



Social & Emotional Dynamics: A Primary Approach Overview & Sample Experiences

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We all want our students to thrive and succeed. *Social & Emotional Dynamics: A Primary Approach* enables students to acquire and strengthen essential skills and knowledge that apply within school and beyond, while supporting personal and academic development. Each interactive experience combines opportunities for inquiry, awareness of self and others, critical and creative thinking, and reflection. Service learning, an effective teaching method, is interwoven so students experience efficacy that, supported by skills and content, provide a frame for real world application and civic engagement, a valued foundation for learning and for life.

Social & Emotional Dynamics: A Primary Approach includes articulated learning experiences. Rather than call them “lesson plans,” we acknowledge that students learn best from *experiences*, and that’s what these are. Each is made up of scaffolded, sequenced processes designed to be challenging, significant, engaging, real, purposeful, an adventure, and, as much as possible, absent of judgement. Student pages are included as needed. Routines, unique and familiar, provide continuity while staying fresh.

As teachers bring these experiences to life, we suggest you be on the lookout for *teachable moments*. Be alert to what is present in your environment that will add depth of understanding and relevance. Students delight in authentic moments as learning comes to life in *present* time. The more we engage in authentic experiences, we fulfill our role as “educators” who *educate* or *draw forth* ideas, thoughts, and feelings.

Our Approach

We have created a flexible approach that can be targeted and adapted to the needs, mission, and vision of each school.

For each grade level K-5, we include 13 learning experiences plus an additional six Book Studies to connect key ideas with literature. A school can create designated time to initiate the program and weekly sessions, however these are intended to create language and reference points to weave throughout the curriculum and the day.

Professional development is available to sustain the construct of the program and fidelity to the approach; still, we encourage teachers to bring and enhance the program with their unique skills.

Inquiries Welcome!

For information about pricing, customization, and professional development, please contact: Cathryn Berger Kaye, M.A., CBK Associates, cathy@cbkassociates.com, 310.397.0070

About these Sample Experiences from Social & Emotional Dynamics: A Primary Approach

The Growth Mindset series was developed with sequential experiences for grades K-5, one per grade. All have Extensions for continued discovery.

These materials can be used and adapted to provide a meaningful journey to explore a range of issues uncovered through growth mindset at many ages. For example, a fourth-grade class may use the initial five or six experiences. They are flexible and adaptable, with the aim for all students to participate, learn, exchange ideas, and reflect.

The Series includes (original grades noted):

- K - Fixed and Growth Mindsets
- 1 - Growth Mindset: The Power of YET
- 2 - Growth Mindset: Challenges and Mistakes
- 3 - Growth Mindset: Positive Strategies
- 4 - Growth Mindset: Being Responsive
- 5 - Growth Mindset: Grit – the Key to Success

The idea of Growth Mindset is attributed to Stanford University Psychologist Carol S. Dweck, Ph.D., based on her book *Mindset, The New Psychology of Success: How We Can Learn to Fulfill Our Potential*. Over the years there has been debate about growth mindset and grit being the indicators for success as initially considered. However, there is much to examine and experience around these topics that can be helpful for educators and their students, and we can always extract the elements we find most helpful and appropriate through the journey.

When researching and learning about growth mindset, there is a sense that with hard work we can overcome any challenge. This can be misleading and negate strong societal biases, institutional racism and other factors that are in place and can be inhibitors. Learning about these dynamics that remain embedded in schools, places of employment, and government strengthen our ability to be more effective and collaborative with others, so we all grow and benefit together.

For youth to thrive and have experiences that are genuine and affirming, even with the best materials, you hold the key to this adventure. Your presence, voice, interactions, guidance, and modeling set the course. Share your stories, along with questions and comments by emailing cathy@cbkassociates.com.

Cathryn Berger Kaye, M.A.
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Kindergarten: Fixed and Growth Mindsets

Purpose

- To understand the difference between fixed and growth mindsets
- To develop an understanding that, with effort, everyone can learn and improve their abilities
- To develop the vocabulary of a positive learning attitude for a growth mindset

Key Skills

- Listening
- Communication
- Reflection
- Positive learning attitude

Materials

- ✓ Board or chart paper
- ✓ Paper cut in the shape of a large leaf, one or more for each child; markers, crayons, or colored pencils

Note: Prepare a trunk and branches of a tree for students to add their leaves to creating a growth mindset display

- ✓ Optional: “You Can Learn Anything” by Khan Academy (1:30) <https://youtu.be/JC82II2cqAvideo>

Terms growth mindset, fixed mindset, positive learning attitude

Context

In 2006, after 30 years of research, Stanford University Psychologist Carol S. Dweck, Ph.D. published *Mindset, The New Psychology of Success: How We Can Learn to Fulfill Our Potential*. Dweck’s book confirmed what many teachers and researchers already believed: what we think about our ability to learn impacts our ability to succeed. Reinforced by current brain research findings and the work of other Growth Mindset superstars such as James Nottingham, David Yaeger and Jo Boaler, the concept of growth mindset influences practices of schools across the globe. Key principles of growth mindset include knowing about neuroplasticity, or the ability of the brain to grow; positive self talk and encouraging others when they face challenges; persistence with repetitive practice; learning from mistakes, and being okay with making them; being open to new challenges; and being comfortable with not knowing or “cognitive dissonance.”

The Growth Mindset series developed for Life Architecture Laboratory is influenced by the work of PERTS, KHAN Academy’s Growth mindset series, James Nottingham’s The Learning Challenge, and The Mindset Coach, by Annie Brock and Heather Hundley.

Note: Growth mindset is meant to be revisited throughout the year. Following this introductory session, you will find extension experiences such as quote discussions, reading books that demonstrate a growth mindset, learning songs, and watching videos with characters who overcome obstacles.

Opening

- Ask students to stand and stretch their bodies as big and open as possible, with arms and legs wide like a tree growing branches and roots. Then, asking them to close up tight and small like a seed. Guide the children to open slowly from the seed, like a baby plant growing. Say: “I am adding water and sun to your seed. What happens? Be the seed opening up, the stem coming slowly from the seed, reaching for the sun, slowly, slowly, growing. Now stretch your arms out like the stem reaching for the sun. You are now a big beautiful tree stretching and growing and growing!”

