

Name of Lesson: Introduction to Mindsets: Part 2

Topic: Fixed and Growth Mindsets

Gifted Standard and element(s):

G9 Students will reflect upon their abilities.

a. Develop areas of strength in self

b. Recognize areas of weakness in self and develop strategies for improvement.

G11 Students will be self-directed learners

f. Seek opportunities for self-growth through risk-taking, curiosity, and use of complexity and imagination.

Unit Essential Question(s):

- How does reflecting upon our own abilities establish a growth mindset?
- How does establishing a growth mindset lead us to being self-directed learners?

Lesson Questions:

- What is my mindset?
- How does understanding my own mindset help me recognize areas of weakness?
- How does understanding my mindset help me develop areas of strength?

Lesson Summary: Students will take a personal mindset inventory to determine whether they have a fixed or growth mindset.

Assessment Description/Performance Task:

Constructed response

Informal assessment

Performance task

Selected response

Brief Description of Assessment: Students will complete "My Mindset" reflection.

Instructional Methods:

- **Lesson Overview:**
 - *Hook: Read and discuss The Girl Who Never Made Mistakes*
 - *Mindset Inventory*
 - *"My Mindset" Reflection*
- **Hook/Activator:** *Refer to last week's lesson on fixed and growth mindsets. Review the definition of each mindset. Introduce the story The Girl Who Never Made Mistakes by Mark Pett and Gary Rubinstein asking students to listen for descriptors of a fixed or growth mindset in the main character, Beatrice. While reading the story, pause and allow for discussion about Beatrice's mindset. After the story ask the students the following questions:*
 - *What was Beatrice's mindset at the beginning of the story? (fixed)*
 - *What was Beatrice's mindset at the end of the story? (growth)*
 - *Why did her mindset change? (She made a mistake in front of a large audience and realized that not being perfect is ok)*
 - *What do you think Beatrice's life will be like now with a growth mindset? (various answers)*

• **Teaching Strategy:**

1. After the read aloud, each student will take a personal inventory to identify his/her mindset. Say to students, "Last week you reflected on the mindset that you think you have. Today, you are going to take a mindset inventory that will help you identify your true mindset."
2. Distribute the "Mindset Inventory" to students and ask them to complete it. Have students to score the inventory with a partner using the directions provided. (See attached.)
3. Have students share their results orally as a class. After discussing as a whole group, instruct students to complete "My Mindset Reflection" (attached). (Teacher Note: You may want to review "My Mindset Reflection" so that you can include discussion points to help prepare them as they think about strategies for improvement and developing areas of strength.)

Summary by the Learner: Students will complete "My Mindset" reflection.

Differentiation:

- Students who struggle with putting thoughts on paper can dictate their thinking to a peer or teacher.

Materials for this Lesson:

- Book The Girl Who Never Made Mistakes by Mark Pett and Gary Rubinstein
- Personal Mindset inventory
- My Mindset reflection

Vocabulary for this Lesson:

- Fixed mindset: "The fixed mindset is the belief that basic human qualities are set in stone and are unchangeable. People with a fixed mindset believe that intelligence and character-as well as athletic, artistic and musical talents-are mostly determined by genetics; that they are inherited. An individual with a fixed mindset is concerned about hiding deficiencies, and will not take risks, avoiding challenging situations for fear of failure. He or she believes that if something requires a lot of effort, the difficulty must be due to a lack of some innate ability."

- Growth mindset: "The growth mindset is the belief that intelligence, character, and other abilities can improve through effort and practice. Individuals with the growth mindset look at difficult challenges as opportunities to get smarter, or to learn something new. When someone with a growth mindset experiences failure, that person sees it as a temporary setback, or an opportunity to grow and learn. Individuals with the growth mindset believe that more effort results in more ability."

(definitions from Aim to Grow Your Brain by Joanne Billingsley)

Name _____

Mindset Inventory

Think about each of these statements. To what extent do you agree or disagree with each of them. Circle one value for each statement. Make sure you are thinking about the determiner, not the number. Total your score at the end of the inventory.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Your intelligence is something very basic about you that you can't change very much.	0	1	2	3
2. No matter how much intelligence you have, you can always change it quite a bit.	3	2	1	0
3. You can always substantially change how intelligent you are.	3	2	1	0
4. You are a certain kind of person, and there is not much that can be done to really change that.	3	2	1	0
5. You can always change basic things about the kind of person you are.	3	2	1	0
6. Music talent can be learned by anyone.	3	2	1	0
7. Only a few people will be truly good at sports – you have to be “born with it.”	0	1	2	3
8. Math is much easier to learn if you are male or maybe come from a culture who values math.	0	1	2	3
9. The harder you work at something, the better you will be at it.	3	2	1	0
10. No matter what kind of person you are, you can always change substantially.	3	2	1	0
11. Trying new things is stressful and I avoid it.	0	1	2	3

12. Some people are good and kind and some are not-it's not often that people change.	3	2	1	0
13. I appreciate when people, parents, coaches, teachers give me feedback about my performance.	3	2	1	0
14. I often get angry when I get feedback about my performance.	0	1	2	3
15. All human beings without a brain injury or birth defect are capable of the same amount of learning.	3	2	1	0
16. You can learn new things, but you can't really change how intelligent you are.	0	1	2	3
17. You can do things differently, but the important parts of who you are can't really be changed.	0	1	2	3
18. Human beings are basically good, but sometimes make terrible decisions.	3	2	1	0
19. An important reason why I do my school work is that I like to learn new things.	3	2	1	0
20. Truly smart people do not need to try hard.	0	1	2	3
Add each value you selected.	Total			
My mindset is _____.				

Directions for administering and scoring the Mindset Inventory

Emphasize that students are to think about the determiner themselves, not the value when agreeing or disagreeing with the statements.

Remind students to select ONE BEST determiner per statement.

After administering the inventory, and students have totaled their responses, share the following information:

If students totaled:

45-60 points they exhibit a Strong Growth Mindset
34-44 points they exhibit a Growth Mindset with some Fixed Ideas
21-33 points they exhibit a Fixed Mindset with some Growth Ideas
0-20 points they exhibit a Strong Fixed Mindset

To note:

Questions 1-3, 6-9, 13-16, 19 and 20 deal with ability mindset.
(Intelligence, sports and artistic talent and business skill.)

Questions 4, 5, 10, 12, 17 and 18 deal with personality/character mindset. (Personal qualities, for example how dependable, cooperative, caring or socially skilled one is.)

Name _____

My Mindset Reflection

I have a _____ mindset.

This means

Do you feel this is accurate? _____ Why or why not?

Where in your life do you recognize a fixed mindset?

Where are you growth minded?

How does understanding my own mindset help me recognize my areas of weakness and develop strategies for improvement?

How does understanding my own mindset help me develop areas of strength?

