



# GROWTH MINDSET



Growth mindset is the belief that one's intelligence, competencies, and abilities can be developed. Unlike individuals with a fixed mindset, or the belief that one's abilities are static, those who possess a growth mindset are more likely to persevere in the face of obstacles, crave learning rather than approval, perceive failures as opportunities to improve, and both process and apply feedback in order to grow. The development of a growth mindset can increase a student's confidence, academic achievement, motivation, and self-esteem.

Growth mindset is especially applicable to the classroom environment. In a 2008 study about the maintenance of self-esteem, Nussbaum and Dweck found a correlation between a fixed mindset and defensiveness as well as between a growth mindset and remediation or self-improvement.<sup>1</sup> Therefore, to prepare our students to constructively manage feedback, push themselves to improve, develop tenacity,<sup>2</sup> and cope with setbacks, it is necessary that we, as instructors, encourage the development of a growth mindset.

Engaging in this unit, students will understand the significance of a growth mindset, explore the malleability of the brain, brainstorm ways to nurture a growth mindset, and then practice responding to both feedback and failure. The unit will culminate in a project requiring them to revise a prior assignment.

1 Nussbaum, D. A. & Dweck, C. S. (2008). Defensiveness versus remediation: Self-theories and modes of self-esteem maintenance. *Personality and Social Psychology Bulletin*, 34(5), 599-612.

2 Stafford-Brizard, B.K. (2016). Building blocks for learning: A framework for comprehensive student development. Turnaround for Children. Retrieved from <http://turnaroundusa.org/wp-content/uploads/2016/03/Turnaround-for-Children-Building-Blocks-for-Learning-2.pdf>.

## Recommendations

To encourage a growth mindset, Generation Schools Network (GSN) recommends that you implement the following strategies in the classroom:

- Consider having students post educational, professional, or social-emotional goals around the room. Throughout the day, ask students to reflect on how they are making incremental progress (i.e. studying longer for tests, submitting homework on time, or identifying an effective coping mechanism) towards their larger objectives.
- Help students understand that learning is a process. While grades are important, help students to realize that experimenting with new study strategies, developing one's competencies, or learning something new are also valuable.
- During classroom activities, praise students for their methods, strategies, and thought processes to encourage motivation and persistence. Emphasizing intelligence alone can be detrimental as intelligence is commonly viewed as a fixed trait.
- Further, provide constructive feedback. Emphasizing a student's intelligence encourages a fixed mindset, while commending a student solely on his/her effort can convey messages of low expectations. Consider providing feedback that ties outcomes to a child's strategies. Examples include:
  - "You started your paper earlier and your grade on this essay is the highest you have earned."
  - "Walk me through your approach, and let's figure out what technique we should try next."
- Provide students with an opportunity to revise their work. This will allow students to process feedback and to develop the quality of an assignment.

## Additional Resources

Below are additional resources that teachers can use to further expand their understanding of the unit topic.

- "4 Ways to Encourage a Growth Mindset in the Classroom"  
<https://www.edsurge.com/news/2014-10-24-4-ways-to-encourage-a-growth-mindset-in-the-classroom>
- "Carol Dweck – A Study on Praise and Mindsets" (0:00-4:16)  
<https://www.youtube.com/watch?v=NWv1VdDeoRY>
- "Carol Dweck Revisits the 'Growth Mindset'"  
<http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>
- "Carol Dweck: The power of believing that you can improve" (0:00-10:20)  
[https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve?language=en](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en)
- "Fixed vs. Growth: The Two Basic Mindsets That Shape Our Lives"  
<https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/>
- "Praising the Process" (0:00-6:16)  
<https://www.teachingchannel.org/videos/praise-the-process-perts>
- "Read about the research: How mindset affects learning"  
<https://www.mindsetkit.org/growth-mindset-parents/learn-about-growth-mindset/research-how-mindset-affects-learning>
- "Teachers, Parents Often Misuse Growth Mindset Research, Carol Dweck Says"  
<http://www.usnews.com/news/articles/2015/11/23/teachers-parents-often-misuse-growth-mindset-research-carol-dweck-says>
- "What is a growth mindset?" (0:00-2:43)  
<https://www.mindsetkit.org/topics/about-growth-mindset/what-is-growth-mindset>

# Lesson 1: Understanding a Growth Mindset

## Standards

Students will:

- Identify attitudes and behaviors that lead to successful learning. (ASCA A:A2.2)
- Understand that change is a part of growth. (ASCA PS:A1.4)

## Essential Question

- Why should students develop a growth mindset?

