



## Growth Mindset Lesson Plan and Activity Pack

### About the Pack

This pack was designed to support primary schools in developing children's knowledge and understanding about Growth Mindset and the way in which our brains learn. The pack includes videos, lesson plans, activities and games.

The pack is split into three sections:

- **Lesson plans for Key-Stage 1**
  - Introductory Video and Discussion.
  - "I can't ... yet."
  - Growth vs. Fixed Mindset.
- **Lesson plans for Key-Stage 2**
  - Video and Discussion.
  - Personal Discussion.
  - Letter to Future Child.
- Games and Activities (these can be adapted for all Year Groups).

### Objectives:

By the end of the lessons, children will understand:

- Intelligence can be developed and the brain is malleable.
- The beliefs held by people with both Fixed and Growth Mindsets and describe them.
- The 'Power of Yet'.
- That doing challenging work and making mistakes is the best way to make your brain stronger and smarter.



In addition to the lessons and activities, there are further resources at the end of this pack as well as countless more ideas and resources online. There is lots of room to elaborate on the lesson plans and be creative with the topic!



## Lesson Plans Key-Stage 1

### Part 1: Video and Discussion

After you have watched the videos, you can hold a small discussion about how the characters demonstrated a Fixed or Growth Mindset. Some questions that can start the discussion:

- ? "How is your brain like a muscle?"
- ? "How did the characters demonstrate a Fixed or Growth Mindset?"
- ? "Think of a time when you had to learn something new?" (Learning to talk, walk.)

### Class Dojo: Growth Mindset

<https://www.youtube.com/watch?v=2zrtHt3bBmQ>



### Sesame Street: The Power of Yet

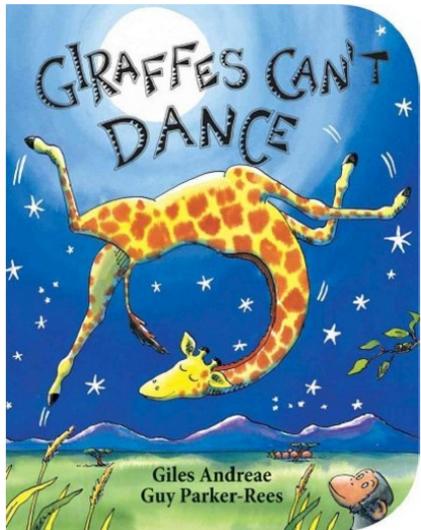
[https://www.youtube.com/watch?v=Kd\\_WENe8H-&list=PL7ooNvq3UJnTp75kOjY96Rrz6IC0\\_qMc&index=10](https://www.youtube.com/watch?v=Kd_WENe8H-&list=PL7ooNvq3UJnTp75kOjY96Rrz6IC0_qMc&index=10)





### Part 2: "I can't... yet."

Read or watch "Giraffes Can't Dance". Discuss how Gerald changes from a Fixed Mindset to a Growth Mindset. You can extend the activity by having the children make posters (individually or in small groups) describing skills or activities they cannot do ... YET!



### Part 3: Fixed or Growth Mindset?

Individually or in small groups sort the characteristics of someone who has a Fixed or Growth Mindset.



Name \_\_\_\_\_

## Fixed or Growth Mindset?

Cut, sort, and paste the phrases into the correct column below.

 Someone with a <b>Fixed</b> Mindset...	 Someone with a <b>Growth</b> Mindset...

• is inspired when others do well	• is jealous when other kids do well
• keeps trying until they can do it	• can learn from their mistakes
• believes it doesn't help to work hard	• likes to try new things
• loves a challenge	• gives up easily
• won't try new and hard things	• believes effort helps them learn
• avoids challenges	• believes if they don't try they won't make a mistake



## Lesson Plans Key-Stage 2

### Part 1: Video and Discussion

- o Clever Cloggers: Growth Mindset

<https://www.youtube.com/watch?v=xM0t8hrTXCU>

- o Growth Mindset Animation

[https://www.youtube.com/watch?v=-\\_oqghnxBmY&t=3s](https://www.youtube.com/watch?v=-_oqghnxBmY&t=3s)

After you have watched the videos, you can hold a small discussion about the science behind the brain and how it learns. Here are a few questions to get your discussion started:

- ? "How do people become intelligent?"
- ? "How are our brains like a muscle?"
- ? "Why is it important to make mistakes?"

### Part 2: Personal Discussion

Estimated time: 15 minutes

Discuss a time when you overcame a struggle in learning and learnt to solve a problem.

As a teacher, share a personal story about a time you had to work hard to get better at something. Highlight:

1. Hard work.
2. Strategies.
3. Help from others.



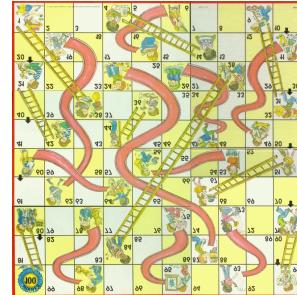
In small groups, ask the children to share a story about a time that they made their brains smarter. This can lead to a discussion about how working hard, taking on challenges and trying different strategies can grow our brains.

#### Part 3: Letter to Future Child

In small groups, reflect on a time when you overcame a struggle to learn something new. It could be learning to swim, doing multiplication or a new football technique. Think about when you failed at first, but kept trying and your brain made new connections, and eventually you succeeded.

Write a letter to a future child of the class about this struggle to help them understand the importance of a Growth Mindset.