Afterwards, ask, what happens as the branches open to the sun? Students will likely give enthusiastic responses: “We get bigger, we stretch!” Repeat the process, directing the students to grow tight and small, then big and open. Give positive encouragement to grow from the ground, saying phrases like, “I am the sun! You can grow big and strong! You can stretch and grow into a tree!” “I am water! You can do it, Tree! Give it a go and just grow!”

- Have the students sit in a circle. Tell them to be the seed with their hands. Show the students your hand in a fist. Now guide them to grow like a tree with their fingers, as they did with their bodies.
- Ask them how it felt to be tight compared to how it felt to be open. What happened to the seed as it opened up? What did the sun and water do to help the tree grow? What is the job of the seed? If it stays tight and small, does it do its job of growing into a tree?
- Explain that just like the seed grows from water and sun, our mind stretches and grows as it learns new things. Let the students know you will describe two ideas about learning that is true for everyone:
 1. Show the hand in a fist. This is a “fixed mindset.” Have the students repeat the phrase “fixed mindset” as they have their hand in a fist. A fixed mindset thinks “We are who we are, and nothing can change that.” It thinks that only some people can learn and grow.
 2. Say the words, “growth mindset,” and ask students to repeat this phrase altogether; then have them say it again! You may want to write the words where they can see “growth mindset” on the board. Explain that a growth mindset is when we have a positive learning attitude, and know that with effort, *we can all learn*. Just like the seed can grow into a tree, we can grow as learners. Again, have the students use their hands as they open wide and repeat “growth mindset.” Ask what this represents—drawing out the idea that, with effort, we can all learn.

Process

- Explain that the way we think about things and what we say to ourselves will effect how well our minds grow and how we meet new challenges. In this classroom, we are developing positive learning attitudes for a growth mindset. OPTIONAL: Watch the “You Can Learn Anything” video from Khan Academy.
- Tell the children about a time you wanted to learn something new, and didn’t get it on the first go. Tell them what happened when you persisted and believed you could do it. Have students sit with a partner. Can they think of a time when they learned something new? Can they tell their partner? Then, ask for one or two students to share their example of the time they learned something new. Did they learn it right away? What challenges did they face? How did they overcome the challenges? You may give examples of the ways we overcome challenges, for example, ask a friend to help us, or watch someone.
- Ask, what are some things we can say and do to help us grow when we are trying something new? Write down the student’s ideas on the board or a chart paper.
- Explain that today they will make a tree with ideas for a positive learning attitude, or a growth mindset. On the leaves, they will draw a picture of one time they learned something new. Maybe it is when they learned to ride a bike, learned the alphabet, learned to bake. They can also draw pictures of what they *want* to learn to do.
- When the leaves are attached to the branches and the tree trunk, ask the students to again think of what we can say to ourselves and each other to have a positive learning attitude, like “I can do it!”

or “I will get there,” or “Watch me do it again.” Write these on the branches and the tree trunk.

NOTE ABOUT FEEDBACK: A classroom environment that nurtures “growth mindset” has implications for many of our daily practices, including how we offer feedback to students. Feedback for growth is specific and takes note of effort, for example by saying, “I saw you taking your time to be thoughtful.”

Closing

- Read a book aloud (a list is provided of examples below) that shows a growth mindset. Pause often to have students think about what they have learned and what is happening in the story.

Extensions

- Have students illustrate growth mindset quotes – there are hundreds available with a quick online search! Post the quotes throughout the room. Consider having a quote a day as a class discussion.
- Read aloud the following books to discuss growth mindset. (All books are available on YouTube)
 - Giraffes Can't Dance*, by Giles Andreae
 - The Dot*, by Peter H Reynolds
 - Oh, the Places you will Go*, by Dr. Seuss
 - Your Fantastic Elastic Brain, Stretch it, Shape It*, by JoAnn Deak
 - The Most Magnificent Thing*, by Ashley Spires
 - Ish*, by Peter H. Reynolds
- Learn some songs about growth mindset, and have some wildly fun dance parties:
 - “What I Am” performed by will.i.am on *Sesame Street*
 - “Do Growth Mindset” by Bruno Mars on *Sesame Street*
 - “The Growth Mindset Song (I HAVE A GO)”

Teacher Resources

- *Mindset: The New Psychology of Success*, by Carol S. Dweck Ph.D This influential book looks at how our mindset, more than our innate talents and abilities, is a determinate of success. Also, Carol S. Dweck’s TED talk: *The Power of Believing You can Improve*
- *The Growth Mindset Coach* by Annie Brock and Heather Hundley has excellent resources to support the teaching of Growth Mindset, including strategies to communicate with parents for the home-school connection.
- Mindsetkit.org Developed by PERTS and Khan Academy, the MindsetKit.org provides ample resources for anyone hoping to deepen their understanding of Growth Mindset.
- James Nottingham’s The Learning Challenge site offers excellent resources for talking about overcoming challenges and having a mindset for learning.

Grade 1: Growth Mindset--The Power of YET

Purpose

- To understand how our thoughts and words can impact our abilities
- To reflect on past accomplishments to imagine future growth
- To be open minded regarding our growth potential

Key Skills

- Reflection
- Thinking
- Communication
- Overcoming obstacles

Materials

- ✓ Paper for noting an idea (see Opening) and pencil/pen
- ✓ Organizer: "The Power of Yet"
- ✓ Chart paper
- ✓ Markers, crayons, or other writing materials
- ✓ Optional video: Class Dojo Growth Mindset Series, episode 3: "The Incredible Power of Yet"
[https://ideas.classdojo.com/f/growth-mindset-3\[5:00\]](https://ideas.classdojo.com/f/growth-mindset-3[5:00])

Terms growth mindset, fixed mindset, the power of yet, visualization

Context

In 2006, after 30 years of research, Stanford University Psychologist Carol S. Dweck, Ph.D. published her book, *Mindset, The New Psychology of Success: How We Can Learn to Fulfill Our Potential*. Dweck confirmed what many teachers and researchers already believed to be true: what we think about our ability to learn impacts our ability to succeed. Reinforced by current brain research findings and the work of other Growth Mindset super stars such as James Nottingham, David Yaeger and Jo Boaler, the Growth Mindset movement has transformed the practices of schools across the globe. Key principles of growth mindset include knowing about neuroplasticity, or the ability of the brain to grow; positive self talk and encouraging others when they face challenges; persistence with repetitive practice; learning from mistakes, and being okay with making them; being open to taking on new challenges, and being comfortable with not knowing or "cognitive dissonance."

