**Growth Mindset Web: What to do When You Fail**

**Audience:** K-3

**Time Duration:** 50 minutes

**Big Idea:** Understand failure as information and persevere.

**Objectives:**

-Students will understand that the brain is adaptable and can grow.

-Students will apply problem solving strategies while role playing.

-Students will transfer problem solving strategies to real life situations.

**Materials:**

-Ball of Yarn

-Hard Hat

-Strategy Cards

-Technology to play youtube video

**Activities:**

During morning centers, a small group (7) of students will gather at the rug. Teacher inquires if students have ever encountered a task that was difficult and they wanted to give up, sharing a time when they failed. Allow children to discuss and relate to others’ challenges. Ask how for a show of hands for how many students gave up on learning to walk when they were a baby (none.) Review the concept of brain neuroplasticity (taught in a previous lesson.)Today we will learn about how to use failure as information and not give up.

Role Play: Read prompt:

“You each are engineers who have been hired to build a bridge. This bridge is very important and leads to the only grocery store in the town. Citizens need this bridge in order to feed their families. You have decided to build your bridge with bricks; however, halfway across the river, your bridge collapses. What do you do?”

Students sit in a circle and problem solving strategies are passed out. Each student must read their card aloud. Cards include “ask and expert, try a different approach, try same strategy in a new way, take a break, work together, learn from other examples.”

Pass out a hard hat to the only student who does not have a strategy card. This student is the builder who has just faced failure and must choose a strategy to try first. This student will toss a ball of yarn (while holding on to the end of the string) to whichever strategy they would like to try first. The teacher will guide the role play, and pretend that the first 5 strategies are unsuccessful. For example, student chooses “try a new strategy”; teacher will announce that the new strategy was building with wood, but the wood was not strong enough and the bridge broke.

Continue until each strategy has been chosen, creating a web of yarn. As the last card is chosen, notify the builder that their bridge was successful; the community now has access to the grocery store.

**Reflection**:

Teacher leads discussion how the web created by yarn represents the connections made in the builders brain with each mistake. The builders brain became stronger and grew as he learned more about how to build a bridge and never gave up. Had this been an easy task without failure, his brain would not have strengthened! Make sure to point out that next time the builder is hired to make a bridge, he will know what works and what he failed with last time.

**Formative Assessments**

Students watch “Class Dojo Growth Mindset, Episode 1; A Secret About the Brain” on youtube. Students will make connections between Mojo’s struggle with Math and the builder. Students will draw a picture of themselves using one of the strategies that the builder used in any real life situation (riding a bike, solving a word problem, tying your shoes.)