

GROWTH MINDSET

5 PRINTABLE SEL LESSON PLANS



LESSON #1: EMBRACING CHALLENGES

OBJECTIVES

- Students will understand the distinction between a fixed and growth mindset.
- Students will recognize the value and importance of facing challenges.

MATERIALS:

- "Challenge Embrace" worksheets
- Colored pencils/crayons/markers
- Classroom board and writing tool

INTRODUCTION:

1. Begin with: "Think about a time when you tried to learn something new, like riding a bike, playing a game, or reading a difficult book. It wasn't easy at first, was it? These moments are called challenges. They're situations where we have to push ourselves to learn and grow. But did you know challenges can be good for us?"
2. Continue: "Challenges make our brains work harder. Just like muscles grow stronger when we exercise, our brain grows stronger when we face challenges. This helps us become smarter and more skilled. But for this to happen, we need the right mindset."
3. Conclude: "There are two types of mindsets: a fixed mindset, where we believe we can't change or get better, and a growth mindset, where we believe we can learn and improve with effort. With a growth mindset, we see challenges as chances to grow. We can use strategies like asking for help, trying different solutions, or practicing more."

WORKSHEET INSTRUCTIONS:

1. Distribute the "Challenge Embrace" worksheets and coloring materials.
2. Direct students to think about challenges such as: struggling with a new topic in class, learning a new sport or game, making a new friend, or overcoming a fear like public speaking.
3. Suggest: "Write or draw about one of these challenges or another you've faced in the 'My Challenge' section. Then, in the 'How I Embraced It' section, depict or write how you faced it or how you think you might handle a future challenge."

GROUP ACTIVITY: CHALLENGE SHARE & SOLVE

1. Draw two columns on the classroom board labeled "Challenge" and "Solution".
2. Invite a student to share a challenge they've written and write it in the "Challenge" column.
3. As a class, brainstorm ways to embrace or solve this challenge, discussing strategies such as: breaking the problem into smaller steps, seeking guidance from others, or trying a different approach, and list them in the "Solution" column.
4. Continue this process with several more students, ensuring a variety of challenges and solutions are discussed.

CLOSING DISCUSSION QUESTIONS:

1. How do you feel when you successfully overcome a challenge? Can you share a time you felt this

Name: _____ Date: _____

★ EMBRACING CHALLENGE

In the 'My Challenge' section, draw or describe a challenge you have faced in the future. This could be a tough math problem, learning to jump rope, or trying to finish a book that felt too long.

MY CHALLENGE

HOW I EMBRACED

Name: _____ Date: _____

★ JOURNEY TO YET

Write about things you found hard before, what you're good at now, and how you think you might handle a future challenge using "can't do... yet!"

WOULDN'T...

NOW: I CAN!

MY FUTURE: I CAN'T DO... YET!

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INTRODUCTION

Welcome to our Growth Mindset Lesson Plans: Cultivating a Can-Do Attitude!**

This unit is thoughtfully crafted to guide kids through the transformative journey of developing a growth mindset. Focusing on the belief that abilities and intelligence can be developed through dedication and hard work, our five comprehensive lessons inspire resilience, embrace challenges, and celebrate the process of learning. Here's what's included:

- ★ **Lesson 1: Embracing Challenges** - We kick off our series with an exploration of challenges and their importance in personal growth. Through interactive exercises, students will discover that facing difficulties is not just inevitable, but also beneficial, as it fuels progress and learning.
- ★ **Lesson 2: The Power of “Yet”** - The simple addition of the word “yet” can make a world of difference. Students will learn the potency of this word, realizing that while they might not know or be able to do something now, with effort and perseverance, they will in the future.
- ★ **Lesson 3: The Brain is a Muscle** - Just as muscles grow stronger with exercise, our brain grows when we learn. Students will delve into the fascinating world of neuroplasticity, understanding that their intellectual abilities can be developed with practice and persistence.
- ★ **Lesson 4: Positive Self-Talk** - The voice inside our heads can be our biggest supporter or detractor. This lesson illuminates the power of positive self-talk, teaching students to reframe negative thoughts into constructive affirmations, which can dramatically shift their mindset.
- ★ **Lesson 5: Setting SMART Goals** - To cultivate a growth mindset, setting clear and achievable objectives is paramount. Students will get acquainted with the SMART framework, ensuring that they not only dream big but also lay out actionable steps to make those dreams a reality.