In her TED talk *The Power of Believing that You Can Improve*, Dweck speaks of the "power of yet." She shares that her research revealed the importance of framing something in the now, rather than in the definitive. This concept emphasizes that though we may not have mastery now, we could in the future, and this gives us something to aim for, the idea of "yet." "Yet" reinforces the notion that we are on a learning curve, by forging "a path into the future" filled with possibility. This engagement helps students understand the power of yet while reflecting on past accomplishments and planning a path forward for something that they cannot do, YET!

Opening

- Begin with students sitting in a circle. Ask them to think of something they learned to do, that they couldn't do as a kindergartner. To ensure each child thinks for her/himself, provide a piece of paper and have them draw a picture of what they would like to share. Then, go around the circle and let each child share. Ask, did you learn to do it overnight, or suddenly have superpowers that made it possible? Students will typically say: "No! I tried again and again," or "I had to work at it!" Share that learning usually times practice and repetition with new learning added along the way. Use the example of a baby learning to walk. What does a baby learn to do first? Talk through the

stages. First, the baby learns to roll over, then sit up, and as muscles grow, to push up with arms, and when stronger, the baby pulls herself up and shuffles along. Then steps are taken while holding onto for balance, and then walking! Discuss:

- Does the baby walk smoothly right away?
- Does the baby go straight from walking to running?
- When a baby falls, does she think, “Oops, I fail at walking, I give up!” What would happen if the baby gave up?
- Since all of them have learned to walk, what do they know learning requires?
- Point out that a baby learns to walk over time, with trial and error. At each stage, the baby practices and grows stronger muscles. A baby doesn’t give up, the desire to walk is greater! The baby has the power of YET built in! What do they think “The Power of Yet” means? As students share, record ideas to create a common definition of the power of yet; write this on chart paper or a sentence strip.
- Ask students to think of something they cannot do YET, and turn and tell a neighbor. Today, they will think about the thing they cannot do YET, and imagine steps they could take to learn how to do it.

Process

- Give each student the organizer “The Power of Yet.” They first think of something they cannot do YET, something they are working on. They start on step one, and wait for directions before moving to the next boxes. This should take three-five minutes.
- When the learners have completed step one, ask them to move to the third box: *What it will look like when I can do this? How will I feel?* Direct students to draw what it would look like when they reach their aim, for instance, if they want to learn to tie their shoes, they will have two shoes with tied laces. How will they feel? Give the students time to fill in this box.
- Point out the one box left; what do they think goes in this box? Here they fill in what they could do to get from step one to step three. Give students time to complete box two.

Closing

- Bring the students together; students first share their work with the people around them. Then ask the students to hold their work above their heads for everyone to see. How can we support one another to reach these aims?
- Discuss, why would we want to use the word “YET!” when we find something we cannot do?
- Display student work in class to remind them of the “Power of YET!”
- Optional: Watch the Class Dojo video, “The Incredible Power of Yet.”

Extension

- Learn the song, “The Power of Yet” www.youtube.com/watch?v=XLeUvZvuvAs [2:41]
- Read the book *Giraffe’s Can’t Dance*, by Giles Andreae; discuss how Gerald shows the “yet” in action.

Teacher Resources:

- *Mindset: The New Psychology of Success*, by Carol S. Dweck Ph.D. This influential book looks at how our mindset, more than our innate talents and abilities, is a determinate of success.
- Carol S. Dweck’s TED talk, *The Power of Believing You Can Improve*.
- *The Growth Mindset Coach* by Annie Brock and Heather Hundley has resources to support Growth Mindset, including strategies to communicate with parents for the home-school connection.

The Power of Yet



yet!

1. What is something that you want to be able to do, you just can't do it YET?

2. What can you do to get there?

3. What will it look like when you can do this? How will you feel?

Grade 2: Growth Mindset--Challenges and Mistakes

Purpose

- To understand that mistakes are opportunities for learning
- To accept challenges that lead to growth
- To develop strategies for learning through mistakes

Key Skills

- Listening
- Communication
- Reflection
- Positive learning attitude

Materials

- ✓ Tape, long enough for the students to line up on it in one row
- ✓ Two paper signs with one statement on each: I strongly agree; I strongly disagree
- ✓ Video: "Brain Jump with Ned the Neuron: Challenges Grow Your Brain" [1:51]
<https://youtu.be/g7FdMi03CzI>
- ✓ 8 pieces of large paper; write the following words, one on each page, in advance of the engagement: Creativity, Mistakes, Dedication, Courage, Risk, Success, Effort, Persistence
- ✓ Markers
- ✓ Slips or paper, one for each student (this can be a thin strip of paper, large enough to write something they want to remember from today)

Teacher Resource: Prior to this learning experience, you may wish to revisit what it means to have a growth mindset. A video resource from "Class Dojo" is shared in the extension section.

Note: If students are new to "growth mindset," consider adapting learning experiences on Growth Mindset from grades K and 1 for your grade level. This experience builds on prior knowledge.

Terms neuroplasticity, challenges, neurons, mistakes, ability, strength, growth mindset

Context

In 2006, after 30 years of research, Stanford University Psychologist Carol S. Dweck, Ph.D. published *Mindset, The New Psychology of Success: How We Can Learn to Fulfill Our Potential*. Dweck's book confirmed what many teachers and researchers already believed: what we think about our ability to learn impacts our ability to succeed. Reinforced by current brain research findings and the work of other Growth Mindset superstars such as James Nottingham, David Yaeger and Jo Boaler, the concept of growth mindset influences practices of schools across the globe. Key principles of growth mindset include knowing about neuroplasticity, or the ability of the brain to grow; positive self-talk and encouraging others when they face challenges; persistence with repetitive practice; learning from mistakes, and being okay with making them; being open to new challenges; and being comfortable with not knowing or "cognitive dissonance."

