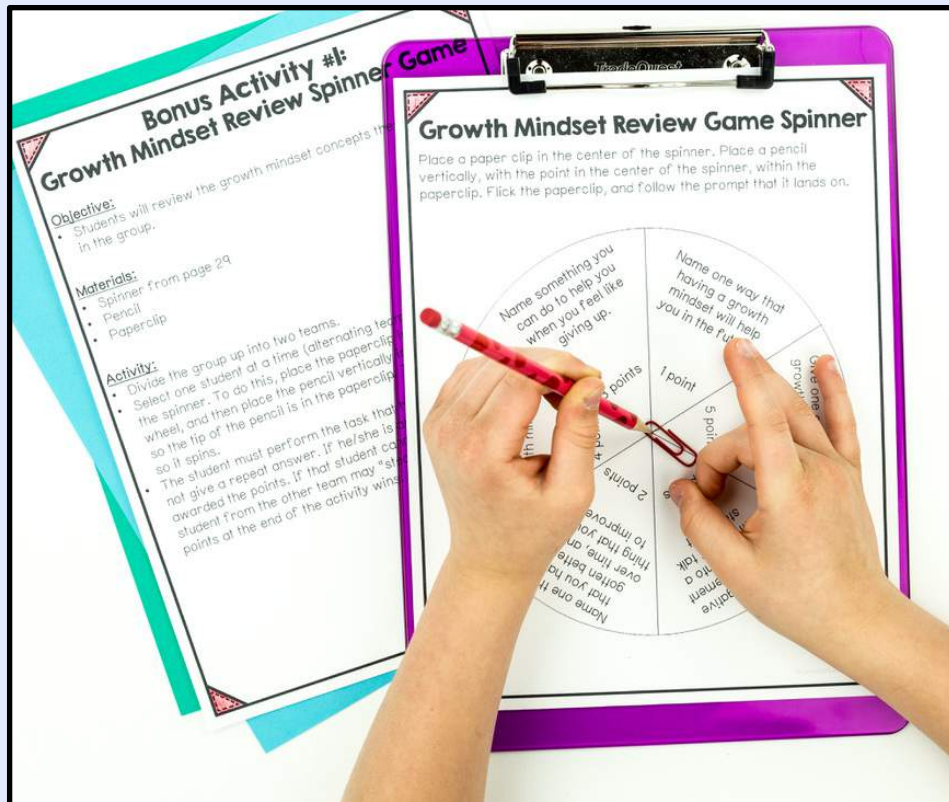


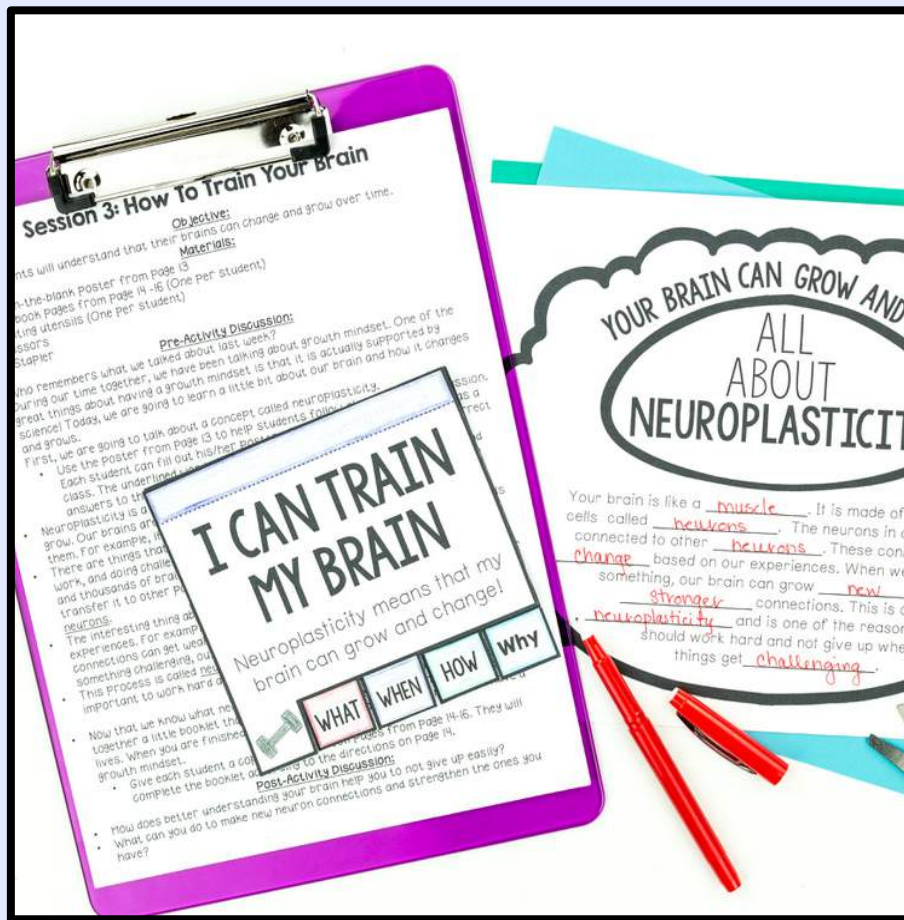
Use this small group plan to help your students learn what a growth mindset is and how they can have one.



