

### Growth Mindset Language

Deliberate instruction about the language you want to hear in your classroom is time well spent. Let students know that your goal is to only provide feedback and praise in a way that values their effort, strategies, critical thinking, struggle, willingness to take on more challenging work, the actions that they take, and so forth. Explain that telling them they are smart, clever, creative, or brilliant, doesn't give them feedback about what they have done, it tells them who they are. Share that your expectation is that they speak to each other the same way.

Challenge them to talk themselves into a growth mindset when they find themselves thinking or saying things in a fixed mindset way. For example, if they think or say "This is too hard for me," ask them for ideas about what they could think or say that would be more aligned with a growth mindset.

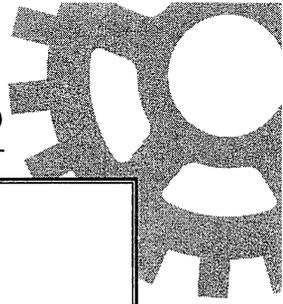
Resource 46: Fixed to Growth Mindset Thoughts/Statements for Students (p. 103) provides some fixed mindset statements and suggested replacement growth mindset statements. There are several ways that you can use this resource:

- ⊗ Present one statement each day and brainstorm with the students some growth mindset statements that could replace the fixed mindset statement.
- ⊗ Use these statements for journal writing. Ask students to choose one of these (or one of their own) fixed mindset statements that they tend to think or say. Then tell students, "In your journal reflect about when you tend to think in a fixed mindset way, then set a goal for reacting in a growth mindset way when you are in a similar situation in the future."

Teachers can also use the blank Resource 47: Fixed to Growth Mindset Thoughts/Statements for Students (p. 104), which is a version of Resource 47 with the right column empty. After modeling the task, ask students to fill in the right side of the column with their own ideas. They can then get in small groups and discuss what they came up with for the replacement statement, allowing them the opportunity to make changes or adjust their original response. You can provide feedback on their responses through comments, but do not put a grade on it. (Feedback without a grade is a very growth mindset action!)

### Cultivating Psychosocial Skills

The three most important noncognitive skills that you can develop in your students are perseverance, grit, and resiliency. Learning from mistakes and failure is imbedded in all three of these skills. The video links in Table 1 can complement discussions that are taking place about perseverance, resiliency, and grit.



## Fixed to Growth Mindset Thoughts/ Statements for Students

Possible ways to use these thoughts/statements:

- Present one statement each day and brainstorm with the students some growth mindset statements that could replace the fixed mindset statement.
- Use these statements for journal writing. Ask students to choose one of these (or one of their own) fixed mindset statements that they tend to think or say. Then tell students, "In your journal reflect about when you tend to think in a fixed mindset way, then set a goal for reacting in a growth mindset way when you are in a similar situation in the future."

Fixed Mindset Statement	Possible Growth Mindset Replacement Statements
I am never going to understand this!	<ul style="list-style-type: none"> <li>➤ I need to change my strategy or the way I approach this.</li> <li>➤ What question can I ask (e.g., of the teacher, Google, etc.) that may help me understand?</li> </ul>
This is so easy for me.	<ul style="list-style-type: none"> <li>➤ I wonder what I can do to make this more challenging?</li> <li>➤ Even though I think this is easy, I need to think carefully about it so I understand it completely.</li> </ul>
I am not good at this.	<ul style="list-style-type: none"> <li>➤ I am not good at this yet but if I keep practicing or try a different strategy, I know I will improve.</li> </ul>
She is the smart one; I will never be like her.	<ul style="list-style-type: none"> <li>➤ If I consistently put forth effort, I know that I will have more success.</li> <li>➤ Her neurons must have strong connections; I need to get my neurons going!</li> </ul>
I am really good in art.	<ul style="list-style-type: none"> <li>➤ I need to continue to work on my technique in art so that I will improve.</li> </ul>
Math is just not my thing.	<ul style="list-style-type: none"> <li>➤ I need to put more time into practicing these math concepts.</li> <li>➤ My neurons are not connecting in math yet, so I need to figure out some ways that will help.</li> </ul>
Ugh! I keep messing up!	<ul style="list-style-type: none"> <li>➤ That was an epic failure! What can I learn from it for my next try?</li> </ul>
I have a green thumb.	<ul style="list-style-type: none"> <li>➤ Learning about and experimenting with growing things has really helped me have success.</li> </ul>

## Fixed to Growth Mindset Thoughts/ Statements for Students

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fixed Mindset Statement	Possible Growth Mindset Replacement Statements
I am never going to understand this!	
This is so easy for me.	
I am not good at this.	
She is the smart one; I will never be like her.	
I am really good in art.	
Math is just not my thing.	
Ugh! I keep messing up!	
I have a green thumb.	

## Ways to Help Students Adopt Growth Mindsets

**TABLE 1**

VIDEOS FOR DISCUSSING PERSEVERANCE, RESILIENCY, AND GRIT

<b>Name of Video</b>	<b>Link</b>	<b>Grade Level</b>	<b>Length</b>
Resilience Animation	<a href="https://www.youtube.com/watch?v=C1UCI2ZHEqw">https://www.youtube.com/watch?v=C1UCI2ZHEqw</a>	4–12	3.43
Sesame Street: Bruno Mars: Don't Give Up (perseverance)	<a href="https://www.youtube.com/watch?v=pWp6kkz-pnQ">https://www.youtube.com/watch?v=pWp6kkz-pnQ</a>	PreK–3	1.57
Powerful Inspirational True Story . . . Don't Give Up! (resiliency)	<a href="https://www.youtube.com/watch?v=kZIXWp6vFdE">https://www.youtube.com/watch?v=kZIXWp6vFdE</a>	2–12	3.14
Perseverance. The Story of Nick Vujicic	<a href="https://www.youtube.com/watch?v=gNnVdlvodTQ">https://www.youtube.com/watch?v=gNnVdlvodTQ</a>	4–12	3.37