding wisely during unusual or unexpected circumstances, such as emergencies, and these forces can cause us to become distracted, confused, or insecure during critical moments of decision making. At these times, we can be influenced by the situation and the presence of other people to just watch and wait, becoming bystanders, and to effectively ignore imminent danger or someone who may be direly in need of our help.

Fortunately, psychological research has given us a great deal of insight into the science of helping and bystanding. Everyone, including young adults, possesses the ability to go out of their way to help others in a wise an effective manner, and most of our students have done so at many times throughout their lives. With practice, students can learn to strengthen their natural instinct to help others and to overcome the tendency to simply be a bystander in unclear or emergency situations.

There are a number of common obstacles to the helping process (such as assuming that someone else will help and misreading the group), and for each obstacle there are psychological solutions to overcoming them. With practice, students learn to overcome their tendency to engage in the bystander effect -- to watch, wait, and do nothing -- and instead begin to respond more wisely and effectively to emergencies or other situations where someone may be in need of their help. Students are also taught that, in some situations, directly helping is not wise and that indirect assistance or even no assistance at all can be the right decision as long as they stop to think things through, rather than automatically reacting by not helping.

Our students’ exhibit a decreased tendency to engage in the bystander effect, along with an increased ability to ask for help more effectively when it is needed. In addition, students gain the skills needed to respond wisely and effectively in unclear or emergency situations and to help others in need in wise, appropriate, and safe ways.
Lesson: Prejudice and Group Perception

Discrimination, intolerance, and uncritical judgments of others are some of the most serious issues we face as a world today. We all make meaning from the world by making categories for things, the inanimate as well as the animate, as well as for ourselves and the people around us. This process is unconscious and can be automatically triggered by very small cues in the environment. Sometimes people, especially young adults, may come to view certain individuals and groups solely through the lens of given categories and not see their unique qualities and genuine attributes.

We all have the innate capacity to view and treat others with prejudice or preference, and we do so at times without ever being realizing it. Teaching students to become more aware of this tendency, both within themselves and others, as well as how to change it, can serve as a starting point in breaking down stereotypes and group conflicts. Students have a natural tendency to treat the people they feel closely connected to well and to assume good things about them. Unfortunately, they also unconsciously tend to make certain negative assumptions about others whom seem unlike themselves and can even treat them with negative prejudice without ever realizing it.

It is possible for students to become more aware of and overcome this tendency to at least some extent, while also learning to be less reliant on categories and stereotypes in their evaluation and treatment of others. Psychology also offers us a number of suggestions for how we can begin to reduce such barriers to group harmony and cooperation, and students are capable of using this knowledge to create positive change in their peer-groups and communities. The focus of this lesson is to teach students to be aware of their own automatic tendencies to group others and to make them aware of the assumptions and behaviors that result from it as well as how they can begin to change them.

Our students gain an increased awareness of their tendency to automatically make assumptions about other people and groups, which can be positive or negative. This results in a decreased tendency for them to rely on stereotypes when evaluating others. This gives students an increased ability to resist automatic social grouping and to interact with others based on their individual traits and characters rather than their group identity. It also helps to make them more resilient when they experience prejudice and discrimination from others, since they have a deeper understanding of the process.

Lesson: Adaptive Attributions and Stereotype Threat

Attributions are the explanations that we make for the outcomes experienced by ourselves and others. They have the power to drastically change the way that we feel about people and events, and can change our outlook to being either positive or negative. Psychologists have identified three components in explanatory style: Internal vs. external: This is the extent to which you feel something was your fault. Example: "I’m just no good at math" (internal) as opposed to "That was a really hard test and I needed
to study more" (external). **Stable vs. unstable**: This is the extent to which you feel something is temporary or lasting about yourself. Example: “I’m not very good at this yet (unstable)” as opposed to “I will never be able to do this (stable).” **Controllable vs. Uncontrollable**: This is the extent to which you feel the outcome of events are something you can control or change. e.g., "I need to work harder on my quadratic equations (controllable)" as opposed to "I am dumb (uncontrollable)".