## Objectives

Students will be able to:

- Define a growth mindset.
- Differentiate between a fixed mindset and a growth mindset.
- Explain how a growth mindset can help them improve and succeed.

## Assessment

- Poem: Students will write a poem focusing on growth and improvement. Ask students to develop two free-verse tercets using the following format:
  - I used to... (note a struggle or shortcoming)
  - Then I.... (note a process or strategy intervention)
  - And now I... (note the improvement)
- An example:
  - I used to struggle with my multiplication tables.
  - Then I made flashcards and practiced every night.
  - And now I confidently know my twelve times table.

## Materials

- The following definitions written on the whiteboard in two separate columns:
  - Growth Mindset: The belief that one's intelligence, competencies, and abilities can be developed
  - Fixed Mindset: The belief that we are born with intelligence, competencies, and abilities that cannot be changed
- Project a ready-to-play video clip about growth mindset. Suggestions include:
  - "What is a growth mindset?" (1:02-2:43)  
<https://www.mindsetkit.org/topics/about-growth-mindset/what-is-growth-mindset>
  - "Growth vs. Fixed Mindset" (0:00-0:57)  
<https://www.youtube.com/watch?v=brpkjT9m2Oo>
- Cut out 'Growth or Fixed' cards (see end of lesson plan)
- Tape
- Writing utensils
- Enough 8.5" x 11" pieces of paper for each student

## **Instructions**

### *Introduction*

1. Tell students that this unit will focus on mindsets. Direct students' attention to the definitions written on the whiteboard. After your class reads the definitions aloud, ask your students the following question: Which mindset do you believe in?
2. Tally votes on the whiteboard.
3. Ask students the following questions:
  - Have you ever improved a skill or ability (e.g. addition, memorization, biking)? Which ones?
  - Do you think your critical thinking abilities (e.g. analyzing, synthesizing, comparing and contrasting) have changed since elementary school?
  - Have you ever used a teacher's feedback to improve your work?
  - Have you ever used a failure or disappointment as motivation to succeed?
4. (Note: only apply if the initial votes were varied.) Tell students to re-think the following question: What mindset do you believe in? Re-tally the votes.
5. Inform students that the brain is constantly developing, allowing us to grow and develop. Explain to your class that although it is scientifically proven that the brain can grow, it does not mean that we each adopt a growth mindset. Tell students that the belief that we can get better at things will actually help us do so. Ask students to explain why they think that is the case.
  - If students are having difficulty brainstorming, use more concrete prompts such as:
    - How do you think you will perform on your next math quiz if you react the following way to your most recent grade, "I suck at math and I always will"?
    - How would you feel about losing an important game if your coach said: "I think each one of you left it on the court today. During practice next week, let's tweak some of our plays to boost scoring"?

### *Growth vs. Fixed*

1. Inform students that adopting either a growth or fixed mindset will have different effects on our personal lives and academics.
2. Play a video about growth and fixed mindsets (see suggestions in the Materials section). Ask students the following questions:
  - Which mindset will help you reach your fullest potential?
  - Which mindset will help you to experience an obstacle or setback and grow from it?
  - What mindset will help you to improve academically and professionally? Why?
3. Tell students that they will explore growth and fixed mindsets further by engaging in a matching game.

