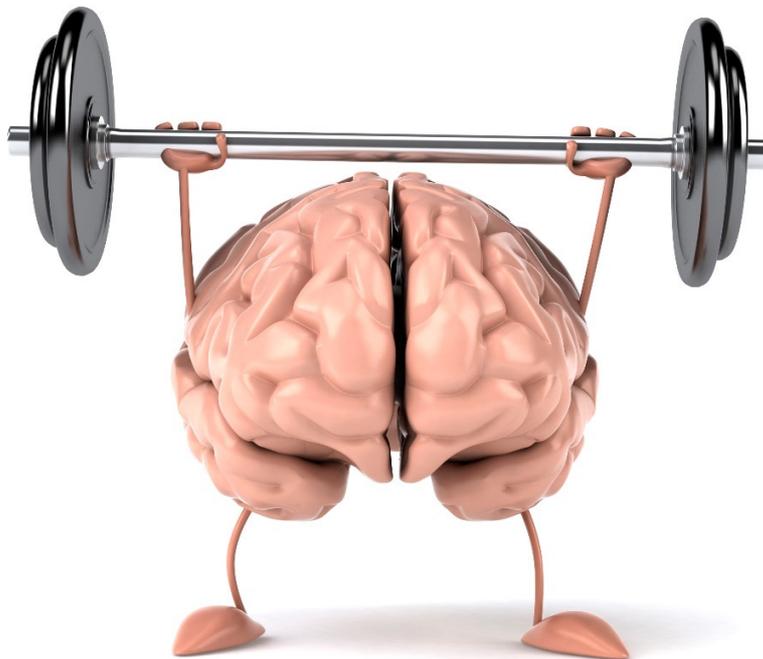


Growth Mindset Booklet

Name: _____



This booklet starts journeys in Growth Mindsets & how this view of our world helps your learning!

Each mini lesson will comprise 3 parts:

1. Teacher shows resource or video (Max 5 mins)
2. Students discuss video (Max 5 mins)
3. Students write (draw) their most important “take away” for the Task! (Max 5 mins)

Hopefully, your journey will continue way beyond this short booklet...

Week 1: What is Growth Mindset?

Success Criteria: By the end of Week 1, students can orally share or write their idea of Growth Mindsets, to their teacher or each other.

Task 1

Date

Website for Task:

<https://www.mindsetkit.org/topics/about-growth-mindset/what-is-growth-mindset> (2.43 mins)

Talk with your friends about what this means to you?

Write down one idea you talked about

Task 2

Date

1. People who have a growth mindset believe that intelligence can be developed, while people with a fixed mindset believe that intelligence is a fixed trait. People with a fixed mindset think of intelligence kind of like eye color. They believe that you're born with a certain amount of intelligence, and you can't do much to change that.

2. People with a growth mindset think of intelligence more like a muscle. They understand that when you put in effort and challenge yourself, you can get smarter, just like when you put in effort at the gym and challenge yourself by lifting heavier weights to make your muscles stronger.

Talk about whether you agree with #1 or #2, and why?

Write down one idea you talked about

Task 3

Date

Website for Task:

<https://www.mindsetkit.org/topics/about-growth-mindset/evidence-how-growth-mindset-leads-to-higher-achievement> (3.45 mins)

Talk with your friends about what this means to you?

Draw or write down one idea you talked about

Week 2: Changing Mindsets?

Success Criteria: By the end of Week 2, students can orally share or write how they might change their Growth Mindsets, to their teacher or each other.

Task 4

Date

Website for Task:

<https://www.mindsetkit.org/topics/about-growth-mindset/mindsets-can-change> (1.26 mins)

Talk with your friends about what this means to you?

Draw or write down one idea you talked about

Task 5

Date

Website for this week: (This is about sport, and talent, and also anything!!)

<https://www.youtube.com/watch?v=LfUvchfrS0&feature=youtu.be> (Video length : 2.12 minutes)

Talk with another student (or two students) about:

How do you think this idea about “talent” and practice means for you?

Task 6: Review

Date

Student to choose any video or Task to review – or chat about Growth Mindsets.

Discuss: What is the most important thing you have learned so far about Growth Mindsets, with your friends? OR What have you found about Growth Mindset online?

5 minutes to chat, 5 minutes to write – then free time!

Draw or write your most important idea in this space

Week 3: Mindsets of famous people?

Success Criteria: By the end of Week 3, students can orally share or write about one famous person and the impact of their mindset, to their teacher or each other.

Task 7

Date

Video from website: Growth Mindset Video – Who is this?

<https://www.youtube.com/watch?v=EIVUqv0v1EE&list=PL4111402B45D10AFC> (2.30 mins)

Write what this person’s growth mindset means for you:

Task 8: Part 1, John McEnroe

Date

OTP: In your book, you talk a bit about the tennis player John McEnroe. Can you expand on the qualities that differentiate him from other famous athletes you discuss?

CD: Let’s start by making one thing perfectly clear. John McEnroe was one of the—maybe *the*—most talented tennis players ever. But, boy, did he have a fixed mindset. He was obsessed with his talent—he rooted for his brother and friends to lose so he could be the only one with talent. He didn’t like to practice—if you’re naturally talented, why should you have to? He couldn’t admit his mistakes or take responsibility for his losses—it was always something or someone else’s fault. He didn’t work to overcome his weaknesses—he remained vulnerable to distractions when he was on the court and never learned how to tune them out. And he had trouble coming back from failures—after he lost badly in mixed doubles at Wimbledon, he didn’t play mixed doubles again for twenty years.