The Growth Mindset series developed for Life Architecture Laboratory is influenced by the work of PERTS, KHAN Academy's Growth mindset series, James Nottingham's The Learning Challenge, and *The Mindset Coach*, by Annie Brock and Heather Hundley.

Note: Growth mindset is meant to be revisited throughout the year. Following this introductory session, you will find extension experiences such as quote discussions, reading books that demonstrate a growth mindset, learning songs, and watching videos with characters who overcome obstacles. This particular learning experience addresses the idea of "mistakes." In some cultures, making mistakes is frowned upon and some children may have internalized this as a fear of mistakes. Sharing ideas that

learning grows from and through mistakes is critical for understanding. Parents may benefit from this understanding as well.

Opening

- Place a line of tape on the floor in an open area. On one end, place the paper with the words: I strongly agree. At the other end, place the paper: I strongly disagree. Explain that you will read statements that they either strongly agree with or strongly disagree with, or perhaps have an opinion somewhere in between. They stand along the tape according to their personal response to the statement. Provide an example to model the process. For example, use the statement: Chocolate is the best ice cream flavor. Have students move along the tape and stand accordingly. Have students talk to people near where they are standing and discuss why they took this position.
- Ask students if it is difficult to take a stand with an opinion that others may not share? What if everyone thinks chocolate is the best, except one person? Let them know in this next series of statements, it is important for each person to take their own stand.
- Check in for understanding with the students. When everyone is clear, read the following statements giving the students time in between each to determine their stance.
 - Everyone makes mistakes.
 - Only perfect projects or papers should be on display in a classroom.
 - Smart people make mistakes.
 - When you make a mistake, you can easily fix it.
 - Mistakes should be kept private from others.
 - The brain grows from challenges.
 - You will get something right if you just keep doing it again and again.
 - Mistakes lead to new understandings and discoveries.
 - When you figure something out, you should help others learn it too.
- Choose one or two statements that had a strong response or varying opinions to discuss with the students. Ask, what thoughts led you to stand where you did?
- Explain that today we will look at the role of mistakes and challenges in a growth mindset.

Process

- Watch the video “Brain Jump with Ned the Neuron: Challenges Grow Your Brain.” Then discuss: How do challenges help the brain? How do neurons learn and grow?
- Next, bring student attention to the eight words on large paper: Creativity, Mistakes, Dedication, Courage, Risk, Success, Effort, Persistence. If the words are posted, stand by each one, every time asking, do you know what this word means? Clarify for understanding with the fewest number of words possible. (If they are not posted, lift each paper up and review in a similar manner.)
- Be sure every student has a marker or crayon in their hand. Now, they will rotate to the different papers to add words and drawings that show what the word means to them. You may wish to do this as a carousel activity, with students moving in assigned groups to each posted word, or the words being passed from table to table according to a set timer.

Closing

- When everyone has visited each word, come together and ask how the words might be connected.

Why is “effort” included with “persistence”? How is “persistence” connected to “risks”? Keep making these connections, saving the word “mistakes” for the end. How are all these words connected to “mistakes”? Write down student ideas about this connection. How can these connections help us create strategies for learning when we make mistakes?

- Have students each select a word that stands out the most for them. Ask them to stand and find a partner. Each student shares their word, and why they chose this one. Allow 1-2 minutes for conversation. Then ask them to think of a time when they were learning something new, and they brought this word to life.
- Provide each student with a slip of paper. Ask each student to write something they want to remember from today and collect them in a bowl or a jar.

Extensions

- Use either of these quotes as discussion starters: “I haven’t failed, I found 10,000 ways that don’t work.” Thomas Alva Edison, scientist and inventor; “If you can’t make a mistake, you can’t make anything.” Marva Collins, educator. What makes these true?
- Have students write about a time when they demonstrated effort and persistence when learning something new. What would one be like without the other?
- Assign students to research famous mistakes including post-it notes, the slinky, penicillin, chocolate chip cookies, potato chips, silly putty, fireworks, the leaning tower of Pisa, and ink-jet printers. What would have happened if the inventor didn’t pay attention to the mistake made?
- Introduce the students to James Nottingham’s The Learning Pit
<http://www.jamesnottingham.co.uk/learning-pit/>
- Watch and discuss the Class Dojo Series on Growth Mindset; episode 1 is a good review of Growth Mindset, and episode 2 is The Magic of Mistakes <https://ideas.classdojo.com/b/growth-mindset>
- Read aloud books to discuss growth mindset and mistakes; all books are available on Youtube.
The Dot, by Peter H Reynolds
Ish, by Peter H. Reynolds
Beautiful Oops by Barney Saltzberg
The Girl Who Never Made Mistakes by Mark Pett and Gary Rubinstein
- Learn some songs about growth mindset, and have some wildly fun dance parties; one example is “Do Growth Mindset” by Bruno Mars on *Sesame Street*.

Teacher Resources

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Grade 3: Growth Mindset--Positive Strategies

Purpose

- To understand how our thoughts impact our well-being
- To develop the vocabulary of positive self-talk
- To be more attentive to how we communicate with others

Key Skills

- Reflection
- Thinking skills
- Questioning
- Problem solving

Materials

- ✓ Organizer: "Growth Mindset: Positive Strategies"
- ✓ Scrap paper for writing ideas

Terms self-talk, reframing, visualizing, picture perfect

Context

In 2006, after 30 years of research, Stanford University Psychologist Carol S. Dweck, Ph.D. published her book *Mindset, The New Psychology of Success: How We can Learn to Fulfill Our Potential*. Dweck's book confirmed what many teachers and researchers already believed to be true: what we think about our ability to learn impacts our ability to succeed. Reinforced by current brain research findings and the work of other Growth Mindset super stars such as James Nottingham, David Yaeger and Jo Boaler, the Growth Mindset movement has transformed the practices of schools across the globe. Key principles of growth mindset include knowing about neuroplasticity, or the ability of the brain to grow; positive self-talk and encouraging others when they face challenges; persistence with repetitive practice; learning from mistakes, and being okay with making them; being open to taking on new challenges, and being comfortable with not knowing or "cognitive dissonance."

