

## Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

**Lesson Title:** Fixed vs Growth Mindset      **Lesson #** \_\_\_\_\_      **Date:** 11/3/2021  
**Name:** Lamech Fuzzen      **Subject:** \_\_\_\_\_      **Grade(s):** 5

### Rationale:

Learning about growth mindsets will give students the opportunity to enhance their self efficacy and stretch their reflective/introspective muscles. Additionally the writing activity further develops students writing abilities.

### Core Competencies:

Communication	Thinking	Personal & Social
Explain/recount and reflect on experiences	Student will bring personal experiences (self) to text and text to self (critical thinking)	Personal awareness and responsibility.

### Big Ideas (Understand)

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

### Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>Use personal experience and knowledge to connect to text and develop understanding of self, community, and world</li> </ul>	<ul style="list-style-type: none"> <li>talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer</li> </ul>

### Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>Identify what qualities are associated with a fixed mindset</li> <li>Identify what qualities are associated with a growth mindset.</li> <li>Reflect on how their own mindset impacts how they approach challenges.</li> </ul>	<ul style="list-style-type: none"> <li><b>Sentences illustrating growth mindset scenario(complete/incomplete)</b></li> </ul>

### Prerequisite Concepts and Skills:

Students need to be able to listen quietly and reflect on their experiences  
 Students need to be able to compare and contrast ideas  
 Students need to be able to write a sentence.

### Indigenous Connections/ First Peoples Principles of Learning:

Learning requires exploration of one's identity.  
 - Being able to reflect on ones motivations and how one tackles challenges is an important part of exploring ones identity.

### Universal Design for Learning (UDL):

This lesson is designed to engage a variety of learners. There are a variety of tasks being filtered through to keep engagement high. There is hands on work for kinesthetic learners as well as a video for visual learners and a classroom discussion for auditory learners. The worksheet in which students explore their own fixed vs growth mindset allows readers to be in their element.

### **Differentiate Instruction (DI):**

The card tower activity can be differentiated in a number of ways depending on a student's needs. The task is designed to be difficult but not impossible. Untying knots or attempting a difficult maze on paper, solving a difficult riddle are all examples of differentiated instruction that can be utilized for students. The mindset handout can be read to students who have difficulty reading.

### **Materials and Resources**

7 decks of cards  
 Green and Black marker  
 Sheets of paper (instead of, try thinking) cut up with one set for each student.

### **Lesson Activities:**

<b>Teacher Activities</b>	<b>Student Activities</b>	<b>Time</b>
<p>Introduction (anticipatory set – “HOOK”):</p> <p>Tell the class that today we will be looking at how we face challenges. And begin by building card towers. Split each deck between four students. Let the students know they will have two minutes to complete a 2 tier card tower. Be strict on the use of fooling around with the cards. Taking away the cards of anyone who isn't on task is an option.</p> <p>Right before the students start ask them to notice their thoughts as they try to build the tower. Are they frustrated? Were they mad? Were they happy? Were they curious? Feeling accomplished? Relief?</p>	<p>Students will try to build a two tier card tower.</p> <p>Students will notice how they are feeling while building the tower.</p>	5-7 min
<p>Body: Once the timer goes off ask the class to take a moment to take note of how they are feeling. They do not need to share. Use the same prompts. Are they frustrated? Were they mad? Were they happy? Were they curious? Feeling accomplished? Relief? Disappointment for not completing the task, happy with the effort?</p> <p>Explain that today's lesson is about learning and discussing a growth mindset. Ask anyone who has heard of growth mindset to raise their hand. Write the word growth mindset on the board. Have a discussion about what students think a growth mindset is. Next ask if anyone knows what the opposite of a growth mindset is. Write fixed mindset on the board.</p> <p>Watch the video about growth mindset</p>	<p>Students are sitting at their desks reflecting/thinking.</p> <p>Students are engaged answering questions and contributing to the discussion.</p> <p>Students are silently watching the short</p>	<p>2 min</p> <p>7 min</p>

<p><a href="https://youtu.be/EoWLgWCcpWo">https://youtu.be/EoWLgWCcpWo</a></p> <p>Episode 2. Growth mindset for students.</p> <p>Have a class discussion with students raising their hands on growth vs fixed mindset. Write the students thoughts on the board under fixed or growth mindset. Use the attached comparison sheet to guide the discussion.</p> <p>Hand out the growth vs fixed mindset worksheet.</p> <p>Do an example on the board for students to see.</p> <p>Have the students work independently on picking one of the phrases to apply to something in their life or an example they come up with. Write a sentence or two illustrating the scenario.</p> <p><a href="https://www.mindsethealth.com/matter/growth-vs-fixed-mindset">https://www.mindsethealth.com/matter/growth-vs-fixed-mindset</a></p> <p><a href="https://www.education.com/download/lesson-plan/growth-mindset/growth-mindset.pdf">https://www.education.com/download/lesson-plan/growth-mindset/growth-mindset.pdf</a></p>	<p>video.</p> <p>Students are offering their ideas of what a fixed mindset is.</p> <p>Observing the teacher.</p> <p>Students are independently writing sentences.</p>	<p>3min</p> <p>10 min</p> <p>3 min</p> <p>10 min</p>
<p>Closure: Ask if anyone has anything they learned or incites they would like to share from today.</p> <p>Challenge the students to consider the words they think or say out loud. Are they representing a growth mindset? If not, tell the students that they have the ability to change their thoughts, change their words, and in essence, change their life.</p>	<p>Students are contributing to the discussion or participating in active listening.</p> <p>Students are actively listening to the teacher.</p>	<p>3 min</p> <p>1 min</p>

### **Organizational Strategies:**

Multiple moments of self reflection are there to discourage amping up talking time between neighbors.

Fidgets are allowed for students who may benefit.

(Optional) desks can be arranged in a circle around the teacher. A scribe would be required for the board

### **Proactive, Positive Classroom Learning Environment Strategies:**

Tell students before handing out the cards they are not to be thrown around. If they are not on task

their cards will be taken away for the duration of the activity.

Because there is a fair bit of desk work, use preferred method of silencing all students. EG, waterfall, 123 eyes on me. “anyone who can hear me take a deep breath”

Teacher will move around the room during the card tower building as well as during the worksheet to encourage engagement via proximity.

#### **Extensions:**

The video being shown is part of a 5 video series on growth mindsets. This lesson would be an excellent start to a series on growth mindsets. Additionally this lesson could be used in conjunction with many other subjects. By changing the card activity to a math focused on, this lesson could be part of a math unit, as math tends to bring out fixed mindsets in kids and ideas they just are not smart enough.

#### **Reflections (if necessary, continue on separate sheet):**

<b>INSTEAD OF.....</b>	<b>TRY THINKING....</b>
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

## Growth Mindset

Believes that intelligence and talent can be improved.



## Fixed Mindset

Believes that talent and intelligence are fixed.

### Leads to:

Embracing flaws and mistakes as opportunities for growth, accepting setbacks as part of the learning process, and feeling empowered to reach goals.

### Leads to:

Hiding flaws and mistakes, feeling ashamed about 'failures', giving up easily, and being unmotivated to strive for, or achieve, goals.

Developed IQ

Sees intelligence as something you can develop over time.



Sees intelligence and talent as fixed.

Motivation

Willingly embraces challenges and risks possible failure.



Avoids challenges to prevent the possibility of failure.

Effort

Believes that effort and practice can lead to mastery.



Believes that talent is innate so effort and practice aren't important.

Acceptance

See failures as temporary setbacks and persist in the pursuit of goals.



Gives up easily and is discouraged by temporary setbacks.