Talk with your friends, then write, about what you know or learned about this person and how this links to growth mindset:

Task 9: Part 2, Michael Jordan

Date

Now, let’s compare him to Michael Jordan—without question, the best basketball player ever. Jordan wasn’t always the superstar he became. He was cut from his high school team, he wasn’t recruited by the college he wanted to play for, and he wasn’t drafted by the first two NBA teams that could have chosen him. He became the Michael Jordan we know by being the hardest-working player any coach ever saw. Even at the height of his fame, his capacity for relentless practice was legendary. When he missed a shot or lost a game, he went back to the court and practiced for hours—even if it was the last game of the season. And he embraced his failures. In one of his favorite Nike commercials he said: “I’ve missed more than 9,000 shots. I’ve lost almost 300 games. Twenty-six times, I’ve been trusted to take the game-winning shot, and missed.” You can be sure that each time, he went back and practiced the shot a hundred times. Because of his growth mindset, Jordan dominated the game for over a decade. In spite of his fixed mindset, John McEnroe had a great career, but he was no Michael Jordan. I believe that with a growth mindset he would have been. Source Interview, Carol Dweck: http://www.onthepage.org/unfinishedbusiness/opening_mindsets.htm

Talk, then write, about one difference, Michael Jordan & John McEnroe:

Week 4 Famous People, Part 2

Success Criteria: By the end of Week 4, students can orally share or write about another famous person & the impact of mindset, to their teacher or each other.

Task 10

Date

More about Michael Jordan: <https://www.youtube.com/watch?v=zLYECljmnQs> (2.30 mins)

Talk about how this might relate to you, with your friends

Write one of the ideas in this space from your discussion

Task 11

Date

Famous people who failed at their first attempt:

https://www.youtube.com/watch?v=Xlxz6_wj_TY (2.38 mins)

Write the most important thing you have learned today that's linked to Growth Mindsets, after talking with your friends?

5 minutes to chat, 5 minutes to write – then free time!

(If you don't know these famous people, maybe you can google them?)

Task 12: Reflect & Review

Date

Bill Gates: <https://www.youtube.com/watch?v=iADTpgRXYrk> (5.55mins)

Uploaded on 24 Aug 2011: Be inspired by Bill Gates in this video - the most successful and the richest dropout in the world! We all know Bill Gates, but most of us doesn't know his ups and downs to success. This will definitely make a huge impact on your life. Just stay motivated and focused on your goals.

Write about what you talked about with your friends, and how this will impact on what you want to learn and do?

Week 5: You can learn anything!

Success Criteria: By the end of Week 3, students can orally share or write about the impact of their mindset and learning, to their teacher or each other.

Task 13

Date

Khan Academy, "You can learn anything" on Youtube (1.40 mins):

<https://www.youtube.com/watch?v=JC82Il2cjqA&index=4&list=PL4111402B45D10AFC>

Draw or write about how this short video might affect you?

Task 14

Date

Never Say can't: Jennifer Bricker (4.56 mins)

<https://www.youtube.com/watch?v=ho9M6r5RF4A&index=5&list=PL4111402B45D10AFC>

Talk with your friends, then write, about what you learned today?

Task 15: Keep going!

Date

Barcelona Olympics 1992, <https://www.youtube.com/watch?v=kZlXWp6vFdE> (3.14 mins)

"Derek Redmond bravely making it through with little help, moments of euphoria after years of hard work. Moments when the human spirit triumphs over injury that should have been impossible to overcome." -**President Barack Obama** (Source website:

What's the most important message you have learned from Derek?

Week 6: Mindsets for everyone?

Success Criteria: By the end of Week 3, students can orally share or write about how they see the brain and mindset are related, to their teacher or each other.

Task 16

Date

Parents learn about mindset and your brain: Neuroplasticity (2.03 mins)

<https://www.mindsetkit.org/growth-mindset-parents/learn-about-growth-mindset/which-mindset-is-right>

Draw or Write what you think about this video:

Task 17

Date

How the brain learns (3.37 mins):

<https://www.youtube.com/watch?v=uqGz7uqoPZ4&list=PL4111402B45D10AFC&index=10>

Draw or Write what you've learned about your brain this week:

Task 18

Date

Growth Mindset Student (1.04 mins):

<https://www.youtube.com/watch?v=AbaWNPBNJhk&index=8&list=PL4111402B45D10AFC>

Fixed Mindset Student: (48 seconds)

<https://www.youtube.com/watch?v=xmaKXiF5g84&index=9&list=PL4111402B45D10AFC>

Talk with your friends, about which of these students might be you?

EXTENSION: For any student who wants to learn more!

Changing Our Mindset

Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view we adopt for ourselves... and it's never too late to change. What's your view?

It's up to you!



FIXED MINDSET

Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth



GROWTH MINDSET

Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).

	FIXED MINDSET	GROWTH MINDSET
DESIRE	Look smart in every situation and prove myself over and over again. Never fail!!	Stretch myself, take risks and learn. Bring on the challenges!
EVALUATION OF SITUATIONS	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
DEALING WITH SETBACKS	"I'm a failure" (identity) "I'm an idiot"	"I failed" (action) "I'll try harder next time"
CHALLENGES	Avoid challenges, get defensive or give up easily.	Embrace challenges, persist in the face of setbacks.
EFFORT	Why bother? It's not going to change anything.	Growth and learning require effort.
CRITICISM	Ignore constructive criticism.	Learn from criticism. How can I improve?
SUCCESS OF OTHERS	Feel threatened by the success of others. If you succeed, then I fail.	Finds lessons & inspiration in other people's success.
RESULT ...	Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievement.

Within any Growth Mindset session, consider the above, and how these apply to you on your Growth Mindset journey?

FEEDBACK ON THIS BOOKLET (Write here about what's great, and not so great, in this booklet):