**Lesson Plan for Growth Mindset** (created by Silvia Heubach)

If you have any questions on this assignment, please feel free to ask me questions in person or by email (sheubac@calstatela.edu)

**Instructor preparation:**

* Read the document **You can grow your intelligence.pdf. (**You may want to share this document with your students, or just refer to it.)
* Familiarize yourself with the power point for the in-class portion.
* Adapt the video assignment (on paper or Canvas) to your class as desired (# of points, additional videos, etc).

**Presentation**

On the first day of class, possibly after the community building activity, work with the students through the **What does it take** power point presentation.

* (slides 2 – 4) First give the students the overview of the Think-Pair-Share aspects, then have them do the “Think” part. (Slide 2)
* Put them into pairs/groups of 3 in either breakout rooms or in class. Remind them to find similarities/differences in their answers. That should not be just that they do different activities, but what is common DESPITE the fact the activities where different? What is different that goes beyond the difference in activity? (Slide 3). **Make sure to keep slide 2 with the questions displayed as students may not have copied these down**.
* Make one person the recorder for the similarities and one the recorder for the differences (for example: earliest letter of first name in alphabet records differences, last letter of first name records similarities, third student (if any) keeps conversation on track – time keeper.)
* Slide 4: Call on the different groups and ask the first group about one similarity, the second about one difference, and then additional groups alternatively to add to those groups. Record the answers on the “board” (real or virtual).
* Slide 5: Using the items you recorded, have the discussion. Students should realize that the same principles that made students successful in these large range of activities also apply to studying math.
* Slide 6: Then discuss fixed versus growth mindset. Emphasize that this is a spectrum, and that you may be ready to believe you can grow in a sport, but cannot get better at math – different ideas in different areas of your life. Draw on the “You can grow your intelligence” document.
* Slide 7: This is how you can reprogram yourself so that you can move toward a growth mindset. You might ask students if they have ever heard that little voice in their head saying the sentences on the left. (You can even create a little poll that asks how often (every day, once a week, every time I sit down for math assignment,…)

**Assignment**

* Once you have presented this in class, give the students the associated Canvas assignment on watching one of the videos and to post by answering the questions and replying to a post.

I typically give 2 points per question and 2 points for a response to a student’s post, where they need to have a serious answer (as opposed to a few words per question). There is no right or wrong answer, just a serious attempt to provide an answer.

**Follow-up**

This activity will not have much effect if its messages are not repeated throughout the semester. Read the **Growth Mindset feedback tool** article and practice this throughout the semester with your students. Also ask them on a regular basis as to whether they are implementing what they gave as their action towards success in the Canvas assignment.