4. Distribute at least one 'Growth or Fixed' card (see end of lesson plan) to each student.
5. Give students five minutes to tape their card(s) in the appropriate column on the whiteboard.
6. After all students are finished, review the placement of each card and discuss any disagreements.
7. Have students complete the Assessment.

### **Reflection Questions**

- Do you think that it's possible to develop only a growth mindset or only a fixed mindset? Explain.
- If you could improve one thing about yourself, what would it be? How would you go about doing it?
- Do you think we need to fail before we can succeed? Why?

# Growth or Fixed

Growth	Fixed
If I try hard, then I can learn and thrive.	If I try hard, then that means I am not smart.
I value learning and improving.	I value looking smart.
Setbacks and obstacles motivate me to work even harder.	Setbacks and obstacles mean that I am not good enough.
I love challenges!	I don't like challenges because they reveal my weaknesses.
If I take my teacher's writing advice, I will produce better essays and receive higher grades.	I feel like I did everything I could on my essay. My teacher's writing advice won't help much.
My best friend just became valedictorian! I think I can learn a lot from her study habits.	My best friend just became valedictorian. Once again, I'm reminded that I'm not as smart as her.
Although I received some Cs in sixth grade, I've received Bs and some As in my last two years of middle school.	I received straight Bs every year since sixth grade.
If I work hard and try out different study strategies, I know I can boost my biology grade.	I always knew my biology grade would be mediocre. I'm just not that great at science.
Last soccer game, my shots weren't very accurate. My coach and I worked on the placement of my pivot foot, and now my shots are on goal!	Last soccer game, my shots weren't very accurate. Although my coach tried giving me some helpful tips, I just know I'm not meant to be a forward. I asked him if I could continue being a defender.
When I got my test back, I reviewed the questions I got wrong to ensure that I understood the material.	When I got my test back, I just looked at my grade. Although it wasn't a perfect score, it was still pretty good.
I raise my hand in class when I don't understand something.	I don't like asking questions in class. I don't want to look dumb.
I'm not very confident in my ability to comprehend a lot of material at once. I am going to ask my English teacher for help.	I'm not very confident in my ability to comprehend a lot of material at once. It's just a weakness I'll have to deal with.
There's a clarinet solo in our next performance. My teacher wants me to do it, but I've never had a solo before. Although I'm nervous, I know this will be good for me. I will have to practice.	There's a clarinet solo in our next performance. My teacher wants me to do it, but I get really nervous in front of a lot of people. Although I am really good at the clarinet, I don't think I can tackle my stage fright.

# Lesson 2: The Malleable Brain

## Standards

Students will:

- Demonstrate the motivation to achieve individual potential. (ASCA A:B1.1)
- Display a positive interest in learning. (ASCA A:A1.2)

## Essential Question

- How can neuroplasticity support a student's growth mindset?

## Objective

Students will be able to:

- Define neuroplasticity.
- Understand the relationship between a growth mindset and the brain.

## Assessment

- Pair-and-Present: Have students pair with a seating partner. Ask pairs to take turns describing their drawing. Presentations should include:
  - A skill or ability that the students would like to develop.
  - Activities that can strengthen the brain and, therefore, help to develop that skill/ability.

## Materials

- Dry erase markers
- A ready-to-play video about neuroplasticity. Suggestions include:
  - "The Woman Who Changed Her Brain: Barbara Arrowsmith-Young at TEDxToronto" (08:13-10:20)  
<https://www.youtube.com/watch?v=o0td5aw1KXA>  
(Note: the speaker in the video is discussing how she was able to overcome a brain malfunction that impeded her from reading, telling time, visualizing 3-dimensional spaces, and completing other relationship-based tasks.)
  - "Neuroplasticity" (0:00-1:55)  
<https://www.youtube.com/watch?v=ELpfYCa87g>
- Paper and writing/drawing materials
- An example comic strip. Suggestions include:
  - [http://theawkwardyeti.com/wp-content/uploads/2014/11/195\\_Batheart.png](http://theawkwardyeti.com/wp-content/uploads/2014/11/195_Batheart.png)
  - <http://i0.wp.com/onemorepost.com/wp-content/uploads/2015/10/heart-and-brain-web-comic-awkward-yeti-nick-seluk-8.jpg>
- Either have enough cut-outs of a brain picture (multiple per student) or project an image of the brain. Suggestions include:
  - <http://ysjournal.com/wp-content/uploads/2016/04/brain-990x622.png>
  - <http://cliparts.co/cliparts/pc7/rLz/pc7rLzyXi.jpg>
  - <https://neuron.illinois.edu/sites/default/files/games/Brain/images/top/outside/base.png>