#### Additional Games and activities



#### CHUTES AND LADDERS: GROWTH MINDSET

##### Instructions:

- Played like normal snakes and ladders, but at the bottom of a ladder or top of a snake the player draws a card, describing either a Growth Mindset scenario or a Fixed Mindset one.
- If the card is Growth Mindset, they advance on ladders or stay where they are on snakes.



- If the card is Fixed Mindset, they stay on ladders and are pulled back on snakes.
- Rules can be adjusted to be more game like by making it that if the child correctly names the mindset, they advance and, if not, they go back)

### VIDEO DISCUSSIONS

These short animated videos show characters that demonstrate Growth Mindset. Choose a video to watch and have a short discussion about how they have a Growth Mindset. What characteristics or behaviours demonstrate this?

#### Ormie the Pig - Disney

<https://www.youtube.com/watch?v=xd63g3d8qOs&list=PLnah-hqu5MaQY5t2GjBAwt9E7iJFYPsOA>



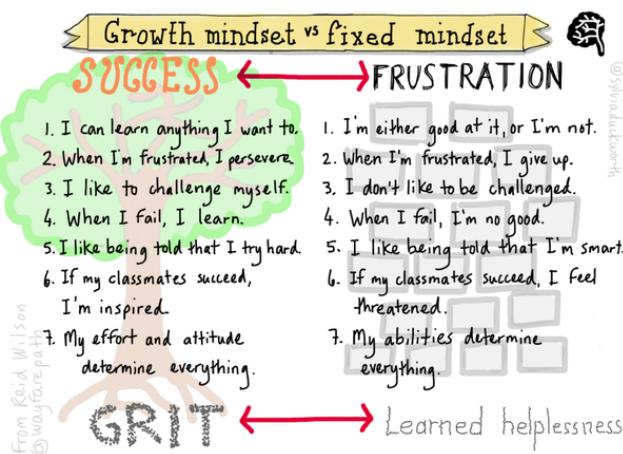
#### Keep Moving Forward!

[https://www.youtube.com/watch?v=7p\\_eKV3SzxE&index=5&list=PLnah-hqu5MaQY5t2GjBAwt9E7iJFYPsOA](https://www.youtube.com/watch?v=7p_eKV3SzxE&index=5&list=PLnah-hqu5MaQY5t2GjBAwt9E7iJFYPsOA)



### GROWTH vs FIXED MINDSET POSTERS

Using the children's to either, (a) make a two-column poster on the beliefs and behaviours of a Growth Mindset versus a Fixed Mindset or (b) make a two-column poster, one side with Fixed Mindset phrases and, together, fill in the other side with alternative Growth Mindset phrases.



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



### TELEPHONE 'NEURON' GAME

The purpose of this activity is to repurpose a familiar game to give younger children a very basic, conceptual model on how neurons pass along information.

#### *Materials:*

- A large group (preferably seven or more).
- A large space.
- A stack of cards with names of the children.

#### *Optional:*

- Chairs.
- Sound system and music

#### Preparation for Wheel:

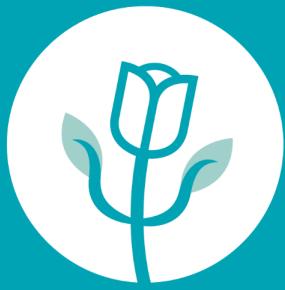
1 Mark out a series of spots using chairs, or some other type of marker, in a large or approximate circle. There should be as many spots as there are children and, additionally, one spot in the middle (imagine the axle on a wheel).

2 Write down the names of the children on separate blank cards (index cards are preferred). Place this deck of names face down on the middle spot.

3 Have the children each sit on a chair at separate points in the circle.

How this all goes down:

4 When all the children are sitting down, except for one child, start the stopwatch and pass him or her a written down word, phrase or sentence to remember.



5 After memorising it, instruct that child to run to the centre and turn over a card. He or she will then run towards the child whose name is written on the revealed card and relay the word, phrase or sentence as quietly as possible.

6 The child who receives the message will repeat the process by revealing a new name from the centre spot and telling that child the message. If anyone other than the runner and receiver hears the message during the game's duration, the group has to restart or perhaps just receive a time penalty.

7 The teacher measures the time it takes for the children to empty the deck (ie go through everyone once). The last child up will tell the teacher the phrase and the first child will then say how close it was to the original phrase (teacher can verify).

*Suggestion:* Repeat the game three times. First, use a word. Second, use a phrase. Third, use a sentence. This activity should serve as a fun analogue to introduce a very simple model of neuron messaging.

#### Further Resources

Mindset Kit: <https://www.mindsetkit.org/>

*This Mindset Kit is a free set of online lessons and practices designed to help you teach children and young people about Growth Mindset and help to foster their adaptive beliefs about learning.*

#### TED Talks:

- Angela Lee Duckworth - "Grit". (Note: Make it clear that grit is a behaviour that happens only when you have a Growth Mindset.)
- Derek Sivers - "Why You Need to Fail to Succeed".

#### Visuals and Articles

W: [waitepsychology.co.uk](http://waitepsychology.co.uk)



Infographic by Nigel Holmes on Growth vs Fixed Mindsets:

[http://www.megsonline.net/lee\\_meg3.pdf](http://www.megsonline.net/lee_meg3.pdf)

Carol Dweck - "Even Geniuses Work Hard".

<http://www.ascd.org/publications/educational-leadership/sept10/vol68/num01/Even-Geniuses-Work-Hard.aspx>