

# Learning Experience 1



Context:  
Personal

Role-play a conversation about having a growth mindset



## Step 1 Think

- Which of these thoughts do you often have? Which do you think are the most helpful? Discuss in pairs.
- 2.17** Listen to Josh's conversation with his teacher. Which of the things in Exercise 1 does he say?
- 2.17** Choose the correct option. Then listen again and check.
  - Josh has made a *few* / *lot of* mistakes.
  - His teacher says this shows that Josh is *challenging himself* / *doing badly*.
- The connections between different parts of your brain get *weaker* / *stronger* if you use them a lot.
- People with a *growth* / *fixed* mindset believe that their brain can change.
- People with a *growth* / *fixed* mindset usually don't try as hard as they can.
- Josh's teacher recommends working hard and being *confident* / *organised*.
- Read the thoughts in Exercise 1 again. Which show a growth mindset? Which show a fixed mindset?



# Develop a growth mindset

## Step 2 Analyse

5 Read the Useful Tips. In pairs, discuss the questions.

- 1 Have you been in any situations in the past where you didn't have a growth mindset? What happened?
- 2 Do you think it's easy to have a growth mindset? Why?/Why not?
- 3 Can you think of another tip?

6 In pairs, read three teenagers' problems. Say what advice you would give and how you could encourage each person to have a growth mindset.

1 My room is really messy and it's starting to annoy me. I keep losing things and forgetting to do homework because I can't find my diary. I used to be calmer and more organised, but now I feel like my life is chaos. What can I do?

2 I've always been passionate about protecting the environment and my dream is to be a green politician one day. However, I feel stressed and anxious when I have to speak in public. Is it time to find a new dream?

3 I'm disappointed because I had studied a lot for the Science exam, but I still got a bad grade for it. Should I stop trying in my Science homework so I have more time for the subjects that I'm good at, like foreign languages and History?

### USEFUL TIPS

A growth mindset helps you to be the best that you can be in school and in other areas of your life.

Keep challenging yourself.

Don't feel bad about mistakes and negative feedback. Learn from them.

Never think that you can't do something. Think that you can't do it yet.

When you're not succeeding, ask yourself, 'What can I do differently?'

Remember that with hard work you can change your brain.

### USEFUL PHRASES

#### Asking for advice

- What should I do?
- If I still can't do it, then what?

#### Giving advice

- Why don't you ...?
- Have you tried ...ing?

#### Responding to advice

- Good idea! I hadn't thought of that.
- I'm not sure I can do that.

#### Encouraging a growth mindset

- You can get better at ...ing.
- You need to challenge yourself.
- Be confident that you can do it!

## Step 3 Prepare

Resource: a dialogue planner



7 Role-play a conversation about having a growth mindset. Follow these instructions.

- Work in pairs. Choose one of the problems in Exercise 6 or think of your own idea.
- Complete the dialogue planner. Use expressions from the Useful Phrases box.
- Practise your dialogue.

## Step 4 Present

8 Act out your dialogue for the class.

- **PEER REVIEW** Give your opinion. Did they discuss solutions that involve a growth mindset?



## REFLECTION TIME

Think about the task and answer the questions.

- What will you do differently when you have a problem in the future?
- Did you work well with your partner?
- Was it easy or difficult to think of solutions?
- Did you use a variety of present and past tenses in the role-play?

# Learning Experience 1

## Role-play a conversation about having a growth mindset

### Lesson aim

- Develop a growth mindset

### Lesson product

- A role-play

### Context

- Personal

### Future skills

- Self-management: growth mindset

### Sustainable goal


- To promote a positive response to challenges

### Resources

- A dialogue planner (Teacher's Resource File, Resource 2.10)

### Lead-in

Ask: *When you have a problem, do you usually have positive or negative thoughts about it?* Ask for a show of hands for each option. Elicit some examples of positive and negative thoughts, e.g. *This isn't a problem. It's a learning opportunity. I can find a solution. I hate it when this happens. I can't do this.*

-  **Setting lesson goals:** Write the lesson aim on the board. Elicit or pre-teach: *growth mindset* (a positive way of viewing problems and mistakes. People with a growth mindset challenge themselves and work hard to improve their skills and abilities.). If possible, tell the class about a situation in which you demonstrated a growth mindset, such as when you trained to become a teacher or when you learned English. As a class, brainstorm more examples of situations which require a growth mindset.



### Self-management

Having a growth mindset can help students to be more persistent in the face of obstacles, that is, to continue working on a task despite any difficulty in order to achieve a goal. In this lesson, students will learn some ways to develop a growth mindset.

### Steps 1–4

- Work through each step by reading the instructions, clarifying doubts, and setting a time limit for work on each task.

