

# Teacher Tips:

1. Older students will be able to use them as a warm-up, bell ringer, or independent station activity. Younger kids (4<sup>th</sup> grade and perhaps 5<sup>th</sup> grade) may need a bit more support depending on their level of exposure to growth mindset concepts.
2. There are SAMPLE ANSWERS available at the end of this file. I emphasize SAMPLE because there are rarely any "correct" answers, as most of the activities are created for students to reflect on their own thinking and growth. Occasionally, there will be a tip or trick in the sample answers.
3. There are 2 posters that correspond to each of the concepts presented.
4. The scaled questions that show up on Thursday exercises are designed for students to reflect on how they feel about the given topic. Students can share their thoughts with a partner, small group, or the entire class.

**Would you like growth mindset activities for an entire year?  
This freebie is just a sample of a much larger product that spans the course of 40 WEEKS!**

## This is a list of TOPICS BY WEEK:

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Growth Mindset Daily Topics and Activities

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The full year product includes over 150 pages. You will find 200 activities (good for 40 weeks) as well as 35 posters, a pre- and post-assessment, and sample answers.

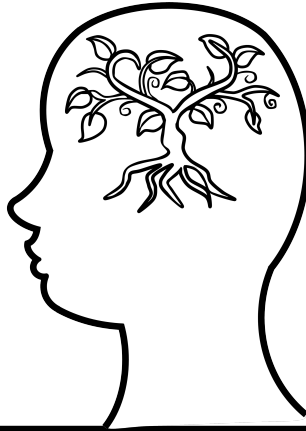
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# Week 1: Growth Mindset and Fixed Mindset

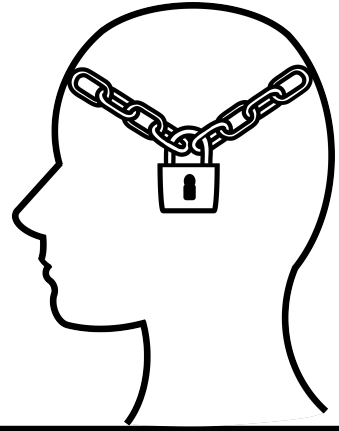
## Growth Mindset:

Growth Mindset is a belief that, despite obstacles and/or challenges, a person can develop abilities and achieve goals through motivation, hard work, and practice.



## Fixed Mindset:

Fixed mindset is the belief that talent and intelligence can't be changed despite dedication and hard work.



## *It's History*



### Growth Mindset History:

The concept of growth mindset was developed by psychologist Carol Dweck. Her research suggests that students who believe that their intelligence is fixed learn less or at a slower rate. They also tend to avoid challenges. Students who have a growth mindset may learn more and at a faster rate. They also view challenges and failures as opportunities to improve.

What do you think? Can people get smarter when they work hard or is intelligence something that you either have or you don't have? Explain.

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**MONDAY**

## *Write About It*

How do you feel about your own intelligence? Do you consider yourself a smart person? Why or why not? If you work hard enough, do you think you can be or do anything? Why or why not?



**TUESDAY**

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# Week 1: Growth Mindset and Fixed Mindset

## Reflect on This



WEDNESDAY

Carol Dweck says that students who operate from a growth mindset may be able to learn things more quickly. She also says that people can develop a growth mindset if they don't already have one. If this is the case, it would stand to reason that people have some control over how slowly or how quickly they learn new information. Do you think this is true? Why or why not? How does this impact you now and in the future?

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## Insights and Inventories



On a scale from 1 to 5, rate the following statements. Circle the number.

1= strongly disagree    2= disagree    3= neutral (neither)    4= agree    5= strongly agree

THURSDAY

1. Intelligence is something you are born with.	1	2	3	4	5
2. Intelligence doesn't really change all that much during a person's life.	1	2	3	4	5
3. If a person's parents are smart, they'll probably be smart too.	1	2	3	4	5
4. I can get smarter if I work hard.	1	2	3	4	5
5. Some things are just too difficult for some people.	1	2	3	4	5
6. My teacher thinks I'm a smart person.	1	2	3	4	5
7. My family thinks I'm smart.	1	2	3	4	5
8. I have to work harder than most kids to learn the same material.	1	2	3	4	5

## Notable Quote



**"Nothing will work unless you do." -John Wooden**

What does this quote mean? How is it related to growth mindset? How can you apply this message to your own life?

