

Growth Mindset Microlab (Protocol from National School Reform Faculty)

GRADE

9 - 12

DISCIPLINE

Any

COURSE




Any

TIME

🕒 **40min**

FULL LESSON SELF-MANAGEMENT TOOL:

GROWTH MINDSET MICROLAB (PROTOCOL FROM NATIONAL SCHOOL REFORM FACULTY)

STUDENTS WILL:	Students will identify elements of success, share stories and reflect on instances where they worked hard and achieved success in order to better understand "fixed mindset" versus "growth mindset".
FACILITATION STEPS:	<p>Teacher begins class with the following introduction or some version of it:</p> <p>"Everyone experiences a time where hard work paid off in some area of their life. While we know that success can be attributed to luck or hard work, positive academic mindsets can help you in persisting and succeeding at schoolwork."</p> <p>Step 1. Teacher distributes worksheet: Microlab Directions. The writing prompt asks students to think of a time in their life when they worked hard and achieved success in something outside of school (e.g., playing basketball, cooking, fixing a car, playing a video game). Students are then instructed to write down their story.</p> <p>Step 2. Teacher sets up groups of 3 and asks students to choose who will be numbers 1, 2 and 3. Teacher follows directions from the National School reform Faculty Microlab protocol that can be found below under <i>Teacher Resources</i>.</p> <p>Step 3. As a whole class discussion, students volunteer stories they heard or their own. Teacher elicits common components and writes this on the board, e.g., effort, challenge, success of others as models, desire to belong, perseverance.</p> <p>Step 4. Teacher distributes Growth Mindset Microlab Worksheet. In a review of the worksheet, the teacher connects the words on the board to the Growth/Fixed Mindset chart. The teacher also models how his/her own success story would connect to a growth mindset.</p> <p>Step 5. Students scan the chart to analyze their stories and surface moments of growth and fixed mindset They also write statements about those academic and extra-curricula areas where they have a growth or fixed mindset. They also determine one area they would like to change.</p> <p>Step 6. The teacher can ask for individual statements by drawing a student's name out of a bowl. The student would tell what and how they wish to change their mindset.</p>
CONTEXT/IMPLEMENTATION NOTES:	<p>I have used this Mini-lab protocol with both teenagers and adults to good effect. Everyone likes it because it guarantees equal airtime to all participants as well as an engaged audience. The more extraverted students practice active listening and those more introverted have sufficient time to prepare what they plan to say. Participants have the option to read what they wrote or extrapolate from it.</p> <p>If you plan to draw names from a bowl at the end, be sure to prepare this in advance.</p>
ADDITIONAL ATTACHMENTS:	<p>Student Resources</p> <ul style="list-style-type: none">  GROWTH MINDSET MICROLAB.docx  MICROLAB DIRECTIONS.docx <p>Teacher Resources</p> <ul style="list-style-type: none">  MicroLab.docx

ISA Strategy

by Terry Born and ISA SEAD

Adapted from ["Growth Mindset Microlab \(Protocol from National School Reform Faculty\)"](#) by Terry Born