Comparing and Contrasting Growth Mindset and Fixed Mindset

**Review**

**Fixed Mindset:** The belief that intelligence and ability are things that you are born with and can’t change

**Growth Mindset:** The belief that intelligence and ability grow as you learn and challenge yourself

Rewrite these definitions in your own words using one of the following sentence frames:

* *People with a fixed mindset believe \_\_\_\_\_\_, but people with a growth mindset think \_\_\_\_\_.*
* *While people with a fixed mindset believe \_\_\_\_, people with a growth mindset think \_\_\_\_\_.*

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**Video Notes**

1. “The moment we believe that success is determined by an ingrained level of ability, we will be brittle in the face of adversity.” - Josh Waitzkin

***ingrained****: unchanging, already determined* ***brittle****: easily breakable* ***adversity****: obstacles or hardships*

This quote explains that when we have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mindset, we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

For numbers 2-5, fill in the following chart:

|  |  |  |
| --- | --- | --- |
| Fixed Mindset | Question | Growth Mindset |
|  | 1. What happened to the 7th graders’ test scores over the next two years?
 |  |
|  | 1. Contrast what people with fixed and growth mindsets tend to focus on.
 |  |
|  | 1. Contrast how people with fixed and growth mindsets view effort.
 |  |
|  | 1. Contrast how people with fixed and growth mindsets view obstacles.
 |  |

**Jigsaw Activity**

Each person from your group will write a short summary of what you have learned today. Each of you will focus on a different part of the lesson so that together, you have a complete summary:

*Sentence 1* (Everyone): Contrast the beliefs held by people with fixed and growth mindsets.

*Sentence 2* (Person A): Contrast the test scores of people with fixed and growth mindsets

 (Person B): Contrast what people with fixed and growth mindsets focus on.

 (Person C): Contrast how people with fixed and growth mindsets view effort.

 (Person D): Contrast how people with fixed and growth mindsets view obstacles.

*Sentence 3* (Everyone): Based on today’s lesson, do you think it’s more helpful to have a growth mindset or a fixed mindset? Why?

Word bank: Try to use at least 3 of the following words or phrases (one per sentence) in your summary:

 *while but unlike however whereas as opposed to*

**My Summary:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Group Share-Out:** When directed, write down a summary of Sentence 2 from each of your group members’ summaries. Start with Person A and go in order until Person D finishes.

|  |  |
| --- | --- |
| Person A | Person B |
| Person C | Person D |

Comparing and Contrasting Growth Mindset and Fixed Mindset: **LESSON PLAN**

Designed for a 50-minute class period.

5 mins: Class entry procedures, attendance, etc.

5 mins: **REVIEW**

Teacher hands out worksheets, reviews previous lesson on growth and fixed mindsets, asks for volunteers to read definitions.

Teacher reads review directions: “*Rewrite these definitions in your own words using one of the following sentence frames…”* Students write definitions.

Students share definitions with partner (at their own table or a different table at teacher discretion)

2-3 students share out definitions with class.

25 mins: **VIDEO NOTES**

Teacher tells students that they will watch a video and take notes during pause points.

 Begin video: <https://www.youtube.com/watch?v=pN34FNbOKXc>

 Pause at 1:57 and direct students to answer #1.

 Pause at 4:20 and direct students to answer #2. (*Teacher may model graphic organizer)*

 Pause at 5:36 and direct students to answer #3, 4, and 5.

For each question or set of questions, direct students to share with a partner or group after writing answers individually, using a Structured Student Interactions strategy such as Numbered Heads Together.

*If time: Continue video, pausing at 7:55 to compare and contrast praise received by students and at 9:40 to discuss brain growth*.

15 mins: **JIGSAW ACTIVITY**

Teacher or student volunteer reads directions. Teacher clarifies who is A, B, C, & D in each group.

 *Teacher may model Sentence 1 for students*.

 Students write individual summaries in about 5 minutes.

Teacher directs students to share summaries at their tables and record Sentence 2 in the appropriate box for each group member.

 Share out if time.