WHAT'S INCLUDED:

- 6 No-Prep Lessons with editable follow up notes for families
- 2 Bonus activities
- An editable permission form
- 2 Assessments

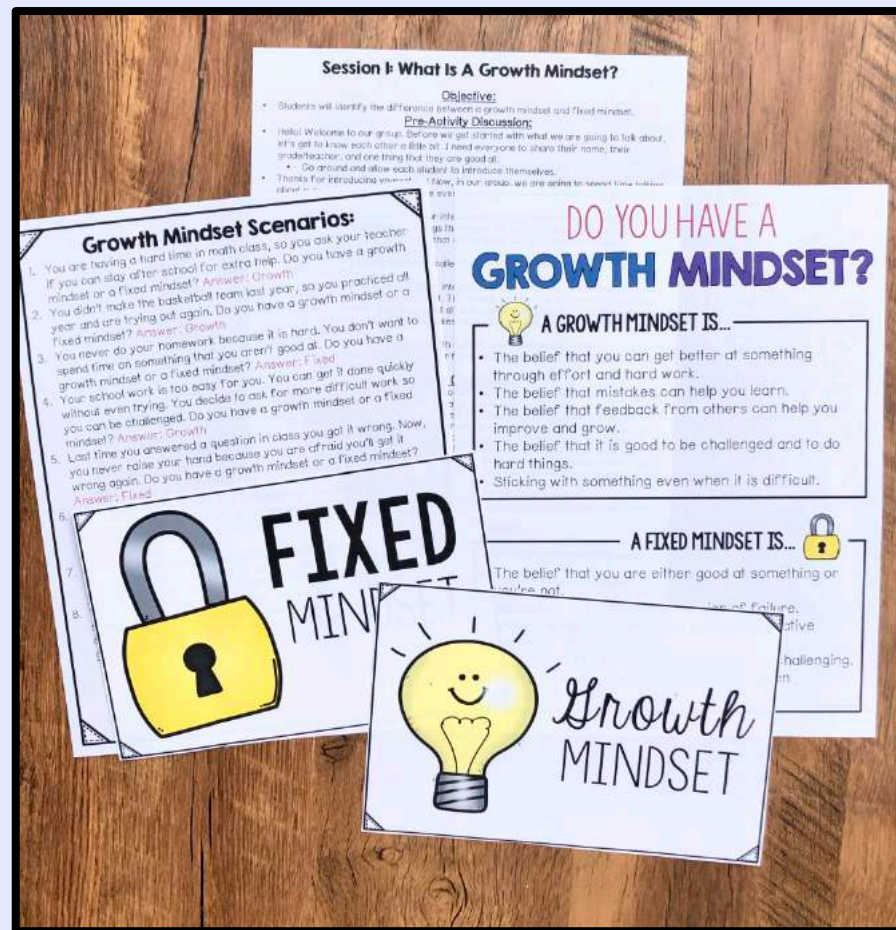
6 NO-PREP LESSONS



Each Lesson Includes:

- Objectives
- Discussion points
- Activity directions and materials
- A follow up note to families

Lesson 1: What Is A Growth Mindset?



THE OBJECTIVE:

- Students will understand the difference between a fixed mindset and a growth mindset.

THE ACTIVITY:

- Students will look at different situations and decide whether they are examples of a fixed mindset or a growth mindset.

Lesson 2: Why Have A Growth Mindset?