## **Instructions**

### *Understanding Neuroplasticity*

1. Review the last lesson by asking students to define a 'growth mindset.'
2. Tell students that a growth mindset is rooted in science. Write the following on the whiteboard: Neuroplasticity.
3. Ask students if they have ever heard of the term before.
4. To help students brainstorm the meaning of neuroplasticity, break it down into its word parts and write the following on the whiteboard: Neurons and Plastic.
  - Ask students if they know what neurons are. If not, write the following definition underneath the term: the nerve cells in our brain.
  - Ask students if they know what plastic means. If not, write the following underneath the term: to modify or to be shaped.
5. From neuroplasticity's two word parts, have students turn to a seating partner and develop a definition for the term.
6. After a couple of minutes, have a few pairs share their answers. Either adopt a pair's definition or write the following definition of neuroplasticity on the whiteboard: the ability of the brain to reorganize and re-wire itself through practice and focus. Tell students that these changes in our brains occur when new neural connections are formed.
7. To further students' understanding, play a video on neuroplasticity (see Materials for suggestions).
8. Ask students the following:
  - Did you know the brain can change and adapt? Did you know that you can help your brain to change and adapt?
  - By practicing something, new neural connections are made in the brain that help us to develop that skill or ability. Can you think of a time when you worked really hard on something? Did it ever become easier after lots of practice? If so, you experienced neuroplasticity.
  - What do you think happens in the brain if you do not practice or use a skill?
  - How is the brain like a muscle?

### *Working Out My Brain*

1. Tell students that they will now create a short comic using visuals and dialogue to represent the following:
  - Something they want to improve.
  - The activities or practice they will do to strengthen or workout their brain.
  - The result of practice and effort.

2. (Optional) Show students an example of a comic strip (see **Materials**).
3. Tell your students that the main character in the cartoon must be your brain. Either distribute images or project images of the brain for your students to reference (see **Materials**).
4. Distribute art supplies to students. Give your class 10-15 minutes to complete their work.
5. Conduct the **Assessment**.

### **Reflection Questions**

- What happens to your muscles when you do not use them? What do you think happens to your brain when you do not practice a certain skill?
- How does it feel knowing that the brain can support your growth mindset?
- What is the difference between personal growth/improvement and perfection?



# Lesson 3: Nurturing a Growth Mindset

## **Standards**

Students will:

- Use persistence and perseverance in acquiring knowledge and skills. (ASCA PS:B1.11)
- Accept mistakes as essential to the learning process. (ASCA A:A1.4)

## **Essential Question**

- What can students do to develop a growth mindset?

## **Objectives**

Students will be able to:

- Develop a growth mindset mantra or motto.
- Distinguish between fixed mindset and growth mindset strategies.

## **Assessment**

- Student Situations: Ask students to leave their 'My Growth Mindset' worksheets on their desks. Ask students to walk around the room for 30 seconds until you say, "freeze." Have students then go to the nearest worksheet (that is not their own), and write in a situation that they have personally experienced in the last row of the table. Then, have students return to their seats and complete the last row.
  - Circulate around the room to ensure that students are developing well thought-out strategies.

