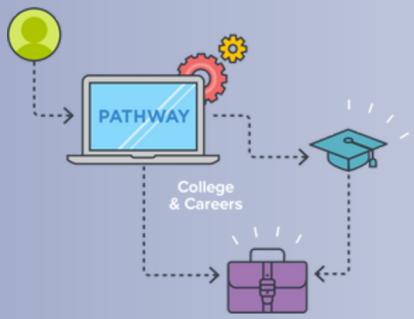


Growth Mindset

**Grade Level:** 7, 10**Domain:**

Social Emotional Learning

TIME:

45 Minutes

This lesson is designed to introduce students to the concept of growth mindset and how this fuels behavior and encourages and inspires achievements.

Objectives

Students will:

1. Learn about growth mindsets and fixed mindsets.
2. Compare the differences between the two mindsets.
3. Reflect on a time when they succeeded by having a growth mindset.

MEFA Pathway Activities

- My Journal

Materials Needed

- Internet connection
- Khan Academy's video, [Growing your mind](#)

Vocabulary

- Mindset
- Growth
- Fixed Mindset
- Growth Mindset

Future Ready Skills

- Evaluation
- Growth Mindset
- Emotional Intelligence

PART 1

CONTENT KNOWLEDGE



Lead a class discussion around mindsets and ask students what it means to grow. Play this short video for the class, [Growing your mind](#).

Next, introduce students to the concept of a growth mindset. Explain that a growth mindset occurs when we believe in ourselves and continue to develop throughout our lives. Explain that people with a healthy growth mindset know that they can improve by working hard, trying new things, and not giving up.

Now introduce the concept of a fixed mindset. Explain that a fixed mindset occurs when you:

- Think you cannot get better at something, even if you practice.
- Want to quit or give up.
- Don't think you're good at something.

Have a class discussion about the differences between the two types of mindsets.

PART 2

APPLYING INFORMATION

As a class, create a two-column poster on the beliefs and behaviors of a growth vs. a fixed mindset. To get started, ask students these questions and add your own. Place the answers in the appropriate column. What are the potential thoughts and behaviors of people when they:

- Do poorly on a test?
- Put in a lot of effort to prepare for a swim meet and still lose?
- Do not understand a math problem?
- Did not get selected for a team sport?

Keep adding to this poster as the year goes on and use this as a reference for students exhibiting a fixed mindset rather than a growth mindset.

PART 3

EVALUATING INFORMATION

Share a personal story of your own with the students about a time when you had to work hard to get through a challenge. Then have students think about a time when they overcame a struggle or challenge and learned to solve a problem.

Have students log in to MEFA Pathway, click **My Journal** under the *About Me* tab, and create a journal entry documenting an example of a time they exhibited a growth mindset.

If students are comfortable, encourage them to share their example with the class or in a small group.

GRADING RUBRIC FOR JOURNAL ENTRIES

Category	Excellent	Good	Satisfactory	Needs Improvement
	4	3	2	1
Description	Offers a vivid, detailed, and insightful description of the experience, setting the stage for deeper reflection.	Provides a clear and detailed account of the experience, including relevant details.	Clearly describes the experience, event, or learning.	Offers a limited description of the experience.
Analysis	Engages in critical thinking, questioning assumptions, and demonstrating a thorough understanding of the learning.	Connects the experience to personal learning and raises some insightful questions.	Attempts to analyze the experience but may lack depth or clarity.	Superficial analysis, lacking deeper thought.
Future Application	Formulates clear, actionable plans for utilizing new insights and knowledge in future learning and experiences	Identifies specific ways to apply the learning to future situations or goals.	Suggests some possible connections to future learning or practice.	Makes no clear connection to future learning/action.