Famous Failures:

Q: Who was a poor, single parent with clinical depression who had his or her book rejected 12 times by publishers?
A: J.K. Rowling, *Harry Potter*

Q: Which famous painter painted over 900 self-portraits?
A: Vincent Van Gogh

Q: Which famous author was rejected 30 times?
A: Dr. Seuss

Q: Which famous basketball player was rejected by 15 teams?
A: Michael Jordan

Q: Who was part of a singing group that was rejected by 48 record labels?
A: Beyoncé

Q: Which man was rejected by 50 venture capitalists before returning and turning his idea into a billion-dollar company?
A: Steve Jobs, *Apple*

Q: Who had two failed companies before starting a successful one?
A: Walt Disney

Session 2: Why Have A Growth Mindset?

Objective:

- Students will learn that a growth mindset is crucial to accomplishing great things in life.

Materials:

- Famous failures list from page 14 (One copy)

Pre-Activity Discussion:

- Who remembers what we talked about last week?
- Can someone explain the difference between a growth mindset and a fixed mindset?
- Has there been a time during this past week when you have had a growth mindset?

Today, we are going to talk about why having a growth mindset is important and why we shouldn't give up when things are difficult.

- Who can share a situation in your life when it is/was easy to give up?
- Do you feel like you give up on things easily, or do you stick with things even when they are challenging?
- Why do you think it is important to not give up?

Activity (10 Minutes):

- Even people who are famous have gone through tough situations where they could have easily given up. Today, we are going to talk about famous people and the struggles they have gone through.
- I am going to read about several famous people and the struggles they have experienced. Then, I want you to guess who they are.
 - Read the descriptions of famous people and their failures from page 14. Have students try to guess who the famous people are.

Post-Activity Discussion:

- Which example stood out most to you? Why?
 - Instruct each student to answer this question
- Do you think it would have been easier for them to give up, or keep going? Why or why not?
- What do you think you are capable of if you refuse to give up?

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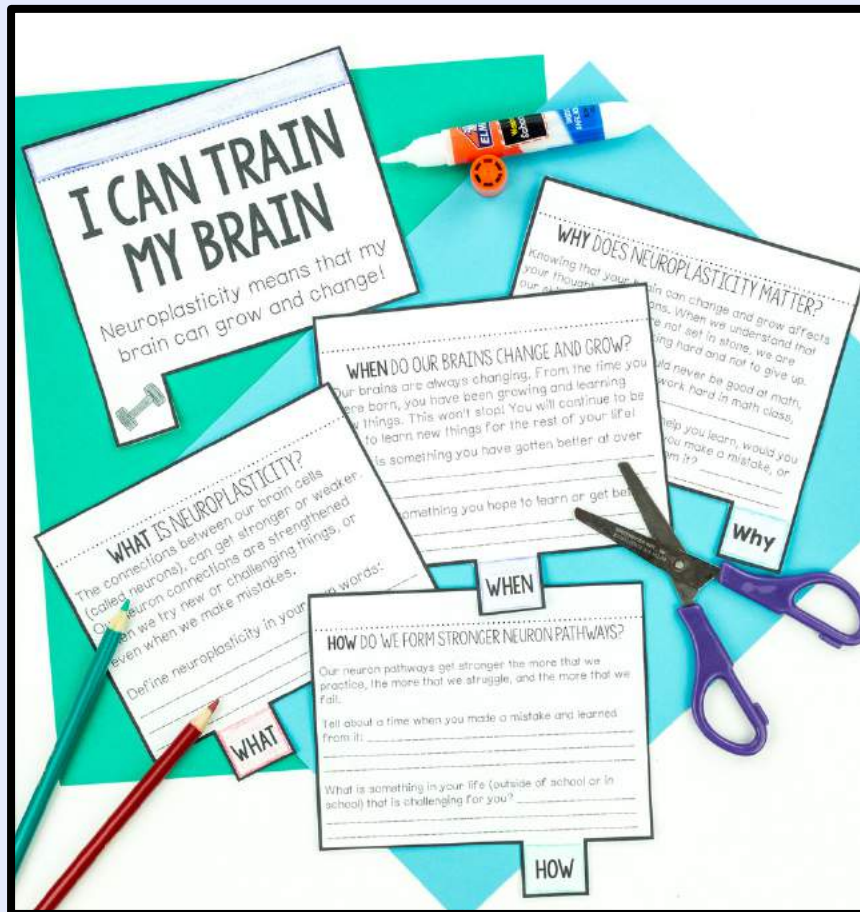
THE OBJECTIVE:

- Students will consider the great things that can be accomplished by having a growth mindset.

