

# growth MINDSET

## LESSONS & ACTIVITIES

### Lesson 1

#### Distinguish Between Growth and Fixed Mindset

##### Learning Objective:

By the end of this lesson, students will be able to:

- explain the difference between growth and fixed mindsets
- distinguish between examples of growth and fixed mindsets
- understand that everyone is born to learn and we're all at a different place in our learning

##### Materials Needed:

- The Most Magnificent Thing by Ashley Spires
- Mindset poster
- Reflection sheet (3 versions depending on your students' ability)



##### Part 1: The Most Magnificent Thing

Read the text. If you don't have access to the text you can watch a video read aloud.

##### The Most Magnificent Thing

After reading discuss with students:

- What did the girl do at the beginning of the story when she discovered her "thing was magnificent"?
- What might have happened if her assistant had not suggested to go on a walk?
- What did she realize while on the walk?
- How did she finally create the magnificent thing?
- What led to her success? (elicit her perseverance)

##### Part 2: What is Fixed and Growth Mindset?

Use Carol Dweck's definitions (poster next page) emphasize that everyone is born to learn but we all learn at a different pace. You can use examples of how all babies learn to walk at different times, but they ALL learn.

##### Find examples of each mindset from The Most Magnificent Thing

**Growth** (the girl discovers it is not magnificent, tosses it and gives it another go)  
**Fixed** (after several attempts to make the thing, it is not perfect and she gets mad "I'm not good at this, I quit")

Deliberately ask students how the **growth mindset** helped her succeed, emphasize that everyone is born to learn but we all learn at a different pace.

### DO YOU HAVE A GROWTH MINDSET?

- I made a mistake.
- I can't make this any better.
- It's good enough.
- I can't do math.
- I'm not good at this.
- This is too hard.
- I'll never be as smart as her.
- I give up.



I'm awesome at this.

I'm on the right track.

Mistakes help me improve.

I can always improve; I'll keep trying!

Is this really my best work?

I'm going to train my brain in math.

This may take some time and effort.

What am I missing?

I'm going to figure out what she does and try it.

I'll use some of the strategies I've learned.



### Lesson 3

#### Meet your Brain!



##### Learning Objective:

- By the end of this lesson, students will be able to:
- learn some of the parts of the brain and their function

##### Materials Needed:

- Tour Fantastic Elastic Brain by JoAnn Deak Ph.D.
- Meet Your Brain diagram poster
- Meet your Brain diagram (2 versions depending on students' ability)

##### Part 1: Tour Fantastic Elastic Brain

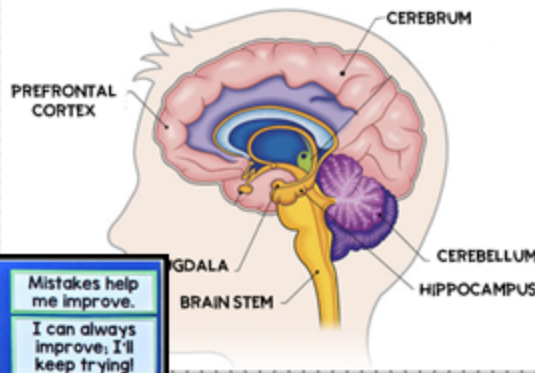
Remind students that in the last lesson we learned that everyone is capable of learning and effort. Our brain is the organ in our bodies helping us learn. Neuroscientists have proven the brain can learn in incredible ways when engaging in challenging activities.

The brain is made of two halves, the left and the right. Each side is made up of the cerebrum, prefrontal cortex, hippocampus, amygdala. Today we will learn how all of these parts in our brain work together.

Watch [Elastic Brain](#) (video link if text unavailable)

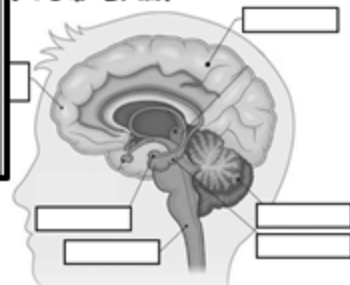
Review with students the parts of the brain and their function referenced in the book.

### Meet Your Brain!



#### Meet Your Brain

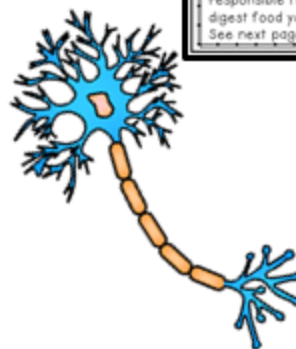
Name \_\_\_\_\_



Label each part of your brain using the words below. Then fill in the blank next to its function.