Dr. Martin Seligman, noted as the founder of positive psychology, promotes the idea that "saying is believing." The words we say to ourselves can shape the outcomes we experience in life. Further enhanced by studies coming out of the Mayo clinic (a medical center in the United States), self-talk can impact our health and physical well-being, with positive self-talk lessening the life of colds, and increasing physical fitness. Reframing and visualizing are also strategies that can be supportive and encouraging, and provide a more uplifting internal story that we can use to connect to a more positive external reality.

Opening

- Begin with students sitting in a circle for a class discussion. Direct students to think about a time that someone said something kind and encouraging. How did that feel? Have students share with a partner. Ask students to share aloud examples of kind things that have been said. Write them down.
- Write the word "encourage" on the board. What word do they see "inside" encourage? The prefix EN means "within" or "in." Everyone is familiar with the word "courage." Ask students to stand and strike a pose that shows "courage." When we *encourage* we put courage inside ourselves and we can encourage others.
- Write the word *discourage* and ask what is different from *encourage*. What do they image "dis" means? To take away. Ask, what happens when someone says something discouraging? What does it do to how we think about ourselves and the courage we have inside?
- Today they will think about "growth mindset" – what we can do and say to ourselves and others to

be encouraging. We will look at three strategies (write each): self-talk, reframing, and visualization for “picture perfect.”

Process

- Take each concept – self-talk, reframing, and visualization/picture perfect and review with the students. Here are some ideas:
 - Self-talk – ask students in pairs to come up with a definition of “self-talk” that does not include the words self or talk. Have them write it down on a small piece of paper. As student report out, write their definitions so you end up with one long sentence. Then together, edit this down to a reasonable length and meaning, by asking what can we eliminate? A great exercise in “wordsmithing!” One example of a definition would be: Expressing to yourself in a positive, helpful and energized way. Self-talk can be a question or a statement. Practice self-talk by giving a few examples, such as:
 - “A test is coming up tomorrow.” What is a question we can ask ourselves? What is a statement that would be encouraging? (Will I do well? I know this!)
 - “This project seems too hard.” What is a question we can ask ourselves? A statement? (Have I learned to do other hard things? I know how to ask for help if I need it.)
 - Clarify with students that there is both “negative self-talk” and “positive self-talk.” Negative self-talk usually makes us feel worse about ourselves and the situation. It is often filled with “I can’t,” or “This is too hard,” or “I give up.” Positive self-talk usually calms us down and looks at the bright side of possibility – “I can do this!” “I have learned difficult things before!” “I have an idea of what I can try next!”
 - Reframing – Have students think about a piece of artwork or a photograph. Often, they are kept in a picture frame. What do they then think “reframing” would be? The idea of reframing is to see situations as opportunities, even when difficult or challenging. Review with students these ideas and assist them in reframing:
 - “There is too much to lose” becomes “There is much I can gain!”
 - “I don’t want to look bad” becomes “This is something I can do! And I want to!”
 - Visualization to Picture Perfect – Guide students through a short visualization, perhaps with their eyes closed. Here is an example: “See yourself as walking into a room that is very dark. You wonder what is going on in this place. Then a light comes on in a window, and you walk to that window. Outside you see a beautiful rainbow and beautiful clouds floating by. The cloud takes the shape of an animal. What animal do you see?” Collect responses, and ask how this short visualization made them feel. How do they imagine visualization would be helpful feeling encouraged? We can use visualization to make a “picture perfect” image that we see, and if we can see it, we can be it!
- Hand out the organizer “Growth Mindset: Positive Strategies.” With a partner, have students come up with definitions for self-talk, reframing, and picture perfect at the top of the page. Check for understanding.
- With a partner, students complete the three scenarios, and then turn the paper over and select one scenario for two drawings as described.

Closing

- Bring the students together to share their scenarios and artwork.
- Ask students to think quietly for a minute and consider how these three strategies will be helpful. Do they have a favorite? Why could all of them be useful? What if a friend is in a discouraging mindset; how can they offer a positive or growth mindset with any of these strategies? This can easily turn into a role-play.
- Engage students in being on the lookout for negative messages and thinking about how we can usually reframe them into something uplifting and positive!

Extension

- Watch “The Scientific Power of Thought” <https://www.youtube.com/watch?v=-v-IMSKOtoE> ; this is fast paced and may be too content dense for students, however if using with students, ask them to be on the lookout for one fact or one image they like. This can assist in reviewing key messages.
- Have students create comic strips showing reframing in action. Box one is the incident, two is the negative self talk, box three is the reframing, and box four is how the student feels with the positive self-talk in action.
- As a class, create a collaborative kindness or compliments poster.
- Take on a “positive self talk” advocacy campaign, using the MISO method to research positive self-talk and creating advertisements to help others become aware of the power of positive self-talk.

Teacher Resources

- *The Optimistic Child*, Martin P. Seligman, Ph.D.
- *Mindset: The New Psychology of Success*, by Carol S. Dweck, Ph.D. This influential book looks at how our mindset, more than our innate talents and abilities, is a determinate of success. Worth watching is Carol S. Dweck’s TED talk: *The Power of Believing You Can Improve*
- *The Growth Mindset Coach* by Annie Brock and Heather Hundley has excellent resources to support the teaching of Growth Mindset, including strategies to communicate with parents for the home school connection.

Growth Mindset: Positive Strategies

Self-Talk is . . .

Reframing is . . .

Picture Perfect is . . .

A new math assignment is very challenging.

Self-Talk

Reframing

A spilled glass of juice, a book left at home, and a skinned knee; this day is off to a rough start.

Self-Talk

Reframing

A new person arrives at school and sits alone; this person may not want a new friend.

