



Lesson Guide

Growth Mindset: My Potential

HS Unit 1: Lesson 4

Front of Class



Objectives:

- Understand that people are able to learn new skills because the brain can change
- Recognize the differences between a growth and fixed mindset
- Recall different ways to learn new skills



Lesson Notes:

- Keep students engaged during lesson by:
- Inviting them to share their own experiences or methods of learning with the class
 - Showing curiosity about what students are interested in learning



Vocabulary:

Growth Mindset: The belief that your abilities, skills, and intellect can improve with practice and effort.



Materials:

Paper, pencils, and tissue or cotton swab for blending (Extension 1)



Engage

Slide 1: Introduce lesson topic. Ask students what they already know about having a growth mindset.

Slide 2: Review lesson purpose and objectives.

Slide 3: Students take pre-test, as a class or with paper and pencil.

Slide 4: Ask the collaboration question, *“Do you think it’s possible to learn anything? Why or why not?”*



Explore

Slide 5: Review vocabulary. Ask students, *“What do you think might cause a person to have a fixed mindset?”* Invite volunteers to share their ideas.

Slide 6: Play video. Then, have students describe what happens in their brain when a person learns a new skill. Invite students to share their responses.

Slide 7: Play video. Ask students, *“What do the pathways in your brain connecting remind you of?”* (Spiderweb, highway intersection, network) Invite students to explain their thinking.



Explain

Slide 8: Click through each tab to learn what it takes to change the brain. Then, have students answer the prompts to reflect on



Lesson Guide

Growth Mindset: My Potential

HS Unit 1: Lesson 4

Front of Class



something they've become really skilled at. Invite volunteers to share their process.

Slide 9: Review different ways to learn new skills. Partner students to complete the matching activity.



Elaborate

Slide 10: Have students think about a new skill they would like to learn. Give students time to think about what method they would use to learn that skill. Invite volunteers to share and ask them to explain why they would choose that method of learning.

Slide 11: Have students type their name and note how long it takes them. Then have students type their name backwards. Ask students, *“Why do you think it’s harder to type your name backwards?”*



Evaluate

Slide 12: Students take post-test using paper and pencil. Collect to grade.

Slide 13: Review summary. Challenge students to learn something new, choose a method for learning it, and report back on their progress.



Extension 1: Draw an egg

Slide 1: Play video. Ask students, *“Why do you think most people give up learning something new when it’s challenging?”*

Slide 2: Give students time to draw an egg. Ask students if it was challenging for them.

Slide 3: Play drawing tutorial, pausing as students complete each step. Have students compare each drawing and reflect.

Extension 2: Improving Practice

Slide 1: Play video. Prompt students to list three things they learned from the video to improve their practice.

Slide 2: Have students think of a skill they would like to learn or improve and answer the prompts to make a plan to learn it. Invite volunteers to share their plans.