Introduction
In this session, you and your team will explore your own attitudes towards making mistakes; learn how to promote mistakes from Carol Dweck and Jo Boaler; watch teachers use this practice in action; and explore activity ideas to try in your classroom. You will also prepare for your second classroom observation.

Lesson objectives
By the end of this session, participants will understand:

- why a tolerance for making mistakes supports students in developing a growth mindset,
- how to help students understand the value of making mistakes, and
- what activities can help students become more comfortable sharing their mistakes.

Materials needed
- Print one copy for each participant of the following documents:
  - Mistakes reflection activity (http://perts.net/mistakes_reflection)
  - Peer Observation Worksheet (http://perts.net/peer_observation)
  - Peer Observation Debrief Worksheet (http://perts.net/po_debrief)
- Laptop/computer, internet connection, and access to YouTube

Outline for Session Four

Part I: Debrief
Estimated time: 10 min
Debrief on practicing process praise and the observations collected with the Language Tracking Worksheet. Here are some questions to get your discussion started:

- What did you notice about your own use of praise? Your students’? Other teachers’?
- Are there any observations that stand out that you want to share?
- Were there specific contexts where you were more or less likely to use process praise? For example, with your students versus your own kids, or other adults?
Part II: Topic 4 - Celebrate Mistakes

*Estimated time: 15 minutes*

**Watch / Read** Topic 4 - Celebrate Mistakes - 8 lessons
(https://www.mindsetkit.org/growth-mindset/celebrate-mistakes)
These modules will explore how to help students become more comfortable making mistakes and how this supports students in developing a growth mindset.

Part III: Reflecting on Mistakes

*Estimated time: 25 minutes*

**Activity** - Exploring our self-talk around making mistakes can help us develop a more positive attitude about making mistakes. The goal of this activity is to explore more productive responses by reframing fixed mindset self-talk.

STEP 1: Hand out the [Mistakes Reflection Worksheet](https://www.mindsetkit.org/growth-mindset/celebrate-mistakes) and explain that this activity is intended to provide them with an opportunity to reflect on how comfortable they are making mistakes by exploring their self-talk during and after making a mistake. If we, as teachers, are not comfortable with our own mistakes, this discomfort or intolerance can bleed through to our students - even if we think we're encouraging mistakes.

STEP 2: Have participants complete the worksheet. If they seem to have a hard time coming up with an incident, you could give an example from your own life.

**Group Discussion** - After watching the videos and completing the activity, hold a discussion. Below are some questions you may want to explore.

- **Videos**
  - Was there anything that surprised you?
  - Anything you especially liked or didn’t like?
- **Mistakes activity**
  - What did you notice about how you talk to yourself when you make a mistake?
    Make sure participants know they are not expected to share what they wrote about unless they want to.
- **How comfortable are you with your students making mistakes and struggling in front of other students?**
- **How comfortable do you think your students are making mistakes?**
- **Are there any students who stand out as being comfortable / uncomfortable making mistakes in front of others?**

Part IV: Implementation Planning

*Estimated time: 10 minutes*

Create Implementation Plan - Celebrating Mistakes Activity
Participants should create a plan to try either the class discussion, or the crumpled paper activity with at least one of their classes.

Create Implementation Plan - Second Peer Observation
Hand out the Peer Observation Worksheet and the Peer Observation Debrief Worksheet
Participants should work with a new partner and plan to visit each other’s classroom during the week to observe for evidence of mindsets in action. Or they could choose to be observed implementing the mistakes discussion or crumpled paper activity.

Note:
● The length of time each will spend observing is flexible and should be decided ahead of time. It does not need to be a full class length but should be at least 20 minutes.
● The amount of time participants spend debriefing is also flexible. Teams should decide what they have time for, and how much time they need for it to be productive.

Part V: Homework
Estimated time: time will vary

1. Try either the class discussion or the crumpled paper activity with at least one of your classes.
2. Observe your partner and debrief afterwards.
3. Be observed and debrief afterwards.