FRIDAY

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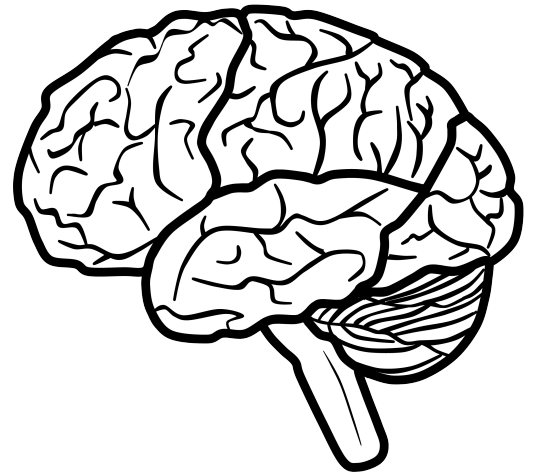
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# Week 2: The Brain

## The Brain:

Your brain helps you feel, see, hear, think, remember, move, and experience the world. The brain is an organ that lives inside your skull. You can help your brain grow and stretch! Practicing difficult concepts and learning new things will help your brain get stronger. Tackling challenges will also train your brain for courage and bravery. You ultimately get to choose whether or not your brain will get exercise to become stronger.



## Think on This

### Watching Television:

Have you heard that watching television can rot your brain? While it's not literally rotting, it is true that television is not good for your brain. When you choose a passive activity like watching television, you are robbing your brain of other activities that could be exercising or stretching it. Research also indicates that the more television a person watches, the poorer their mental health. Maintaining a good balance between the screen and brain-enhancing activities is best.

How much time do you spend in front of the screen each day (tablet, phone, TV, etc.)? How much time do you spend exercising your brain each day (reading, playing an instrument, doing art/puzzles/etc.)? How can you adjust your schedule for better brain balance?

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**MONDAY**

## Write About It

When you are thinking, working on a task, or tackling a challenge, your brain is working and growing. Make a list of THREE things you enjoy doing that ALSO help your brain stretch and grow. What do you enjoy about these activities or tasks? How often do you engage in these activities or tasks?



**TUESDAY**

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# Week 2: The Brain

## Facts and Figures

WEDNESDAY



### FACTS:

Which of these facts surprises you the most? Why?

1. The brain is made up of about 75%-80% water.
2. People yawn to cool off their brains. Sleep deprivation may overheat the brain and a yawn is able to dissipate the heat. (Research by Gordon Gallup at The University of Albany)
3. Your brain is more active while you sleep than it is when you are awake.
4. On average, you have between 50,000-70,000 thoughts per day.

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## Insights and Inventories



On a scale from 1 to 5, rate the following statements. Circle the number.

1= strongly disagree    2= disagree    3= neutral (neither)    4= agree    5= strongly agree

THURSDAY

1. I spend a lot of time exercising my brain.	1	2	3	4	5
2. I would rather watch TV than read a book.	1	2	3	4	5
3. My family says that I spend too much time on electronics.	1	2	3	4	5
4. I probably do spend too much time on electronics.	1	2	3	4	5
5. I wish that I could play a musical instrument better.	1	2	3	4	5
6. I believe that my brain grows when I choose to exercise it.	1	2	3	4	5
7. It's bad for your brain to watch too much television.	1	2	3	4	5
8. I wish I had a stronger brain.	1	2	3	4	5

## Notable Quote

**"Geniuses are one percent inspiration and ninety-nine percent perspiration."**  
-Thomas Edison

What does this quote mean? How is it related to growth mindset? How can you apply this message to your own life?

FRIDAY

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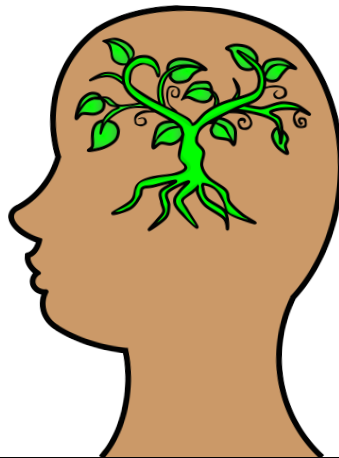
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# Growth Mindset & Fixed Mindset

## Growth Mindset:

Growth Mindset is a belief that, despite obstacles and/or challenges, a person can develop abilities and achieve goals through motivation, hard work, and practice.

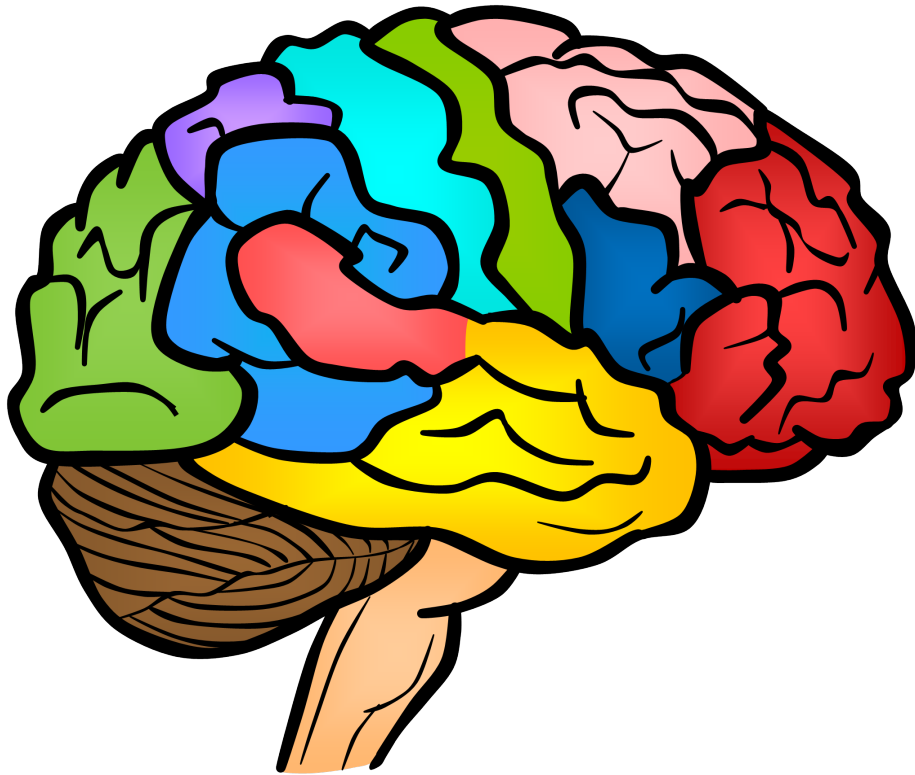


## Fixed Mindset:

Fixed mindset is the belief that talent and intelligence can't be changed despite dedication and hard work.



# The Brain



**The Brain**

Your brain helps you feel, see, hear, think, remember, move, and experience the world. The brain is an organ that lives inside your skull. You can help your brain grow and stretch! Practicing difficult concepts and learning new things will help your brain get stronger. Tackling challenges will also train your brain for courage and bravery. You ultimately get to choose whether or not your brain will get exercise to become stronger.

# Sample Answers & Notes

## WEEK 1

### Monday:

The answer here will give you some insight into your students' ideas about intelligence. Sample: I believe that you are born smart, but I do think that people can work really hard to get smarter. I'm not sure if that works for everyone though. I do think that some things come easier to some people than to other people.

### Tuesday:

This question gives you a window into their own thoughts and feelings about their intelligence and whether or not they feel like it can be changed. Sample: I think I am just about average. I know there are smarter people in my class and I know that there are people who struggle more than me. If I work hard enough, I think I can be anything I want to be.

### Wednesday:

Sample: "If people can develop a growth mindset, maybe they feel more confident about their abilities and have more motivation to learn new things. When someone has a lot of motivation, I think they would learn more quickly. In this way, people DO have a little bit of control over how quickly they learn. If this is true, it makes me want to work harder right now and in the future.

### Thursday:

You will want students to save this inventory and revisit it periodically to take note of shifts in their mindsets. Most weeks have a reflection inventory built in on Thursdays. \*Look for students to have each statement rated.

### Friday:

Sample: This means that nothing will come easy to you unless you work hard for it. Growth mindset tells us that with great work and effort, you can overcome any challenges and achieve success. \*Look for students to also apply the quote to their own lives.

