What's Mindset Got To Do With It?

Growth Mindset

Lindsay Hawkins, Shayna Pond, Lindsey Link, Lindsay Williams

Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	Secondary	**Time Frame**	80 - 120 minutes
Subject	Growth Mindset	**Duration**	2 - 3 class periods
Course	Any Secondary Course		

Essential Question

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.

Snapshot

Engage

Students reflect upon a personal challenge within school or life and how their beliefs impacted their approach to that experience.

Explore

Student pairs sort statements into two categories: Growth Mindset and Fixed Mindset.

Explain

Students watch the video(s) about mindset and then apply their new knowledge to the previously sorted statements by providing justification for the current placement of each statement or the movement for statements.

Extend

Students articulate their understanding of the two types of mindsets and construct real-life examples for both using the Frayer Model.

Evaluate

Students self-evaluate how they can recognize their own fixed mindsets and adjust them to be more open to a growth mindset.

Attachments

- Card-Sort-Placemat-What-s-Mindset-Got-to-Do-With-It.pdf
- Frayer-Model-Whats-Mindset-Got-to-Do-With-It - Spanish.docx
- Frayer-Model-Whats-Mindset-Got-to-Do-With-It - Spanish.pdf
- Frayer-Model-Whats-Mindset-Got-to-Do-With-It.docx
- Frayer-Model-Whats-Mindset-Got-to-Do-With-It.pdf
- Growth-Mindset-Goal-Activity-Sheet-Example-What-s-Mindset-Got-to-Do-With-It.pdf
- Growth-and-Fixed-Mindset-Card-Sort-What-s-Mindset-Got-to-Do-With-It - Spanish.docx
- Growth-and-Fixed-Mindset-Card-Sort-What-s-Mindset-Got-to-Do-With-It - Spanish.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-Whats-Mindset-Got-to-Do-With-It.pptx
- Student-Growth-Mindset-Goal-Activity-Sheet-What-s-Mindset-Got-to-Do-With-It.pdf

Materials

- Student devices with Internet access
- Lesson Slides (attached)
- Growth and Fixed Mindset Card Sort (attached; one set per student pair)
- Student Growth Mindset Goal Activity Sheet (attached; one per student)
- Card Sort Placemat (11” x 17”) (attached)
- Frayer Model (8 1/2” x 10”) (attached)
- Growth Mindset Videos
    - The Most Powerful Mindset for Success (about 10 minutes)
    - Growth Mindset Video (about 2 1/2 minutes)
    - Believe in Yourself (about 3 minutes)
    - Growing Your Mind (about 3 minutes)
    - The Power of Belief-Mindset and Success (about 11 minutes)
    - Deshauna Barber: One Question Changed Her Life Forever (about 6 minutes)
    - Deshauna Barber Story - An Inspiring Story of Overcoming (about 6 minutes)
- Pencils or pens
- Colored pencils, markers, or crayons

15 minutes

Engage

Teacher's Note: Lesson Preparation

Before you facilitate this lesson, prepare all materials and review all attached or linked resources. Print, cut, and organize the student **Growth and Fixed Mindset Card Sort** and print the **Card Sort Placemat**. To reuse these items, consider labeling card sort sets and laminating all reusable materials. Additionally, watch the videos linked in the Explain part of the lesson to confirm they are still active and are appropriate for your students. You may choose to only use one specific video, use a couple of videos, or have students Jigsaw the videos which would allow for a deep discussion with a variety of examples and non-examples of a growth mindset.

Begin by displaying **slides 2-4** of the attached **Lesson Slides** to introduce the lesson, the essential question, and the lesson's objectives. Display **slide 5** and explain that the session begins with a modified version of the instructional strategy Think-Pair-Share, in which the students first think, then write their responses down, and then pair and share out their responses with a partner.

Move to **slide 6**. Pose the first three questions to students, allowing them time to reflect upon each question and then record their response before moving onto 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?

Scaffolding for Questions

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 7** and have students begin to discuss the last two questions as a whole group. Keep in mind, we are not formalizing or defining terms for a Growth or Fixed Mindset yet. That occurs naturally later in the lesson. To begin the whole group discussion, ask students, "Based on what you and your partner discussed, can you *grow* when dealing with situations that are challenging or you don't like or enjoy?" Allow students to briefly share a few thoughts and examples.

Then ask, "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.

Sample Student Responses

Students should see the connection to 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 may get better at math." "I would improve my understanding or ability."

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.

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 impact our attitudes or mindsets, allow them to explore some mindset statements. These statements demonstrate both a fixed and a growth mindset. Students work in small groups using both the **Growth and Fixed Mindset Card Sort** and the **Card Sort Placemat** to complete the activity. 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 it is that they are reading about.

Display **slide 8** 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 could mean in this context. If they are unsure, ask them what the root 'grow' and 'fixed' mean to them. Furthermore, ask how would they describe those words or what examples might they provide to a younger child.

Sample Student Responses

"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 they don't move."

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 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 9** and instruct them to watch one or more of the following videos independently:

- The Most Powerful Mindset for Success (10 minutes)
- Growth Mindset Video
  (2.5 minutes)
- Believe in Yourself (3 minutes)
- Growing Your Mind (3 minutes)
- The Power of Belief-Mindset and Success (11 minutes)

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

Teacher's Note

Depending upon the class structure and time available, the video(s) 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.