Every lesson begins with clear, kid-friendly objectives, followed by a list of common classroom materials. The educator guide offers detailed instructions, presenting these mindset-shifting concepts in a manner that resonates with young minds. Worksheets serve to bolster understanding, with thorough instructions to assist educators. Group activities are designed to promote collaborative learning and internalization of the concepts. And as each lesson wraps up, discussion questions encourage deeper reflection and solidify the day's learnings.

By the end of this unit, we aim for our young learners to not only understand the growth mindset but to embody it. As they navigate the challenges of learning, we hope they do so with resilience, positivity, and an unwavering belief in their capabilities. Happy teaching!



LESSON #1: EMBRACING CHALLENGES

OBJECTIVES

- Students will understand the distinction between a fixed and growth mindset.
- Students will recognize the value and importance of facing challenges.

★ MATERIALS:

- “Challenge Embrace” worksheets
- Colored pencils/crayons/markers
- Classroom board and writing tool

★ INTRODUCTION:

1. Begin with: “Think about a time when you tried to learn something new, like riding a bike, playing a game, or reading a difficult book. It wasn’t easy at first, was it? These moments are called challenges. They’re situations where we have to push ourselves to learn and grow. But did you know challenges can be good for us?”
2. Continue: “Challenges make our brains work harder. Just like muscles grow stronger when we exercise, our brain grows stronger when we face challenges. This helps us become smarter and more skilled. But for this to happen, we need the right mindset.”
3. Conclude: “There are two types of mindsets: a fixed mindset, where we believe we can’t change or get better, and a growth mindset, where we believe we can learn and improve with effort. With a growth mindset, we see challenges as chances to grow. We can use strategies like asking for help, trying different solutions, or practicing more.”

★ WORKSHEET INSTRUCTIONS:

1. Distribute the “Challenge Embrace” worksheets and coloring materials.
2. Direct students to think about challenges such as: struggling with a new topic in class, learning a new sport or game, making a new friend, or overcoming a fear like public speaking.
3. Suggest: “Write or draw about one of these challenges or another you’ve faced in the ‘My Challenge’ section. Then, in the ‘How I Embraced It’ section, depict or write how you faced it or how you think you might handle a future challenge.”

★ GROUP ACTIVITY: CHALLENGE SHARE & SOLVE

1. Draw two columns on the classroom board labeled “Challenge” and “Solution”.
2. Invite a student to share a challenge they’ve written and write it in the “Challenge” column.
3. As a class, brainstorm ways to embrace or solve this challenge, discussing strategies such as: breaking the problem into smaller steps, seeking guidance from others, or trying a different approach, and list them in the “Solution” column.
4. Continue this process with several more students, ensuring a variety of challenges and solutions are discussed.

★ CLOSING DISCUSSION QUESTIONS:

1. How do you feel when you successfully overcome a challenge? Can you share a time you felt this way?
2. Why might challenges be necessary in our lives, even if they’re sometimes uncomfortable?
3. What are some strategies we discussed today that can help us approach challenges with a growth mindset?

Name: _____ Date: _____

EMBRACING CHALLENGES

In the 'My Challenge' section, draw or describe a challenge you have faced or think you might face in the future. This could be a tough math problem, learning to jump rope, speaking in front of the class, or trying to finish a book that felt too long.

MY CHALLENGE



HOW I EMBRACED IT





LESSON #2: THE POWER OF “YET”

OBJECTIVES

- Understand the mindset shift induced by the term “yet” when facing challenges.
- Recognize personal growth and potential by using “yet.”

★ MATERIALS:

- “Journey to Yet” worksheets
- Coloring materials
- Sticky notes
- Classroom board

★ INTRODUCTION:

1. Introduce by saying: “The Power of ‘Yet’ is about transforming our mindset. It means that while we might not know something or be able to do something now, it doesn’t mean we never will. It’s a promise of future potential. For instance: ‘I can’t solve this math problem’ becomes ‘I can’t solve this math problem... yet.’ Or ‘I haven’t read that thick book’ turns into ‘I haven’t read that thick book... yet.’”
2. Pose: “Think about it – how does adding ‘yet’ change the way you feel about challenges?”