## WEEK 2

### Monday:

Sample: I spend about 3 hours watching TV and playing or texting on my phone. If I'm in school, I spend about 7 hours exercising my brain, but when I'm not in school, I think I only do about an hour because of practicing piano and reading 30 minutes/day. I spend a lot more hours on my electronics when I'm not in school. I can choose to do more stuff outside to balance my time better. \*Look for student to also indicate ways they can adjust their schedules.

### Tuesday:

Sample: Piano, reading a book of my choice, and sewing... I do each of these things every single day for about 20-30 minutes each unless I'm on vacation or something. I like to create new things in sewing and make my own patterns for bags and stuff. I do enjoy learning new things. \*Look for students to specify what they like about each activity.

### Wednesday:

Sample: The fact that surprises me the most is that my brain is made up of 75%-80% water. It seems like it would be made up of other important stuff because it's like the control center for my body. I wonder what would be left if all that water was gone.

### Thursday:

This inventory continues to assess/reflect on students' attitudes towards their brains and growth mindset. Their own quiet reflection is enough, but students can choose to share if there's time. \*Look for students to have each statement rated.

### Friday:

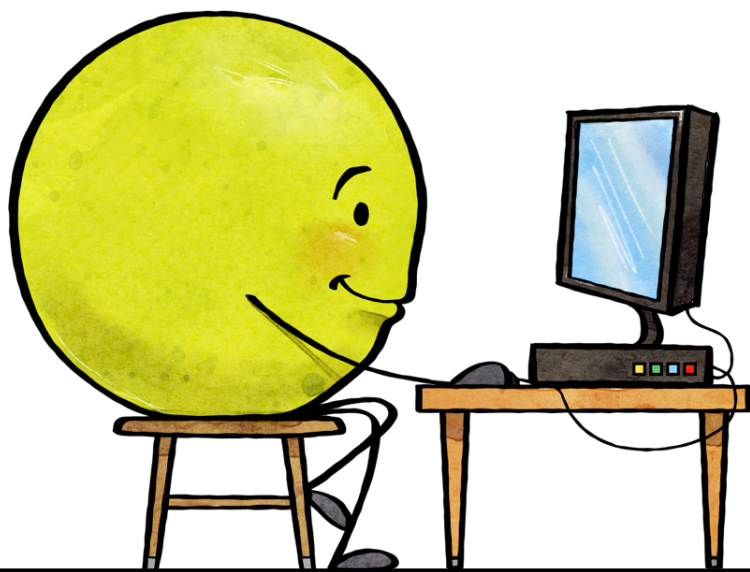
You may need to go over the definition of perspiration (sweat). Sample: It means that geniuses aren't necessarily born that way, they have to work hard and sweat in order to become so smart. Growth mindset tells us that hard work and determination brings people success. \*Look for students to also apply the quote to their own lives.



# Instructions & Links

*for*

# Digital Use



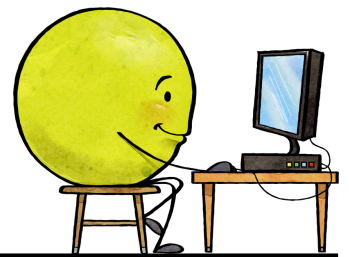
# Start Here

## Important Information:

1. Log into your Google Account that you are going to want these documents to be located.
2. Create a Folder titled Growth Mindset Warm Ups.
3. In order to get your own copy of these files you will need to click on both weeks. Each week is a link to a piece of this product.
4. This will open a tab that will ask you to "MAKE A COPY" press the button that says "MAKE A COPY" to have access to your own copy of each week.
5. Click on each Title below to have access to these files.

**Week 1:** Growth & Fixed Mindset

**Week 2:** The Brain



# Additional Helpful Info

The next few pages will help you with making copies of your files and assigning digital work to your students.

