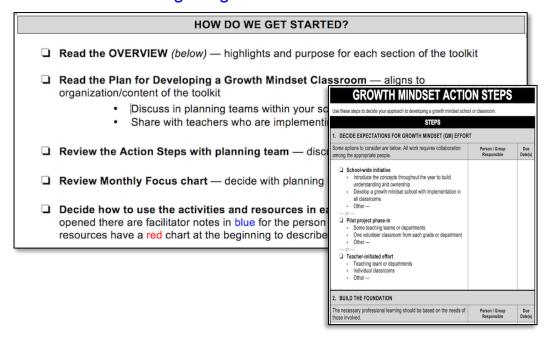
GROWTH MINDSET TOOLKIT

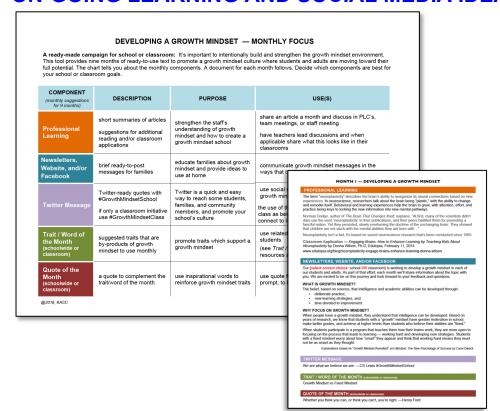
41 KASC-CREATED RESOURCES ■ 23 READY-TO-USE ACTIVITIES

DIRECTIONS for getting started



ACTION STEPS applicable for a school-wide or teacherinitiated effort

ON-GOING LEARNING AND SOCIAL MEDIA IDEAS



nine months of content for staff, students, parents

CLASSROOM TRAIT OF THE MONTH

books, videos, and quotes for a different trait each month

Resource — Trait/Word of the Month			
Purpose: Provide teachers/schools with print and video resources for monthly initiative to teach the traits associated with growth mindset	Audience: Teachers Leaders supporting teachers		
Prerequisite: working definition of growth mindset and fixed mindset; basic lev	el understanding of how the brain learns		

Trait/Word of the Month

One part of developing a growth mindset classroom or school could be to study an important growth mindset trait or word each month.

Classroom focus could include the same school-wide efforts but go deeper in building student understanding of the role of these

	Trait/Word of the Month				
	Trait/ Word	Elementary Midd		High	Quotes for Classroom/ School Use
1	effort	A Little Bit of Oomph by Barney Saltzberg	John Legend: Success Through Effort https://www.youtube.com/wat ch?v=LUtcigWSBsw	"Unpacking the Mindsets" by Trevor Ragan http://trainugly.com/unpacking -the-mindsets/	I hated every minute of training, but I said, "Suffer now and live the rest of your life as a champion." — Muhammad Ali
2	risk/facing failure (learn from mistakes, accept failure)	Making a Splash by Carol Riley Audri's Rube Goldberg Trap https://www.youtube.com/wat ch?v=0uDDEEHDf1Y	Audri's Rube Goldberg Trap https://www.youtube.com/wat ch?v=0uDDEEHDf1Y "Celebrating Mistakes" http://rrainugly.com/celebrate- mistakes/	Mindshift Motivational Video https://www.youtube.com/wat ch/Y=vfi/Ph/WK2Z9. "Learning Like a Scientist" http://iraninguly.com/learning- like-scientist/ "Celebrating Mistakes" "Celebrating Mistakes" http://iraningly.com/celebrate- mistakes/	Success is not final, failure is not fatal, it's the courage to continue that counts. — Winston Churchill

READY-TO-USE, ORIGINAL ACTIVITIES

for classroom and school with facilitator directions, audience, materials, timing

TALK THAT MOTIVATES STUDENTS				
Purpose:	Distinguish between talk that inhibits students and talk that motivates Learn and practice a strategy for improving talk and feedback			
Audience:	Teachers Leaders supporting teachers Parents			
Prerequisite:	Teachers/parents have learned background and research on praise (The Impact of Praise video)			
Materials Needed:	Copies of participant activities below			
Time:	30 minutes			

TALK: USE AND TEACH GROWTH MINDSET TALK

"The wrong kind of praise creates self-defeating behavior. The right kind motivates students to learn. Carol Dweck, Mindset: The New Psychology of Success

ACTIVITY: TALK THAT MOTIVATES STUDENTS

- For each praise example in the following chart, identify what effect that praise could have on:
 inhibiting students from making learning mistakes
- motivating students to learn more
 Make notes on the difference between the two statements.

	Fiais	Fraise Statements					
1a. You always get good grades, and we have many more assignments, so you'll get your grade back up to an A+ soon. (inhibiting)			1b. You have such a positive attitude about your struggles on this assignment. You're showing you know that struggle is important for learning. (motivating)				
		inhibiting		motivating		inhibiting	motivating
	What's the difference?		No specific answer, but some notes are: The teacher's attempt to comfort the student in 1a sends the message that A+ is a desirable goal. Striving for perfection discourages learning risks and often creates emotional turmoil when students don't reach that goal. 1b reinforces the benefits of productive struggle.				

TALK: USE AND TEACH GROWTH MINDSET TALK "The wrong kind of praise creates self-defeating behavior. The right kind motivates students to learn. - Carol Dweck, Mindset: The New Psychology of Success ACTIVITY: TALK THAT MOTIVATES STUDENTS For each praise example in the following chart, identify what effect that praise could have on: · inhibiting students from making learning mistakes motivating students to learn more Make notes on the difference between the two states

Praise Statements				
1a. You always get good grades, and we have many more assignments, so you'll get your grade back up to an A+ soon.	1b. You have such a positive attitude about your struggles on this assignment. You're showing you know that struggle is important for learning.			
□ inhibiting □ motivating	□ inhibiting □ motivating			
What's the difference?				
	1			
2a. Those last two problems were really challenging, but you stuck with it and came up with a solution	2b. You're really great at math, and you are one of the best students I've ever had!			

PARTICIPANT/STUDENT COPY