

Growth vs. Fixed Mindset Lesson

Third Grade

Objectives

- Students will assess their intelligence mindsets using a 7-question true/false quiz before and after instruction.
- Students will describe and distinguish growth and fixed mindset traits after a class discussion and PowerPoint in order to contribute to a class T-chart and write a persuasive paragraph.

Materials

- *The Day the Crayons Quit*
- Crayon Stationery with Persuasive Writing Graphic Organizer on the Back
- Chart Paper (2) & Markers
- *Grow Your Brain!* PowerPoint
- Laptop, Projector, & Clicker
- Mindset Self-Assessment Quiz, Double-Sided

Lesson Progression

- Introduction & Statement of the Objective:
 - Students self-assess their academic mindsets using a 7-question true/false quiz. They count the number of true and false responses on their quizzes.
 - Teacher says, "Today we are going to talk about your brain and two ways of thinking about your brain, a fixed mindset and a growth mindset."
 - Teacher informs the students that responses on the quiz in column A are associated with a fixed mindset, and column B responses are associated with a growth mindset. Students identify their mindset. Teacher records the number of students for each mindset.
- Demonstration:
 - Teacher completes a T-chart describing fixed and growth mindsets.
 - Possible Descriptors:

	Fixed Mindset	Growth Mindset
Judgments	people are born with a prescribed set of talents, abilities, and intelligences	intelligence and abilities are malleable and are not set in stone
Effort	truly intelligent and capable people do not need to apply effort to be successful	effective effort and grit allow people to strengthen and develop their intelligence and abilities
Opportunities	it is better to look smart than take risks and fail; opportunities are lost and criticism is an unwelcome threat	it is better to learn by working to fix mistakes than hide behind them; feedback creates room for new opportunities
Setbacks	failure is permanent; individuals do not recover well, if at all, from them	failure is temporary; perseverance and tenacity help one rise above challenges

- Teacher shows the PowerPoint, *Grow Your Brain*, stopping to elicit student responses and allow time for partner and small group brainstorming.
- Check for Understanding:
 - Teacher reads the following statements, and students call out the type of mindset it reflects. Together, they generate ideas on how to inform the person of the brain's malleability.
 - This is so hard; I quit. (Don't quit! When doing hard things, your brain grows.)
 - You are a natural at soccer. You don't need to go to practice today. (With practice, you'll get even better.)
 - Last time I played this game and did that move, my character died. Next time, I will do this instead.
 - I'm a math person, not a reader. (But the more you read, the easier it'll be.)
 - I don't get it now, but I will.
 - If I keep practicing, I will master my math facts.
- Guided Practice:
 - Teacher reads *The Day the Crayons Quit*, stopping after each crayon to determine the crayon's mindset and stating evidence from the text to support that decision.
 - Crayons are listed on the class T-chart.
- Collaborative Practice:
 - Students do a think-pair-share to discuss why the fixed mindset crayons should become growth mindset crayons. Teacher charts reasons.
 - With a partner, students quickly complete individual graphic organizers stating their reasons and evidence.
- Independent Practice:
 - Students choose one fixed mindset crayon and write a persuasive paragraph about why it should change its mindset.
 - Time permitting, students share their paragraphs in pairs, small groups, or whole class.
- Closing:
 - On the back of the original quiz, students re-assess their mindset.
 - Students total their number of true and false responses and identify their mindset.

Mindset Quiz #1

	A	B
1. If things are hard to do, that means I am dumb.	True	False
2. Doing challenging things frustrates me, so I quit.	True	False
3. I don't learn from mistakes; I just get embarrassed.	True	False
4. If I try hard, my brain will get smarter.	False	True
5. I can't do anything to change how smart I am or am not.	True	False
6. Anyone can be an athlete or musician with hard work and practice.	False	True
7. When things get hard, I try harder.	False	True

Total A: _____ Total B: _____

I have a Fixed/Growth mindset.

Mindset Quiz #1

	A	B
1. If things are hard to do, that means I am dumb.	True	False
2. Doing challenging things frustrates me, so I quit.	True	False
3. I don't learn from mistakes; I just get embarrassed.	True	False
4. If I try hard, my brain will get smarter.	False	True
5. I can't do anything to change how smart I am or am not.	True	False
6. Anyone can be an athlete or musician with hard work and practice.	False	True
7. When things get hard, I try harder.	False	True

Total A: _____ Total B: _____

I have a Fixed/Growth mindset.

Mindset Quiz #2

	A	B
1. When things get hard, I try harder.	False	True
2. I can't do anything to change how smart I am or am not.	True	False
3. If I try hard, my brain will get smarter.	False	True
4. I don't learn from mistakes; I just get embarrassed.	True	False
5. Doing challenging things frustrates me, so I quit.	True	False
6. Anyone can be an athlete or musician with hard work and practice.	False	True
7. If things are hard to do, that means I am dumb.	True	False

Total A: _____ Total B: _____

I have a Fixed/Growth mindset.

Mindset Quiz #2

	A	B
1. When things get hard, I try harder.	False	True
2. I can't do anything to change how smart I am or am not.	True	False
3. If I try hard, my brain will get smarter.	False	True
4. I don't learn from mistakes; I just get embarrassed.	True	False
5. Doing challenging things frustrates me, so I quit.	True	False
6. Anyone can be an athlete or musician with hard work and practice.	False	True
7. If things are hard to do, that means I am dumb.	True	False

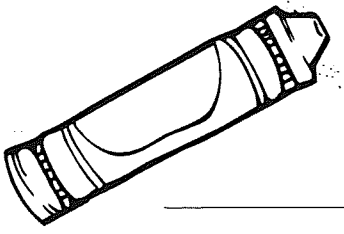
Total A: _____ Total B: _____

I have a Fixed/Growth mindset.

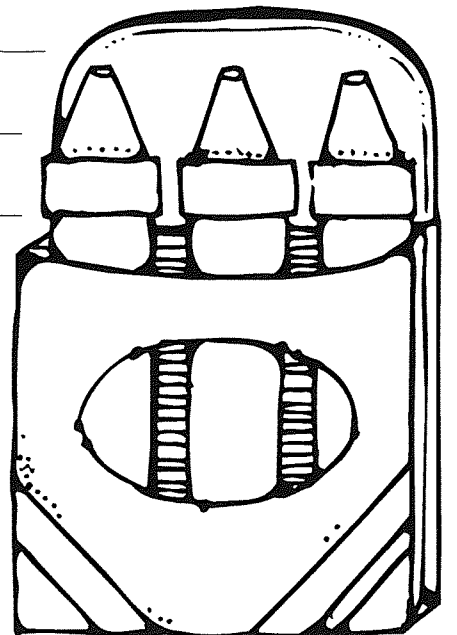
Persuasive/Opinion Writing Graphic Organizer

Name _____

Crayon:	
Topic Sentence:	
Reason/Example 1:	Evidence/Supporting Detail 1a:
	Evidence/Supporting Detail 1b:
Reason/Example 2:	Evidence/Supporting Detail 2a:
	Evidence/Supporting Detail 2b:
Reason/Example 3:	Evidence/Supporting Detail 3a:
	Evidence/Supporting Detail 3b:
Conclusion:	



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