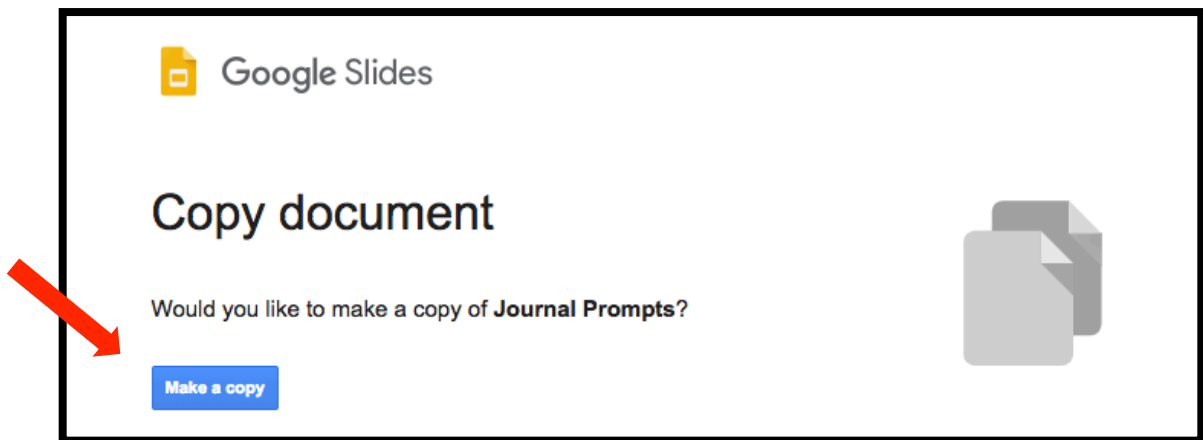
Getting Started Using any Digital Product:

## Step 1

Before you click the link below, login to the Google account where you want to store this product, which is probably the one linked to your students' accounts.

## Step 2

Once you click the link, you will be asked to **make a copy**. Making a copy keeps the original document intact. Now, you have your own copy in your Google Drive account.



