

Shaping Mindsets

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Feed-BACK



Directions:

- Each student will have the name of a famous person (or semi-famous) character/person on their back. The challenge is to figure out who is there.
- Each student can ask as many questions that can be answered with a “yes” or a “no”. They may ask another student up to 2 questions, then move on to someone else.
- If the student wants to, he/she may use paper and pencil to write down what they have learned.
- If someone asks a questions about the person on their back, and the student answering is not sure of an answer, they should say that they do not know. (Instead of giving incorrect information).
- As each student goes through the process of solving the mystery of who is on their back, they should be aware of the kind of thinking that they are using.
- At the end of the given time (when at least half know who they are) gather the students together and discuss the process. Ask the students who do not know yet to keep the sticker on their back because the group may be able to suggest additional questions for them to ask.
- Show of hands: How many of you know who is on your back? How many can describe the person, but can't think of the name? Who needs some ideas about what questions they and ask next?

Debrief the Process:

- Did anyone have a specific strategy you used? Explain.
- What was the most valuable question that you asked?
- In addition to asking the questions, did anything else help you?
- What kind of thinking did you do?
- Is there anything you would do differently?

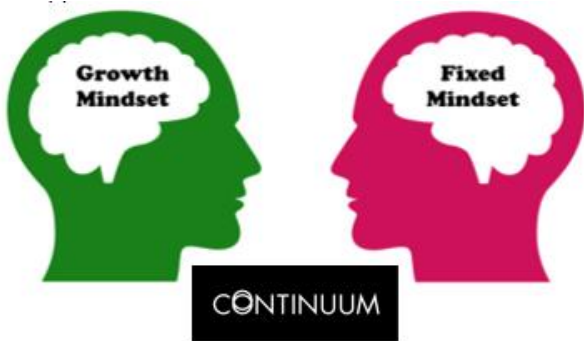
Adapted from Mary Cay Ricci's *Ready-To-Use Resources for Mindsets in the Classroom: Everything Educators Need for School Success* (2015).

Mindset is...

a _____ that determines how you



will _____ and _____ to situations.

Two Types of Mindset



Fixed vs. Growth Mindset

Review the characteristics below. Consider some ways mindset influences motivation, resilience, and achievement. Record your thinking.

	 Fixed Mindset My intelligence, character, and personality are set in stone; my potential was determined at birth.	 Growth Mindset My intelligence, character, and personality can be developed! A person's potential is unknown and unknowable.
Desire	Look smart in every situation and prove myself over and over again. NEVER FAIL!	Stretch myself, take risks and learn. Bring on the challenges!
Dealing with setbacks	"I'm a failure." (identity) "I'm an idiot."	"I failed." (action) "I'll try harder next time."
Challenges	Avoid challenges for fear of failure. Gives up easily.	Embrace challenges. Persists in the face of setbacks.
Evaluation of Situations	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome my challenges?
Effort	Why bother? It's not going to change anything.	Growth and learning require effort.
Criticism	Ignore constructive criticism.	Learn from criticism. How can I improve?
Success of Others	Feels threatened by the success of others and may feel jealous. If you succeed, then I fail.	Learns from others' and may be inspired by others' success.
Result...	Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievement.

Stand Up, Hand Up, Pair Up



1. Teacher says, "Stand up, hand up, pair up!"
2. Students: stand up with one hand in air until you find the closest partner who is not your teammate.
3. Teacher asks a question or gives an assignment.
4. Teacher provides "think time".
5. Partners share.





Teaching for a Growth Mindset

- Teach students about **THEIR BRAIN AND LEARNING**
- Value **STRUGGLE** and **FAILURE**
- Avoid **EXTERNAL REWARDS**
- Praise **EFFORT** not **ABILITY**
- **MODEL** a growth mindset for your students in your own actions

The Learning Pit:

Video – *The Learning Challenge with James Nottingham*: <https://vimeo.com/128462566>

How might you use the idea of the learning pit in your classroom or school?

Teams have talking chips (maximum: 2 chips each)



- Use the reflection question.
- Any student may begin the discussion, placing one of his/her chips in the center of the table.
- Any student with a chip continues discussing, using his/her chip.
- When all chips are used, teammates each collect their chips and continue the discussion using their talking chips.

Discussing Growth Mindset



Work with a partner. Select a book to review. Chart responses to the following:

Book Title:

Character(s):

Mindset: Fixed, Growth, or Both?

Evidence from the text:

Other Observations:



My goal(s) for this school year:

My plans for this school year:

Actions I need to take to move towards my goal: