

R2L Unit 5: Growth Mindset – Creating a Growth Mindset Wall Chart

Lesson Objectives:

The teacher and learners will understand what is meant by Growth Mindset and Fixed Mindset. The teacher will be able to create a 'growth mindset wall chart' using appropriate language to promote resilience and positive attitudes to learning in the learners. Learners will be able to independently create a simple Action Plan to use to track their learning and progress over an agreed period of time.

Materials/Equipment needed: Board, chalk or markers,
If available, provide the learners with pieces of card or paper, crayons, glue
Sellotape or similar, to stick the Growth and Fixed Mindset statements on the board

Time: 2 x 40 minute lessons

Lesson Stages/ Steps:

1. Welcome the learners to the lesson. Tell them that today's lesson is all about how to keep trying even when things are challenging, how to learn in different and creative ways, and how to keep a positive attitude to learning. **Introduce the term Growth Mindset and briefly explain what it is (being determined to get better at something through practice and using different strategies). Then introduce the term Fixed Mindset and explain it (believing that something cannot improve and giving up on getting better at it). Learners should write the definitions down.**

2. Starter Activities:

Ask to put their hands up if they know how to: '... ride a bicycle?'; '...swim?'; '...speak a little Swahili?'; '...sew a button on a shirt or blouse?'; ' ... run fast?'; '... do multiplication up to x5?'

(Add your own questions here according to the level/age of your class and what you know about them.)

Now ask the class to work in pairs to discuss the following:

Think of a time when you tried to do something that did not work out the way you expected it to, the first time you tried, but you were eventually able to make it work.

1. *How did it make you feel when it did not work out the first time?*
2. *What did you learn from the challenges and problems you had when you first tried?*
3. *What made you want to try again?*
4. *What did you do differently to make it work out in the end?*
5. *What did you learn from not giving up?*

3. Learner feedback: The teacher will choose 2 girls and 2 boys to give feedback to the class on something they found hard to do when they first tried and how they managed to do it/what they did

differently to be successful. The teacher will emphasise that by not giving up these learners developed Growth Mindsets.

4. Teacher model: The teacher will tell the class about a time when s/he found something difficult to do/master. The teacher will explain how they gave up and had a Fixed Mindset, believing they could never get better at that thing or master it. The teacher will then give another personal example of a time when s/he had a Growth Mindset and kept trying to get better at something, and it worked out well.

5. The teacher will explain that there are words and phrases that we can use when we speak about our learning, that can either help us to have a Growth Mindset and make progress or keep us stuck in a Fixed Mindset where we don't think we can get better at something.

The teacher should then draw a table on the board with 2 columns, one headed **Growth Mindset** and the other headed **Fixed Mindset**. Write the word '**ride a bike**' in both columns, and then add a Growth Mindset statement and a Fixed Mindset statement in the appropriate column to show the difference:

Growth Mindset	Fixed Mindset
I will practice riding a bike every day until I learn how to do it.	I give up; I will never be able to ride a bike.

Target 2 learners (one girl and one boy) to explain the difference between Growth Mindset and Fixed Mindset

The teacher can support them with a short and simple explanation, such as:

If you have a GROWTH mindset, you believe you can get better at doing something like riding a bike if you work hard, put in extra effort, and stay positive; if one way of learning doesn't work, then you can look for other ways to practice and master bike riding.

'If you have a FIXED mindset, you believe that you have limited skills and abilities, which cannot be developed, changed or improved so it will be hard for you to make progress in learning to ride a bike. You believe that your skills can never get better

6. Now the teacher should explain to the learners that there is a very important Growth Mindset phrase that they need to use as often as possible – '**not yet**' (We need to keep 'the power of yet' in our learners' (and our own) minds at all times!)

"There are two ways to think about a problem that's slightly too hard for you to solve (now);

1. You could tell yourself: 'I'm not smart enough to do this.' (Fixed Mindset) or
2. You could tell yourself: "... I just can't do it **yet**." (Growth Mindset) - and I will practice more and get help from the teacher to learn this.'

