**Growth Mindset Lesson Plan**

**Instructional Objective:**

The students will learn about growth and fixed mindsets. They will then apply this concept as they set academic goals and work to reach the goals that they have set for themselves.

(This lesson will be used in conjunction with the Growth Mindset Portfolio for Teens by SuperHERO Teacher-TpT and the book by Sean Covey, The 7 Habits of Highly Effective Teens)

**Length of lesson:**

2 class periods

**Common Core ELA standards:**

CC.6.SL.1 Engage effectively in a range of discussions expressing one’s own ideas and building on others’ ideas

CC.6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CC.6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Materials:**

Document camera or whiteboard and Smartboard to projection screen

Chart paper with Mindset Thinking graphic organizer for capturing students’ input

Copies of mindset thinking chart (enough for one for each pair)

Copies of Mindset pre-assessment (enough for each student)

**Lesson procedure:**

1. Begin by giving students a mindset pre-assessment (adapted from <http://www.classroom20.com/forum/topics/motivating-students-with> ) to determine where they stand in terms of mindset and discuss/compare results.
2. Show Youtube video about how the brain works called The Learning Brain <https://www.youtube.com/watch?v=_M21zvMcgLU&index=5&list=PLZXudJ-teFLRh7p4GsgubMNh4P69Trgaz>
3. Students turn and talk with a partner about something new and/or interesting that they learned about the brain from this short clip.
4. Next show YouTube videos depicting the difference between growth and fixed mindsets and examples of each.

<https://www.youtube.com/watch?v=2zrtHt3bBmQ&index=8&list=PLZXudJ-teFLRh7p4GsgubMNh4P69Trgaz>

<https://www.youtube.com/watch?v=brpkjT9m2Oo&list=PLZXudJ-teFLRh7p4GsgubMNh4P69Trgaz&index=2>

1. Pause the video and explain how people with fixed and growth mindsets would handle certain situations. Students could role play as they become more familiar with the concept of fixed vs. growth.
2. Pair students up and give them a copy of the mindset graphic organizer outlining different situations...receiving negative feedback, getting a poor grade, making a mistake, etc. They will then discuss each situation and make notes about how a person with a fixed mindset would handle it vs. how a person with a growth mindset would handle it.
3. Come back together as a group to compile ideas onto an anchor chart that will be displayed in the classroom for reference and further discussion.

**Extensions:**

The following quotes could be posted under the document camera. Students could write in their reflection journal about how one (or more) of these quotes relates to a growth mindset.

QUOTES TO USE:

“Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time” - Thomas Edison

“Many of life's failures are people who did not realize how close they were to success when they gave up” - Thomas Edison

“The only thing in life achieved without effort is failure” - Unknown

“Success is the sum of small efforts, repeated day in and day out” - Robert Collier

“Many of life's failures are people who did not realize how close they were to success when they gave up” - Thomas Edison

**Assessment**:

The graphic organizer that students completed with a partner could be used as an informal assessment as well as observations during partner discussion and work time. At the end of the lesson, students will be given 10 statements on an exit ticket. One example of a statement would be: “I’m not sure how to do this yet, and it might take me some time to figure it out.” Students will then determine whether the statement is an example of a fixed or growth mindset. This could also be done orally or as task cards to wrap up the lesson.