Some people naturally tend to blame themselves for negative events, believe that such events indicate they are lacking in a critical ability, and that they will always be that way. Conversely, other people naturally tend to take into account the role a situation played in negative events, believe that the reasons they happened can be changed, and that poor performance indicates only that they need to work harder to develop a specific skill or ability.

Healthy attributions are important for two reasons. First, worries about ability (and belonging) are normal, and shared to some extent by all students. They are also shown to have a critical impact on student’s motivation, resiliency, and self-concept. By making students more aware of their automatic attributional tendencies, they can learn to enjoy challenges and give the benefit of the doubt to both themselves and others.

Second, students’ perceptions regarding the negative stereotypes others hold about them can cause them to attribute the normal anxiety of a learning environment in ways which diminish their performance, learning, and enjoyment of school. This is known as stereotype threat. In certain environments, students naturally worry if other people are judging them negatively because of the groups to which they appear to belong—by gender, race, age, ethnicity, etc. In a testing situation, the anxiety caused by such worry can decrease students’ performance and lower their scores. There is also evidence that this process can directly undermine learning itself.

By understanding that anxiety is a natural part of the testing process shared by all of us, and that there are healthy ways to attribute challenge and setback, students can reduce or eliminate the performance and learning loss caused by unhealthy attributions and stereotype threat.

**Our Primary Teaching Techniques**

*For further details and complete references, see “Constructing Interventions to Transform Education” (Dickerson, Wilkins, and Zimbardo, in peer review).*

1. **The Growth Mindset**
   The theories that students have regarding their own potential to learn and grow, as well as that of others, called mindsets, and are a major source of the attributions they make as well as the level of motivation that they possess in school. Research by Carol Dweck and colleagues has shown that, even when students on both ends of the mindset continuum— fixed vs. growth— show equal intellectual ability, their theories of intelligence (and mindsets regarding other abilities and competencies) shape their responses to academic challenge, the types of learning goals and strategies they utilize, and ultimately their success, especially following a failure or poor performance. Each of our lessons contain
the explicit message that lasting positive change is possible in the target process, provides evidence that this is the case, as well as tangible research-based suggestions for how such change can be made in an effective and lasting manner.

2. **Metacognition**
   Rather than merely constructing an experience in which a critical psychological process is shifted within students, we seek to make students themselves active participants in their own growth and development. As such, we teach them to directly understand and positively influence these processes within themselves and others. This allows students to more quickly and accurately spot these processes within situations, provides them with a wider range of adaptive responses in response to social influence forces, and enables them to continue to develop in these areas long after the lesson ends.

3. **Self-Persuasion**
   It is one of our core organizational values that we do not tell students what to do, how to behave, or what is right. We simply help them to explore the evidence from research and their own experiences, and to decide for themselves what change to cultivate, as well as how to do so. When students are presented with examples that positive change in a domain is possible, as well as researched-based strategies for doing so, many will naturally attempt to make such changes. Often this leaves them with two conflicting behaviors or mindsets, an old automatic tendency, and a self-selected preferred one. The work on Elliot Aronson and colleagues on self-persuasion and can help students to resolve such dissonant behaviors and mindsets and facilitate positive change. The specific techniques used include: Counter-attitudinal advocacy, counter-attitudinal self-generated arguments, and counter-attitudinal self-reflection.

4. **Adaptive Attributions**
   Attributions are the explanations that students make for the outcomes experienced by themselves and others. They have the power to drastically change the way that they feel about people and events, and can change their outlook to being either positive or negative. Healthy attributions are important for two reasons. First, worries about ability (and belonging) are normal, and shared to some extent by all students. They are also shown to have a critical impact on student’s motivation, resiliency, and self-concept. By making students more aware of their automatic attributional tendencies, they can learn to enjoy challenges and give the benefit of the doubt to both themselves and others. Second, students’ perceptions regarding the negative stereotypes others hold about them can cause them to attribute the normal anxiety of a learning environment in ways which diminish their performance, learning, and enjoyment of school.