## **Materials**

- Dry erase markers
- Construction paper and drawing utensils
- Tape
- Enough copies of the 'My Growth Mindset' worksheet for each student
- Writing utensils

## **Instructions**

*My Growth Mindset Motto*

1. Review the first two lessons with students using the following prompts:
  - What are the differences between a growth mindset and a fixed mindset?
  - How does brain science support a growth mindset?
  - We know that you can practice a skill or ability to improve. But, how can you practice assuming a growth mindset?
2. Tell students that this lesson will concentrate on strategies that can be undertaken to nurture a growth mindset.

3. Explain to students that assuming a growth mindset in every situation can be difficult. Ask students what obstacles can impede them from applying a growth mindset (e.g. disappointment, frustration, lack of resources, a toxic environment). Write student suggestions on the whiteboard.
4. Circle a few of the obstacles on which you would like to focus. For each obstacle, ask one volunteer to suggest a situation that could apply. Ask a second volunteer to suggest a strategy, or something they can say to themselves or do, in that situation that will help them to focus on improvement and growth.
5. Remind students that, while it can be difficult to focus on improvement and learning in the face of obstacles, we have the ability to rewire our brain so that a growth mindset is almost second nature.
6. Tell students that one helpful way to nurture a growth mindset is to develop a personal mantra or motto – a repeated phrase used to guide an individual. Such phrases can be iterated when students need to remind themselves of their abilities and options. Some examples include:
  - I can do it!
  - Practice makes perfect!
  - There's always another strategy to try!
7. Distribute construction paper and drawing utensils. Ask students to take about five minutes to write and decorate their growth mindset mottos.

### *Strategies*

1. Tell students that, while mottos are general strategies, it is also important to think about specific things that we can say and do in response to particular situations.
2. Distribute one 'My Growth Mindset' handout to each student. Review for understanding.
3. Give students 5-10 minutes to complete their handouts.
4. As students are completing their worksheets, tape students' mottos around the classroom.
5. After students have finished their worksheets, ask the following questions.
  - Do you find yourself more commonly assuming a fixed or a growth mindset?
  - How has this exercise helped you to reflect on your responses to setbacks or difficult situations?
6. Conduct the **Assessment**.

### **Reflection Questions**

- How have you developed your growth mindset this week?
- How can you train yourself to assume a growth mindset more often than a fixed mindset?
- What would you tell a friend who says the following, "I'm just not good at texting back"?

# My Growth Mindset

*This exercise will help you distinguish between positive and negative reactions in the face of an obstacle, setback, or failure. Take time thinking about what you have or what you can tell yourself that would be indicative of a fixed and/or a growth mindset. Doing so will help you process what you can say or do to facilitate improvement and personal growth.*

My Growth Mindset Motto: \_\_\_\_\_

<b>Situation</b>	<b>Fixed Mindset Reaction</b>	<b>Growth Mindset Reaction</b>
You received a C- on a social studies project.		
Someone who you have feelings for does not like you in the same way.		
Your teacher says that you need to pay more attention to your grammar in your writing.		
You get grounded.		
Your dance coach is describing new moves to incorporate into next week's competition. You are confused about how to do them.		
You get an A- on a science quiz. Your teacher made detailed corrections. She has allowed all the students to revise their work.		

# Lesson 4: Responding to Feedback

## **Standards**

Students will:

- Display a positive interest in learning. (ASCA A:A1.2)
- Understand that change is a part of growth. (ASCA PS:A1.4)
- Learn to work cooperatively with others as a team member. (ASCA C:C2.3)

## **Essential Question**

- How can students' responses to constructive feedback help them to thrive and grow?

## **Objectives**

Students will be able to:

- Work cooperatively as a team to develop and improve a product idea.
- Positively respond to constructive feedback.

## **Assessment**

- Ask students to partner with individuals from a different activity group than their own. Ask pairs to reflect on how they applied a growth mindset to receive and apply constructive feedback. Have students also address how their response to and application of feedback improved their business plans.