### Step 1 Think

#### Exercise 1

- Check that students understand the six thoughts. Then ask them to answer the questions in pairs. In the class feedback, find out which of the thoughts are most common among your students and if these are mainly negative/positive or a mixture. Elicit which of the thoughts are most helpful/constructive.

#### Suggested answer:

most helpful thoughts: 2, 3 and 5

#### Exercise 2 2.17 audioscript included in this PDF

- Remind students to look at the six thoughts while they listen to identify which of them are mentioned. Encourage them to also listen for general meaning. Play the audio once without stopping, then check answers as a class.

#### Answer:

1, 2, 3, 4, 6

#### Exercise 3 2.17 audioscript included in this PDF

- Students read the sentences individually and circle the answers based on what they heard during the first listen. Encourage them to make good guesses if they aren't sure. Play the audio a second time and students check, and if necessary, amend their answers.
- **NEED SUPPORT?** Simply play the audio a second time and have students answer while they listen. Pause the audio after the section in which each answer is heard.

#### Answers:

1 lot of 2 challenging himself 3 stronger  
4 growth 5 fixed 6 confident

#### Exercise 4

- Check that students fully understand the difference between a growth and a fixed mindset. Then elicit which type of mindset is reflected in each of the thoughts in Exercise 1.

#### Answers:

growth mindset: 2, 3, 5 fixed mindset: 1, 4, 6



## Step 2 Analyse

### Exercise 5

- Read the Useful Tips together as a class. Have a class vote to find the most useful one.
- Put students in pairs to discuss the questions. Then invite different pairs to share their ideas. Make a list of students' ideas for additional tips on the board.

#### Suggested answers:

- 2 It isn't easy to have a growth mindset because you have to work hard over time and you might have to try more than one way to achieve your goal.
- 3 Ask for help when you need it. View challenges as opportunities. The process is more important than the end result.

### Exercise 6

- Students read the three problems individually. Address any vocabulary queries, e.g. *A green politician* is a politician who focuses especially on ecological and environmental goals.
- In pairs, students complete the task. Remind them to refer to the Useful Tips for how to develop a growth mindset. When they have finished, invite different pairs to share their ideas with the class.
- **NEED SUPPORT?** To prepare less confident students for the role-play in Step 3, brainstorm positive tips for each situation as a class and write them on the board.

#### Suggested answers:

- 1 You can change your personality! Why don't you tidy your room this weekend and then tidy it every evening after you finish your homework? At first, it will be hard, but keep doing it. Soon it will be a habit and it'll help you to improve.
- 2 Practise a lot and then public speaking will be easier. Hard work brings results. You can learn to be better at it and you can learn to be less shy.
- 3 Can you buy some books to help you? Why don't you work with a friend? Science is important and, with hard work, you can get better at it.

## Step 3 Prepare

### Exercise 7

- Put students in pairs and read through the steps together. Allow them time to decide which problem they want to role-play.
- Hand out a photocopy of the **Resource** (a dialogue planner, included in this PDF) to each pair, which is designed to help students to organise and prepare their role-play.

- Read out the Useful Phrases getting students to repeat them. Encourage students to use as many of these expressions as possible in their dialogues.
- As pairs work, walk around the classroom helping with language as necessary.

## Step 4 Present

### Exercise 8

- Invite some pairs to act out their role-play for the class.
- **PEER REVIEW** Ask the other students to listen carefully to the advice offered and decide if it reflects a growth mindset.

## REFLECTION TIME

Draw students' attention to the Reflection Time section. They can do this in their pairs or individually. In the feedback session, ask some students to volunteer to share their thoughts.



### Sustainable Goal

- Ask: *Why is it better to respond positively to challenges?* Elicit ideas (e.g. Being positive makes us feel calmer and more in control. It's easier to find a solution because you have an open mind.).
- Ask: *What can happen when you respond negatively to a new challenge?* Elicit ideas (e.g. You feel stressed and can't sleep well, which is bad for your health. You feel angry and maybe say bad things to other people.).
- Wrap up the discussion by highlighting that challenges and mistakes are a normal part of life and how we respond to them can have a big impact not only on our ability to find a good solution, but also on our health and well-being, as well as that of the people around us.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then elicit the Useful Tips they can remember. Finally, ask students: *Which tip will you try to use in the future?*

# Learning Experience 1

## Resource: a dialogue planner

Situation:

Characters:

Student A: You have a problem.

Student B: You are Student A's friend.

Setting:

### Dialogue

Student B → Student A looks stressed. Ask what is wrong.

Student A → Explain the problem and ask for advice.

Student B → Give advice.

Student A → Respond to Student B's advice.

Student B → Explain what a growth mindset is and how it can help Student A.

Student A → Respond to Student B's explanation and thank him/her.