**Fixed vs. Growth Mindset**

**/30**

**Preamble**

Over the last few classes you have been learning about the difference between a growth and fixed mindset, figuring out which one you have most often in your learning and life, and trying to apply the concept to your grade 8 tutorial class. Today is the day to ‘put it all together’ to demonstrate your learning and prepare to teach this concept to your grade 8s after the Winter Break.

**Assignment**

In the groups Ms. B has assigned, create a poster that visually demonstrates the difference between growth and fixed mindset. To be successful, your poster must include the following:

* Visual display of the concept (original and pasted/cited visuals)
* Examples of phrases that show the difference between the two
* An accurate definition of both
* Background/history of the concept, including info about creator of idea

**Assessment**

You will be assess on the following criteria:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **5** | **3** | **2** | **1** |
| **Graphics - Relevance** | All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation. | All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation. | All graphics relate to the topic. Most borrowed graphics have a source citation. | Graphics do not relate to the topic OR several borrowed graphics do not have a source citation. |
| **Graphics - Originality** | Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display. | One or two of the graphics used on the poster reflect student creativity in their creation and/or display. | The graphics are made by the student, but are based on the designs or ideas of others. | No graphics made by the student are included. |
| **Required Elements** | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |
| **Attractiveness** | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |
| **Grammar** | There are no grammatical mistakes on the poster. | There is 1 grammatical mistake on the poster. | There are 2 grammatical mistakes on the poster. | There are more than 2 grammatical mistakes on the poster. |
| **Use of Class Time** | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often  |

<http://rubistar.4teachers.org/>

**Grow Your Mindset From Carol Dweck’s book, MindSet: The New Psychology of Success, pages 205 – 206**

Every word and action from parent to child sends a message. Tomorrow, listen to what you say to your kids and tune in to the messages you're sending. Are they messages that say: You have permanent traits and I'm judging them? Or are they messages that say you’re a developing person and I'm interested in your development?

How do you use praise? Remember that praising children's intelligence or talent, tempting as it is, sends a fixed­ mindset message. It makes their confidence and motivation more fragile. Instead, try to focus on the processes they used ­their strategies, effort, or choices. Practice working the process praise into your interactions with your children.

Watch and listen to yourself carefully when your child messes up.

Remember that constructive criticism is feedback that helps the child understand how to FIX something. It's not feed­ back that labels or simply excuses the child. At the end of each day, write down the constructive criticism (and the process praise) you've given your kids.

Parents often set goals their children can work toward. Remember that having innate talent is not a goal. Expanding skills and knowledge is. Pay careful attention to the goals you set for your children.

If you're a teacher, remember that lowering standards doesn't raise students' self-­ esteem. But neither does raising standards without giving students ways of reaching them. The growth mindset gives you a way to set high standards and have students reach them. Try presenting topics in a growth framework and giving students process feedback. I think you'll like what happens.

Do you think of your slower students as kids who will never be able to learn well? Do they think of themselves as permanently dumb? Instead, try to figure out what they don't understand and what learning strategies they don't have. Remember that great teachers believe in the growth of talent and intellect, and are fascinated by the process of learning.

Are you a fixed­ mindset coach? Do you think first and foremost about your record and your reputation? Are you intolerant of mistakes? Do you try to motivate your players though judgment? That may be what's holding up your athletes.

Try on the growth mindset. Instead of asking for mistake-­free games, ask for full commitment and full effort. Instead of judging the players, give them the respect and the coaching they need to develop.

As parents, teachers, and coaches, our mission is developing people’s potential. Let's use all the lessons of the growth mindset—and whatever else we can—to do this.

**Words That Encourage:**

1. Wow!

2. Look at that!

3. Tell me about it.

 4. Show me more.

5. How did you do that?

6. Let‛s see what you did.

7. How do you feel about it?

8. How did you figure that out?

9. I see that you \_\_\_\_\_\_\_\_\_\_. (be specific)

10. That looks like it took a lot of effort.

11. How many ways did you try it before it turned out the way you wanted it?

12. What do you plan to do next?

13. That looks like it took so much work.

14. Are you pleased with what you did?

**Labels that Judge:**

Smart

Cute

Great Fast

Best

Pretty

Good

Quick

Clever

Beautiful

Lovely

Intelligent

Right

 Amazing

The best

Better than \_\_\_\_\_\_\_\_\_. (another person)

**Grow Your Mind-Set**

“What did you struggle with today?”

“This is hard, this is fun, what should we do next?”

“You can grow your intelligence”

“You can learn. You can stretch. You can keep mastering new things.”

“I don‛t think there‛s anything better in the world than a child hearing from a parent or teacher the words, ‘You‛ll get there‛.”

“Do you label your kids? This one is the artist and that one is the scientist. Next time, remember that you‛re not helping them –even though you may be praising them. Remember… praising kids‛ ability lowered their IQ scores.“

**Resources Utilized:**

<http://www.montgomeryschoolsmd.org/uploadedFiles/schools/rockyhillms/parents/dweck_brain_fy12.pdf>

<http://larryferlazzo.edublogs.org/2015/12/17/must-watch-video-of-the-day-new-rsa-animation-of-carol-dweck-talk/>