Self-Talk

Reframing

**Turn your paper over and select one of the scenarios.
Draw two pictures. One to show the situation as described,
and one to CHANGE IT to be "picture perfect!"**

Grade 4: Growth Mindset--Being Responsive

Purpose

- To compare a fixed mindset with a growth mindset
- To identify behaviors of a growth mindset
- To develop ideas for a growth mindset environment

Key Skills

- Analytical thinking
- Compare and contrast
- Problem solving
- Reflection

Materials

- ✓ Chart paper labeled with questions prior to the start of the engagement (see Preparation below)
- ✓ Markers

Note: This learning experience could extend over two sessions, especially if students need more review on the difference between a fixed mindset and a growth mindset.

Terms growth mindset, fixed mindset, limiters, inhibitors

Context

In 2006, after 30 years of research, Stanford University Psychologist Carol S. Dweck, Ph.D. published her book *Mindset, The New Psychology of Success: How We Can Learn to Fulfill Our Potential*. Dweck's book confirmed what many teachers and researchers already believed to be true: what we think about our ability to learn impacts our ability to succeed. Reinforced by current brain research findings and the work of other Growth Mindset super stars such as James Nottingham, David Yaeger and Jo Boaler, the Growth Mindset movement has transformed the practices of schools across the globe. Key principles of growth mindset include knowing about neuroplasticity, or the ability of the brain to grow; positive self talk and encouraging others when they face challenges; persistence with repetitive practice; learning from mistakes, and being okay with making them; and being open to taking on new challenges.

In her book, Dweck cites psychologist Robert Sternberg, who writes frequently on intelligence and creativity, as stating, "it is not some prior fixed ability but purposeful engagement that makes pupils reach their potential."

Over the course of a few days leading up to this engagement, you may wish to review growth mindset concepts and the power of taking on challenges by watching the Class Dojo series on Growth Mindset, chapters one through five. Developed by PERT out of Stanford University, each video is five minutes or less and could be followed up with short discussion.

Note: Growth mindset is learned best with sustained references. It is recommended to reinforce key principals through extension experiences, such as quote discussions, reading books that demonstrate a growth mindset, learning songs, and watching videos with characters who overcome obstacles.

Preparation

Write the following prompts on a chart paper with a T column; one prompt per paper. The following are samples; please adjust to your students and your setting. Under the prompt, label the column on the left "fixed mindset" and the one on the right "growth mindset. Post the chart papers around the room in a way that allows students movement as they visit each chart to add their thoughts. An example of

possible fixed mindset and growth mindset responses are provided for each, noted as “F” and “G.”

- How might someone respond if they they fail a math test and they have a...
 - F: I never do well in math. G: I am going to get better at multiplication.
- How might someone respond if they hurt a friend’s feelings and they have a...
 - F: It was their fault. G: I could listen better and work things out.
- How might someone respond if they felt left out by their friends and they have a ...
 - F: No one likes me. G: I can work things out with my friends.
- What might someone say to a friend who is facing a challenge and they have a...
 - F: It looks too hard to me. G: You have done things like this before; I will cheer you on!
- How might someone respond if they don’t understand an assignment and they have a...
 - F: I give up. G: This is the part I don’t know, and I can ask!
- What might a classroom/school look like if it nurtures a...
 - F: Few students display their work. G: All students display their work.
- How might a teacher respond to a student who makes a mistake if they have a...
 - F: This is all wrong! G: Let’s start with what you do understand.
- How might someone respond if they worked with the class to improve the school community and they have a...
 - F: I am done with that. G: Wow, what other ways can we work together?

How might someone respond if they fail a math test and they have a ...	
Fixed Mindset	Growth Mindset

Opening

- Let students know that today we will consider ways we might respond to situations if we have a “fixed mindset” or a “growth mindset.” Write both on the board, and ask students to explain what each one means. Have a brief discussion with students to tap into what they already know about growth mindset.
- Show the students the different posters around the classroom. Explain that each has a scenario to consider how someone might respond if they have a fixed mindset or a growth mindset. They will write their ideas on the poster.
- Choose one poster to model the process altogether. Determine how students should move when visiting each poster. This is done in silence so everyone thinks of their own ideas without influence from someone else.
- Ask the students how long they think they will need to visit each poster. Once the time is agreed, have students move about the classroom from poster to poster to add their responses to each one.
- When everyone has visited the posters, give them the opportunity to circle back around for a “gallery walk” to see what others have contributed. Encourage them to talk with others during this process about what they notice. Are there ideas represented that are new to them?

Process

- Bring the students together for discussion. Consider these discussion starters.
Note: To ensure inclusion of all students, vary the process. Sometimes have students talk in pairs before sharing out. Sometimes have them write a response down before sharing with everyone to ensure personal thinking.
 - Did any of the responses surprise them?
 - Did they see any new ways to respond that could be helpful?
 - What did the fixed mindset responses have in common?
 - What did the growth mindset responses have in common?
- Continue to develop an understanding of fixed mindset and growth mindset by discussing what limits us, and what expands us.
 - Have students stand and hold their arms tightly at their sides. In this position, have them wave hello to you. Is it possible? They can move their hands slightly, but it's not effective. How is this like a fixed mindset? Write down responses. (Have students sit again.)
 - Summarize the conversation by classifying the fixed mindset phrases that a person can hear in their head as "limiters" – they set limits and confine us. Ask for any examples of something a person might think. Write these down, for example, "I can't do it," "This is too hard." Draw examples from the charts they made.
 - One strategy to combat limiters is to catch them, then to say to one's self silently or to say aloud "cancel, cancel." This stops the thought, and allows us to pause and replace it with a different thought – a growth mindset thought! This can be empowering, because it shows *We are in charge of our thoughts!* Have students practice saying "cancel, cancel" silently (just thinking it) and saying it aloud.
 - Sometimes conditions from *outside* of us create limits – these are *inhibitors*. For example, when given the direction to stand with your arms tight and wave, that made it really hard – even impossible – to do what I asked! I gave you an inhibitor! Can they think of other inhibitors that can cause problems? (for example, not having enough time to think through and complete an assignment, feeling rushed, being excluded from a group)
 - Have students stand again and stretch their bodies in every direction possible. Have them keep expanding and expanding! Now have them wave to you! How did this feel—to them and to you, with all their enthusiasm! Ask, how is this like a growth mindset? Record responses. Discuss how a growth mindset can be part of their everyday thinking and learning.
 - Have students take one more tour of the charts they made, again silently. Can they read the notes with an eye out for what is a limiter or inhibitor, and what helps us expand and grow?

