

GROWTH MINDSET



OBJECTIVES:

- Student will reframe fixed mindset statements
- Student will demonstrate understanding of the term "growth mindset"

OUTLINE:

- Administer and collect pre-tests.
- Warm up: Give students Yet cards to fill in. Tell students to just hang on to these for now.
- Welcome: "Today I want to introduce you to 2 different students. First, let's meet Fixed Freddie. Fixed Freddie has what we call a "fixed mindset." That means he thinks his current skills are all that he will ever have. He doesn't think he will ever get better, and he doesn't think working hard and trying will ever result in success. Let's look at some of Fixed Freddie's thoughts." Show Fixed Freddie visual and review statements. "Have you ever heard someone say these things?" Allow responses, but remind students to not name names. "When people think this way, how do you think it affects their school work?" Allow responses. "How does it affect their self-confidence?" Allow responses. "Okay, now I want to introduce you to another student. This is Growth Gretchen. Gretchen has a growth mindset. That means that she believes she has the capacity to grow! She believes that trying, caring, and working hard will pay off. Let's look at some of Growth Gretchen's thoughts." Review Growth Gretchen visual aid and statements. "Have you ever heard someone say these things?" Allow responses. "When people think this way, how do you think it affects their school work?" Allow responses. "How does it affect their self-confidence?"
- Demonstration: Ask for 2 student volunteers. Give each student a lock and explain that you will give them the combinations and they will race to see who can unlock the lock the fastest. But first... blindfold one student. Put the combinations in each student's hand and tell them to go! Obviously, the blindfolded student will not be able to perform the task. After student without blindfold unlocks the lock, take the student's blindfold off and ask him/her how he/she felt during the activity. "Right, frustrated, annoyed, disappointed. You didn't even try because you thought you couldn't do it. Trying to open a combination lock with a blindfold on is sort of like having a fixed mindset. When you have a fixed mindset, you don't believe that you have the ability to grow and get better at things." Thank students for helping with the demonstration.
- Explain: "A fixed mindset keeps us stuck in one place, and that's not what school is about. Your teachers and all of the adults in this building know that you all have the capacity to grow and become amazing individuals. When you think about yourself and your abilities in a positive way, your behaviors change. For example, if I tell myself that I'm dumb and can't do anything, I'll probably stop trying! But if I tell myself that I am a hard worker and that trying and trying again will pay off, I'll probably keep doing my best to grow! And that is what having a growth mindset is all about: it's about believing that you can grow and improve when you are willing to try."
- Activity: Students will complete I can... handout (or interactive notebook elements) converting fixed mindset statements to growth mindset statements.
- Share: Have students share one of the growth mindset statements they created.
- Debrief:
 - Describe a time when you had a fixed mindset. What happened?
 - How can a growth mindset change the way you feel at school?
 - When have you struggled to have a growth mindset?
 - How can we as a community of learners encourage one another to maintain a growth mindset?
 - What will you say to someone who makes a fixed mindset statement?
- Partner Activity: Students will talk with a partner about their Yet card they completed at the beginning of the lesson. Student and partner will discuss possible strategies to try to work on the activity/skill.
- Wrap-up: Praise students for their great work today. Remind them that they ALL have the capacity to grow and improve their skills if they are willing to persevere and believe in themselves!

MATERIALS

- Pre/Post Tests
- Writing utensils
- Yet cards
- Fixed Freddie/Growth Gretchen visual aids
- 2 combination locks
- 1 blindfold
- INB pages
- Scissors
- Glue
- Coloring utensils

ASCA STANDARDS ALIGNMENT:

- Mindsets:
 - 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- Behavior: Learning Strategies:
 - 4. Apply self-motivation and self-direction to learning

SUGGESTED DATA COLLECTION:

- Process: Attendance (students present during classroom counseling lesson)
- Perception: Student perception of skill acquisition/growth over time (as indicated by student post-test)
- Outcome: 50% reduction in fixed mindset statements in the classroom (simply a suggestion! Collect data that is meaningful for your school)

INTERACTION NOTEBOOK OPTION:

- Students write definition of growth mindset in their own words.
- Fold trifold printables and glue center section to INB. Students will write statements to reframe fixed mindset statements into growth mindset statements.
- Optional: glue YET letters in INB and write things students cannot do yet but want to keep working on.

NAME:

PRE-TEST

The skills you have now are the only skills you'll ever have.

- ☐ I agree
- ☐ I disagree
- ☐ I'm not sure

Why I chose this answer:

If you're not good at something now, you'll probably never be good at it.

- ☐ I agree
- ☐ I disagree
- ☐ I'm not sure

Why I chose this answer:

Growth mindset means:

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NAME:

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I CAN'T...

YET!

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I CAN'T...

YET!

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I CAN'T...

YET!

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I CAN'T...

YET!

© 2018 Counselor Keri

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YET!

© 2018 Counselor Keri

I CAN'T...

YET!

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This is too
hard.

Learning is
boring.

I can't do
this.

I give up.

I'm not smart
enough.

I don't care.

FIXED FREDDIE

I'll keep
trying!

I won't
give up!

I can do
this!

I want to
learn!

I made a
mistake - I'll
fix it!

I can do hard
things.

YES
I
CAN

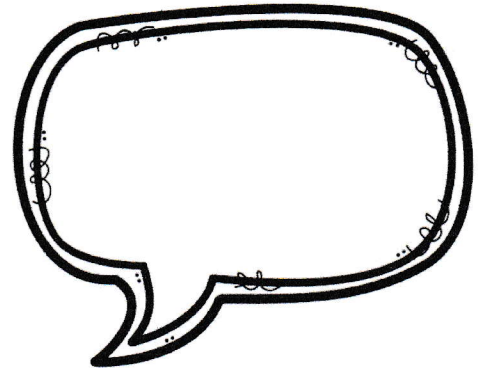
GROWTH GRETCHEN

I CAN HAVE A GROWTH MINDSET!

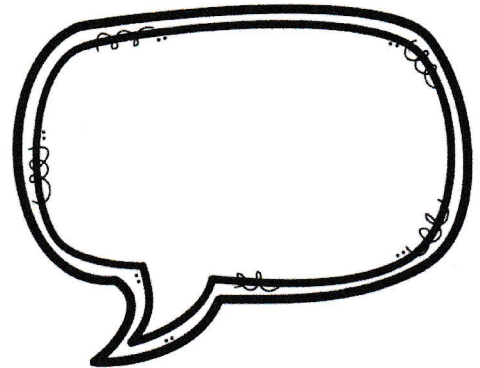
INSTEAD OF:

I'LL SAY:

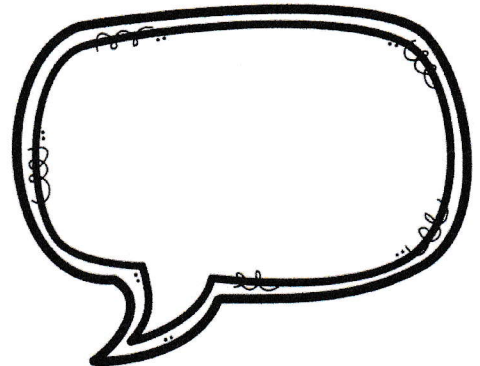
I'm not
good at
this.



This is too
hard.



I'll never be
as smart as
him.



I'll never
understand
this.

