

LESSON 8

Growth Mindset

🕒 45min **Prerequisite:** Completion of Lessons 1-7

Objectives students will be able to...

- * Describe and practice mindfulness.
- * Identify situations when mindfulness is useful.
- * Describe the effects of mindfulness.

Materials

- * A/V equipment for the video
- * What Can I Say to Myself worksheets (1 per pair)
- * Anchor chart pre-prepared
- * Markers
- * The Power of Yet worksheets (1 per student)

Teacher Notes

Mindfulness is when you pay attention in a special way and live in the present moment (noticing your thoughts, feelings, surroundings, and your body). Mindfulness can lead to increased calmness, increased ability to regulate emotions, and is linked to empathy. Mindfulness techniques should be intentional and can include things like taking deep breaths or focusing your eyes on something specific. This lesson will focus on explaining what mindfulness is, how it's helpful, and how to practice it.

Opening

🕒 5 min

Format: Turn and talk, activate prior knowledge, video



Last time, we learned about mindfulness and some different mindfulness breathing strategies. Turn and talk to a neighbor about these questions: What are some mindfulness breathing strategies we learned? When are times that we might use a mindfulness breathing strategy? Have a couple of volunteers share out with the class. Today, we're going to talk about growth mindset.

Growth mindset is when you make an effort to get better at something instead of just thinking 'I'm not good at that' or 'I'll never be good at that'. Instead you think, 'I'm not good at that YET' or 'I could be good at that if I practice.' It's when you remember that your brain is always growing and can learn new things.

Let's check out a quick video together to see what it means to have a growth mindset. In this video, look for someone who learns growth mindset and someone who shows compassion.

Show video: [Practice](#)

Debrief

🕒 5 min

Format: Whole group debrief



In this video, we saw Amir encourage Gabby to have a growth mindset about her drumming.

Discuss as a class:

- Who showed compassion? What did they do?
- What happened that made Gabby change from thinking that she could not be a drummer, to thinking that she could be a drummer?
- When Gabby practiced her drumming, what happened?

Debrief Cont.

Activity Part 1: What Can I Say to Myself

⌚ 10 min

Format: Review, partner work, whole group discussion



Activity Part 2: The Power of Yet

⌚ 3 min (longer with extension)

Format: Personal reflection

Debrief and Closing

⌚ 5 min

Format: Formalize learning with the whole group, partner share

Have students turn and talk to a partner:

- What is something that you have gotten better with by practicing?
- What is something that you would like to get better at still?

After students have shared with a partner, allow a few students to share with the whole group.

Reiterate what having a growth mindset means and how it relates to compassion.



Growth mindset is when you make an effort to get better at something instead of just thinking ‘I’m not good at that’ or ‘I’ll never be good at that’. Instead you think, ‘I’m not good at that YET’ or ‘I could be good at that if I practice.’ It’s when you remember that your brain is always growing and can learn new things.

- * Review Self-CARE acronym from lesson 6.
- * Turn and talk: How does having a growth mindset help us show ourselves compassion?
- * After students have shared with a partner, allow a few students to share with the whole group.
- * Explain that one important way we can have a growth mindset and show ourselves compassion is to change the way we talk to ourselves.
- * “Sometimes we say things like “I can’t” or “I don’t know how to” or “I don’t get it”, but if we add words like “yet” or “right now”, we can teach ourselves to have a growth mindset.”
- * Divide students into pairs and distribute the “What Can I Say to Myself?” worksheets.
- * Do the first one together as a class as an example.
- * Have them work together in pairs to complete the rest of the worksheet.
- * Bring students back together after a few minutes and work together to complete the anchor chart using their suggestions.

Distribute the Power of Yet worksheets to students.

Complete one for yourself as an example first. Emphasize that it’s ok that you can’t do that thing yet because you have a growth mindset!

Give them time to work on their own and fill out their own Power of Yet worksheets.

If they finish early, see the extensions option to turn these into actionable goals.

Credit: <https://www.teacherspayteachers.com/Product/The-Power-of-Yet-2695196>

Share

- Have students share their Power of Yet worksheets and goals with the class.

Turn and talk:

- What does growth mindset have to do with having self-compassion?
- What does growth mindset have to do with showing compassion to others?

Have a few students share out after the turn and talk.

Discuss as a class:

- What did you learn about yourself today?
- What did you learn about growth mindset?
- Now that you know about growth mindset, how does that change your thinking?

Evaluation

⌚ 5-10 min

Format: Access individually

Collect and display the Power of Yet worksheets. (Optional) Collect the Action Plans and check in with students periodically to see how they have grown.

Extensions

Have students set a SMART goal for themselves, using the Power of Yet worksheets, using the Smart Goal and Action Plan page. Have them track their progress towards their goal and celebrate when students accomplish their goals.

- Ideas for goal tracking: bar graph, line graph
- Ideas for celebrating: share at morning meeting, share photos/videos of goal being accomplished, share goal tracking sheet

Additional Suggested Reading for Students:

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- Joann Deak, PhD, Your Fantastic, Elastic Brain: Stretch It, Shape It
- Corinna Luyken, The Book of Mistakes
- Bubble Gum Brain by Julia Cook

Learners needing support:

Learners ready for extensions

Notes for next time

What Can I Say To Myself?

Partner #1:

Partner #2:

Instead of...	I can say...
I'm not good at this.	
I give up.	
This is too hard.	
I can't make this any better.	
I just can't do math.	
I made a mistake.	
She's so smart. I will never be that smart.	
It's good enough.	
Plan A didn't work.	

SMART Goal and Action Plan

Name:

- * **S**pecific
- * **M**easurable
- * **A**chievable
- * **R**ealistic
- * **T**ime-based

The **STEPS** I need to take in order to reach my SMART Goal are:

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

What are some possible **ROADBLOCKS** I might experience?

Who or what are some **RESOURCES** I might need in order to reach my goal?

How will I **MEASURE** or keep track of my progress?

How will I know that I have reached my goal? What is the **RESULT**?

How will I **CELEBRATE** my success and my progress?

The Power of Yet

Name: _____

Name: _____

I can't

YET...
○○○

But if I _____

I will be able to!