



What's Mindset Got to Do With It?



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Time Frame 105 Minutes, 2-3 class periods

Essential Question(s)

- How can our thoughts and beliefs about failure affect our success in school and life?

Summary

This interactive inquiry-based lesson focuses on how our mindset impacts how we engage and approach different situations throughout life. Students will reflect on their own mindset and current beliefs that affect growth and fixed mindset. Students will develop a plan to foster a growth mindset.

Learning Goals

Attachments

- [Cart Sort Placemat-What's Mindset Got To Do With It.docx](#)
- [Cart Sort Placemat-What's Mindset Got To Do With It.pdf](#)
- [Frayer Model — What's Mindset Got to do With It \(1\).docx](#)
- [Frayer Model — What's Mindset Got to do With It \(1\).pdf](#)
- [Growth and Fixed Mindset Card Sort — What's Mindset Got to Do With It.docx](#)
- [Growth and Fixed Mindset Card Sort — What's Mindset Got to Do With It.pdf](#)
- [Lesson Slides — What's Mindset Got to do With It_.pptx](#)
- [Student Growth Mindset Goal Activity Sheet.docx](#)
- [Student Growth Mindset Goal Activity Sheet.pdf](#)

Materials

- Lesson Slides (attached)
- Frayer Model handout (attached; one per student)
- Card Sort Placemat (attached; one per group)
- Growth and Fixed Mindset Card Sort (attached; one per group)
- Student Growth Mindset Goal Activity Sheet (attached; one per student)
- Growth Mindset Videos
 - [The Most Powerful Mindset for Success](#) (linked)
 - [Growth Mindset Video](#) (linked)
 - [Believe in Yourself](#) (linked)
 - [The Power of Belief-Mindset and Success](#) (linked)
 - [How to Change the Way You See Yourself | Rock Thomas | Goalcast](#) (linked)
 - [Don't Be Afraid to Fail Big. To Dream Big](#) (linked)
 - [Jonathan Mooney - Reimagining Learning](#) (linked)
 - [Every Child Has the Right to THIS Kind of Education](#) (linked)

15 minutes

Engage

Explain to students that they will participate in a modified version of the instructional strategy [Think-Pair-Share](#). Tell students that they will first think, then write their responses down, and then pair and share out their responses with a partner.

Move to **slide 3**. Pose the first three questions to students, allowing them time to reflect upon each question and then record their response before moving on to the next question in the set. Once all students have a response recorded, they use the next 3-5 minutes to share their responses with their partners.

1. Think of a time in your life when you worked really hard at something (maybe it was something challenging or difficult).
2. Why did you spend so much time or put so much effort working on it?
3. How did you "grow" from that experience? What did you learn?

Teacher's Note: Optional Scaffolding

You can alter the questions/phrases to meet the needs of your students. For example, if you have a student who doesn't find very many things to be challenging, you could use other phrases such as, "spent a lot of time doing," or "practiced a lot." When discussing how students grew, consider additional phrases like, "How did you get better?" or "Did you learn something else in the process?"

Next, display **slide 4** and have students discuss the last two questions as a whole group. The questions on the slide are purposefully formatted to appear with a click. Click once to make the first question appear: "Based on what you and your partner discussed, can you *grow* when dealing with situations that are challenging or that you don't like or enjoy?" Allow students to briefly share a few thoughts and examples.

Then click again to make the second question appear: "What would happen if you approached all situations that you do not like or find challenging with the same *mindset* or attitude?" Allow students to reflect and then share a few responses.

Keep in mind, we are not formalizing or defining terms for a Growth or Fixed Mindset yet. That will occur naturally later in the lesson.

Teacher's Note: Sample Student Responses

Students should see that the connection for working hard pays off even when we don't really enjoy something or it is hard for us.

"Yes, you can grow during challenging or tough situations because when I was learning to draw in art class it was really hard, but with all the practice I did inside and outside of class I can now draw almost anything!" "I don't really enjoy reading in classes because the texts are often hard for me to understand, but I found that as I read more books on my own that I enjoy, it has made understanding what I read for my classes a little bit easier."

"If I approached math as I approached learning to draw, then I might get better at math." "I might improve my understanding or ability."

Teacher's Note: Mindset

The second question in this series introduces the term "*mindset*." If students ask about that word, consider only sharing some synonyms like *attitude*, *outlook*, *perspective*, etc. We are not formalizing or defining terms for a Growth or Fixed Mindset yet. That naturally occurs later in the lesson after watching the video(s) and discussing further.

Wrap up this portion of the lesson by reviewing the essential question and lesson objectives on **slides 5 and 6**.