★ WORKSHEET INSTRUCTIONS:

1. Distribute worksheets and coloring tools.
2. Students should think of a past difficulty for “Then: I Couldn’t...”
3. Reflect on a current skill or achievement for “Now: I Can!”
4. Identify an aspiration or current challenge for “In the Future: I Can’t Do... Yet!”

★ GROUP ACTIVITY: POWER OF YET WALL

1. Hand out 2-3 post-it notes to each student
2. Have them write out a challenge in one of these formats:

I can’t _____ yet!
I’m not good at _____ yet!
I don’t know how to _____ yet!

3. Attach the notes to a bulletin board or wall.
4. Once all the notes are attached, discuss the wall as a group, emphasizing the importance of having a positive attitude toward learning and growth.
5. Throughout the school year, revisit the wall. If a student has learned a new skill, they can replace their note with one that says “Now I CAN _____”

★ CLOSING DISCUSSION QUESTIONS:

1. In what ways does “yet” shift our views on difficult tasks?
2. Share a task you once thought impossible but can now do. What changed?
3. Why do you think adding “yet” is powerful for our mindset?

Name: _____ Date: _____

JOURNEY TO YET

On this sheet draw or write about things you found hard before, what you're good at now, and what you want to learn in the future using "can't do... yet!"

THEN: I COULDN'T...

NOW: I CAN!

IN THE FUTURE: I CAN'T DO... YET!



LESSON #3: THE BRAIN IS A MUSCLE

OBJECTIVES

- Students will understand that, much like muscles, the brain grows stronger with use and challenge.
- Students will recognize the importance of challenges and learning opportunities in enhancing their cognitive abilities.

★ MATERIALS:

- “Brain Workout” worksheets
- Coloring materials
- Classroom board

★ INTRODUCTION:

1. Begin by saying: “Just as our muscles grow stronger when we exercise, our brain becomes more powerful when we learn and face challenges. This is because our brain forms new connections every time we learn something new.”
2. Illustrate with: “Imagine trying to lift something heavy. At first, it might be too hard. But if you keep trying every day, your muscles get stronger, right? Similarly, when you come across a difficult math problem or a challenging book, and you keep trying to solve or understand it, your brain is growing stronger!”
3. Pose: “Can anyone think of a time when something was hard to understand, but after trying several times, it became clear?”

★ WORKSHEET INSTRUCTIONS:

1. Distribute the “Brain Workout” worksheets and coloring tools.
2. Ask students to remember a past mental challenge for the “Past Challenge” section.
3. Encourage reflections on a recent achievement for “Recent Win.”
4. Prompt students to think about an upcoming challenge or learning goal for “Future Workout.”

★ GROUP ACTIVITY: BRAIN GYM SESSION

1. Ask students to stand and space out a little.
2. Lead them through a series of fun, brain-teasing exercises to get them thinking. For example, naming the capital of a country, a quick math problem, or a detail about a famous historical figure you are studying.
3. For every correct answer or effort made, have students do a fun physical movement signifying the connection between physical and mental exercise. For example, 5 jumping jacks, 5 squats, 5 lunges, a yoga pose, or a favorite dance move.
4. Conclude by discussing how it felt to “workout” their brains.

★ CLOSING DISCUSSION QUESTIONS:

1. How did it feel to challenge your brain during our “Brain Gym Session”?
2. Share an experience where practicing and pushing through a challenging task helped you understand it better.
3. How can we ensure we’re giving our brains a good “workout” every day?

Name: _____ Date: _____

BRAIN WORKOUT

On this sheet, think about the times you've 'exercised' your brain. Draw or write about a past challenge, a recent achievement, and a future learning goal."

WHEN MY BRAIN FELT STRETCHED...

RECENT WIN: I'VE STRENGTHENED MY BRAIN BY...

FUTURE WORKOUT: I AIM TO EXERCISE MY BRAIN BY...



LESSON #4: POSITIVE SELF-TALK

OBJECTIVES

- Grasp the influence of positive and negative self-talk on mindset and performance.
- Create strategies to convert negative self-talk into positive affirmations.