- ☐ Cerebrum
- ☐ Amygdala
- ☐ Cerebellum
- ☐ Hippocampus
- ☐ Brain Stem
- ☐ Prefrontal Cortex

- \_\_\_\_\_ helps you store memories.
- \_\_\_\_\_ is in charge of involuntary body functions.
- \_\_\_\_\_ helps you make decisions.
- \_\_\_\_\_ helps you think and speak.
- \_\_\_\_\_ controls your emotions.
- \_\_\_\_\_ controls muscle movement and balance.



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# mindset lesson topics

- Distinguish Between Fixed and Growth Mindset (2 lessons)
- Meet Your Brain
- Brain Plasticity
- Vulnerability and Risk Taking
- We Love a Challenge!
- Thanks for the Feedback!
- Mistakes are Opportunities for Learning
- Grit
- Goal Setting
- "YET"
- Self-talk



# Explicit lesson plan with modifications for lower and upper elementary students

Learning Objectives

## Lesson 1 Distinguish Between Growth and Fixed Mindset

### Learning Objective:

By the end of this lesson, students will **BEGIN** to:

- explain the difference between growth and fixed mindsets
- distinguish between examples of growth and fixed mindsets
- understand that everyone is born to learn and we're all at a different place in our learning

### Materials Needed:

- The Most Magnificent Thing by Ashley Spires
- Mindset poster
- Reflection sheet (2 versions depending on your students' ability)



Materials Needed

### Part 1 The Most Magnificent Thing

Read the text. If you don't have access to the text you can watch a video read aloud here [The Most Magnificent Thing](#)

After reading discuss with students:

- What did the girl do at the beginning of the story when she discovered her "thing wasn't magnificent"?
- What might have happened if her assistant had not suggested to go on a walk?
- What did she realize while on the walk?
- How did she finally create the magnificent thing?
- What led to her success? (elicit her perseverance)

### Part 2 What is Fixed and Growth Mindset?

Use Carol Dweck's definitions (poster next page) emphasize that everyone is born to learn but we all learn at a different pace. You can use examples of how all babies learn to talk and walk at different times, but they ALL learn.

Find examples of each mindset from The Most Magnificent Thing

**Growth** (the girl discovers it is not magnificent, tosses it and gives it another go)

**Fixed** after several attempts to make the thing, it is not perfect and she gets mad. She says, "I'm not good at this, I quit!"

Determine with students how the girl's growth mindset helped her succeed, emphasize the following:

- The effort she put in
- Problem solving strategies she used
- How she sought out help from others.

Teacher shares a personal story of a time that you had to struggle to learn something new. Describe in detail what you had to do to overcome the challenge. Emphasize how having a growth mindset was valuable to your learning.

Ask students to think, draw, or write about the following questions: (think sheet if desired)

- Think of a time you learned something new. What steps did you take to learn it?
- Think of a time you failed at something. How did it make you feel? What happened after you failed?

Once finished, give students time to share with a partner or small group.

Lesson video links

# Bulletin boards, anchor charts, teaching posters

## DO YOU HAVE A GROWTH MINDSET?

I made a mistake.

I can't make this any better.

It's good enough.

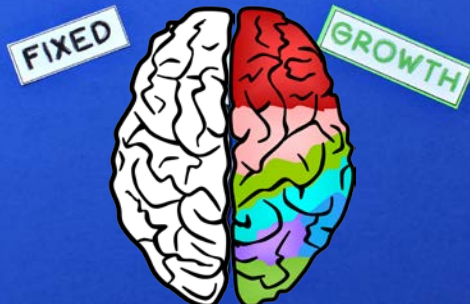
I can't do math.

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Is this really my best work?

I'm going to train my brain in math.

This may take some time and effort.

What am I missing?

I'm going to figure out what she does and try it.

I'll use some of the strategies I've learned.

## fixed MINDSET

Assumes that intelligence and other qualities, abilities, and talents are **fixed traits** that **cannot** be significantly developed.



~ Carol Dweck

## growth MINDSET

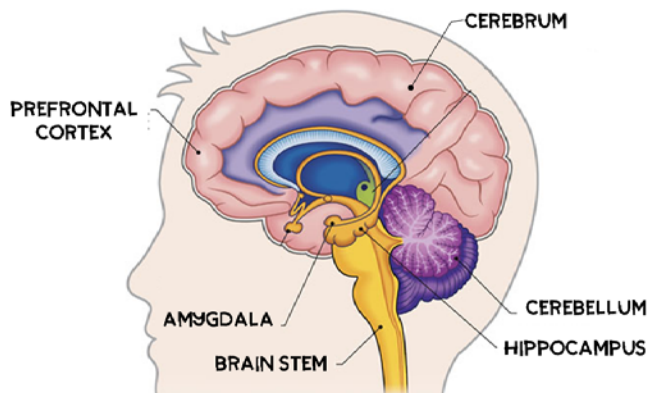
Assumes that intelligence and other qualities, abilities, and talents **can be developed** with effort, learning and dedication.