THE ACTIVITY:

- Students will look at a list of “famous failures” and try to guess who each one is. This will help students understand that even the most successful people have overcome challenges.

Lesson 3: How To Train Your Brain



THE OBJECTIVE:

- Students will understand that their brains can change and grow over time.

THE ACTIVITY:

- Students will take guided notes about neuroplasticity. Then, they will create a file book that will help them understand the science behind a growth mindset.

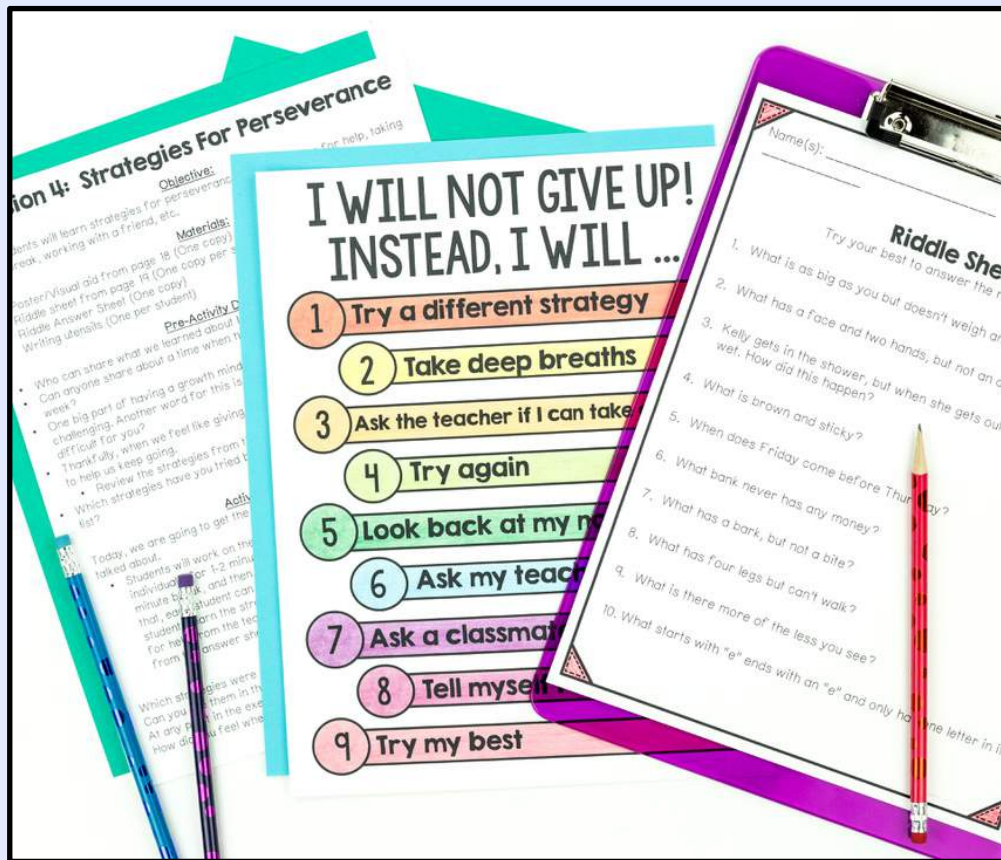
Lesson 4: Perseverance Strategies

THE OBJECTIVE:

- Students will learn about and practice different strategies that will help them persevere through challenges.

THE ACTIVITY:

- Students will work to complete a sheet of riddles by using the perseverance strategies they have learned.



Lesson 5: What Is Positive Self-Talk?

POSITIVE SELF-TALK

Instead of...	Instead of...	Instead of...
I'll never be good at math.		
I can say...		
I'll never get finished with this.		
I can say...		

Session 5: What Is Positive Self-Talk?

Objective:

- Students will understand the importance of positive self-talk.
- Students will identify positive self-talk statements they can use.

