

# SELF-MANAGEMENT



## 23. GROWTH-MINDED REFRAMING

- ▶ **WHAT?** Adults strengthen their growth-mindset, resilience, optimism, and emotional regulation with this powerful and kinesthetic cognitive reframing index card activity!
- ▶ **WHY?** Stanford professor Carol Dweck's research revealed that how we view intelligence impacts our motivation to work harder, persevere, and learn through tough challenges. When adults become aware of the differences in thinking and behavior between these mindsets, they can use this to assess themselves and make improvement goals. Reframing challenges as opportunities helps develop a growth mindset quickly.
- ▶ **WHEN?** To start or end meetings or when our work seems to get more challenging and potentially frustrating

### MATERIALS

- ❑ Chart paper and marker for creating a staff anchor chart.
- ❑ Play the Growth Mindset video [tinyurl.com/GMPluginvid](https://tinyurl.com/GMPluginvid) with speakers.
- ❑ One index card per adult.

### SEL FOCUS

- **Self-Awareness:** Growth mindset, identifying roadblocks and solutions, recognizing limiting beliefs, and self-monitoring
- **Self-Management:** Developing self-discipline, motivation, initiative, grit, and resilience

### Micro PD (21min+)

- I. **2min- Staff Discussion:** Name some geniuses or super successful people you know or have heard of. What makes them so special? Were they born that way or did they develop their abilities? Can you do what they do? Can anyone become a genius? Why or why not?
- II. **4min- Famous Failures:** Adults watch a short “famous failures” video (there are many online-just google “famous failures”) then have adults respond to the following questions:
  - **“Every expert was once a beginner.”** What do you think this means and why does it matter?
  - What are some common traits that highly successful people or geniuses have that allow them to perform at high levels?
- III. **4min- Growth Mindset Video:** Let's find out what the research shows. Play the following video [tinyurl.com/GMPluginvid](https://tinyurl.com/GMPluginvid) (3:30 sec) and have adults take notes about main ideas, personal connections, aha-moments, and questions they have.
- IV. **3min- Adults pair-share** their responses with peers with the following questions in mind: What is the growth mindset? What is the fixed mindset? Which mindset leads to success and why? In which area of your life do you have a growth mindset and in which do you have more of a fixed mindset?
- V. **4min- Create a Growth vs Fixed Mindset chart.** Create an anchor chart like the one on the next page. You'll track staff member responses on it as they explain the difference between growth and fixed-minded people and how they view the following differently: **Intelligence | effort | setbacks | uncomfortable challenges | asking for help | view other people's successes | criticism/feedback**



# 23. GROWTH-MINDED REFRAMING

- Continued -

THE GROWTH VS FIXED MINDSET		
Indicator	Fixed-minded people	Growth-minded people
View intelligence as:	Ex: Fixed, unchangeable	Ex: Malleable, can improve
See effort as:	Ex: Waste of time, futile, for dumb people	Ex: The only path to mastery
See setbacks, failures, or mistakes as	Ex: Scary, evidence of being dumb, painful things to avoid, they give up easily	Ex: Learning opportunities, part of the process, they persist through them
See uncomfortable challenges as	Ex: Things to avoid at all costs	Ex: Things to pursue as much as possible
View asking for help as a sign of	Ex: Weakness, not being smart, needy	Ex: Strength, necessary for learning/success
See other people's successes as	Ex: Threatening, makes them envious	Ex: Inspiring, people to learn from
Criticism/feedback as	Ex: Things to avoid, painful, proof of not being good enough, offensive, hurtful	Ex: Necessary for growth and learning; they want to get as much as possible

- VI. 1min- Rate yourself:** Using our chart, and a 1-5 rating (1-more fixed-minded, to 5-more growth-minded), how would you rate yourself in each mindset indicator in terms of how you feel about your role currently. Write 1 small and easy to implement next step to become more growth-minded.
- VII. 3min- Reflection:** Adults identify the parts of their role they tend to be more fixed-minded in (management, instruction, grading, planning, etc). They select a table indicator, create small goals, apply strategies, and plan for improving. This is shared with a peer or in groups to receive feedback.

## SEL Routine (8min+)

- 1min- Create index cards:** Adults identify one stressor or challenge they're experiencing and write 1-3 related concerns on the front (blank) side of an index card and number each concern. Ex: *I'm nervous about the next unit because 1. I'm not strong in my content knowledge. 2. I start it in 3 days and I haven't planned. 3. I want to do an experiment but I would have had to order materials a month ago.*
- 1min- Pass & Respond:** Adults pass their card clockwise in their group/room (depending on time) and peers will read the card and provide growth-minded questions/counter thoughts on the lined back side of the card that address each numbered concern. Ex: *1. It will be fun learning it, learn in chunks as you go. You don't need to know it all at once. Have you considered watching videos at twice the speed? Check out this YouTube Channel... 2. Do you really have to start in 3 days?/That's plenty of time, just plan day one and you can plan more over the weekend. Who can help you plan? Maybe there's a unit plan online? I can help you! 3. The best science experiments are homemade because they're relatable.*
- 3-5min- Keep rotating as time allows.** Encourage them to add different responses, questions, ideas, encouragement, anchor chart strategies, and the positive reframing phrase: **"It's an opportunity to..."**
- 3min- Review & reflect:** They receive their initial index card and read the responses. They answer the following questions in partners or individually: 1. How do you feel now compared to when you started? 2. What did you learn about yourself that you'll apply in the future? 3. What are your next steps?

## Extensions

- Routinize:** Adults refer to this anchor chart daily to self-assess and create goals and next steps.
- Climate Improvement Discussion:** Many times, we as leaders, inadvertently promote a fixed mindset. We might unconsciously praise teachers who perform well or never push back. When stressed, we might send an underlying tone that we're too busy and impatient for mistakes, questions, and other necessary risk-taking behaviors. Our evaluation policies can communicate that there is little room for recovery from failure and learning from mistakes. A staff conversation where adults provide you feedback that leads to changes, implementing new norms, and other structural changes, can pay huge dividends in building trust, commitment, and improved performance.
- Content Infusion:** Add a second poster paper adjacently to the chart to denote department/staff specific behaviors or strategies per indicator. Ex 1: *At Walter High, intelligence is: admitting & rectifying mistakes, making several drafts of lesson plans, curiously asking many questions, seeking various perspectives, looking at data, etc. Intelligence is thus not product-oriented, but a series of growth-seeking behaviors.*

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