Closing

- Have students pair up. Ask them to come up with an idea to expand the idea of how their classroom can nurture a growth mindset. Is there something we should do or see that would be a reminder to all of us? Allow one minute for discussion and collect ideas.
- What do you most want to remember from today's engagement? Have students jot down an idea first and then share.

TO CONSIDER: As an additional closing or a follow-up on another day, remind students about the different posters they wrote on. Each represented a scenario that people experience in real life. Ask if

they have any scenarios that they have been struggling with that they want the class to consider how a growth mindset might respond. Allow time for students to write silently and turn these in to you. Also offer the option of telling you if they are reluctant to write this down. These scenarios can develop into another experience that everyone can learn from.

Also, it is possible to develop these scenarios into role-plays where students get to practice growth mindset statements. It is best to avoid students taking on roles of saying mean or hurtful things; the teacher instead can say, "If a person was told ____, what can they think or say in response?" The response can be acted out.

Extension

- Conduct a growth mindset scavenger hunt throughout the school. Where do they see evidence of growth mindset? What does a growth mindset school sound like? Do they have areas where the school deserves commendations as a growth mindset school? Are there areas for improvement? What could they do to meet those areas?
- Read aloud the following books to discuss growth mindset (All books are available on Youtube)
What do you do with an Idea by Kobu Yamada
What do you do with a problem by Kobi Yamada
The Dot, by Peter H. Reynolds
The Girl Who Never Made Mistakes by Mark Pett and Gary Rubinstein

Teacher Resources

- *Mindset: The New Psychology of Success*, by Carol S. Dweck Ph.D.. This influential book looks at how our mindset, more than our innate talents and abilities, is a determinate of success. Worth watching is Carol S. Dweck's TED talk: *The Power of Believing You Can Improve*
- *The Growth Mindset Coach* by Annie Brock and Heather Hundley has excellent resources to support the teaching of Growth Mindset, including strategies to communicate with parents for the home school connection.
- Mindsetkit.org developed by PERTS and Khan Academy, the MindsetKit.org provides ample resources for anyone hoping to deepen their understanding of Growth Mindset.

Grade 5: Growth Mindset--Grit, the Key to Success

Purpose

- To understand the importance of persistence and perseverance for success
- To identify ways to overcome setbacks and demonstrate grit
- To reflect on a personal learning journey

Materials

- ✓ Organizers: “Key to Success,” “Overcoming Setbacks,” “Self-Reflection”
- ✓ Easel paper, one sheet per every 4 students
- ✓ Markers and writing utensils for students
- ✓ Video: “Grit: The Key to Your Success” by Florida Virtual School (FLVS)
<https://www.youtube.com/watch?v=uwsZZ2rprqc&feature=youtu.be> [2:23]

Note: This learning experience is designed for at least two sessions.

Key Skills

- Reflection
- Analytical thinking
- Questioning
- Communication

Terms grit, perseverance, resilience

Context

In 2006, after 30 years of research, Stanford University Psychologist Carol S. Dweck, Ph.D. published her book *Mindset, The New Psychology of Success: How We Can Learn to Fulfill Our Potential*. Dweck’s book confirmed what many teachers and researchers already believed to be true: what we think about our ability to learn impacts our ability to succeed. Reinforced by current brain research findings and the work of other Growth Mindset super stars such as James Nottingham, David Yaeger and Jo Boaler, the Growth Mindset movement has transformed the practices of schools across the globe. Key principles of growth mindset include knowing about neuroplasticity, or the ability of the brain to grow; positive self talk and encouraging others when they face challenges; persistence with repetitive practice; learning from mistakes, and being okay with making them; being open to taking on new challenges, and being comfortable with not knowing or “cognitive dissonance.”

Another growth mindset “superstar” is Angela Duckworth. Her efforts to understand why some learners succeed led to the importance of grit, described as a combination of persistence and passion coming together with stamina to grow and succeed. This experience helps learners identify ways that they can overcome setbacks and obstacles through applying the principles of grit.

A Note from Cathryn Berger Kaye: In her TED talk (Teacher Resources), Duckworth references the challenges of keeping students motivated. In this program (see Orientation), it is stated that motivation comes from within. By keeping students *engaged*, there is a greater likelihood they will choose to be motivated. This aligns with another influencer of Dweck, Robert Sternberg, Ph.D., who wrote, “it is not some prior fixed ability but purposeful engagement that makes pupils reach their potential.”

Note: This is the last in the growth mindset elementary series. We recommend a culminating challenge for students to “wrap-up” what they have learned about growth mindset, assess where they are through self-reflection, and investigate further points of personal interest to continue to support these concepts. A self-reflection organizer is provided. Once students have identified their area for development or an area of strength, they may wish to use the MISO method of investigation to further their understanding and perhaps take on a service learning idea to share growth mindset strategies with the community. One possibility is writing “The ABCs of Growth Mindset.”

Opening

- Begin with a brief discussion, asking students what they think about when they hear the word “grit.” If they are unfamiliar with the word, describe a few things that are commonly called gritty, including kitty litter or sand. How might these things feel to the hand? How might this connect to the idea of growth mindset? Now watch the video *Grit, The Key to Your Success*. After students watch, have them organize their thoughts using the organizer “Key to Success.” (They may want to watch the video a second time.) Then, discuss:
 - What big ideas stood out to you?
 - According to the video, what is the key to success in school and life? Do you agree or disagree, and why? What other elements are also important?
 - Another key word is *stamina*. How does that relate to grit?