15 minutes

Explain

After watching the video(s) and recording a few notes about growth mindset on their Frayer Model, student pairs briefly discuss the video(s) they watched and what they recorded on their Frayer Model. Their video notes should be similar, but depending upon the video(s) watched and a student's prior experience, they may have connected with different characteristics and examples. These similarities and differences should be applied as they revisit their card sort from earlier in the lesson.

Students apply their new understanding of growth and fixed mindsets by reviewing the sorted cards on **slide 10**. While reviewing the sorted cards, students should 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, why it signifies growth or fixed mindset. Walk around and listen 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 was either easy or hard for them to sort. They record that statement at the bottom of their Frayer Model document, along with why it was easy or difficult to place and their justification for the final placement.

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

15 minutes

Extend

Students should now begin to consider how growth and fixed mindsets impact the way they approach situations in their own life. You may facilitate the next four questions as a whole group discussion, or allow students to first individually reflect and then share a few responses with the whole group.

Allowing students to formalize their understanding of a growth mindset, display **slide 12** and ask, “What does Growth Mindset mean to you?” Then ask students the three questions listed below. These questions allow students to gain a deeper personal understanding of their mindset and encourage reflective thinking and student conversation.

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?

Context Matters in Mindset

Be sure to discuss, as part of this dialogue, 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.

20 minutes

Evaluate

To evaluate students' understanding of mindset, display **slide 13** and allow them to choose one of the videos below to watch. While watching the video, students should identify examples and situations within the speaker's story that displayed either a growth or a fixed mindset. Additionally, 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)
- Going Through Tough Times (about 8 minutes)
- Jonathan Mooney - Reimagining Learning (about 8 minutes) ***could maybe only watch the first 1/2 of the video***
- Every Child Has The Right To THIS Kind of Education (about 3 minutes ***USES a cuss word***)

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

Writing Prompt and Discussion Note

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.

Now that students can identify a growth mindset and the situations or experiences that impact it, it is time for them to identify when they have a fixed mindset. If we can name it, we can change it! Using the **Student Growth Mindset Goal Activity Sheet**, have your students brainstorm a few situations or experiences they approached with a fixed mindset. 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. An example is attached. Once the fixed mindset examples are recorded, they rephrase and reframe them to construct a growth mindset. They should create a goal for how they plan to overcome that fixed mindset.

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?
   WHO might hinder your success?
5. WHAT other strategies could you apply to accomplish this growth mindset?
6. CREATE a growth mindset goal statement.

Possible Responses

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 could maybe 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.

As students 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. The goal is for students to work throughout the year, across all subjects, to develop a growth mindset. Developing a growth mindset is a journey. Students should recognize the growth and change within their mindsets and celebrate it. This would be similar to celebrating one's success in academics or extracurricular activities.

Follow-up Activities

It is very important to remember that this activity doesn't end when the bell rings! Your students are setting a personal goal to grow in an area that they may really struggle in and you'll need to continue to check in with them. Check-in does not have to be extensive or take a lot of time, rather it can be short, one time a week when you follow-up to see if they're practicing those growth mindset statements. The best part about the Student Growth Mindset Goal Activity Sheet handout is that the student colors it in as they go, making it very easy for you to see if they're making progress towards achieving a growth mindset. Check-ins are a great way to foster your students' growth and hold them accountable.

Resources

- AlphaLeaders. (2021, April 16). GOING THROUGH TOUGH TIMES. [Youtube]. https://www.youtube.com/watch?v=RDPfT7h46TI
- Boaler, J. H., Cordero, M. H., Vidales, E. undefined, Williams, B. undefined, Boaler, A. undefined, Boaler, J. undefined, & Jazzari, B. undefined. (n.d.). Believe in Yourself. https://www.youcubed.org/resources/believe-in-yourself-video/
- The Brainwaves Video Anthology. (2016, December 3). Jonathan Mooney - Reimagining Learning. [YouTube]. https://www.youtube.com/watch?v=f_cyUNcH8Ak
- 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
- Goalcast. (2019, August 3). Deshauna Barber: One Question Changed Her Life Forever. [YouTube]. https://www.youtube.com/watch?v=7BRrvPQzTwE
- Goalcast. (2017, August 15). Don't Be Afraid to Fail Big, to Dream Big. [YouTube]. https://www.youtube.com/watch?v=tlY0PkWxCW8&list=RDCMUCc4lYtPKkJLSAHHuJx1GiGQ&index=5
- Goalcast. (2020, August 15). Every Child Has The Right To THIS Kind Of Education [YouTube]. https://www.youtube.com/watch?v=Sxlk16DvCQI
- Goalcast. (2018, February 12). How to Change the Way You See Yourself. [YouTube]. https://www.youtube.com/watch?v=1IH0digwjds
- Infobundl. (2014, June 2). Growth Mindset Video. [YouTube]. https://www.youtube.com/watch?v=ElVUqv0v1EE
- K20 Center. (n.d.). Card Sort. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506976b
- K20 Center. (n.d.). Frayer Model. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505d709
- K20 Center. (n.d.). Think-Pair-Share. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5064b49
- Khan Academy. (2014, August 19). Growing Your Mind. [YouTube]. https://www.youtube.com/watch?v=WtKJrB5rOKs