★ MATERIALS:

- “Self-Talk Shift” worksheets
- Coloring materials
- Classroom board

★ INTRODUCTION:

1. Begin by saying: “Every day, our minds are filled with thoughts about ourselves. These can be positive, like ‘I did a great job on that project!’ or negative, such as ‘I always mess things up.’ These thoughts, or ‘self-talk,’ shape how we feel and behave.”
2. Elaborate with examples: “Negative self-talk like ‘I can’t do this,’ ‘I’m not smart enough,’ or ‘People don’t like me’ can hold us back. On the other hand, positive self-talk, such as ‘I’ll give it another try,’ ‘I’m learning and growing,’ or ‘I bring value to my friendships’ can lift us up.”
3. Pose: “Have you ever caught yourself thinking something negative about your abilities? What about something positive?”

★ WORKSHEET INSTRUCTIONS:

1. Distribute the worksheets and coloring tools.
2. Ask students to remember times when they’ve been hard on themselves for the “Negative Self-Talk” section.
3. Encourage them to transform those thoughts. For instance:
 - “I’m bad at this.” could become “I’m still learning and improving.”
 - “Nobody likes me.” might shift to “I am worthy of friendship and kindness.”
 - “I’ll never get it right.” can change to “Every mistake helps me grow.”

★ GROUP ACTIVITY: STICKY NOTE SWITCH-UP

1. Distribute a sticky note to each student.
2. Have students jot down a typical negative self-talk phrase.
3. Collect the notes, place them on the board, and group similarities.
4. Divide students into teams. Give each team several notes.
5. Challenge each team to discuss and rephrase the negatives into positives.
6. Let teams present their positive reframes.

★ CLOSING DISCUSSION QUESTIONS:

1. How does converting negative to positive self-talk change your feelings?
2. Can you think of a time when changing your self-talk changed your behavior?
3. What cues can remind us to be more kind and positive in our self-talk?

Name: _____ Date: _____

SELF-TALK SHIFT

Draw or write about some negative self-talk you've thought or heard, and then convert it into positive self-talk.

NEGATIVE SELF-TALK:
Things I've told myself...

POSITIVE SELF-TALK SHIFT:
A better way to say it..



LESSON #5: SETTING SMART GOALS

OBJECTIVES

- Understand the concept of SMART goals and the significance of setting clear, achievable objectives.
- Practice formulating their own SMART goals.

★ MATERIALS:

- “My SMART Goal” worksheets
- Writing materials
- Classroom board
- Sticky notes

★ INTRODUCTION:

1. Begin: “Setting goals is crucial for progress, but not all goals lead to success. That’s where SMART goals come in.”
2. Break down SMART succinctly:
 - S - Specific: Clear and detailed. Not just “read more,” but “read one book a month.”
 - M - Measurable: Trackable progress. Instead of “improve in math,” it’s “score 85% or higher on my next test.”
 - A - Achievable: Challenging but possible.
 - R - Relevant: Meaningful to you.
 - T - Time-bound: Has a clear deadline, like “by the end of the month.”
3. Ask: “Considering SMART, can you recall past goals that could’ve been improved?”

★ WORKSHEET INSTRUCTIONS:

1. Distribute the “My SMART Goal” worksheets.
2. Prompt students to think of a personal aspiration.
3. Guide them through the SMART sections, assisting them in refining their goal.

★ GROUP ACTIVITY: SMART GOAL GALLERY WALK

1. Students display their worksheets around the room.
2. Let students walk around and read others' goals. Have them write feedback or encouragement on the sticky notes and post them next to other students' goals.
3. Discuss standout goals and the benefits of the SMART approach.

★ CLOSING DISCUSSION QUESTIONS:

1. Why do you think being specific in our goals is important?
2. How can setting a time frame help motivate us?
3. What are some challenges you anticipate when working towards your SMART goals, and how might you overcome them?

Name: _____ Date: _____

MY SMART GOAL

Think of a goal you'd like to achieve. Using the SMART method, break down your goal into its components.

My Goal: _____

SPECIFIC: DESCRIBE YOUR GOAL IN DETAIL

MEASURABLE: HOW WILL YOU TRACK YOUR PROGRESS?

ACHIEVABLE: WHY IS THIS GOAL REALISTIC FOR YOU?

RELEVANT: HOW DOES THIS GOAL MATTER TO YOU?

TIME-BOUND: WHEN DO YOU AIM TO ACHIEVE IT?