



Learning Habits Lesson: Growth Mindset in the classroom

Summary

Students reflect on their current understanding of growth mindset and to become more conscious of everyday classroom behaviours or attitudes that equate to a growth mindset.

This revision lesson is for continuing students, you can find an introductory lesson [here](#).

Group Size: Whole class (Reinforce with a small group, if necessary)

Length: Approximately 45 minutes

Lesson Preparation:

- Prepare student video, *Growth Mindset: Mistakes help you grow* - available [here](#).
- Prepare *Growth Mindset in the classroom* PowerPoint ([download](#))
- Print *Brainstorming Activity: Y-chart worksheet* ([download](#)) or a blank piece of A4 paper (one per 4-5 students)
- Whiteboard
- *Optional:* Markers or textas (or students can use their own pens)
- *Optional:* KWL activity template ([download](#))

Learning Intention

This activity helps students to:

- Reflect on where they may or may not apply a growth mindset.
- Unpack what growth mindset 'looks like', 'sounds like' and 'feels like'
- Reflect on their accountability to improve their own growth mindsets.

After the Lesson

- Continue to find opportunities to refresh a growth mindset on an ongoing basis throughout the year. Some ideas could include:
 - Debate if a statement demonstrates a growth mindset or a fixed mindset. Some statements have been provided on Slide 7 and 8 of the PowerPoint
 - Create a class tally for every time you or anyone hears the word 'yet' used in a shifting mindset/growth mindset context.
 - Watch and discuss Angela Lee Duckworth's [TedTalk](#) on 'Grit: The power of passion and perseverance (video available [here](#))
 - Watch and discuss Janelle Monae and the Sesame Street crowd singing about the "Power of Yet". Ask students to create their own verse or lyrics.
 - Sorting common growth and fixed statements. Examples are within the *Growth Mindset in the classroom* PowerPoint

Time	What the teacher is doing	What students are doing			
10mins	<p>On the whiteboard, write up a KWL chart.</p> <table border="1" data-bbox="360 226 924 365"> <tr> <td style="text-align: center; width: 33%;">K</td> <td style="text-align: center; width: 33%;">W</td> <td style="text-align: center; width: 33%;">L</td> </tr> </table> <ul style="list-style-type: none"> Ask students what they already <u>know</u> about growth mindset and write these under the K column. Ask students what they <u>wonder</u> about growth mindset and write these under the W column. <p><i>Optional:</i> This activity can be completed in small groups using the <i>KWL template</i> and then shared back with the whole class.</p> <p><i>Optional:</i> The definitions of a growth or fixed mindset may need to be revised.</p> <ul style="list-style-type: none"> Watch <i>Growth Mindset: Mistakes help you grow</i> video. 	K	W	L	<p>Think and reflect on your understanding of a growth mindset.</p> <p>What do you already know? What do you wonder or want to know more about a growth mindset?</p> <p>Watch a video</p>
K	W	L			
5mins	<p>Using Slide 2 of <i>the Growth mindsets in the classroom</i> PowerPoint, introduce the categorising activity.</p> <p>During the class discussion, some students may have different answers for the different tasks. For example, a task that might be quite daunting for one student may not be for another. This conversation could be elaborated to explore why that might be.</p>	<p>Participate in a class discussion.</p> <p>Consider your personal feelings and thoughts about those particular tasks.</p>			
5mins	<p>Lead a discussion on the power of “yet”. Slide 3 of the Powerpoint is there if needed.</p> <ul style="list-style-type: none"> Discuss how adding that one simple word can completely change how a person approaches a task. Just because they can’t do it now, does not mean they can’t develop the skills and strategies to achieve it. “Yet” implies that this is only one moment on a continuum of learning and is typically followed by a next step towards the goal. e.g. <i>I can’t win a rap battle vs I can’t win a rap battle yet! But I’m going to practice singing along to my favourite song.</i> 	<p>Participate in a class discussion.</p>			
20mins	<p>Give the class instructions for the Y-chart activity using 4 and 5 of the PowerPoint.</p> <ul style="list-style-type: none"> The class might like to brainstorm an example together before splitting into small groups. Walk around the groups asking questions about why students included those examples. Give an example if students become stuck and unpack ideas that may not be focused on growth After 15mins, regroup the class and facilitate a discussion as the groups’ share and discuss their ideas. <p><i>Optional:</i> To hold students accountable to improving their own growth mindsets, ask each student to sign their names along the edges of the Y-charts.</p>	<p>Work within your group to think about how a growth mindset might look like, sound like or feel like in your classroom.</p> <p>Share your group’s ideas back with the whole class.</p>			
5 mins	<p>Review the KWL Chart from earlier in the lesson.</p> <ul style="list-style-type: none"> Ask students what they have <u>learned</u> throughout this lesson and write these under the L column. 	<p>Reflect on the lesson and share what you’ve learned.</p>			

If you want to give feedback on this lesson plan email support@mathspathway.com with the title of the plan and your feedback.