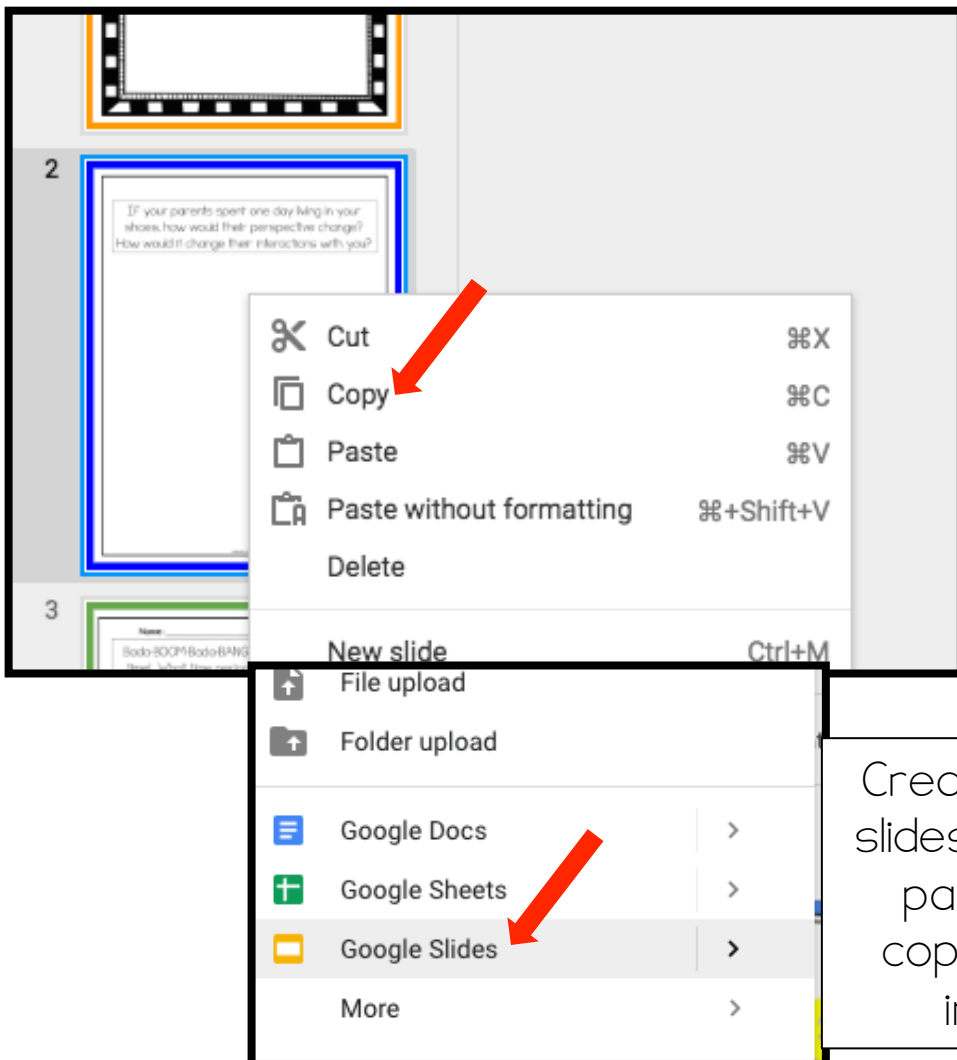
## Step 3

Open up the file and make sure that you like it! This is now your copy of the document, so if you need to change or add anything to ensure student success, go ahead!

# Separate Each Page/Activity

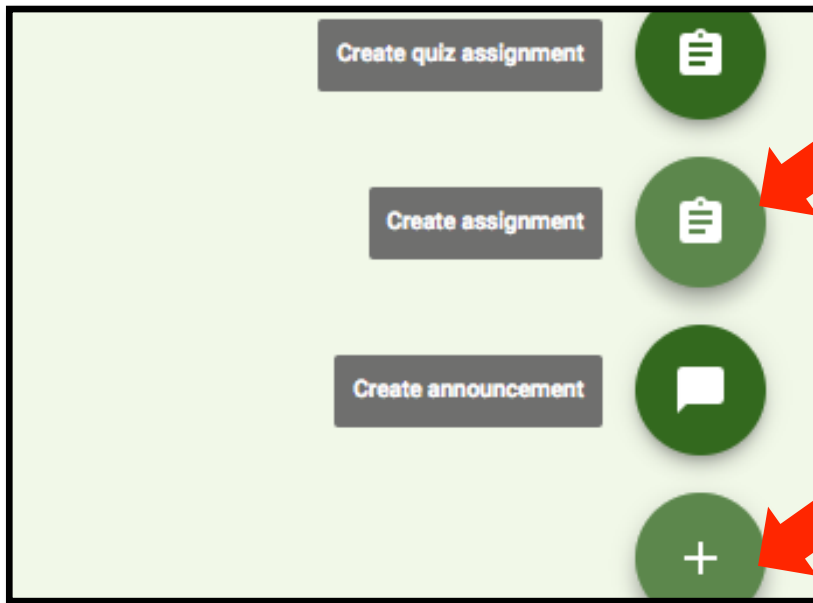
If you would like to assign just one page/activity, you can create a new slideshow with that specific page.

Right click the specific slide, copy the slide, and paste into a new slideshow.