Materials:

- Poster/Visual aid from page 28 or 29 (One copy)
- Spinner base and topper from page 30 and 31 (One copy per student)
- Writing utensils (One per student)
- Coloring utensils (Optional)
- Scissors
- A brad (One per student)

Pre-Activity Discussion:

- Who can share what we learned about last week? What were some of the perseverance strategies we talked about?
- Can anyone share about a time when he/she used one of those strategies during the past week? How did it go?
- Today, we are going to talk about another strategy we can use when we feel like giving up — positive self-talk. Has anyone ever heard of positive self-talk? What do you think it means?
- Self-talk is the messages that we send ourselves. This can be negative or positive. An example of negative self-talk would be "I'll never get this." An example of positive self-talk would be "I can do it!" Why do you think positive self-talk can help us when we feel like giving up?

Activity (25 minutes):

- Reframing our mindset can give us the motivation we need to keep going. Today, we are going to look at a few examples of negative self-talk and work together to turn them into positive self-talk.
 - Display the poster/visual aid from page 28. Go through each example, and ask students to come up with positive self-talk statements they could use instead of the negative statements listed. Record the answers in the blank spaces. Students can do this with partners or as a whole group. If you do not have time for this exercise, you can review the pre-populated visual aid from page 29.
- Now, we are going to make spinners that you can take home with you as a reminder to use positive self-talk.
 - Students will each receive a copy of the spinner base and topper. To construct the spinner, they will cut out each piece and then align them with the spinner topper on top. Then, they will place a brad through the center dot, connecting the two pieces. Once the spinner is constructed, students will write one positive self-talk statement in each piece of the spinner. These can be written in markers or crayons to make the spinner more visually appealing if desired. Students can use the positive self-talk statements from the poster/visual aid, or come up with their own.

Post-Activity Discussion:

- Do you think your self-talk is usually positive or negative? Why?
- How do you think using positive self-talk can help you have a growth mindset?

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THE OBJECTIVE:

- Students will understand why self-talk is important, and how they can use it.

THE ACTIVITY:

- Students will identify positive self-talk statements that could be useful in specific situations. Then, they will make a spinner craft of the positive self-talk statements that they think will be most helpful to them.

Lesson 6: How Will A Growth Mindset Help Me?

A Teacher	An Athlete	A Doctor
A Police Officer		
A Mailman		
A Firefighter		
Your Choice		

Session 6: How Will A Growth Mindset Will Help Me?

Objective:

- Students will reflect on how having a growth mindset will benefit them in future careers.

Materials:

- Cards from page 34 (One copy, pre-cut if desired)

Pre-Activity Discussion:

- Who can share about what we learned last week?
- Has anyone used positive self-talk to help them this week? How did it go?
- Now, I want us to take a few minutes to reflect on what we have learned during our time together in group. We are going to go around and each person will share how having a growth mindset has helped them over the last 6 weeks.
 - Give each student a chance to share how having a growth mindset has helped them. If they cannot come up with an answer, allow them to share how they think it can help them.

Activity (10-15 Minutes):

- Today, we are going to talk about how having a growth mindset can help you not only now and in school, but in your future career.
 - If desired, cut out the career cards on page 34. Put them in a basket or cup and pass them around the group. Group members will take turns pulling one out of the basket, and then will have to name 3 ways that a growth mindset would be important at this job. Students can earn one point for each idea. The students with the most points at the end win.
 - If you do not have the time to cut out the career cards, you can simply read each person a career when it is his/her turn. This activity also works if you split the group up into two teams and let students work together to name as many reasons as they can why perseverance is important for that career. Each benefit would equal one point.

Post-Activity Discussion:

- What career do you want when you get older? How do you think having a growth mindset will help you succeed?
- What will happen if you give up easily when things get difficult?
- What is one thing that you have learned or will take away from these group lessons?

**If you are using the self-assessment for data collection, have students complete it during this session.

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THE OBJECTIVE:

- Students will consider how a growth mindset will be helpful long-term.

THE ACTIVITY:

- Students will play a game that involves looking at different careers and thinking about how a growth mindset would be helpful in each one.

2 BONUS ACTIVITIES



These activities will help your students further explore growth mindset concepts and review the topics and skills your students have learned!