7. Making a 'Growth Mindset Wall Chart' to hang on the classroom wall.

The teacher will introduce the activity - Making a Growth Mindset Wall Chart. We'll hang on the classroom wall and everyone will look at it to remind themselves about staying positive even when some tasks are difficult, or new activities are a challenge!

The teacher should follow these steps:

- Draw the following table on the board –

Growth Mindset	Fixed Mindset

- Organise learners into groups of 4, mixed gender.
- Give out a mixture of Growth Mindset and Fixed Mindset statements to the groups; each group should be given 4 statements...
- Ask learners to read the statements to themselves, then read them out loud.
- Allow 3 minutes for the groups to decide whether a statement is an example of a Growth or a Fixed Mindset.
- Then ask each group to come to the board and place/ stick/ write each statement in either the Growth Mindset or Fixed Mindset column of the table.
- Ask them to explain why they have placed each statement there, and what they think of the statement (how does it make them feel...?); is it an encouraging statement or a discouraging one?

The board should look like this when the learners have completed the task. Make sure they are all happy with where the statements have been placed.

If you have time, ask the learners to give you some more suggestions for each column.

Growth mindset

What am I missing? ✓

Mistakes help me to improve ✓

I can learn from others ✓

I will try again ✓

Is this really my best work? ✓

I will use some of the strategies I have learned ✓

I will try a different way ✓

This may take time and effort ✓

I can always improve! I will keep trying! ✓

I won't give up ✓

Fixed mindset

I am not good at this ✓

I give up ✓

This is too hard ✓

It is good enough ✓

I cannot make this any better ✓

I am not as good as my friends ✓

I cannot do this ✓

I hate this ✓

This is bad ✓

I will not try this again ✓

8. Make the Growth Mindset Wall Chart:

The teacher should use the suggestions from the learners and any additional ones that were missing. The chart can either be made **by the teacher**, using the statements the class has agreed on **or** the teacher can ask the groups to write out one or two of the statements onto clean paper, using coloured pens or crayons. Then the papers can be glued on to the chart in the correct column.

NB Make sure the learners write the words in big enough letters so that everyone can read them easily from the back of the class and from the sides.

Refer to the chart when your learners want to give up or when they express beliefs that limit them and their progress; use the chart to motivate them to think differently.

(Optional) FOLLOW UP TASK: If there is time for this activity, it will support learners to develop Growth Mindsets.

Learners make individual Action/Progress Plans (see example below) to set themselves learning goals. The action points / goals should be realistic, clear, not too complicated, with some level of challenge, but not too much! They should try to be 100% committed to their progress/action plans.

Questions for self-assessment:

“What can I do (better) today that I couldn’t do on Monday (last week)?” The learner should think of 2 or 3 things that they have made progress with.

“What did I find difficult about a topic/a lesson a few weeks ago/before? Why does it feel easier now?”

“How did I succeed in learning or doing more this time/now? “

“Do I still need to learn more? How will I do that?”

These questions will help your learners to think about the time and effort given to the learning and development, and how much they have learned already. This is evidence of a Growth Mindset.

The learner’s action points should aim to move them from saying, ‘I give up!’ or ‘Why bother?’ to ‘Why not?’ and ‘Let’s go for it and try another way.’

They can also ask the teacher (or a parent, friend) for support, and to give **feedback** on their progress.

Personal Progress / Action Plan Example

The teacher should draw this table on the board and explain it to the learners. Each learner can then draw their own action plan and set themselves three goals.

I did well with(Name of school subject or topic or skill)	I think I should work (more) on to become better at this..... (What specific area?)	I can do this by (What? Who can help?)
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e.g. "I did well with English this week. I could remember all of the past tenses verbs."	e.g. "I am not so good at saying new words correctly in English."	e.g. "I will try saying the new words at home 10 times a day. I can ask my older sister or my mum to listen to me
1.		
2.		
3.		

Sources:

Carol Dweck: A Summary of Growth and Fixed Mindsets

<https://fs.blog/carol-dweck-mindset/>