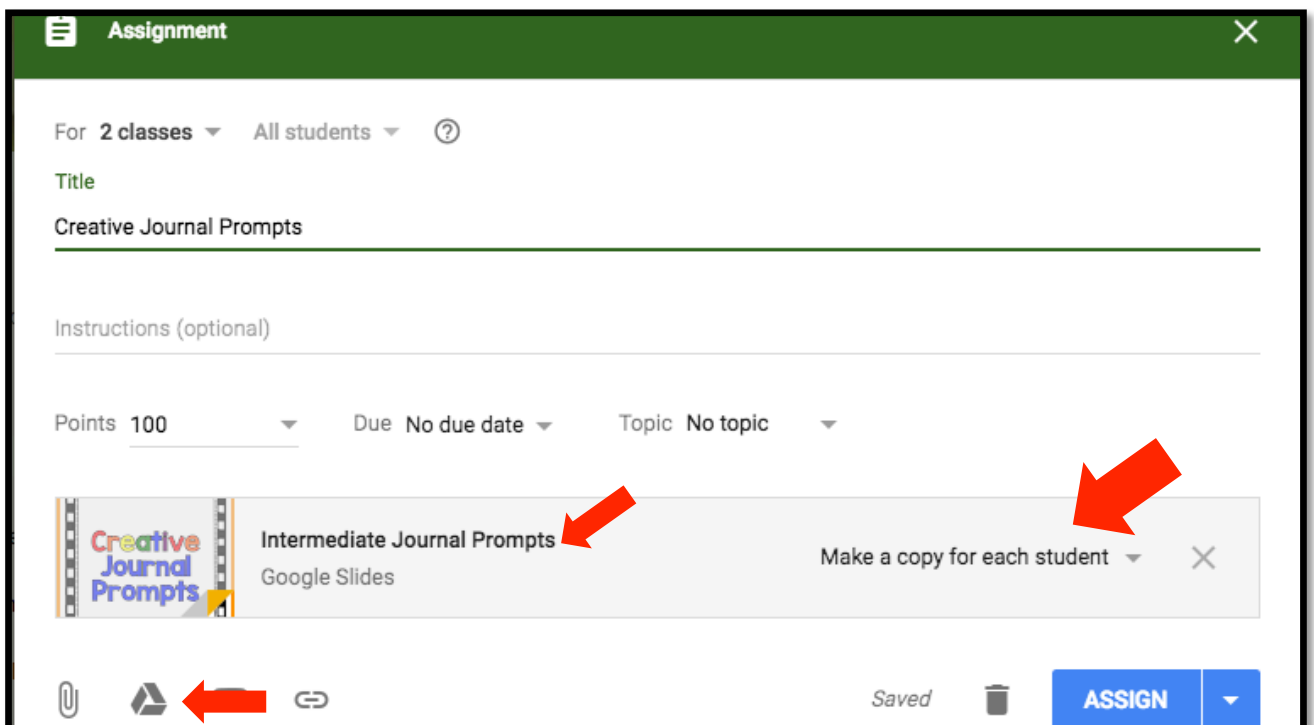


# Sharing with students: Google Classroom (option 1):

To me, the fastest and easiest way is to post to Google Classroom on the Stream or in Classwork. Click the plus sign and create an assignment.



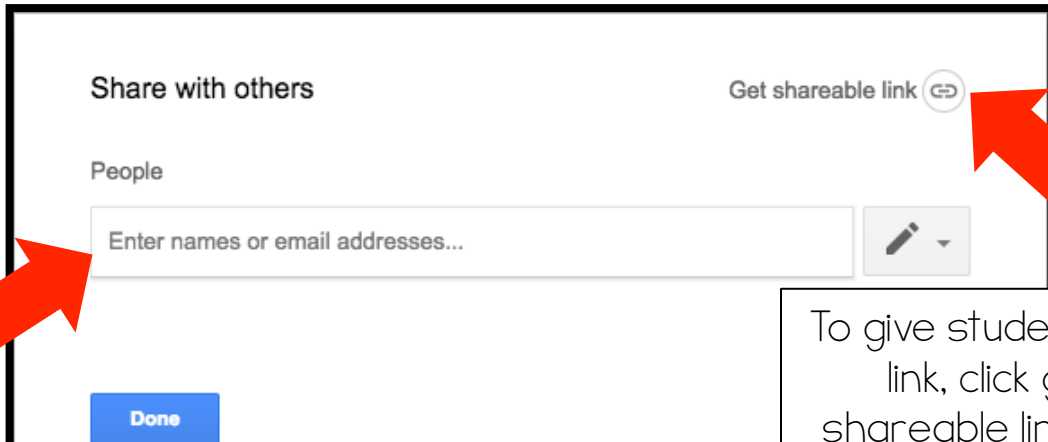
Find THE PRODUCT on your drive, give it a name, and then post!



