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ACTIVITY 5.1
Identify Your Mindset

Concept

In this lesson, students will identify where they currently fall on the fixed to growth mindset continuum.

Units it could embed into

Biological Bases of Behavior (especially neuroplasticity/central nervous system), Intelligence, or this could be a stand-alone assignment

Learning Targets

1. Students will differentiate between a growth mindset and a fixed mindset.
2. Students will reflect on the validity of a research assessment.
3. Students will classify examples of fixed and growth mindsets.

Materials

- Handout 5.1: Identify Your Mindset
- Computer and Internet access
- Online Assessment: blog.mindsetworks.com/what-s-my-mindset.
- Paper Assessment: achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/173/MindsetAssessmentProfile.pdf

Time

15 minutes

Instructions

1. Provide the students with Handout 5.1: Identify Your Mindset. There are two options for the students to take the assessment; online or on paper. *If your students choose to take the assessment online, they will be required to enter an email address in order to receive their results. If you would like to administer a paper exam, you can access on at https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/173/MindsetAssessmentProfile.pdf*
2. The assessment will take about 10 minutes to complete. After completing the assessment, they should answer the reflection questions and formative assessment questions on Handout 5.1.
3. Answer Key for Formative Assessment:

Question	Fixed	Growth
1. No matter how much intelligence you have, you can always change it a good deal.		X
2. You can learn new things, but you cannot really change your basic level of intelligence.	X	
3. I like my work best when it makes me think hard.		X
4. I like my work best when I can do it really well without too much trouble.	X	
5. I like work that I'll learn from even if I make a lot of mistakes.		X

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6. I like my work best when I can do it perfectly without any mistakes.	X	
7. When something is hard, it just makes me want to work more on it, not less.		X
8. To tell the truth, when I work hard, it makes me feel as though I'm not very smart.	X	

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HANDOUT 5.1

Identify Your Mindset

Learning Targets

1. Differentiate between a growth mindset and a fixed mindset.
2. Reflect on the validity of a research assessment.
3. Classify examples of fixed and growth mindsets.

Directions

This inventory is designed to measure if you have more of a growth or fixed mindset. Begin by accessing the following website: blog.mindsetworks.com/what-s-my-mindset. There is no right or wrong answer to the questions. Just answer as honestly as possible.

1. What was your score? How accurate do you feel your score was and why?

2. Based on what you know about mindsets, do you think this assessment is a VALID measure of growth and fixed mindset? Support your answer by using specific examples from the inventory.

3. Identify each of the following questions from the inventory as representing a fixed or growth mindset by placing a check mark in the box that best describes the question.

Question	Fixed	Growth
1. No matter how much intelligence you have, you can always change it a good deal.		
2. You can learn new things, but you cannot really change your basic level of intelligence.		
3. I like my work best when it makes me think hard.		
4. I like my work best when I can do it really well without too much trouble.		
5. I like work that I'll learn from even if I make a lot of mistakes.		
6. I like my work best when I can do it perfectly without any mistakes.		
7. When something is hard, it just makes me want to work more on it, not less.		
8. To tell the truth, when I work hard, it makes me feel as though I'm not very smart.		

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