



## RESOURCES FOR SCHOOLS, TEACHERS AND ADVISERS

			
<b>RESOURCE TITLES</b>	<b>GROWTH MINDSET</b>		
<b>RESOURCE SUMMARY</b>	In this session, students will be able to identify growth mindset and the positive outcomes from adopting it for themselves.		
<b>THEME</b>	WELL	<b>LAST UPDATED</b>	April 2024
<b>TARGET YEAR GROUP</b>	Years 9, 10, 11, 12, 13		
<b>MIN. NUMBER OF LEARNERS</b>	5	<b>MAX. NUMBER OF LEARNERS</b>	30
<b>LENGTH OF SESSION</b>	20 minutes – can be delivered in its own or part of a one-hour session	<b>VENUE LAYOUT</b>	Cabaret
<b>WORKSHOP/RESOURCE OBJECTIVES</b>	Enable learners to: <ul style="list-style-type: none"> <li>• learn the definition of a growth mindset in comparison to a fixed mindset</li> <li>• specify the positives of adopting a growth mindset</li> <li>• understand the process of developing a growth mindset</li> </ul>		

<b>RESOURCES INCLUDED</b>	<ul style="list-style-type: none"> <li>• <a href="#">PP Growth mindset</a> – presentation</li> </ul>
<b>AV / OTHER RESOURCES REQUIRED?</b>	<ul style="list-style-type: none"> <li>• Access to a computer with presenting capabilities</li> <li>• Paper and pencils for students to draw</li> <li>• White board markers</li> </ul>

<b>Time</b>	<b>Activity</b>
2 mins	<ul style="list-style-type: none"> <li>• <b>Introduction</b></li> <li>• Outline the objectives for the session</li> <li>• Ask students to think about what a growth mindset could mean (note down suggestions)</li> <li>• Highlight the differences between a growth and fixed mindset</li> </ul> <p>“In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. ... In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence.”</p>

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<p>5 mins</p>	<p><b>Intro activity</b></p> <p>Ask students which sentence best describes how they think</p> <p><i>Growth Mindset: New abilities can be developed through practice</i></p> <p><i>Fixed Mindset: Intelligence and Talent are fixed traits that lead to success</i></p> <p>Give example questions</p>
<p>10 mins</p> 	<p><b>Let's do a little practice...</b></p> <p>Students are asked to draw the image without lifting their pen from the paper, encourage them to talk about the task while doing it:</p> <p>Either walk around and collect phrases that they say while doing it or ask teacher to walk around and put some students' comments in the chat.</p> <p><b>Ask students how they found the task</b></p> <p>Divide the phrases into Growth and Fixed Mindset. Add the ones you heard and encourage the students to tell us more</p> <p>Examples of fixed mindset chat vs growth mindset chat on board:</p> <p>FM: This is too hard! I'm no good at logic activities like this!</p> <p>GM: Didn't get it this time but I'll learn from where I went wrong! Oops, but I'll try again!</p> <p><b>Explain to students that even if you find something difficult, you can still give it a try!</b></p> <p>"Some people might not be able to do it straight away, but people who continue to try demonstrate a growth mindset!"</p> <p><b>Use examples of a student changing their mindset</b></p> <ol style="list-style-type: none"> <li>1. Instead of saying "You either have something or you don't: I am not going to bother trying in PE because I am better at academics."</li> <li>2. You can say: "I have not previously been good in PE but I am going to give it a try! Failing is part of learning."</li> </ol> <p><b>Talk about how students can develop a growth mindset</b></p> <p>Dr. Carol Dweck "Celebrate Trying"</p> <p>"Learn the skill of learning"</p> <p><b>The students can now have a go at changing a fixed mindset into a growth mindset. How would you change the following to match a growth mindset?</b></p> <p>"We don't have exams so there is no point in studying."</p> <p>Allow them to discuss in groups or with the person next to them and then ask them to share some answers.</p> <p><b>Answers can include:</b> "Even though we don't have exams, we can still benefit from learning more about the subject and practising how to complete assessments. It will be useful for our own</p>

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	learning.”
5 mins	<b>Summary / Wrap up activity</b> Think about a time where you may have had a fixed mindset and how can you now evolve this into a growth mindset? <i>Note: FM can also avoid feedback; receiving responses from others contributes to our sense of identity and can help us become more self-aware.</i>
2 mins	<b>Plenary</b> Think about how you could develop your growth mindset.

<b>WAYS TO ADAPT THIS SESSION</b>	<ul style="list-style-type: none"> <li>Combine this with another session from the Resilience series, e.g. <a href="#">Goal setting</a>.</li> </ul>
<b>FURTHER RESOURCES</b>	<ul style="list-style-type: none"> <li>See also shorter sessions on <a href="#">Motivation</a></li> </ul>