5. **Implementation Intentions (to use other research based change-making strategies)**
   One of our core principles involves treating the students as full and equal partners and presenting each lesson area as a skill that they can mindfully develop over time. Additionally, we provide them with strategies from psychological research on how they can initiate positive change in each target process. As such, we want to maximize the likelihood that our students will be able believe in their own efficacy and to successfully initiate their preferred change-making strategies in the critical moments of decision.
Research on implementation intentions by Peter Gollwitzer and colleagues demonstrates how lessons that target automatic responses to critical stimuli from the environment can increase goal obtainment across a broad range of desired behaviors and outcomes. We have incorporated this design element into each of our lessons, in the form of having our students form implementation intentions to engage in effective change-making strategies from research on the target psychological process.

**Key Intervention Elements**

**General Principles**

1. Participate directly with students, rather than make a passive generic appeal.
2. Target recursive, cyclical processes involved in academic and social success, which result in long-term positive outcomes.
3. Normalize the behavior or process (avert possible stigma while building empathy).
4. Tell students they (and others) have the ability to grow and improve and then show them how.

**Types of Evidence Presented**

1. Direct evidence and psychological models from research.
2. Evidence from the lives of other individuals.
3. Evidence from the students’ own lives.

**Student Resources**

1. Leave students with tangible connections to the knowledge and information we present to them (videos and texts).
2. Encourage our students to share what they have learned with others.
3. Offer suggestions for short-term projects the students can do on their own or as a class to get started implementing positive change.

**Assessing our Educational Interventions, Lessons, and Programs**

Assessment is one of the most critical components of a successful program. It is also one of the most difficult elements to incorporate effectively. At the Heroic Imagination Project, we are unique in our combined use of existing scales that come directly from education research and that have been well connected to positive student outcomes (such as mindset), as well as the scales that are a product of our original research (such as the social influence resiliency items). It is one of our core values to bring
the rigor and transparency of laboratory research into the field to evaluate and refine our approach and materials.

Of course, not every classroom or youth program will ultimately be evaluated in this manner, but formal assessment is essential:

• in the contented development of our programs,
• so that we can be fully transparent with our investors and partners, and
• to allow for peer review with experts in the field and to our publication of research to enhance student outcomes.

In the context of our programs, the word intervention refers to the utilization of limited resources and existing infrastructure to create lasting positive change in student outcomes and in no way implies a deficit in students or teachers.

In introducing you how we assess our interventions in education, we need to start with our intended results, or outcomes, and work backward.

In brief, we help young people to:

• Experience firsthand that positive change is possible, and in fact that challenging situations are opportunities to build confidence and personal growth.

• Have an accurate model of the common psychological dynamics of how individuals and groups normally react to various challenging social situations.

• “Own” what they have just learned and internalize it so that it motivates and directs them.

• Visualize plans for putting the skills and strategies they learn to use in becoming effective change-makers.

What we are Measuring and Why

1. A growth mindset.
   Our ultimate goal is to create in young people the attitudes and skills they need to effect lasting positive change, both in their own lives and in their schools and communities.

   Moreover, a growth mindset can be a catalyst for greater motivation and productivity. In fact, for a person with a growth mindset, even failure can be turned into an opportunity learn and improve. Intelligence mindset refers to one’s beliefs that you can learn and get ‘smarter’, while personality mindset deals with one’s beliefs that basic attributes of a person can change over time.

2. Situational awareness and social influence resiliency.
   A major objective of our programs is to teach students to become more aware of and resistant to negative aspects of social influence forces (e.g., bystanding, mindless conformity, etc.). To this end, we
have developed a series of social influence resiliency scales that measure student’ implicit understanding of these forces, including how they tend to impact thinking, feeling and behavior.

