I. Preparation before Class: Preview mindset videos by Dr. Carol Dweck (or others) and decide which to use in class; make copies of mindset quiz if using the option a.

II. Quiz: At beginning of class, ask students to complete the mindset quiz. Choose one of following:

   a. Option A - Use the paper quiz that you can print from the UK 101 website (under instructor resources/core curriculum/Growth vs. Fixed Mindset). This option is longer than the smart phone choice, but it addresses more areas impacted by growth and fixed mindsets. Students hand calculate their scores.
   b. Option B - Using their smart phones (if everyone has one), ask students to complete a brief mindset quiz - [link] – and write down their results.

III. Definitions: Ask students to write down what they think the phrases “Growth Mindset” and “Fixed Mindset” mean.

IV. Video: Preview and choose one of the below videos (or another mindset video that you’ve chosen) to show.

   https://www.youtube.com/watch?v=ICILzbB1Obg (4 minutes & 11 seconds in length)

   https://www.youtube.com/watch?v=aQ0VQjKU8og “Carol Dweck Mindset: The Psychology of Success” (Use first 5 minutes of video; stop at about 4:55 mark. Let your students know that this video is directed to teachers but that the information is relevant for students of all ages.)

V. Written Response to Video: Ask students to write a personal response to the video and how they would redefine growth mindset and fixed mindset based on what they learned from the video.

VI. Class Defines Growth vs. Fixed Mindsets: Ask volunteers for phrases they used to describe growth mindset and fixed mindset and write the phrases on the board. Write the below definitions on the board.

   a. Growth Mindset: Belief that people are capable of continually developing their abilities through persistence and effort. Focus on learning and effort; are resilient to challenges.* Doesn’t mean you are great at everything!

   b. Fixed Mindset: Belief that people have an innate, fixed ability in a given area.
VII. **Class exercise:**  
  a. Write the following on the board.
  
  **Fixed Mindset**  
  - I can’t do this.
  - I’m an idiot.
  - I’ll never understand this.
  - I’m just not good at math.

  **Growth Mindset**
  - I am still learning how to do this.
  - This is going to take some careful thought.
  - I don’t understand this YET. It might take a while to figure out.
  - With help and persistence, I can improve my understanding of math.

  b. Ask the students to pair up and write 4 new phrases that reinforce a Growth Mindset and offset each of the phrases/statements under the Fixed Mindset heading.

  Ask volunteers to share examples; after students share their ideas, write the below phrases under the Growth Mindset heading:

  **Fixed Mindset**
  - I can’t do this.
  - I’m an idiot.
  - I’ll never understand this.
  - I’m just not good at math.

  **Growth Mindset**
  - I am still learning how to do this.
  - This is going to take some careful thought.
  - I don’t understand this YET. It might take a while to figure out.
  - With help and persistence, I can improve my understanding of math.

VIII. **Important Points and Action Steps:**
  a. In her research, Dr. Carol Dweck has found that students who believed their intelligence could be developed (a growth mindset) outperformed those who believed their intelligence was fixed (a fixed mindset).

  b. A growth mindset isn’t just about effort. Effort and persistence are not enough. Students need to try new strategies and seek input from others when they’re stuck. When you fail even though you are trying, think about a new strategy to use (e.g., meet a tutor at The Study; visit your professor during office hours; find a study partner).

  c. We’re all a mix of growth and fixed mindsets.

  d. So what can we do to strengthen our growth mindset? If we want to move closer to a growth mindset in our thoughts and practices, we need to stay in touch with our fixed mindset thoughts and deeds.

  **Step 1: Learn to hear your fixed mindset “voice.”** Consider how you react to constructive criticism/feedback, setbacks, or challenges.
  
  - Do you hear yourself say, “It’s not my fault. It was something or someone else’s fault.”
  
  - Do you become defensive, angry, or crushed instead of learning from the feedback? Do you feel threatened, or do you feel eager to learn?
People with a fixed mindset may be worried about looking smart and being perfect. May avoid challenges; ignore feedback; and give up easily.*

**Step 2. Recognize that you have a choice.**

- How you interpret challenges, setbacks, and criticism is your choice. You can interpret them in a fixed mindset as signs that your fixed talents or abilities are lacking. Or you can interpret them in a growth mindset as signs that you need to ramp up your strategies and effort, stretch yourself, and expand your abilities. It’s up to you. ***

**Step 3. Talk back to it (the challenge, setback, or criticism) with a growth mindset voice.*** Is everyone willing to ban the fixed mindset statements in this class (and others) and tell yourself growth mindset statements?

**Step 4. Take growth mindset action.*** Take a new approach to learning such as using a tutor, learning new study strategies, visiting your professor, committing more time to a challenge, etc.

*Growth Mindsets: A Literature Review*, written by Samantha Walters, edited by Sam Piha and Rozel Cruz, Temescal Associates
