

Key Stage 1 – Lower Key Stage 2: PSHE

Growth Mindset

This resource can be used to plan an individual PSHE lesson or a unit of work. The suggested activities can be used in the order presented here, or they can be adapted for your teaching plan and classroom.

TIPS FOR DEVELOPING A GROWTH MINDSET CLASSROOM

Here are some tips to develop a growth mindset in your classroom:

- Don't instruct students to immediately adopt a growth mindset. Instead, explain that their brain can become stronger and smarter with new challenges and learning.
- Celebrate mistakes and failures. Regularly explain that they are an important part of life and learning.
- Provide work that encourages mistakes. This will highlight how mistakes help us find alternative routes to achieving a desired goal, and that trial and error are fundamental.
- Explain that the brain learns best from failures and mistakes.
- Struggle is a normal part of the learning process.
- Explain to students that "room for improvement" does not mean they have failed. It means that work can be improved and that there is always room for further learning and refining.

Don't forget! Developing a growth mindset takes time. You need to have a growth mindset about developing a growth mindset!

The following picture books explore the growth mindset and how failures and persistence lead to success:

- *The Girl Who Never Made Mistakes* by Mark Pett and Gary Rubinstein
- *What Do You Do With a Problem* by Kobi Yamada
- *Your Fantastic, Elastic Brain: Stretch IT, Shape It* by JoAnn Deak PhD
- *The Little Linebacker: A Story of Determination* by Stephen Tulloch and Maria Dismondy
- *Rosie Rever, Engineer* by Andrea Beaty
- *Thanks for the Feedback, I Think...* by Julia Cook
- *The OK Book* by Amy Krouse Rosenthal
- *Making A Splash: A Growth Mindset Children's Book* by Carol E. Reiley

Activity 1: What is a Growth Mindset?

Timeframe: 40 minutes

Lesson overview: Students will learn about fixed and growth mindsets by watching the ClickView Miniclip and collaboratively discuss experiences of failure and growth.

Watch the ClickView Miniclip *Growth Mindset* on the IWB.

After watching, re-cap the story of the seeds from the Miniclip video. Discuss how the seed with a growth mindset dealt with its fears versus its excitement about growing and reaching the outside world. Compare this to the fearful seed who didn't wish to grow and remained stagnant in the soil.

Ask what students think a "growth mindset" is, and how it compares to a "fixed mindset".

Draw two brains on the IWB. In one brain, write the attitudes of someone with a fixed mindset. Do the same in the second brain for someone with a growth mindset. Some examples are provided below:

Fixed mindset	Growth mindset
This is just how I am	I can get better with practise
Mistakes mean I'm not good at it	I learn from my mistakes
I avoid challenges	Challenges help me grow
I give up easily	I try my best
I don't ask for help	I ask for help
I don't like trying new things	I try new things
I compare myself to others	I focus on my own growth

Ask students to reflect on a time they tried something new:

- Were they scared before they tried it?
- Did they fail or do worse than they hoped initially?
- Are they better/more confident about it *after* trying?

Discuss how this experience of failure helped students to grow. Reiterate that failure should not be seen as a negative experience, but one that provides opportunities to grow and learn from the errors that were made.

Encourage students to reflect on whether they identify more with the attitudes of a fixed mindset or a growth mindset. Tell students that they can always develop their growth mindset and improve their attitudes. Remind students that everyone experiences a fixed mindset and a growth mindset – but the goal is to switch to a growth mindset more often.

IWB

ClickView Miniclip –*Growth Mindset*

Activity

Resources

Activity 2: Write about a Time...

Timeframe: 30 minutes

Lesson overview: Students will reflect on a time when they found something too difficult and gave up. Based on this experience, they will write a reflection on what they would do differently using a growth mindset.

As a class, re-watch the ClickView Miniclip *Growth Mindset*.

Ask students to write about a time when they failed, were challenged, struggled to master something on the first attempt, or found something too hard to do – and ultimately gave up on it.

Once students have identified an event, ask them: What did you do? What thoughts ran through your mind? Why did you decide to give up? Do you regret giving up and wish you had kept going?

It may be useful here for you to provide a personal anecdote of a time when you failed or gave up because you thought you simply couldn't do something. This will help show students that all people experience a fixed mindset.

Using students' understanding of growth mindsets, ask them what they would do differently if the opportunity presented itself again. What growth mindset statements or attitudes would they take on if they tried again?

