



# Rio Grande Educational Collaborative Before and After School Program Lesson Plan

TITLE OF LESSON: Growing my Mindset DATE: \_\_\_\_\_

SITE NAME: \_\_\_\_\_ CLASS SIZE: \_\_\_\_\_

NAME(S) OF INSTRUCTOR: \_\_\_\_\_

CREDIT: (ie: website, pinterest,) \_\_\_\_\_

**NM COMMON CORE: (SEL Standard)** Mindset 7A. Student demonstrates a willingness to learn, especially when faced with challenges or following a failure.

## LEARNING OBJECTIVES:

**Students will understand the following:** (What students will be learning)

1. Students will be able to recognize how to change their fixed mindset thoughts into growth mindset thoughts.
2. Students will be able to gain awareness about the importance of being challenged and learning from mistakes.

## ACTIVITY:

**Instructional Sequence:** (Step by step instructions, should another instructor pick up and teach the lesson successfully)

1. \_invite students to join you in a circle
2. Read students this quote " Believe you can and you're halfway there" – Theodore Roosevelt 26<sup>th</sup> president of the USA
3. Ask them to go around the circle and share what they think President Roosevelt was trying to communicate by this quote?
4. How do they see this quote connected to growth mindset? [this lesson is making an assumption students have been introduced to growth mindset]
5. How do students get to the "other half"-since the first half is believing \_\_\_\_\_

### Large Group Activity

Share with the students that you are going to read a list of mindset thoughts. After each statement, ask them to either use an open hand for growth mindset or a fist to indicate a fixed mindset. Take time to process and discuss the responses as you go through the list. If it is a fixed mindset thought, encourage the students to brainstorm away to reframe the statement so it is a growth mindset thought.

\*(F)-fixed; (G)-growth

### ***Mindset Statements***

6. I'm not good at sports. (F)
7. My mom is terrible at math and I am too. (F)
8. I wonder how she figured out that math problem. I am going to go ask her to show me the steps so I can learn too. (G)
9. I failed last chapter's test so I am not going to study. It's worthless. (F)
10. I haven't learned how to play the piano yet. (G)
11. I quit. I am just never going to understand. (F)
12. I can learn from my mistakes. (G)
13. I can keep trying and work harder. (G)
14. I can't do this.  
(\_\_\_\_\_)
15. \_After you go through the statements, share the *Reframing My Mindset* handout with the students (can use projector or have a hard copy for each student -or can put students in small groups). Explain to the students that together they are going to work to come up with growth mindset statements to reframe the

fixed  
statements \_\_\_\_\_

\_\_\_ Some tips:

- a. Using the word "yet" helps shift our thinking to a growth lens
- b. Learn from your mistakes
- c. Try to look at failure as an opportunity to know what didn't work and then try another option
- d. Be open to feedback-this helps you grow
- e. Acknowledge the effort it takes to accomplish what you desire
- f. Focusing on the process not just the product/outcome-so what did do to get that good grade?
- g. Don't be afraid to take risks and try new things-challenge yourself

Process Questions

16. How will a growth mindset impact your learning?
17. How will a growth mindset help in other areas of your life?
18. Who is someone that you admire that operates from a growth mindset? How do you know? What do you hear them say? See them do?
19. If you have a growth mindset, how do you react to failure?
20. Who can help you to operate from a growth mindset?
21. Close with journal prompt below Write GROWTH MINDSET on board invite students to draw pictures and/or write phrases that they connect to tis concept in their learning journal.

**MATERIALS:**

**The following materials or equipment needed for this lesson:** (Include special equipment request)

1. \_\_\_ Reframing a fixed mindset handout

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SITE SUPERVISOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**INSTRUCTOR'S REFLECTION:**

**Reflection on the lesson given:**

1. How many students participated in the lesson given? \_\_\_\_\_
2. Name(s) of instructors participated. \_\_\_\_\_
3. How long did your lesson take? (Amount of time) \_\_\_\_\_
4. How did the students feel about the lesson? \_\_\_\_\_
5. Did the students like the lesson? \_\_\_\_\_
6. What part of the lesson did the students like? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What part of the lesson did the students not like? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Were the students interested in the topic of the lesson? \_\_\_\_\_
9. Was the content of the lesson difficult for the students? \_\_\_\_\_
10. What could you have changed to make the lesson interesting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Did you have any trouble getting your lesson together? (Idea & Materials) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



*\*ADD STUDENT EXAMPLES AND USE THIS IDOL 1D  
HELP STIJDENTS BEGIN REFRAMING FIXED  
MINDSETTHOUGH'IS*