

# Believing you can succeed



Concept:  
**Mindset**



Recommended:  
**4th grade**



Length:  
**10-50 minutes**

## About this lesson

In this lesson, students learn about fixed and growth mindsets, and assess their own attitudes towards their ability to learn and grow. They bring it all together to create a class mantra that encourages them and their classmates to believe they can succeed!

## Learning objectives

By the end of this activity, students will:

- Identify the characteristics of growth and fixed mindsets;
- Explore ways to turn a fixed mindset into a growth mindset;
- Reflect on times they've demonstrated a fixed and/or growth mindsets;
- Create class mantras to remind themselves and their friends to stay positive about their abilities.

## Driving question

How can believing in myself help me (and others) succeed?

## Future-ready skills

Self-confidence

Critical Thinking

## Lesson breakdown

5-10  
minutes

### Activity 1 - Got attitude?

The purpose of this activity is to build on students' experiences with self-doubt and help remind them of what a positive attitude looks and sounds like.

15-20  
minutes

### Activity 2 - Flip your thinking

In this activity, students reflect on their own experiences and turn fixed mindset statements into more positive growth mindset statements.

15-20  
minutes

### Activity 3 - Class mantras (when you need a little help)

The purpose of this activity is to equip students with some confidence-boosting mantras to help them encourage classmates—and themselves—when they have trouble believing in their abilities.

10-15  
minutes

### **Exit activity - Students add a goal or achievement**

Have students sign in to Xello and add a goal card or an achievement card that reflects a growth mindset.

## Xello entry point

The in-app lesson **Mission: Skills** features the story of an artist, Doon, who has trouble believing she has the ability to perform a task. This activity is a great way to build on the themes of that story. Read the comic or revisit the story together as a class.

## Vocabulary

- Attitude
- Success
- Fixed mindset
- Growth mindset
- Self-confidence
- Mantra
- Assessing
- Judging

## ASCA Standards

**M 3.** Positive attitude toward work and learning

**M 4.** Self-confidence in ability to succeed

**B-LS 8.** Engagement in challenging coursework

# Got attitude?



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## Inquiry prompts

- How do you know when you have a positive (growth) mindset?
- How do you know when you have a poor (fixed) mindset?
- When do you feel your most confident at school? Your least confident?

## Instructions

The purpose of this activity is to build on students' experiences with self-doubt and help remind them of what a positive attitude looks and sounds like.

- 1 Explain to students that you're going to make a series of statements. Ask students to vote on whether the statement demonstrates a positive (growth) or poor (fixed) attitude.
- 2 You can come up with your own statements or build on these:
  - I'm too dumb to get this. (fixed)
  - I know everything there is to know about planets. (fixed)
  - Mistakes help me learn. (growth)
  - I'm not a very good baseball player. (fixed)
  - I'm going to try my best. (growth)
  - I don't understand this. What's wrong with me? (fixed)
  - My answer is wrong. What am I missing? (growth)
- 3 Now ask for volunteers to describe a time they had a similar thought or attitude. What made them think the way they did?

**Message for students:** Often, success can start with attitude! Believing in yourself and your ability to learn and grow opens your mind to strategies that will help you achieve your best.

## Materials required

- Nothing for this activity

## Artifacts

Nothing for this activity.

# Flip your thinking



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## Inquiry prompts

- What can happen when someone believes the negative thoughts they have about themselves or their abilities?
- What can happen when someone believes in their abilities?
- How does your mindset affect how you treat or act towards other students?

## Instructions

The purpose of this activity is to have students reflect on their own experiences with fixed and growth mindsets. To demonstrate that they understand how to turn a fixed mindset into a growth mindset, students match "before" fixed statements to their "after" growth mindset counter-statements.

- 1 Arrange students into small groups.
- 2 Give each group a set of red [Flip your thinking cards](#). Explain that the cards contain fixed mindset statements.
- 3 Ask students to go through the cards and talk to the rest of their group about a time they may have felt or said the fixed statements in class or at home.
- 4 Now give students a set of green [Flip your thinking cards](#). Explain that these cards contain growth mindset statements.
- 5 Ask students to match the green cards with a red card to turn the fixed mindset statement into a growth mindset statement. (For example: I can't do this > I can't do this yet, but I'm going to keep trying.)

**Message for students:** It's not always easy to tune out self-doubt. It can take practice and effort to build self-confidence and turn a fixed mindset into a growth mindset. Keep at it!

## Materials required

- [Flip your thinking cards](#)

## Artifacts

Nothing for this activity.

## Flip Your Thinking - Cards



**FIXED**

I give up.

**GROWTH**

I'll try something new until I get it.

**FIXED**

I'm no good at this.

**GROWTH**

I'm not good at this yet, but I'm going to keep trying.

**FIXED**

I'm going to screw this up.

**GROWTH**

Mistakes help me learn.

**FIXED**

I know everything there is to know about this.

**GROWTH**

I know a lot about this, but I'm always open to learning more.

Name: \_\_\_\_\_

# Flip Your Thinking - Cards



**FIXED**

I'll never be as smart as that other person.

**GROWTH**

I'm in charge of how much I learn. I'll ask the other person for help

**FIXED**

This is good enough.

**GROWTH**

This might not be my best work. I'll keep trying to make it better

**FIXED**

This is too hard.

**GROWTH**

This is tough, but I'm willing to put in the time and effort to work on it.

**FIXED**

Science is not my thing.

**GROWTH**

I'll work until I train my brain to think scientifically.

Name: \_\_\_\_\_

# Class mantras (When you need a little help)



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**15-20 minutes**

## Inquiry prompts

- Why is it important to encourage others around us?
- If everyone in class had a growth mindset, what would that look like?
- How should you react when someone encourages you?

## Instructions

The purpose of this activity is to equip students with some confidence-boosting mantras to help them encourage classmates—and themselves—when they have trouble believing in their abilities.

- 1 Explain to students what a mantra is. A class mantra is a positive statement that can help encourage students to believe in their abilities and do their best.
- 2 Give students about 5 minutes to brainstorm some mantras that demonstrate a growth mindset.
- 3 As a class, compile students' mantra suggestions on a blackboard or whiteboard.
- 4 Vote on the mantras! Students can vote for a single class mantra, or for mantras that might come in handy for different situations. For example, a mantra for when you did not do as well as you had hoped on a test, or a mantra when you're nervous about learning something new.
- 5 Have students write the mantras on index cards to keep and share with classmates when they need it, or to use in a class display.

**Message for students:** Words matter! The way you communicate with someone can affect their mental health (that's the way they think and feel about themselves and their abilities). Kind and encouraging words, like those in a class mantra, can help when someone feels unsure. Share your mantras freely with other students, and let others encourage you when you need it.

## Materials required

- Paper
- Pencils, colored pencils, or markers
- Index cards (3x5 or 4x6)
- Computers (tablets, phones) with internet access (if you want students to upload artifacts)

## Artifacts

Have students upload their favorite class mantra cards to **Storyboard**, where they can keep a running reflection on when they've needed to refer to the mantra. You can also create a display in your classroom, where students can select a card for encouragement when they need it. (Have every student write out each of your class mantras on an individual index card. Organize the cards in envelopes or pockets made out of construction paper, one for each mantra, and pin to a bulletin board. Students can help themselves to a card from the envelopes as they need it.)