



# Growth vs. Fixed Mindset

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Language Arts  
Grades 3-5



## Learning Objectives

Students will be able to explain the difference between a growth and fixed mindset as well as be able to practice having a growth mindset. They will read a story, work in groups, and put on a skit.

## Materials Needed

- The Most Magnificent Thing by Ashley Spires
- [Video](#) on how to grow your brain
- [Video](#) on growth and fixed mindset
- Paper
- Pencil

## Introduction

Read the story The Most Magnificent Thing by Ashley Spires. If you do not have a copy, you can [watch a read aloud video](#) of it. After reading (or listening) to the story, ask students the following questions:

- What happened when the girl discovered her thing wasn't magnificent?
- What did the girl realize when she was on a walk?
- How did the girl create a magnificent thing? What led her to success?

## Procedure

### Activity 1

1. Write down the definitions of a growth and fixed mindset on the front board and read them to the students. (**Fixed Mindset** – assumes that intelligence and qualities, abilities, and talents are fixed traits that cannot be developed. **Growth Mindset** – assumes that intelligence and qualities, abilities, and talents can be developed with effort, learning, and dedication.)
2. After you read the definitions, use examples from the book to explain the girl's fixed and growth mindset. Fixed – the girl says she's not good and quits. Growth – the girl puts forth effort, asked for help, and used problem-solving strategies to develop a growth mindset and succeed.
3. Discuss your own personal story about a time that you have struggled as well as a time you have overcome a challenge and how your growth mindset helped you succeed.

Continued on page 2



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Continued from page 1

4. Next, ask students to think about a time they learned something new. Have them share with a neighbor the steps they took to learn it. Then, ask them to think about a time they failed and have them share with a neighbor what happened when they failed.
5. Independent Practice – Have students write down what they discussed with their partner, but this time have them also write down if and how they persevered. If they did not persevere, they should write down what they would have done to succeed.

## Evaluation

Observe students working with partners; then read their papers to check for understanding of concept.

## Procedure

### Activity 2

1. Have students watch this [short video](#) on growth and fixed mindsets. Encourage students to take notes because you will be asking them questions about the video.
2. Next, put students into small groups and have them discuss their notes and collectively come up with one fact for each mindset that they learned about in the video.
3. Take turns calling on groups to come to the front board and write down their ideas.
4. Next, pair students together and have them take turns answering the following statements that you provide aloud to the class:
5. Discuss a time that you have used a growth mindset.
6. Give an example of a time you have used a fixed mindset or create an imaginary one.
7. Next, have the pairs listen to the following statements and decide if you are talking about a growth or fixed mindset. Have students hold a thumbs up for a growth mindset and a thumbs down for a fixed mindset.
  - I can't do this, I am no good.
  - I can't do this, yet.
  - I learn from my mistakes.
  - I thrive on challenges.
  - I give up easily.

Continued on page 3



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Continued from page 2

- I look at the bigger picture and seek solutions.
- I take responsibility for learning.

## Evaluation

Observe students' answers on the board and when they hold their thumbs up and down to determine their levels of understanding around fixed and growth mindsets.

## Procedure

### Activity 3

1. Have students watch this [short video](#) from Khan Academy on how to grow their brain. They can also take notes on this if they want to include any of the information for their skits.
2. Discuss how having a growth mindset will help them not only in school but in their lives at home as well.
3. Break students into small groups and tell them they will be writing and performing a short skit for the class describing the difference between a growth and fixed mindset. Students skits should be no longer than five minutes.
4. Have students use their notes from the videos they watched to help create a script for the skit.

## Evaluation

Evaluate students on the skit. They must understand the difference between a growth and fixed mindset.