**Micro Lesson Planning Template**

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| **Growth Mindset Lesson** | |
| **Big Idea of the Lesson:**  Explicitly teaching students growth mindset will positively impact their effort, motivation, and willingness to learn.  **Learning Target(s):**  I can change my language to change my mindset. | |
| **Student Learning Opportunities** | **How Will the Students Show Me Their Thinking?**  *Talk, Write, Create…* |
| **Activate (how will you activate student thinking?)**  **Build Paper Model**  Teacher: before students arrive, place a few paper models around the room in places where students can easily view from all sides. Ask each student to replicate the model with the paper and a pair of scissors. (Don't prime them to be positive, don't offer any advice or encouragement, just observe and record their behavior and language).  Teacher: after 7 minutes, write all of the language on the board with no names attached. | Students view (but don't touch) from all sides.  Students attempt to replicate paper model.  Students discuss their ideas and methods as they go, but if successful don't share |
| **Acquire (how will students acquire new learning?)**  Possible questions to choose from to ask your students to share how they felt during the activity:   * Did anyone make it? How long did it take? How many tries? * Was the first ten seconds of trying much different from the last ten seconds? How? Why? * What was it like when someone else got it? * Did you look at what other people were doing? Why? How did it make you feel? Did you learn anything from what they were doing?   Read the story "The Most Magnificent Thing" (or show on smart board, or show video of story).   * 1. Read/show the story. Pause along the way, where appropriate, as you read so students can discuss as a class, fill in individually or with a partner… the empathy map. | Discuss you’re your Shoulder Partner or Table partners  -How did this activity make you feel?  -What were you thinking as you did this activity?  Share out  Fill in Empathy Map (as class, individually, with partner…)   * What is she doing? * How is she feeling? * What is she saying? * What is she thinking? |
| **Apply (How will students apply their learning?)**   1. Have your students do a closed sort on growth vs. fixed mindset.    1. Co-create an anchor chart   For example:  *“I can’t do this”* vs “*I can do this, I just haven’t figure it out yet”*  *“He is smarter than me because he already has finished”* vs *“I wonder if there is anything I can learn from his approach”*  *“I give up”* vs *“How can I approach this differently?”* or *“It’s ok that I can’t get it right now, but I can keep trying”* | With a partner, have students do the growth vs. fixed mindset closed sort.  Co-create an anchor chart |
| **Reflect (How still students reflect on their learning?)**  Look at our language that was recorded on the board during our paper activity.  Change the language to change your mindset. How can you change the words to create a growth mindset?  What could we have said differently? | Exit Ticket: Choose one phrase from the board (language recorded during paper activity) and change the phrase into growth mindset language.  What could we have said differently? |