Activities Include:

- “Growth Mindset Spinner Review Game”
- “Growth Mindset Foldable Activity”

2 BONUS ACTIVITIES

The image shows two overlapping assessment forms. The top form is titled "Growth Mindset Self-Assessment" and includes a "Name:" field. The bottom form is titled "Growth Mindset Assessment" and includes fields for "Child's Name:", "Date:", and "Name and role of the person completing the form:". Both forms contain a list of seven statements to be rated on a scale of 1 to 5. A legend box in the center of the bottom form defines the scale: 1- Always False, 2- Mostly False, 3- Not Sure, 4- Mostly True, 5- Always True. The bottom form also has a "Total Score:" field and an "Additional Comments:" section.

Growth Mindset Self-Assessment

Name: _____

Please rate the extent to which you agree or disagree with each statement.

I can explain what a growth mindset is. 1 2 3 4 5

I believe that failing and making mistakes helps me learn. 1 2 3 4 5

I understand how my brain works. 1 2 3 4 5

I can name 3 things that I am good at. 1 2 3 4 5

I use positive self-talk when I am challenged. 1 2 3 4 5

I believe that not giving up is important. 1 2 3 4 5

Growth Mindset Assessment

Child's Name: _____ Date: _____

Name and role of the person completing the form: _____

Please rate these questions based on to what extent they are true or false:

1- Always False
2- Mostly False
3- Not Sure
4- Mostly True
5- Always True

1. The child knows what a growth mindset is. 1 2 3 4 5

2. The child understands the benefits of having a growth mindset. 1 2 3 4 5

3. The child believes that they can learn new things. 1 2 3 4 5

4. The child believes that they can get better at things. 1 2 3 4 5

5. The child pushes through setbacks and challenges to achieve their goals. 1 2 3 4 5

6. The child tries different strategies when they can't get something on the first try. 1 2 3 4 5

7. The child uses positive self-talk when they feel like giving up. 1 2 3 4 5

Total Score: _____

Additional Comments: _____

There are two assessments designed to measure growth in your students

- A Self-Assessment
- An assessment to be completed by a teacher, family member or other adult in the student's life

NOTES TO FAMILIES



Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

There is also a permission form included that families can sign if they do not want their child to participate in the group.

The follow up notes and permission form are able to be edited using Microsoft PowerPoint.

WHAT PEOPLE ARE SAYING...

“My students loved this group! They made great connections to the content and found it engaging”

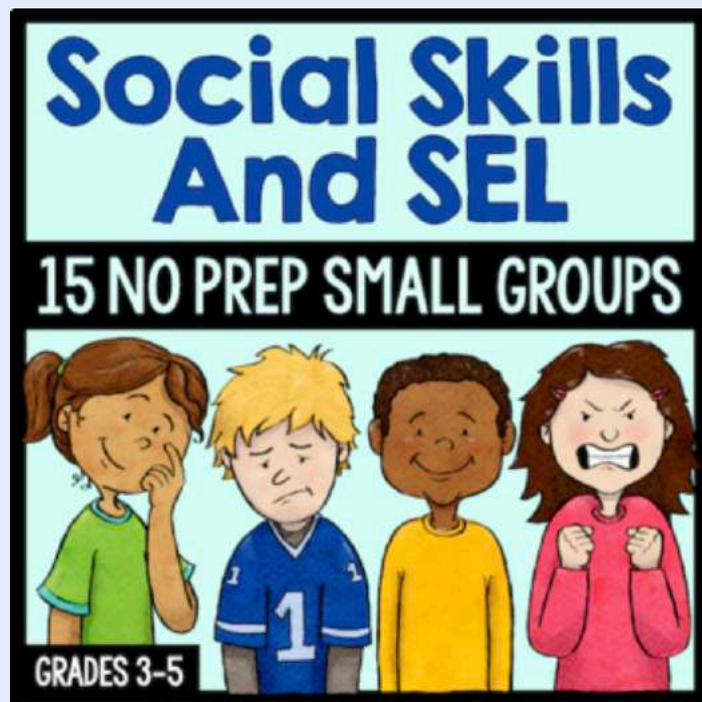
-Katrina B.

“My kids really liked this and I found the lesson plans easy to read and well-paced.”

-Casey R.

“This no prep resource was a great way to get a growth mindset group for 5th graders going. So far, they are engaged and it's easy for them to use and has sparked great discussions.” -Emily V.

NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes 3-5 groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Self-Regulation
- Social Skills
- Worry & Anxiety
- Coping Skills
- Leadership
- Mindfulness
- Growth Mindset
- Respect
- Test Anxiety
- Conversation Skills
- Following Directions

SEE THE BUNDLE HERE