# Sharing with students: Sharing the link (option 2)

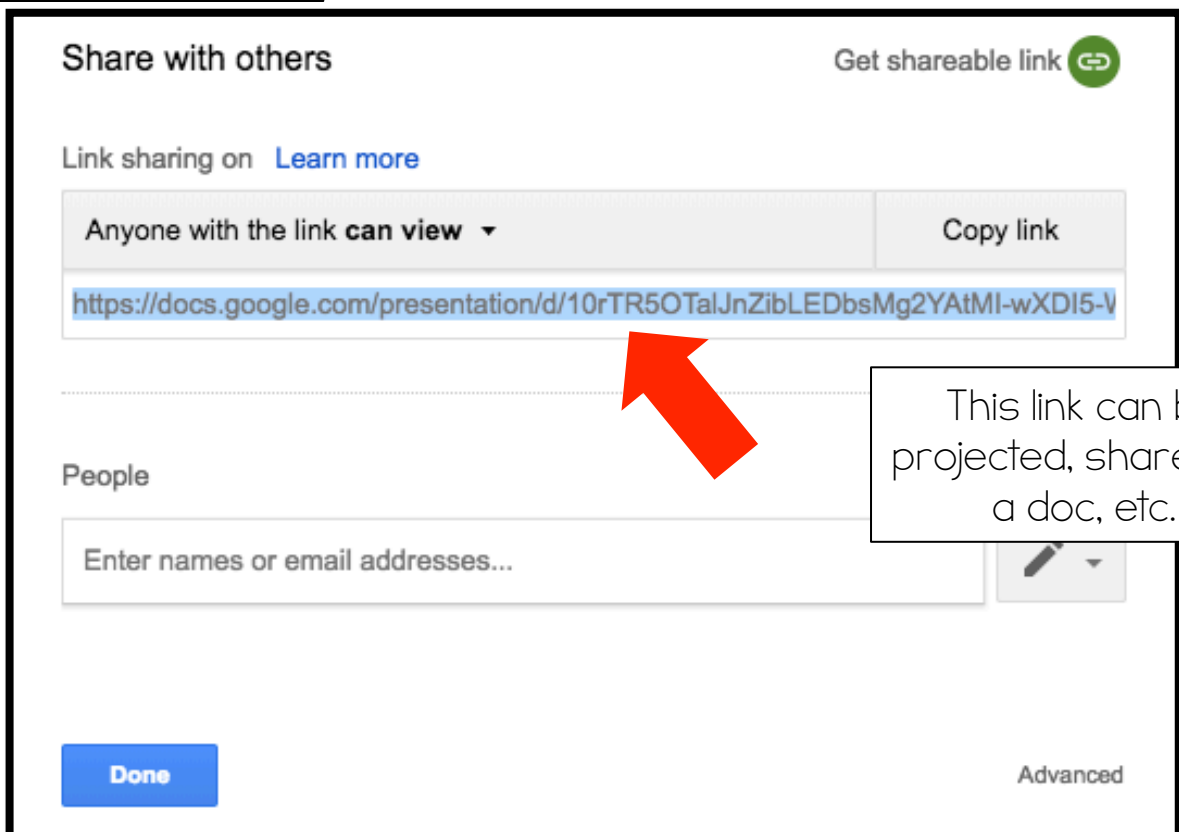
## Giving students the link

If you don't use Google Classroom, it is still simple to share this product through drive, email, or posted on the board.



You can enter student's emails here.

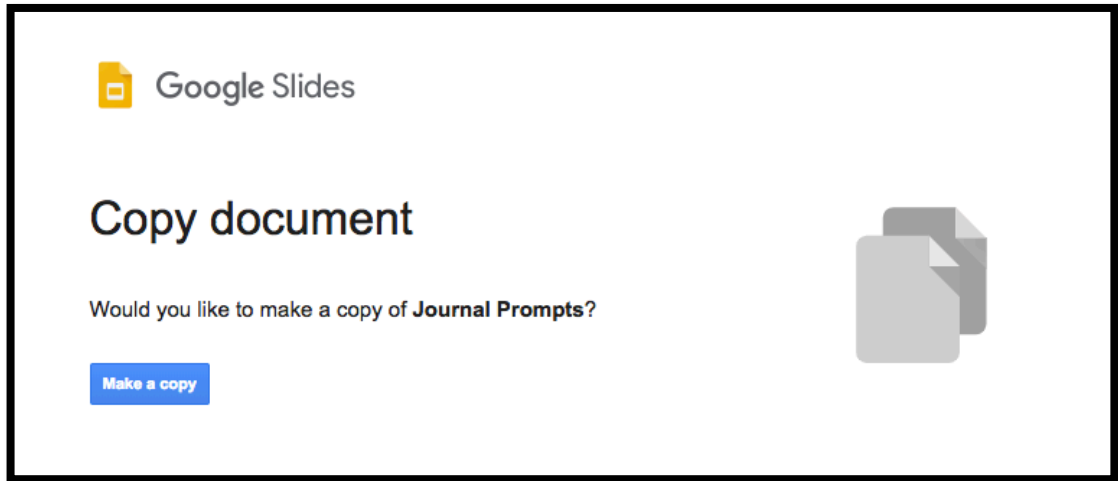
To give students the link, click get shareable link. This link can be projected, shared on a doc, etc.



This link can be projected, shared on a doc, etc.

# Ipads or Tablets?

After your student has hit MAKE A COPY, open up the slideshow



Now, go to the slideshow by opening the app. It should be the first slideshow in the app!

