Introduction
In this session, your team will learn about the kind of praise that promotes a growth mindset, see it in action, and have opportunities to practice responding to scenarios in a way that support a growth mindset.

Lesson objectives
By the end of this session, participants will understand:
- how praise can shape students’ mindsets,
- the difference between process praise and person praise, and,
- how to shift praise to highlight the process.

Materials needed
- Decide which of the practice activities you will do, and print one copy for each participant.
  - Growth Mindset Scenarios Worksheet (http://perts.net/gm_scenarios)
  - Reframing for Growth Mindset (http://perts.net/gm_reframing)
- Print one copy for each participant of the Language Tracking Worksheet (http://perts.net/language_tracking)
- Laptop/computer, internet connection, and access to YouTube

Outline for Session Three
Part I: Debrief
Estimated time: 15 minutes
Debrief on teaching a growth mindset and classroom observation experience from previous week(s). Some questions to get the conversation started:
- How did your students respond? Highlights? Lowlights?
- How did the observation process go?
What was most and least helpful?

**Part II: Topic 3 - Praise the Process, Not the Person**  
*Estimated time: 25 minutes*

**Watch** [Topic 3 - Praise the Process, Not the Person](#) - 3 modules (8 minutes)

These videos explain the difference between process praise and person praise and review research showing how each impacts student motivation and resilience. After watching the videos, hold a discussion. Before beginning the discussion, you may want to emphasize:

- The goal is to avoid praising things that are typically considered stable such as talent or intelligence. It’s not about only giving process praise - it’s natural to say neutral things like “you got it!” or “nice!” These phrases are neutral because they don’t identify an action or a stable trait. Saying “good catch,” on the other hand, would be considered process praise because the praise is linked to an action: catching. Saying “Nice! You’re a natural,” suggests their ability is a stable trait so this is not process praise.
- Changing habits takes time and can be hard. Have a growth mindset!

**Group Discussion** - Here are some questions to get your discussion started:

- What other examples can you come up with of fixed and growth mindset praise?
- How much do you think you will have to modify your language?
- What might be the most challenging situations?
- Do you think any of your students might have different reactions to your change in praise? Why?
- How might you create a new norm in your classroom for how students talk to each other?

**Part III: Practice Activity**  
*Estimated time: 15 minutes*

Option 1: [Reframing for a Growth Mindset](#)

This worksheet provides opportunities to practice reframing feedback to be more growth mindset promoting. It also asks participants to clarify why their new statement is better.

Option 2: [Growth Mindset Scenarios Worksheet](#)

This worksheet provides an opportunity to practice responding to fixed mindset language in students, other teachers, and parents.

**Part IV: Homework**  
*Estimated time: will vary*

Before ending the session, handout the [Language Tracking Worksheet](#). This week, participants will use the worksheet to focus on what kinds of fixed and growth mindset language they hear.