## **Materials**

- Enough 'Entrepreneurship' handouts (see end of lesson plan) for each student
- Writing utensils

## **Instructions**

### *Introduction*

1. Ask students to stand up and form a circle. After you read each statement, have students place one foot into the circle if the statement is true:
  - When I am told to improve a project that I worked really hard on, I get frustrated.
  - If my grade is good enough, I don't see the need to revise my work.
  - It's always possible to further improve.
  - If my teacher is willing to look at drafts of our research paper, I will take advantage of that opportunity.
2. Explain to students that feedback can be perceived differently by many people. Ask students how they think someone with a fixed mindset will respond to feedback. Ask students how they think someone with a growth mindset will respond to feedback.
3. Remind students that constructive feedback, or recommendations made to build up or improve something, is not a criticism of someone's work, efforts, or approach. Ask students how they can use their growth mindset strategies to positively respond to the following comments:

- I can see that you have persistently been practicing your lay-ups. To become an even stronger forward, I would like you to work on your jump shots as well.
- You've been so kind to volunteer to mow my lawn. It looks great. But, I think you missed a patch of grass by the flowers.
- Your writing has become much more fluid since last year. Your paragraphs beautifully string together. To continue honing this skills, I would like you to revise this essay by varying your sentence structure.
- While your test scores are good, I know you can do better. You told me you like to re-read chapters before exams, but what other study strategies could you experiment with?
- I really value how honest of a friend you are. Yet, sometimes I get embarrassed when you bring up our conversations around lots of people.

### *Developing a Product*

1. Tell students they will receive feedback in every facet of their lives – including in their careers.
2. Explain to students that some professions must change and adapt at faster rates than others. Use Apple as an example. Ask students how successful Apple would be if it was still just making computers. Ask students why they think the company needs to constantly improve and adapt.
3. Explain to students that they will be engaging in a mock business venture.
4. Divide students into three groups. Have students stand in different spots within the classroom according to the type of abilities upon which they would like to improve the most: academic, social-emotional, or extra-curricular.
5. Distribute one 'Entrepreneurship' handout (see end of lesson plan) to each student. Review to ensure understanding.
  - Tell students that the left-hand side of the text boxes are for their groups' initial brainstorm, while the right-hand side is for any changes or adjustments made after they receive feedback.
6. Give students ten minutes to complete the six questions on the handout.
7. After students have completed their handout, review product ideas with each group. Provide constructive feedback related to the questions they had to answer.
8. Give students 5-10 minutes to process your feedback and to revise their business plan.
9. After students have completed the revisions, ask students the following:
  - How did you feel as I was providing feedback?
  - How would you compare the quality of your business plan before and after my feedback?
10. Conduct the **Assessment**.

### ***Variations or Extensions***

- Rather than you offering feedback, have each group conduct a three-minute presentation about its business plan. Have fellow classmates provide constructive feedback.

### ***Reflection Questions***

- In which situation do you feel most comfortable? Uncomfortable?
- How can you regulate your emotions in an uncomfortable environment?
- How do you think emotional management can be used to both avoid and resolve conflict?

# Entrepreneurship

*In your group, brainstorm an easy-to-make product that could benefit students' lives. The product should be one that will directly appeal to the student body. As you are initially brainstorming, complete the following questions within the left-hand column of the response box.*

1. What issue or problem are you addressing?

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2. What is your product idea?

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3. What materials will you need and how will you get them?

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4. How much will you charge for your product?

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5. How will you advertise your product? Where will you set it?

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6. How will your group use the earned money?

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# Lesson 5: Responding to “Failure”

## **Standards**

Students will:

- Accept mistakes as essential to the learning process. (ASCA A:A1.4)
- Identify attitudes and behaviors that lead to successful learning. (ASCA A:A1.5)

## **Essential Question**

- How can students use failure to learn and grow?

## **Objectives**

Students will be able to:

- Understand how failures can be opportunities to grow.
- Apply a growth mindset to real-life situations.

## **Assessment**

- Work with students as they prepare responses to their assigned failures. Provide constructive feedback to push students to consider responses, mantras, or actions that can be replicated in their own lives.

## **Materials**

- Dry-erase markers
- A ready-to-play video about failure:
  - “Famous Failures” (0:00-2:34)  
<https://www.youtube.com/watch?v=zLYECljmnQs&list=PLmQsJICY9X0fEdD0wepUX60JvBiYAqqap>
  - “25 People Who Failed Before Becoming Famous” (4:59-6:40)  
[https://www.youtube.com/watch?v=zrAVA\\_3ARzw](https://www.youtube.com/watch?v=zrAVA_3ARzw)
- Cut-out ‘Failure Situations’ (see end of lesson plan)
- Scrap paper

## **Instructions**

### *Review*

1. Inform students that a growth mindset is important to have when not only receiving feedback, but when experiencing a failure as well.
2. Ask students to brainstorm what “failure” means to them. Write suggestions on the whiteboard.
3. Have students then come to the whiteboard and write an example of a time in which they think they failed. Using a few of the examples as discussion points, ask students what they did or how they felt after the experience.

4. Tell students that while some see “failure,” others see learning windows. Play a video about failure (see suggestions in **Materials**).
5. Ask students how failure contributed to the successes of the individuals featured in the video.
6. Have students return to the whiteboard and, underneath their examples, write either what they learned or how they grew from that experience.
7. After students are finished, ask them the following questions: Do you still think these examples on the whiteboard are failures? Why or why not?

### *Performances*

1. Tell students that assuming a growth mindset in the midst of a failure can help them to better some aspect about themselves.
2. Explain to students that they will practice managing failures by acting out responses to assigned situations.
3. Place students on opposite ends of the classroom based on whether they find it easier to apply a growth mindset when receiving feedback or when experiencing failure. Split each group into smaller teams until you have four roughly equal groups.
4. Give one situation to each group. Allow students ten minutes to develop and rehearse their response. Remind groups that each student is expected to participate. Allow students to access any props available in the classroom.
5. Allow students a few minutes to act out their situation and response.
6. After all students have performed, lead a concluding discussion using the following questions:
  - Do you think you can succeed without failure?
  - How did you apply your growth mindset strategies to this exercise?

### *Project Preparation*

1. Tell students that next class they will begin a project requiring them to revise or improve a past assignment.
2. Ask students to identify a past paper, project, homework assignment, or test on which they could improve. Tell students that this past assignment can come from any class.
3. Emphasize that the intent of the project is not to better their grades, but to expand their knowledge/ understanding and to develop their academic processes.
4. Remind students to bring that assignment or make copies of that assignment (if in a teacher’s possession) before next class. Advise students to also bring any textbooks or other resources required to revise the

assignment.

### **Reflection Questions**

- How does emotional management foster a growth mindset?
- Can you think of a person in your life whose failure has made him/her a more successful person?
- Do you think some people experience setbacks more often than others? Explain.



# Failure Cards

You got a D on your American history midterm.

You asked one of your friends out on a date. S/he said no.

You were told you could not enroll in honors English this year.

You were sent to detention.

# PROJECT: Revision

The 'Revision' project requires students to revisit a past assignment for the sole purpose of personal growth and improvement. Students will process a teacher's feedback, review their notes and resources, address the corrections, and improve their work.

## **Standards**

Students will:

- Display a positive interest in learning. (ASCA A:A1.2)
- Accept mistakes as essential to the learning process. (ASCA A:A1.4)
- Demonstrate how effort and persistence positively affect learning. (ASCA A:A2.2)
- Demonstrate the motivation to achieve individual potential. (ASCA A:B1.1)

## **Objectives**

Students will be able to:

- Apply a growth mindset towards the revision of an assignment.
- Explore and rectify their mistakes.

## **Materials**

- Students should have their selected assignments and any necessary resources to complete the revisions
- (Optional) Inform teachers of this project and welcome any additional constructive feedback that they may have on identified assignments
- Enough 'Pre-Questionnaire' handouts (see end of lesson plan) for each student
- Copies of the project rubric (see end of lesson plan), totaling twice the number of students in your class
  - Note: To assess students' performance, you will need to closely monitor their behaviors and attitudes throughout the duration of the project
- Enough 'Post-Questionnaire' handouts (see end of lesson plan) for each student

## **Instructions**

Note: This project is intended to take 1-3 class periods.

