

StS Mindset Outline: “It’s not as fixed as yo think!”u

Slide 1: Introduction Slide

SAY: “Today we are talking about ‘Growth Mindset’ and ‘Fixed Mindset’. This concept is important for overcoming the different challenges we face in school and in life.

Slide 2: Mojo Video link

“We are now going to watch a short video to give all of us background on Fixed and Growth Mindsets.”

After showing video:

“Today we are going to apply what we saw in the video to begin our discussion about the differences between a fixed vs. growth mindset. In the video, Mojo had a fixed mindset because he thought he would never be any good at math. But, Katie was encouraging him to adopt a growth mindset.”

“Now that we have seen the video, let’s define Growth and Fixed Mindset together. I am looking for a couple of volunteers who might be able to put these terms into their own words.”

Teacher should call on student volunteers or offer the prompts below in order to define both terms accurately. Note: the definitions below are different from the definitions in the PowerPoint. They are included here as examples of what the students might say.

Fixed Mindset:

- Feeling that you’re just not smart enough & believing that you can’t change how smart you are.
- Wanting to give up because something is too difficult.

Growth Mindset:

- Anyone can become smarter! You can become smarter by exercising your brain.
- Not giving up when things get difficult.

Slide 3:

“In a fixed mindset, people believe their basic qualities, like intelligence and talent are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe talent alone creates success without effort.”

Slide 4:

“In a growth mindset, people believe their most basic abilities can be developed through dedication and hard work, brains and talent are just a starting point. This view creates a love of learning and a resilience that’s essential for great accomplishment.”

Slide 5&6:

“Now we are going to look at some examples of statements all of you might make and I want you to decide whether or not it is a fixed or growth mindset statement. This is a silent activity. If it is a fixed statement please put up one finger and if it is a growth statement please put up two.”

**Note: In the examples below, the students rephrase fixed mindset statements into growth mindset statements. However, it may have value to have the students to rephrase growth mindset statements into fixed mindset statements. The teacher may elect to do this.*

SAY: “I’m so frustrated, I feel like giving up. If you think this is a fixed mindset please put up one finger. If you think it is a growth mindset, please put up two.”

Teacher will allow students to respond silently. Teacher might want to share with the class an observation of the silent responses.

SAY: “This statement is a fixed mindset statement. The student is frustrated and wants to quit. Please turn to your shoulder partner and discuss how we could change this statement into a growth mindset statement. You will have 2 minutes.”

Teacher should circulate around the room and at the end of 2 minutes call the class back to a group discussion.

SAY: “Now let’s hear suggestions from some of the pairs. Which pair would like to share their growth mindset statement?”

Possible student answers might include:

- *When I get frustrated I want to give up but I know I need to try another way.*
- *I am frustrated but I’m not giving up!*
- *When I fail, I learn from my failures.*

SAY: “Nice work changing the statement into a growth mindset. Get ready to give me another silent vote on this statement, I failed my math test but I am going to study harder and do better next time. Put up one finger to show fixed and two fingers to show that is a growth statement.”

Teacher should allow students to answer silently and share an observation on student report.

Possible Teacher observations might include:

- *Looks like the majority of you thought it was a fixed statement*
- *It appears as if half of you think it is a fixed and half think it is a growth statement*
- *Based on your responses, almost all of you think it is a growth statement*

SAY: “This statement demonstrates growth mindset. Let’s try another. Please get ready to give a silent response as I read the statement. One finger for fixed and two for growth. I haven’t learned to play the tuba well yet. Is that a fixed or a growth mindset?”

Teacher should allow students to answer silently. If the majority of students do not show that it is a growth mindset, teacher should provide the response and highlight that using the word “yet” offers that there is room to grow.

SAY: Here is our final statement, I will never be good at physics. Please show me with your vote, one finger for fixed and two for growth, whether this is that a fixed or growth mindset.”

Teacher should allow students to answer. If they don't say it is a fixed mindset, teacher should provide that response.

SAY: "This statement is a fixed mindset statement. Please turn to your shoulder partner and decide how you can rephrase the statement to make it into a growth mindset statement. You will have 2 minutes to talk with your partner."

Teacher should circulate around the room and at the end of 2 minutes call students back to the class discussion.

SAY: "Which pair would like to share how you changed a fixed mindset statement to a growth mindset?"

Teacher should call on a pair of students to share the revised statement to the class.

Possible student answers might include:

- *Physics is not necessarily my strength but I am strong in other academic areas.*
- *Physics is a challenge for me but I am not going to give up.*

I am struggling in physics but am willing to increase my efforts and do better in the future.

- *Continue for the next 4 statements.*

Slide 7, 8 & 9: Fixed vs. Growth Summary

"Let's talk about the benefits of a growth mindset vs. the limitations of a fixed mindset. Who can tell me a benefit of having a growth mindset?"

Class will brainstorm ideas. Afterward, teacher will go through the possible benefits.

SAY: "Now what about limitations of having a fixed mindset?"

Class will brainstorm ideas. Afterward, teacher will go through the possible limitations.

SAY: "Now that you know the difference between a fixed and growth mindset, you can be aware of how to modify your thinking when you find yourself stuck in a fixed mindset. This will help your brain grow and ensure that you achieve your full potential".

Slide 10: Two More Mindset Videos

-After the first video, "Growing your Mind" discuss each question.

-After the second video, "Neuroplasticity" discuss each question.

Slide 11: Fixed and Growth Mindset Statement Activity

"Now that we are familiar with fixed vs. growth mindset, we are going to try to apply what we know. This activity will help you apply what you are learning about mindset to statements that are relevant to you in school. This can help you develop a growth mindset"

Have teacher count off students in 4's. Assign all 1's to a certain corner of the room, all 2's to another corner and so forth, so each group is in one corner of the room.

SAY: “Okay, each group is going to receive two statements. They will either be a fixed mindset statement or a growth mindset statement. As a group, it is your responsibility to determine which type of statement it is, (fixed or growth) and then rewrite the statement if it is fixed mindset to show a growth mindset. If it a growth mindset, do not rewrite it. Does everyone understand the assignment?”

Teacher will pass out two sentences per group.

**Note: As in the engage section, the teacher may elect to have the students rewrite the growth mindset statements into fixed mindset statements.*

SAY: “You will have 5 minutes to complete this activity with your group. Please make sure to select a spokesperson for your group. Once all groups are finished, the spokesperson will share with the rest of the class.”

Give students 5 minutes to work as groups. Teacher will walk around the room and monitor student progress.

SAY: “Now let's go over your statements. Group 1, please read your first statement and tell us whether it is a fixed or growth mindset. Then, share with us your new statement if it is a fixed mindset statement.”

Go through all examples with the four groups, assess how students changed the statements.

Group 1:

- 1. Even though I don't really like reading, I can ask for books that keep me interested **Growth***
- 2. I'm not good enough, so there is no point in trying out for the team **Fixed***

Group 2:

- 1. Everyone at this new school is awful! I don't want to talk to anyone **Fixed***
- 2. The elective I really wanted was full, but I am going to have an open mind about this one **Growth***

Group 3:

- 1. I'll never get an A, so doing the homework is pointless. **Fixed***
- 2. I'm not confident in math, but I will ask for help when I need it **Growth***

Group 4:

- 1. I lost my spot as 1st chair, but I am going to practice where I messed up so I can get it back. **Growth***
- 2. I am terrible at drawing, so I wouldn't like art class **Fixed***

Slide 12: Mindset Reminders

-Review this slide. |

Click [here](#) to leave feedback.