30 minutes

Explore

Now that your students have had an opportunity to reflect on a specific time when they worked hard and how those situations impacted their attitudes or mindsets, allow them to explore some mindset statements. These statements demonstrate both a fixed and a growth mindset.

Place students into small groups and pass out the attached **Growth and Fixed Mindset Card Sort Cards** and **Card Sort Placemat** to each group. This [Card Sort](#) activity has a variety of statements that demonstrate both fixed and growth mindsets. The goal for your students right now is to explore the different statements with a partner and see if they can determine which type of mindset they are reading about.

Display **slide 7** to introduce this activity. Students need to have a basic understanding of the terms “Growth” and “Fixed” on the Card Sort Placemat. Ask students what those two words might mean in this context. If they are unsure, ask them what the root ‘*grow*’ and ‘*fixed*’ mean to them. Furthermore, ask how they would describe those words or what examples might they provide to a younger child.

Teacher's Note: Sample Student Responses

Some student responses could include:

“Growth means to change and fixed means to remain the same/unchanged.” “Flowers and people grow and get taller, but lights are ‘fixed’ to a wall or ceiling so that they don’t move.”

The bottom half of the slide is arranged to provide an example of what it looks like to categorize their cards. Four different boxes will appear on click to arrange into two categories. Click four times to show students a visual example of what their card sort will look like.

This activity sets the stage for student inquiry about both growth and fixed mindsets. Students should not worry about right or wrong answers when sorting these statements. They will revisit the Card Sort later on in the lesson and are allowed to adjust the placement of any statement.

After students have completed the card sort activity, display **slide 8** and place students into two groups. Pass out the attached **Frayer Model handout** to each student

Have one group watch the two following videos:

- [The Most Powerful Mindset for Success](#) (10 minutes)
- [Growth Mindset Video](#) (2.5 minutes)

Have the other group watch the following two videos:

- [The Power of Belief-Mindset and Success](#) (11 minutes)
- [Believe in Yourself](#) (3 minutes)

Have students use their Frayer Model handout as a note sheet while they watch the assigned video(s). They should record definitions, characteristics, examples, and non-examples on the document.

Once students have watched the assigned videos and completed their notes, ask them to flip over their handout and respond to the following prompt:

- What is one takeaway from the videos that you found impactful and insightful?

Teacher's Note: Consider Time and Structure

Depending upon the class structure and time available, the videos and the Frayer Model activity could be completed by students on the first day of the lesson or assigned as homework to allow them time to watch and process the information at their own pace. The videos are structured within the lesson to support student inquiry by allowing them to actively gather and synthesize the new information about growth mindset.

20 minutes

Explain

Display **slide 9**. After watching the videos and recording notes on their Frayer Model, have students return to their small groups from the Explore section. Invite groups to discuss the videos they watched and what they recorded on their Frayer Model. Their video notes should be similar, but depending upon the videos watched and a student's prior experience, they may have connected with different characteristics and examples. Ask groups to share their thoughts.

Keeping students in their small groups, move to **slide 10**. Students should apply their new understanding of growth and fixed mindsets by reviewing the sorted cards. While reviewing the sorted cards, ask students to do two things: (1) move statement cards as needed based on their deeper understanding of growth and fixed mindset and (2) discuss the justification for each placement to determine why it signifies growth or fixed mindset.

The bottom half of the slide is arranged to provide an example of what it looks like to categorize their cards. Four different boxes will appear on click to arrange into two categories. Click four times to show students a visual example of what their card sort will look like. Walk around observing and listening to the student discussions as they are working.

Once all of the groups have finalized their card sorts, display **slide 11** and instruct students to choose one sorted statement that stood out to them. Ask them to record that statement at the bottom of their Frayer Model document, along with why they chose this statement.

Have student pairs share their selection with the whole group to wrap up that activity.

15 minutes

Extend

Display **slide 12** and allow them to choose one of the videos below to watch. While watching the video, ask students to use their Frayer Model to record examples and situations within the speaker's story that displayed either a growth or a fixed mindset. Additionally, have students consider how the actions and words of others could have impacted the speaker's mindset. These examples should be recorded on the Frayer Model sheet from earlier under the Example and Non-example titles.

- [How to Change the Way You See Yourself | Rock Thomas | Goalcast](#) (about 8 minutes)
- [Don't Be Afraid to Fail Big, To Dream Big](#) (about 5 minutes)
- [Jonathan Mooney - Reimagining Learning](#) (about 8 minutes) ***You may choose to watch only the first 1/2 of the video***
- [Every Child Has the Right to THIS Kind of Education](#) (about 3 minutes ***USES a curse word***)

After students watch one of the videos and have identified examples, debrief as a whole class what was recorded and how their stories can inspire us to develop a growth mindset.