### *Pre-Questionnaire*

1. Tell students to take out the assignment they intend to revise. Have them quickly glance through it to refresh their memories.
2. Before delving into the project, ask students to quickly complete the pre-questionnaire (see end of lesson plan). After completing, have students place the questionnaire face-down on the floor.

### *Project Description*

1. Inform students that this project will require them to use their knowledge of and experiences with growth mindset in a practical way.

2. Distribute a rubric (see end of lesson plan) to each student. Review the rubric to ensure understanding.
3. Ask students the following:
  - What have you learned about growth mindset that will apply to your revision process?
  - Why do you think thoroughly reviewing your work is important?
  - What barriers (if any) could impede you from completing this project?
4. Tell students that they should use their own resources, references within the classroom, other teachers (optional), and student computers to complete this assignment.

### *Completing the Project*

1. Depending on the available time and the scope of your students' selected revisions, allow students between one and two periods to complete the project.
2. Ensure that you complete a rubric for each student during their revision process.

### *Reflection*

1. After students have completed their revisions, ask students to take the post-questionnaire (see end of lesson plan).
2. Once completed, have students partner with a seating neighbor. Have pairs compare and contrast their pre- and post-questionnaires. Have pairs also show each other what improvements they made to their original work. Give students 5-10 minutes.
3. As students are reflecting, finalize the rubrics for each student.
4. Offer general feedback to your class, distribute completed rubrics, and then conclude the project by asking your class the following questions:
  - Did you notice any difference between your responses in the questionnaires? If so, what were they?
  - What did you learn about yourself as a student?
  - How will you apply what you did here to other areas of your life?

# Revision Rubric

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

Revised Assignment: \_\_\_\_\_

	<b>3</b>	<b>2</b>	<b>1</b>
<b>Growth Mindset Strategies</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Approached the project with open-mindedness and interest</li> <li>• Saw this project as an opportunity to grow and learn</li> <li>• Exhibited effort and persistence</li> </ul>	<p>The student mostly:</p> <ul style="list-style-type: none"> <li>• Approached the project with open-mindedness and interest</li> <li>• Saw this project as an opportunity to grow and learn</li> <li>• Exhibited effort and persistence</li> </ul>	<p>The student did not seem to apply growth mindset strategies to this assignment.</p>
<b>Responding to Feedback</b>	<p>The student positively received, processed, and applied constructive feedback.</p>	<p>The student mostly received, processed, and applied constructive feedback in a positive manner.</p>	<p>The student needs to apply growth mindset strategies to positively manage feedback.</p>
<b>Understanding Mistakes</b>	<p>The student took time to understand his/her mistakes and to adequately rectify them.</p>	<p>While the student adequately corrected mistakes, s/he could have spent more time understanding why s/he made them.</p>	<p>The student seemed more interested in getting items 'correct' than understanding his/her own thought, study, or writing processes.</p>

**Comments:**

**Total Points:** \_\_\_\_\_

# Pre-Questionnaire

Rate each statement on a scale from 1 (low) to 5 (high). Note: This questionnaire is for your use only.  
Please answer all questions as honestly as possible.

My knowledge or understanding of the assignment topic: \_\_\_\_\_

My study/completion strategy for this assignment expanded my knowledge about the assignment topic: \_\_\_\_\_

I understand what my mistakes were and why I made them: \_\_\_\_\_

# Post-Questionnaire

Rate each statement on a scale from 1 (low) to 5 (high). Note: This questionnaire is for your use only.  
Please answer all questions as honestly as possible.

My knowledge or understanding of the assignment topic: \_\_\_\_\_

My study/completion strategy for this assignment expanded my knowledge about the assignment topic: \_\_\_\_\_

I understand what my mistakes were and why I made them: \_\_\_\_\_