An accurate understanding of these forces allows students to:
- More quickly and accurately spot these forces in social situations;
- More accurately predict the behavior of other people and groups;
- Resist their negative impact on decision making;
- Become more effective agents for positive change.

**Why do we place such an emphasis on mindset?**
First and foremost, a growth mindset is all about the motivation to love learning. Teaching students they have the ability to learn and grow is the very foundation of our work. It is an extraordinarily powerful and simple concept that can insinuate itself into all aspects of our lives and is fundamental to success for students as well as everyone else. As such, it is a pivotal psychological process, directly linked to motivation, achievement and success.

Further, mindset interventions work. For nearly two decades, mindset interventions have been known to bring about change in behavior and performance of students from a variety of backgrounds across a broad spectrum of educational settings. Throughout these studies, growth mindset interventions have been proven to be remarkably long-lasting, leading to positive outcomes months and years later. In other words, once a growth mindset has been developed, it tends to stay with you.

Mindset research is also important because the numbers are large. A fixed mindset, for example, afflicts as much as fifty percent of the population, with negative effects on students’ levels of motivation, enjoyment of learning, perseverance and feelings of self-worth. This is particularly acute among low-income youth, as well as those who have been the victims of violence and abuse, beyond even the pervasive, corrosive stressful influences of poverty on a young person’s psychology.

In other words, mindset is the linchpin for success. You won’t start to bring about change unless you believe it is possible. However, if you believe that you can really improve and change, you will be motivated and you will grow as the result of your setbacks and failures.

**Applying a growth mindset to social change**
What we know about a growth mindset for intelligence can be applied directly to our attitudes about social change in general and such challenging and ambiguous social situations in particular as the bystander effect and social conformity. In general terms, then, we measure how well young people come to understand the situations that control our lives without our knowing it and in so doing how much they believe positive change is possible.

**Why do we utilize psychometrics at all?**
Psychometric scales – employed in laboratory and field research and used to directly measure change in a person’s psychology – are at the heart of what we do for a variety of reasons. Our intervention design, our student outcomes, the effectiveness of our programs – these all need to be quantified put in a form that we can track, whether it is an individual intervention or the performance of a program over a period of years.
Psychometrics, then, are central to our mission as a data-driven and research-oriented organization, and a core element we build into our organizational DNA. It is especially important that we get this element right from the start and that we always keep front and center these fundamental questions: Does it work? How can we do it even better? Do these results last?

Our direct assessment model involves employing pre- and post-tests for all our interventions, which is critical in determining the effectiveness of our programs. Testing for knowledge is not enough. Measuring only student enjoyment, entertainment, even their level of engagement is still not enough. We need to assess the effectiveness of our interventions in creating lasting change in psychological processes critical to the academic and social success of our students.

Direct assessment is also an essential foundation for our partnerships with research universities, for we need to build off of the work of other experts and science itself. The only way to get honest and critical feedback is through the transparency and critical evaluation that peer review provides. We publish and share our methods and findings, drawing on the rigor of laboratory research as we develop our content and implement and refine our materials.

Research-based psychometrics are also essential in improving the efficacy of the programs we develop in partnership with schools, youth development organizations and other educational settings. In addition, a solid research foundation is essential as we replicate and scale up our programs.

**Brief Descriptions of our Assessment Scales**

Our scales measure change in two broad categories of psychological processes: mindset and situational awareness.

**Intelligence Mindset**

**Origin:** The research of Carol Dweck and colleagues. Used in a large number (dozens) of mindset studies in education (See “Interventions to Transform Education” for a literature review).

**Description:** Intelligence mindset measures the extent to which individuals believe that intelligence is a series of skills that can be grown and improved over time (the growth mindset).

**Outcomes:** Possessing a growth mindset regarding intelligence has been associated with academic motivation, the ability to cope with challenge, and ultimately long term education success rates.

