Mindset Integration Activity - Facilitator Instructions

Time: (50 minutes)

Purpose - This activity can help participants who have a basic knowledge of growth and fixed mindset make connections between the beliefs and behaviors that flow from each belief. It also provides an opportunity for participants to solidify their understanding of what kinds of teaching and/or parenting practices promote a fixed or growth mindset. Often, when people first learn about mindset research they are not able to clearly differentiate between the beliefs and behaviors or are not able to clearly articulate why certain situations or practices can foster fixed and growth mindsets.

NOTE: This activity is framed for use with teachers, but it could also be used with students.

Materials
- 3-6 sheets of chart paper (you may want to pre-chart each group’s chart paper)
- 6 colored felt markers - two different colors per group
- Print a minimum of 3 copies of the Participant Handout (page 2 of this document)

Facilitation Tips - You could do this activity after having participants go through the Mindset Kit (www.mindsetkit.org) growth mindset modules.

Steps
1. Set up (5 min) - Set up three stations with one or two pieces of chart paper and two felt markers. You may want to also chart each station’s questions to minimize the time participants will need to spend setting up their chart (see page 2).
2. Introduce the activity (2 min) - Explain that this activity is intended to help clarify some key concepts related to growth mindset. Have participants count off to form three groups, give each group (or each participant) a worksheet, and decide what number each group will be (1, 2, or 3). Have each group read out loud the instructions for their group so that all participants understand what each group will be focusing on. Check to make sure everyone understands their group’s task.
3. Activity (20 min) - Participants work in their groups to chart responses to their group’s questions.
4. Group share (15 min) - Each group shares out what they wrote with the whole group. Make sure to allow time for others to ask the group questions and offer additional ideas.
5. Debrief and reflect on activity (10 min.)
   ○ Did this activity help clarify any specific concepts for you?
   ○ How might you use this with students?
   ○ Is there anything you would do differently?
Mindset Integration Activity - Participant Handout

Take one or two sheets of chart paper for your group and, using the format and instructions below, complete the section that your group has been assigned.

**Group #1 - Defining Fixed and Growth Mindset**

Divide the page in half horizontally and write your response to each of the questions below.

<table>
<thead>
<tr>
<th>What does <em>growth mindset</em> and <em>fixed mindset</em> mean to you (try to focus on the <em>belief</em>, not the behaviors)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a few statements about what kinds of <em>goals</em> people with a growth or a fixed mindset have in learning situations.</td>
</tr>
</tbody>
</table>

**Group #2 - Growth and Fixed Mindset Responses to Learning Experiences**

Divide the page into four quadrants (or use two sheets of chart paper). On one side, list the behaviors or reactions to common learning experiences someone with a *growth* or *fixed* mindset might have. Examples of common situations could include: being challenged to learn something new, making mistakes (or reacting to other’s mistakes), failing at something, or getting critical feedback. In the column next to each item, write why you think this behavior/reaction would make sense for someone with a fixed or growth mindset.

<table>
<thead>
<tr>
<th>Growth Mindset Behavior/Reaction</th>
<th>Why might this make sense to them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Not afraid to make mistakes</td>
<td>Example: Sees mistakes as normal part of learning</td>
</tr>
<tr>
<td>Fixed Mindset Behavior/Reaction</td>
<td>Why might this make sense to them?</td>
</tr>
<tr>
<td>Example: Won’t participate in class discussion</td>
<td>Example: Afraid to risk looking dumb</td>
</tr>
</tbody>
</table>

**Group #3 - Growth and Fixed Mindset Practices**

Divide the page in half vertically. On one side, list the teaching (or parenting) practices that can influence students in developing a fixed or growth mindset. On the right, identify which mindset you think it would lead to and why. Try think of as many as you can and don’t worry about getting it “right;” this is meant to be exploratory and to stimulate discussion.

<table>
<thead>
<tr>
<th>Teaching/Parenting Practice</th>
<th>Fixed or Growth influencing? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus praise on strategies used, not innate talent</td>
<td>Growth Mindset - It helps students see how to grow their abilities</td>
</tr>
</tbody>
</table>