Based on this, students are to create a reflection on the event in their workbooks.

The reflection may look like this:

Something I gave up on: _____.

If I tried it again, I would _____.

Encourage students to consider attempting the challenge again using a growth mindset to see that they can work towards achievement with time, effort, and perseverance.

Optional:

You can use students' reflections as the basis of **Activity 4: The Power of Yet!** and **Activity 5: Get S.M.A.R.T. about Goals.**

IWB

ClickView Miniclip – *Growth Mindset*

Workbooks

Writing materials

Activity 3: Celebrate Mistakes and Failures!**Timeframe:** Ongoing duration**Lesson overview:** You will develop a classroom that recognises and celebrates the mistakes and failures of your students in order to cultivate a safe space that encourages risk-taking and failure. Students will learn to value their mistakes and see them as learning opportunities.

A significant factor in developing a growth mindset is recognising that mistakes and failures are equally as important as achievements and success.

Students need to feel that their mistakes are genuinely recognised and celebrated in the classroom and that the idea of mistake recognition is not an empty platitude.

This can be done in various ways – here are some to get you started:

- Create a **Mistakes and Failures Wall**.
Each time a student makes a mistake or fails at something, encourage them to make it visible so that it can be celebrated, instead of being shameful and hidden. Encourage students to add one mistake or failure to the wall every week. It can be done on post-it notes with a written summary of their failure, or a piece of paper with their incorrect working out. Ensure all students add something to create a level playing field that shows students that everybody makes mistakes. Revisit the wall regularly.
- Deliver a **Mistakes Show and Tell**.
Create a safe space for students to share their mistake or failure with the rest of the class in a “show and tell” scenario. You can implement rules that restrict other students from providing feedback after each presentation, and that every student must share an experience. This, too, reminds students that everybody makes mistakes.

At the end of each week, ask students to explain what they did to learn from their mistake or failure. Did they find a new method to solve the problem? Did they keep practising? Did they use positive self-talk to deal with their emotions? What did it teach them? How did they grow from it?

Have a class discussion about how mistakes and failures allow us to learn, that they are simply one route to finding the “correct” answer with many other routes to try, or that they move us a step closer to developing a skill or achieving a goal.

These ongoing activities of vocalising mistakes and failures will help your students to develop their growth mindset. It will also create a classroom environment that celebrates mistakes and failures in a genuine and authentic way. It will create a safe space for risk-taking, and will help students recognise that there is power in their mistakes.

N/A

Activity

Resources

Activity 4: The Power of Yet!

Timeframe: 30 minutes + ongoing

Lesson overview: Students will discover how they can transform their fixed mindset statements into growth mindset statements that help them persevere by adding "...yet!" to the end.

Optional:

You can use students' reflections from **Activity 2: Write about a Time...** as the basis of this activity.

As a class, discuss some of the fixed mindset "I" statements that students might think of when they are struggling with a task or activity.

Some examples might include:

- "I can't do this..."
- "I don't understand this..."
- "I'm just not good at this..."
- "I can't wrap my head around this..."
- "I don't get this..."

Then begin adding "...yet!" to the end of each statement. Ask students how the word "...yet!" transforms it from a fixed mindset statement to a growth mindset statement.

Encourage students to write their own "I" statement in their workbooks using a skill or concept that they haven't learnt or mastered yet. Students can use the reflections they wrote in **Activity 2: Write about a Time...** as the basis for their statement.

For example: *I haven't learnt _____ ...yet!*

Once students have created their "...yet!" statements, hold them accountable to it. This will help encourage students to persevere and work hard to master their skill. Check in with students at regular intervals to track their progress and celebrate both the failures and successes involved with their journey.

Urge students to practise adding "...yet!" to end of any fixed mindset "I" statement they find themselves thinking when something seems too hard. This will encourage them to actively switch from a fixed mindset to a growth mindset over time.

IWB

Workbooks

Writing materials

Activity 5: Get S.M.A.R.T. about Goals**Timeframe:** 30 minutes + ongoing**Lesson overview:** Students will learn about S.M.A.R.T. goals and set their own S.M.A.R.T. goal based on a skill or concept that they haven't mastered yet.Optional:

You can use students' reflections from **Activity 2: Write about a Time...** and/or **Activity 4: The Power of Yet!** as the basis of this activity.

Introduce the idea of S.M.A.R.T. goals to your class. These goals are defined as:

- S – Specific**
The goal needs to be specific and clear. Anyone who reads the goal should be able to understand it.
- M – Measurable**
Students must be able to measure whether or not they have achieved their goal.
- A – Achievable**
The goal should stretch them, but should not be out of their reach. They should be able to accomplish it with hard work.
- R – Relevant**
Make sure the goal helps them get to where they want to go.
- T – Time-bound**
They must achieve their goal in a set time.

As a class, brainstorm some different goals that would be suitable as a S.M.A.R.T. goal. Ask students to think of a S.M.A.R.T. goal they wish to achieve that aligns to a skill or concept they want to learn or master. This can be the skill they discussed in **Activity 4: The Power of Yet!**

Distribute a copy of the *Get S.M.A.R.T. about Goals!* worksheet for students to fill in with their personal goal.

Encourage students to share their goal with others, as this will keep them accountable and make them more likely to achieve it. To boost this further, goals can be hung up on the classroom wall. Regularly check in with students on their S.M.A.R.T. goal progress to ensure they continue working towards it.

Get S.M.A.R.T. about Goals! worksheet

Writing materials

Optional:

Classroom wall

Activity

Resources

Activity 6: Growth Mindset Statements

Timeframe: 45 minutes + ongoing

Lesson overview: Students will collaboratively create growth mindset statements to use when they experience a fixed mindset. They will reflect on these experiences at the end of each week and share them with the class to ensure regular growth mindset practise.

As a class, re-watch the ClickView Miniclip *Growth Mindset*. After viewing, discuss the different fixed mindset and growth mindset statements featured in the Miniclip video.

On the IWB, brainstorm different growth mindset statements. You can use the *Growth Mindset* poster for inspiration and add more of your own.

Discuss how each statement can be used by students in a scenario where they are experiencing a fixed mindset. For example: When a student is struggling with a multiplication problem, trying a new sports skill, or experimenting with a new artistic method.

Discuss how students can switch from a fixed mindset to a growth mindset using the statements you have created to encourage them to keep trying. As a class, commit to practising these growth mindset statements when difficult scenarios present themselves.

At the end of each week, ask students when/if they encountered a moment of difficulty and used a growth mindset statement to persevere. Encourage them to share it with the class.

Ensure that failures and mistakes are celebrated just as much as achievements. This will show students that both failures and achievements are important for growth and success.

IWB

ClickView Miniclip –*Growth Mindset*

Growth Mindset poster

Activity

Resources

Activity 7: Interactive Video

Timeframe: 15 minutes

Lesson overview: Students will watch the ClickView Miniclip and answer the interactive questions to demonstrate their understanding of growth mindset and fixed mindset.

ClickView has created an interactive video lesson to accompany the ClickView Miniclip *Growth Mindset*. It includes a range of question types such as multiple choice, missing words, and short answer response.

You can assign the interactive video to your students to do at any suitable point in your unit. Alternatively, you can edit the pre-made questions to suit your students or create your own interactive video.

To share the interactive video with your students, follow these steps:

1. Search for the Miniclip *Growth Mindset* that has the interactive logo (**Interactive**).
2. Click to view the video.
3. Click on the "Interactive videos" tab beneath the video.
4. Click the "Print as Worksheet" **OR** "Save to Workspace" button on the interactive video.
5. If you click "Save to Workspace", you can either click "Share with your students" or access it via your Workspace.
 - If you choose "Share with your students", copy the link and send it to your students.
 - Otherwise go to your Workspace, select the "Interactive videos" folder, and click "Share" to access the link and send to students.

Students can watch and answer the interactive questions either in class or at home. Their results will be collated for you to view from your Workspace.

The following guides are available if you require assistance:

[Creating an interactive video](https://www.clickview.com.au/support/en-us/articles/115005656528-PB202)

www.clickview.com.au/support/en-us/articles/115005656528-PB202

[How do I share an interactive video?](https://www.clickview.com.au/support/en-us/articles/115005496667-PB208)

www.clickview.com.au/support/en-us/articles/115005496667-PB208

[How do I make my interactive video private/public?](https://www.clickview.com.au/support/en-us/articles/115005494867-PB206)

www.clickview.com.au/support/en-us/articles/115005494867-PB206

Interactive video for the ClickView Miniclip – *Growth Mindset*

1:1 devices with Internet connection