~ Carol Dweck

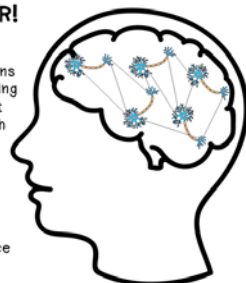


## Meet Your Brain!



## We can get SMARTER!

Inside the brain we all have billions of brain cells called **neurons**. Some of our neurons connect to each other forming pathways and some are just sort of floating around. Each time we learn new things we form a **pathway**, the more we practice something we **strengthen** these pathways. You are actually adding density to your brain and making yourself **smarter** once neurons have built strong connections, or pathways.




# differentiated student activities & response sheets

Name: \_\_\_\_\_

Draw or write your reflections

Think of a time you learned something new. What steps did you take to learn it?



Name: \_\_\_\_\_

Write your reflections below.

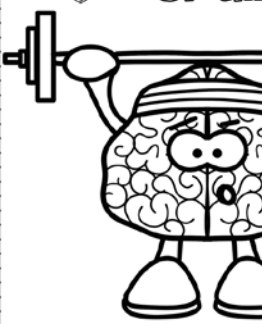
Think of a time you learned something new. What steps did you take to learn it?



Think of a time you failed at something. How did it make you feel? What happened after you failed?

Name: \_\_\_\_\_

## I ♥ a Challenge!



Draw what was happening in your brain when you were doing a challenging activity today.


Describe how you felt and why you felt that way during today's challenge.

Explain why it is good for you to do hard things.

My \_\_\_\_\_ muscle. The more I exercise it, the stronger it gets.

Name: \_\_\_\_\_

## I ♥ a Challenge!



Draw what was happening in your brain when you were doing a challenging activity today.

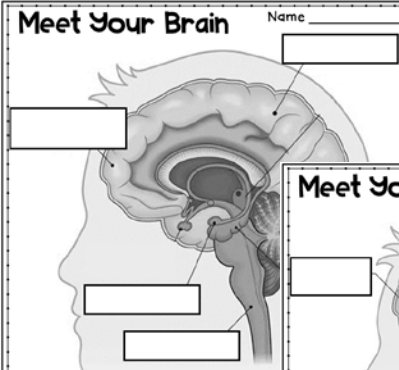
Describe how you felt and why you felt that way during today's challenge.

Explain why it is good for you to do hard things.

My brain is like a muscle. The more I exercise it, the stronger it gets!

## Meet Your Brain

Name: \_\_\_\_\_

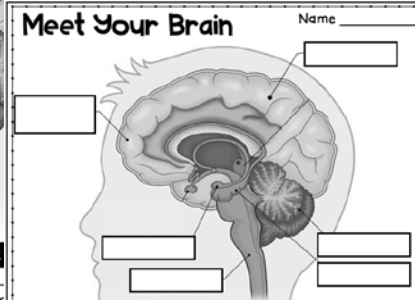


Cut, paste, and label each part

Cerebellum	Hippocampus
Amygdala	Brain Stem
Cerebrum	Prefrontal Cortex

## Meet Your Brain

Name: \_\_\_\_\_



Label Each part of your brain using the words below. Then fill in the blank next to its function.

<input type="checkbox"/> Cerebrum	<input type="checkbox"/> Hippocampus
<input type="checkbox"/> Amygdala	<input type="checkbox"/> Brain Stem
<input type="checkbox"/> Cerebellum	<input type="checkbox"/> Prefrontal Cortex

- \_\_\_\_\_ helps you store memories.
- \_\_\_\_\_ is in charge of involuntary body functions.
- \_\_\_\_\_ helps you make decisions.
- \_\_\_\_\_ helps you think and speak.
- \_\_\_\_\_ controls your emotions.
- \_\_\_\_\_ controls muscle movement and balance.

Name: \_\_\_\_\_


## Give it your all

Redo if necessary

Ignore giving up

Take time to do it right

You have grit! Finish the picture to show how you feel. Write in the speech bubble if you want.



Name: \_\_\_\_\_

## Give it your all

Redo if necessary

Ignore giving up

Take time to do it right

Mark true or false next to the phrases below.

A person who is "gritty"

- knows they can always improve \_\_\_\_\_
- upon failure thinks of a new strategy to try \_\_\_\_\_
- does easy work \_\_\_\_\_
- quits hard things \_\_\_\_\_
- puts forth effort towards their goal \_\_\_\_\_
- avoids challenges \_\_\_\_\_
- has stamina, keeps at the task for a long time \_\_\_\_\_
- knows they need to practice to meet goals \_\_\_\_\_
- is born good at things \_\_\_\_\_

Take a moment to think about a goal you are working to meet. Think about what you have learned about grit today, then write a note to yourself explaining what you can do when you face obstacles.

Dear \_\_\_\_\_