

Introduction to Growth Mindset

35-minute Lesson Plan

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1. Before the Lesson: Lesson Objectives and Key Points

I. Lesson Objective

- a. SWBAT (Student Will Be Able To) define growth mindset and explain the brain science that supports the theory.
- b. SWBAT distinguish between behaviors and statements associated with a growth mindset and those associated with a fixed mindset.
- c. SWBAT identify benefits of growth mindset as it relates to school.

II. Key Points that this lesson plan will address

- a. Why is growth mindset important?
 1. Growth mindset helps students be more successful in school. Students are more likely to develop a growth mindset if they understand the brain science behind it and see evidence of it for themselves.
- b. What is growth mindset?
 - i. Growth mindset is the opposite of a fixed mindset.
 - ii. The brain grows and changes. The brain makes new neural connections when you are doing difficult work.
 - iii. Students with a growth mindset do better in school.
- c. How can we have a growth mindset?
 - i. believe intelligence can be developed (vs. static)
 - ii. focus on learning (vs. looking smart)
 - iii. value effort (vs. seeing it as evidence of low ability)
 - iv. persevere through challenges (vs. giving up quickly)

2. Lesson Materials

- I. Video 1 – What is Growth Mindset, Mindset Kit -
<https://www.mindsetkit.org/growth-mindset/about-growth-mindset/what-is-growth-mindset>
- II. Video 2 - Growth Mindset: Studies showing that the brain is malleable
<https://www.youtube.com/watch?v=Ygx5nLtIFRI>

- III. Computer to access video
- IV. Screen to share video with class
- V. White Board
- VI. List of student quotes - Attached to this document. Quotes should be printed for small groups, cut into strips and distributed in envelopes for a sorting activity. (Please note that there is a set for middle/high students and a set for elementary.)
- VII. Envelopes (to easily distribute strips of paper)
- VIII. Journal Paper

3. Lesson Plan: Teacher/Student Script and Activities

- I. Opening (5 min) - In this section, T (teacher) will guide Ss (students) to begin thinking about times they have exhibited a growth mindset

T: Think about an activity outside of school that you can do well now, but that you remember not being able to do at some point. Maybe it is something that is easy for you now but at some point it was very difficult. What are you thinking of?

Ss: (sample responses): riding a bike, playing piano, dribbling a basketball, reading, etc.

T: How did you learn to do it?

Ss: (share stories)

T: I noticed that in all your stories, you didn't do it perfectly the first time. You needed to practice, and as you practiced, you improved. What does good practicing look like? How does it help?

Ss: When you practice, you do something over and over and you get better a little at a time. You pay attention to what's going wrong, and you try to change that the next time you try, so that you're not practicing it incorrectly.

T: Now think about school. What's something you've learned in school that took practice?

Ss: (share stories)

- II. Introduction to New Material (15 min): In this section, T will show Ss a video explaining growth mindset vs fixed mindset

T: Practicing is a really important part of learning something difficult. Believing in the power of practice is called having a growth mindset. Let's watch a video to find out more. As you watch, I want you to think about these questions:

- What is a growth mindset?*
- How do students with growth mindset differ from students with fixed mindset?*

T shows video: <https://www.mindsetkit.org/growth-mindset/about-growth-mindset/what-is-growth-mindset>

T: Now that we have watched the video, what is a growth mindset? How is it different from a fixed mindset?

Ss: Growth mindset is the belief that your intelligence can grow with learning and practice, valuing effort and learning, and not giving up when something is hard.

T: We also learned in the video some important information about how students with a growth mindset respond when they are faced with something challenging. Students with a growth mindset realize that when we make mistakes and learn from them we help our brains to grow.

T: Do you remember which students, those with fixed or growth mindsets, perform better in school?

Ss: Students with growth mindset perform better in school because they believe that with hard work they can overcome challenges and learn. Students with fixed mindset tend to give up and as a result do not perform as well.

T: The reason practice helps you get better at something is that practice actually changes your brain. Let's watch another video to find out more. Think about these questions while you watch:

- How does my brain change when I am learning?*
- What kind of work changes my brain most?*

T will show second video:

<https://www.youtube.com/watch?v=Ygx5nLtlFRI>

T: How does your brain change when you're learning? What kinds of tasks change your brain?

Ss: Your brain grows more neurons and the connections between them get faster. This happens most with difficult tasks.

T: What surprised you in the video?

Ss: (answers vary)

- III. Guided Practice (10 min): Now Ts will guide students through an activity discussing what a growth mindset looks/hears like.

T: I'm going to share with you some student quotes. For each pair, decide which of the two students is showing a growth mindset.

ACTIVITY - T will distribute envelopes with strips of quotes and encourage small groups to work together to sort quotes as either growth mindset or fixed mindset. T will circulate groups to interact with students as they work.

T: Which set of students do you think would be more successful in school over time? Why?

Ss: The students with the growth mindset.

T: You're right, and there is a lot of research to prove it! Students with a growth mindset really are more successful in school.

- IV. Independent Practice (5 min): Ss will apply what they learned in an individual exercise.

T: Now that we understand what a growth mindset looks and feels like, let's journal about a specific way we will show growth mindset in school. Maybe it is in a subject or activity that is particularly challenging. Write about how you will apply growth mindset. Be specific – what will you say, what will it look like.

WITH + MATH = I CAN



T will distribute journal paper and allow students time to write the way they will apply growth mindset.

MIDDLE/HIGH STUDENT QUOTES

Growth Mindset

Fixed Mindset

I haven't learned this yet.	I can't do this.
How can I learn more?	I'm not good at this.
What can I learn from this mistake?	I made a mistake. I hope no one notices.
I am getting smarter all the time.	I can't change how smart I am.
It's important that I learn new things.	It's important that others think I'm smart.
I learn the most when something is difficult.	If I have to try this must be too hard for me.
I scored poorly on this assignment. Is there someone who scored higher that could help me?	I scored poorly on this assignment. But, other people did worse, so that's okay.
I should try every time there's an opportunity to learn.	I should only try when I know I can be successful.
If it doesn't work the fist time, I should try a different strategy.	If it doesn't work the first time, I can't do it.

ELEMENTARY STUDENT QUOTES

Growth Mindset

Fixed Mindset

I can't do this yet.	I can't do this.
How can I learn more?	I'm not good at this.
I can learn from my mistakes.	I hope no one sees my mistakes.
I am getting smarter all the time.	I can't change how smart I am.
I want to learn new things.	I want others to think I'm smart.
When something is hard, I learn a lot.	When something is hard, I give up.
I got a bad grade. Can I get help from someone who got a better grade?	I got a bad grade. But, other kids got worse grades.
I should try every time.	I should only try when I know I can do it.