Teacher's Note: Writing and Discussing

To encourage reflection through writing, students may create a summary or reflection after the discussion. These may be submitted as an assignment, but make sure students know that before they begin writing. Stories are powerful teaching tools and provide great examples of mindset without actually using the terms fixed and growth. Student's understanding can be fully assessed by applying their knowledge to these situations and stories and assessed through their writing.

25 minutes

Evaluate

Students should now begin to consider how growth and fixed mindsets impact the way they approach situations in their own life. Allowing students to formalize their understanding of a growth mindset, display **slide 13** and ask, "What does Growth Mindset mean to you?" and let them think about this question individually. Then ask students the three questions listed below. Ask them to discuss their responses with their group.

1. How has your thinking about struggle and failure changed in light of this new information?
2. How does knowing about a growth mindset change the way you treat yourself when you struggle and fail?
3. How does believing in a growth mindset change the way you approach a new challenge or something difficult?

After they have discussed with their group, ask students to share a few of their responses with the whole class.

Teacher's Note: Context Matters

As a part of this dialogue, be sure to discuss how mindset can change based on context. For example, one person can have a growth mindset about learning to skateboard but have a fixed mindset about learning math.

Pass out the attached **Student Growth Mindset Goal Activity Sheet** to each student. Have students brainstorm a few situations they approached with a fixed mindset. Once the fixed mindset examples are recorded, have them rephrase and reframe them to construct a growth mindset. Have students create a goal for how they plan to overcome that fixed mindset.

Teacher's Note: Personalized Statements

This activity is most effective if the statements are personal internal or external struggles, obstacles, or challenges they have encountered. However, if they cannot think of any personal examples, they may use statements or ideas explored throughout the lesson.

To help guide students through the process, display the questions on **slide 14**:

1. THINK of a situation or experience that you approach with a fixed mindset.
2. WHY does that situation or experience keep you from success or how does it challenge you?
3. WHAT can you do to approach the situation or experience with a growth mindset?
4. WHO might help you succeed?
5. WHAT other strategies could you apply to accomplish this growth mindset?
6. CREATE a growth mindset goal statement.

Teacher's Note: Example Statements

Consider offering students any of the following examples to help them create their own.

1. THINK - I am going to fail the upcoming test.
2. WHY - I forgot to bring my notes home, or I didn't take good notes during class.
3. WHAT - I could get in the habit of putting my notes in my bag at the end of class.
4. WHO - Friends from class, my teacher, or my parents might be able to help me.
5. WHAT - I could call a friend from class, and they might send me a copy of their notes. Then I'll have more information with me to study before the test.
6. CREATE - To be successful on the upcoming test, I will take better notes, ask questions when I am unsure about the content, and bring my notes home to study each night.

Tell students that as they adapt their mindsets and begin to shift from fixed to growth, they can revisit their statements on the Student Growth Mindset Goal Activity Sheet and celebrate their growth. Each time they work to develop their own growth mindset, they should color in one of the wrinkles on the brain. Help students understand that the goal is for them to work throughout the year across all subjects to develop a growth mindset. Developing a growth mindset is a journey. Encourage students to recognize the growth and change within their mindsets and celebrate it.

Research Rationale

[Academic Achievement Through Growth Mindset Interventions: Insights from a National Multisite Study.](#)

This evidence in action brief examines the impact of a growth mindset intervention on low-achieving ninth-grade students' academic achievement. The study found that challenge-seeking behaviors significantly mediated the intervention's impact in medium-achieving schools, highlighting the importance of contextual factors.

Resources

- Barber, Deshauna. (2019). One question changed her life forever. Goalcast. [YouTube]. <https://www.youtube.com/watch?v=7BRrvPQzTwE>
- Boaler, J., et al. (n.d.). Believe in yourself. <https://www.youcubed.org/resources/believe-in-yourself-video/>
- Briceno, E. (2012, November). The Power of belief -- mindset and success. TEDx. Manhattan Beach. [YouTube]. <https://www.youtube.com/watch?v=pN34FNbOKXc&t=16s>
- Freedom in Thought. (2017, December 24). The Most Powerful Mindset for Success. [YouTube]. <https://www.youtube.com/watch?v=qjBdcyueom8>
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- Washington, Denzel. (2017). Don't be afraid to fail big, to dream big. Goalcast. [YouTube]. <https://www.youtube.com/watch?v=tIY0PkWxCW8&list=RCMUCc4IYtPKkJLSAHHujx1GiGQ&index=5>