**Group Dynamics Mindset**

**Origin:** Scale developed by Bryan Dickerson and Kristin Kay Gundersen (2012) based on the research of Bryan Dickerson.

**Description:** This is a new form of mindset that goes beyond the evaluation of individual attributes and explores students’ theories on whether group interactions can be positively changed or are relatively set in stone. The idea is that just as students have mindsets for unique aspects of themselves and others, they should also have theories on whether interpersonal dynamics (situations) inherently fixed or malleable.
Outcomes: Decreased stress and worry in response to challenging social situations. An increased likelihood to try and improve interpersonal interactions and social systems.

**Personality Mindset**
**Origin:** Developed by Carol Dweck, used in corporate mindset leadership studies, such as the Heslin mindset intervention and a few places in education research.

**Description:** This kind of mindset measures whether or not students believe that basic properties or characteristics of a person can change and improve over time.

**Outcomes:** A decreased tendency to rely on stereotypes and other assumptions about others. A positive outlook on their own potential and that of others. An increased likelihood to try and improve interpersonal interactions (because if people can’t change, why bother).

**Situational Awareness**
**Origin:** Scale developed by Bryan Dickerson and Kristin Kay Gundersen (2012) based on Dr. Zimbardo’s situational awareness model.

**Description:** This scale measures the extent to which people understand how deeply human behavior is impacted by social situations as well as the automatic aspects of our social interactions.

**Outcomes:** An increased awareness of situational influence forces. The ability to more accurately spot and predict social behavior. An increased ability to change unhelpful automatic reactions.

**Bystander Resilience**
**Origin:** Scale developed by Bryan Dickerson and Kristin Kay Gundersen (2012) based on Dr. Zimbardo’s situational awareness model.

**Description:** This scale test students’ implicit understanding of the psychological mechanisms behind the bystander effect, including how they tend to impact human behavior. A good model of this process allows them to more quickly and accurately spot this force in real life situations, and to be more resistant to its ability to negatively impact their judgment. We wanted to go beyond testing knowledge, and asking students about what they would to is not an effective assessment method, so we test their agreement with how this force tends to affect people in general.

**Outcomes:** As students become more aware of the bystander effect, they will become more able to skillfully resist it and more likely to effectively help someone in need in a situation where this social influence is present.

**Social Conformity Resilience**
**Origin:** Scale developed by Bryan Dickerson and Kristin Kay Gundersen (2012) based on Dr. Zimbardo’s situational awareness model.

**Description:** This scale follows the logic of the bystander resiliency scale, with a specific emphasis on mindless social conformity.
Outcomes: As students become more aware of social conformity, they will become more able to skillfully resist it and more likely to effectively help someone in need in a situation where this social influence is present.

Group Bias Resilience
Origin: Scale developed by Bryan Dickerson and Kristin Kay Gundersen (2012).

Description: This scale measures an individual’s awareness of group biases and how they can lead to personal stereotyping, prejudice, and discrimination.

Outcomes: An increased awareness of personal automatic tendencies to engage in these behaviors, leading to a reduced amount of prejudice, discrimination, and stereotyping.

Adaptive Attributions
Origin: Scale developed by Bryan Dickerson and Kristin Kay Gundersen (2012).

Description: This scale measures an individual’s awareness of their own attributional tendencies, especially in response to challenge or setback.

Outcomes: An increased tendency to use adaptive attributions, and an increased awareness of automatic attributional tendencies, leading to a more positive outlook in response to challenge and an increased level of motivation to learn.

Our Training Program

Our training program has been designed to allow teachers and youth workers without a psychology background or extensive experience to effectively deliver our material. As with our lessons, metacognition, in which the presenter is given a model of what they are changing and how, is a key element of our approach and makes teaching our material more than simply following instructions.

The 8 activity frameworks significantly decreases the amount of time it takes to conduct our lessons after presenters have delivered one of them, as the order and structure of each lesson is the same.

Our training includes a basic orientation to our topics and approaches, as well as a full demonstration of one of our lessons.