S4 Core Period

Mindsets 1
24th of August 2016

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Learning Intention

- To learn about the features of fixed and growth mindsets
- To learn about the benefits of a growth mindset
- To evaluate how your own mindset when met with difficult challenges

Mindsets 1

- Professor Carol Dweck
- Professor of Psychology at Stanford University
- Developed research into "mindsets"
  - how people think about their own intelligence and abilities
  - how people think about the possibility of improving in these areas
- There are Fixed Mindsets
- There are Growth Mindsets

Mindsets 1

- This is NOT <u>just</u> about "having a positive attitude"

- It's about this . . . and more.

Mindsets 1

- A **<u>Fixed</u>** Mindset
  - "People are born with a certain amount of intelligence"
  - "This can't really be changed or improved, no matter what we do"

- A **<u>Growth</u>** Mindset
  - "Our skills and talents are developed through hard work and perseverance"
  - "We can *always* improve"

Mindsets 1 Task A

Last week, you heard the story of an endurance swimmer, Diana Nyad, who was the first person to complete the 100-mile open-water swim from Cuba to Florida. Without doubt, she could be considered to have a growth mindset.

Think about the strengths and characteristics Diana Nyad showed throughout this challenge. To help you, on the next slide, there is a reminder of some of the challenges she faced and how she overcame these.

Mindsets 1 Task A

- Was told beforehand that it wasn't physically possible for a human being to complete the swim.

- Failed in her previous 4 attempts to complete the swim.

- Told herself that this time she would "find a way" to do it; "Find a Way" became her motto.

- Had to abandon a previous attempt because of jellyfish stings; on successful fifth attempt, she wore a specially-designed suit to avoid this happening again .

- Was so tired that she began hallucinating; distracted herself from her tiredness by listening to music.

- Completed a huge number of 14-24 hour training swims before setting out.

- Organised a team of experts to travel with her, advise her, and help her to complete the swim.

Mindsets 1 Task A

In the space provided on your sheet, note down the most impressive characteristics she showed in completing this challenge. Try to explain how she showed these characteristics.

Example Answer

Characteristic or Habit	Evidence
Bravery	The challenge would involve swimming in dangerous waters containing sharks and Box jellyfish.

Mindsets1 Task A – Possible Answers

- Optimism - Believed that the seemingly-impossible could be achieved
- Perseverance - Had failed the same task on 4 previous attempts
- Resilience - Faced difficulties during the swim, but kept going
- A willingness to take personal responsibility - Told herself to "find a way" to complete the task, no matter what
- A willingness to take risks and fail - Knew that she might not succeed (she had failed before) but was willing to try
- A willingness to take advice on board - Built a team of experts who guided her on her support boat
- A willingness to plan ahead and strategise - Swam in total darkness to avoid dangers like sharks and jellyfish
- A willingness to work out solutions and overcome challenges - Wore a specially designed suit to avoid jellyfish stings

What can we learn from this?

- As you can see, a growth mindset means developing a range of characteristics and habits that will allow you to meet difficult challenges.

- This session, one of your key challenges will be in achieving the best results possible in your SQA courses. A growth mindset will help you to do this.

Growth Mindsets in Education

- We will now watch a short video that will explain how, in a younger person's education, a growth mindset can be very important.

- http://ed.ted.com/featured/qrZmOV7R

What are the benefits of a growth mindset?

Task B - For discussion:

- So what might happen if I believe I can always improve at something?

- Which thoughts would I have about my education?

What are the benefits of a growth mindset?

If I believe I can always improve at something, I might think …

- I'm willing to take on that difficult challenge, even though it won't be easy at first.

- I can't do it . . . yet. But I'll make it eventually.

- What are the small steps that will take me there?

- What do I need to do? Whose advice would be helpful?

- If I face a setback, I can learn from my mistakes.

What are the dangers of a fixed mindset?

Remember: if I have a fixed mindset, I believe that I was born with a certain amount of talent or intelligence, and that this can't really be changed.

Task C - For discussion:

- So what might happen if I don't think I was born very intelligent?

- What might happen if I do think I'm really intelligent?

- Which thoughts might I have about my education?

What are the dangers of a fixed mindset?

If I don't think I was born very intelligent, I might think …

- Well, what's the point in trying? I won't get any better, so I'll probably fail anyway.

What are the dangers of a fixed mindset?

If I do think I was born very intelligent, I might think …

- Clever people like me always pass; even if I don't put in 100% effort, I'll still be fine.

- But now things are getting more difficult! I'm not getting any better, and my "natural talent" isn't enough any more!

What are the dangers of a fixed mindset?

If I do think I was born very intelligent, I might also think …

- I'm used to passing, and I like passing. I don't want to fail, as I know I won't like that.

- I'm going to avoid things that are difficult and challenging, so I won't be in danger of failing.

Which kind of Mindset will you exhibit?

- Task D – For a bit of fun at the end of today's lesson …

- On the sheet provided, you will see some puzzles, some of which are very difficult. You have 5 minutes to try these out.
- One key rule: You may NOT *tell* each other the answers.
- Some possible strategies:
  - Read the puzzle more carefully?
  - "Trial and error"?
  - Take it "step-by-step"?

What kind of Mindset do you have when faced with difficult challenges?

- When you found things difficult …
  - Did you give up straight away?
  - Did you ever think: *"if I don't know it right away, I'll probably never get the answer"*?
  - Did you try to work out a way to get gradually closer to the answer ?