Process

- Today students will reflect on a time that they overcame a setback and accomplished something they wanted to learn to do. They will also interview a friend to learn how they overcame a setback when trying to accomplish something. They will then look for commonalities “plus one”, and see if they can offer advice to a young learner who is experiencing setbacks and challenges in their learning.
- Distribute the organizer “Overcoming Setbacks.” Students individually complete the first part, *A Time When I Overcame a Setback*, and then partner with one other person. In this pair, students interview each other to learn about a time that he/she overcame a setback. Prior to the interviewing a partner, discuss what to say and do if their partner isn’t able to give details, or responds with: “I don’t know.” Students should be encouraged to ask probing questions to gain a better understanding. Ask students how much time they think they will need for the two interviews.
- After students interview one another, they look for commonalities. Can they find at least two things that they both did to overcome their setbacks and meet their aim? Can they also select an idea they did *not* have in common that seems really useful? They can even have two of these!
- Join two groups together into a group of four. The two groups share their commonalities (and their additional ideas), and see if they can arrive at a new set of commonalities. Working as a group, they should arrive at 3-4 things someone can do to overcome a setback and move toward accomplishment. This group will now create a poster as “Advice to a young learner” sharing 3-4 strategies of what someone can do to overcome setbacks and working towards accomplishing something. If they add an additional “uncommon” idea, they are to add it in an uncommon way! **Important:** Each small group identifies a target grade level to receive their poster. Aim to distribute all the younger grades. Once they select their grade, take a few minutes to review what the students should keep in mind when preparing their poster *for their grade* such as reading level and how much text versus images would best be on the poster.

Note: Prior to the groups beginning work on the poster, have them take a few minutes to do a group personal inventory of interests, skills and talents and record these so they visible throughout their collaboration. The value of every group is to bring together and maximize the interests, skills and talents of their members so everyone participates and contributes. This functioning with a growth mindset!

Closing

- Bring the students together and have each group present their poster (in under two minutes) involving every group member. Challenge every group to engage *everyone in the room* in the presentation. AND! Aim their presentation to the grade level where they will be donating their poster – this can be their rehearsal for actually presenting to the younger children!

- Debrief by discussion their group process and approach. What differences did they notice in one another's strategies and how did they incorporate those into the task? A Plus-Delta can also be used to further develop ideas for their presentations to the younger children.

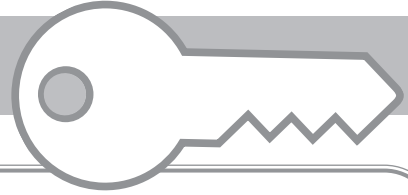
Extension

- Students can interview adults to find out how they overcome setbacks in their life. This could be done prior to the students creating posters, or as an at home assignment between sessions.
- Have students complete the Growth Mindset self-reflection. From their results, they can identify one strength and one area for development and then use the MISO research method to dive deeper into an area where they feel they need extra support. They could also complete the Plus-Delta model for change.

Teacher Resources

- Angela Lee Duckworth's TED talk on Grit: The Power of Passion and Perseverance <https://www.youtube.com/watch?v=H14bBuluwB8> [6:08]
- *Mindset: The New Psychology of Success*, by Carol S. Dweck Ph.D. This influential book looks at how our mindset, more than our innate talents and abilities, is a determinate of success. Worth watching is Carol S. Dweck's TED talk: *The Power of Believing You Can Improve*
- *The Growth Mindset Coach* by Annie Brock and Heather Hundley has excellent resources to support the teaching of Growth Mindset, including strategies to communicate with parents for the home school connection.
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Key to Success



Capture key ideas from
Grit: The Key to Your Success.

Persistence is:

Resilience is:

GRIT

+ Write grit **-**
as a math equation:
=

**According to the video,
why is grit important for learning?**

What is the key to success in school and life?
Include ideas from the video and at least one of your own ideas!

Overcoming Setbacks!

Did you use any of these when you overcame setbacks?

- | | |
|--|--|
| <input type="checkbox"/> Tried different strategies | <input type="checkbox"/> Got feedback from someone I trust |
| <input type="checkbox"/> Asked an expert for support | <input type="checkbox"/> Watched how someone else was able to do it |
| <input type="checkbox"/> Found resources that were helpful | <input type="checkbox"/> Stay focused on the task |
| <input type="checkbox"/> Tried and tried again (Invested Time) | <input type="checkbox"/> Used positive self-talk to encourage myself |
| <input type="checkbox"/> Looked at things I already knew how to do | <input type="checkbox"/> Determined to succeed |

ME

My Friend

Something I accomplished:

How I accomplished it:

Setbacks I experienced:

- 1.
- 2.

How I overcame the setbacks:

- 1.
- 2.

Commonalities with my Friend:

- 1.
- 2.

AN
UNCOMMON
IDEA!



Self-Reflection on Growth Mindset: Part One

Think about who you are as a learner and what you know so far about the attributes of someone with a growth mindset. How are you doing so far? Is there something you don't fully demonstrate yet? Rate each statement by drawing stars to show where you are with this attribute.

- ★ **1 star** = Still learning about this idea; I am not there yet!
- ★★ **2 stars** = I show this sometimes, not yet most of the time.
- ★★★ **3 stars** = I show this most of the time
- ★★★★ **4 stars** = This is a part of who I am
- ★★★★★ **5 stars** = This is such a part of me that I could teach someone else!

GROWTH MINDSET ATTRIBUTE

SELF RATING

I believe that I can learn anything through effort.

I know the difference between a fixed and growth mindset.

When something is really hard, I persist and apply new strategies.

I know that mistakes are opportunities for me to grow and learn.

I embrace challenges that help my mind grow.

I speak to myself using positive, kind talk.

I reframe my thinking if I start to use fixed mindset statements.

I know it is good to ask for help if I need it.

If I have figured something out, I am happy to assist others.

I can bounce back when I have a setback!

I am curious and like to learn from and with other people.



Self-Reflection on Growth Mindset: Part Two

What do you identify as a strength for yourself?

What is an area for growth?

Consider positive self-talk, demonstrating grit, overcoming mistakes, applying strategies to a learning challenge, and believing in yourself as a learner with a growth mindset.



PLUS!

**What do you see as
a personal strength?**

**How might you share
your strength with others?**



DELTA!

**The Greek symbol for CHANGE!
What do you see as an area for growth?**

**How might you grow stronger
in this area?
Who could assist you?**

Find a growth mindset quote that speaks to you! Write it here.