

# MATERIALS NEEDED FOR SESSION

Laptop

Projector (provided)

Screen (provided)

Speakers (provided)

“Try Saying Something New” T-Charts and  
Sentence Strips

# Lakeshore®



## **GROWTH MINDSET:** *Shaping the Lives of Early Learners*

**Stacy D'Angelo**, Professional Development Specialist  
**Andrea Dunlap**, Regional Manager

# AGENDA

- Outcomes
  - Growth vs. Fixed Mindset
    - What Research Tells Us
  - Modeling a Growth Mindset
- Fostering a Growth Mindset in Children
  - Takeaways / Giveaways
  - Closing



# OUTCOMES

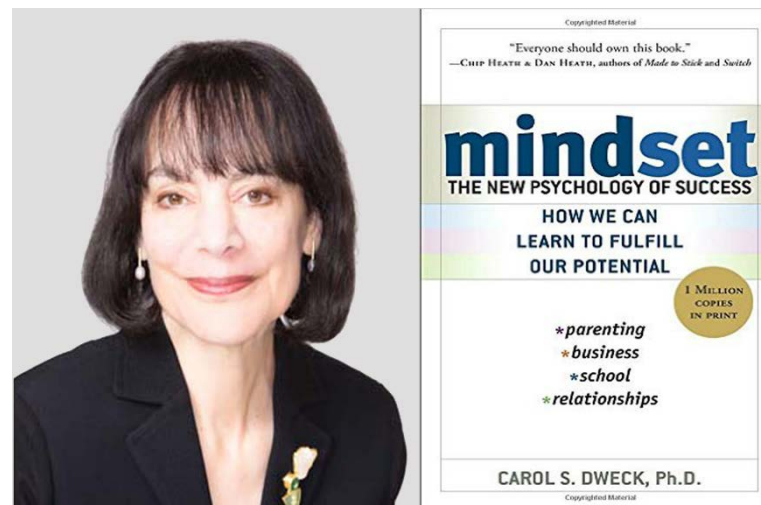
**As a result of this training, you will learn how to:**

- Model a growth mindset in the classroom.
- Introduce and teach growth mindset to young children.
- Encourage children to embrace challenges and celebrate their mistakes.



# The Human Mindset

- Our beliefs are part of our mindset.
- We all have beliefs about our own abilities and potential.
- Mindsets are powerful.  
*(Fuel our behavior and predict our success)*
- Mindsets shape our everyday lives.  
*(They interpret our experiences and our future possibilities)*
- Dr. Carol Dweck ( *Professor of Psychology; Stanford Univ.*) identified two types of mindsets



# What Is Growth Mindset?

## GROWTH MINDSET



- Occurs when we believe our intelligence and abilities can be developed and improved
- Motivation, hard work, practice, and the right strategies.
- Willingness to confront challenges, passion for learning, views failure as an opportunity to grow.

**(strongly linked to greater happiness and achievement in life)**



# What Is Fixed Mindset?

## **FIXED** **MINDSET**



- Occurs when we believe our intelligence and talent cannot be altered despite our dedication.
- Mistakes are often viewed as failure, rather than opportunity to grow.
- When stuck in a fixed mindset, we may fear new experiences and avoid taking risks.

(may fear the need to constantly prove themselves )



# What Research Has Told Us About Mindsets

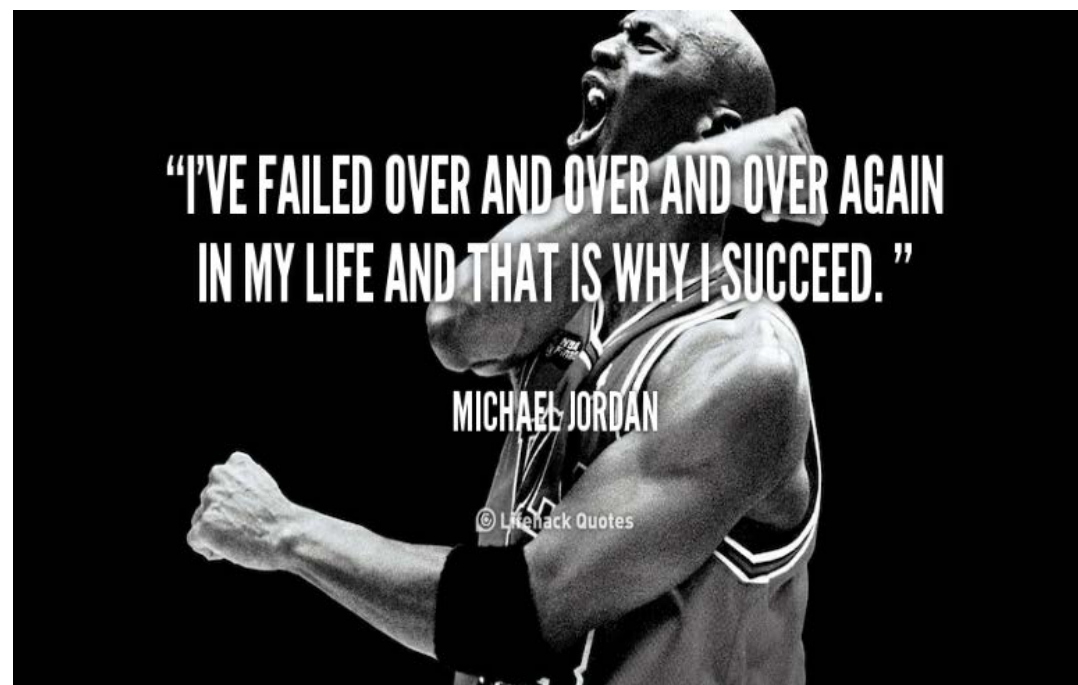
1. Children feel less and less capable of achieving success as they get older.
2. Lowering standards for “low” students is detrimental to their future success (and mindset).
3. Through experiences and new learning, the brain and its neural connections can be changed and strengthened.



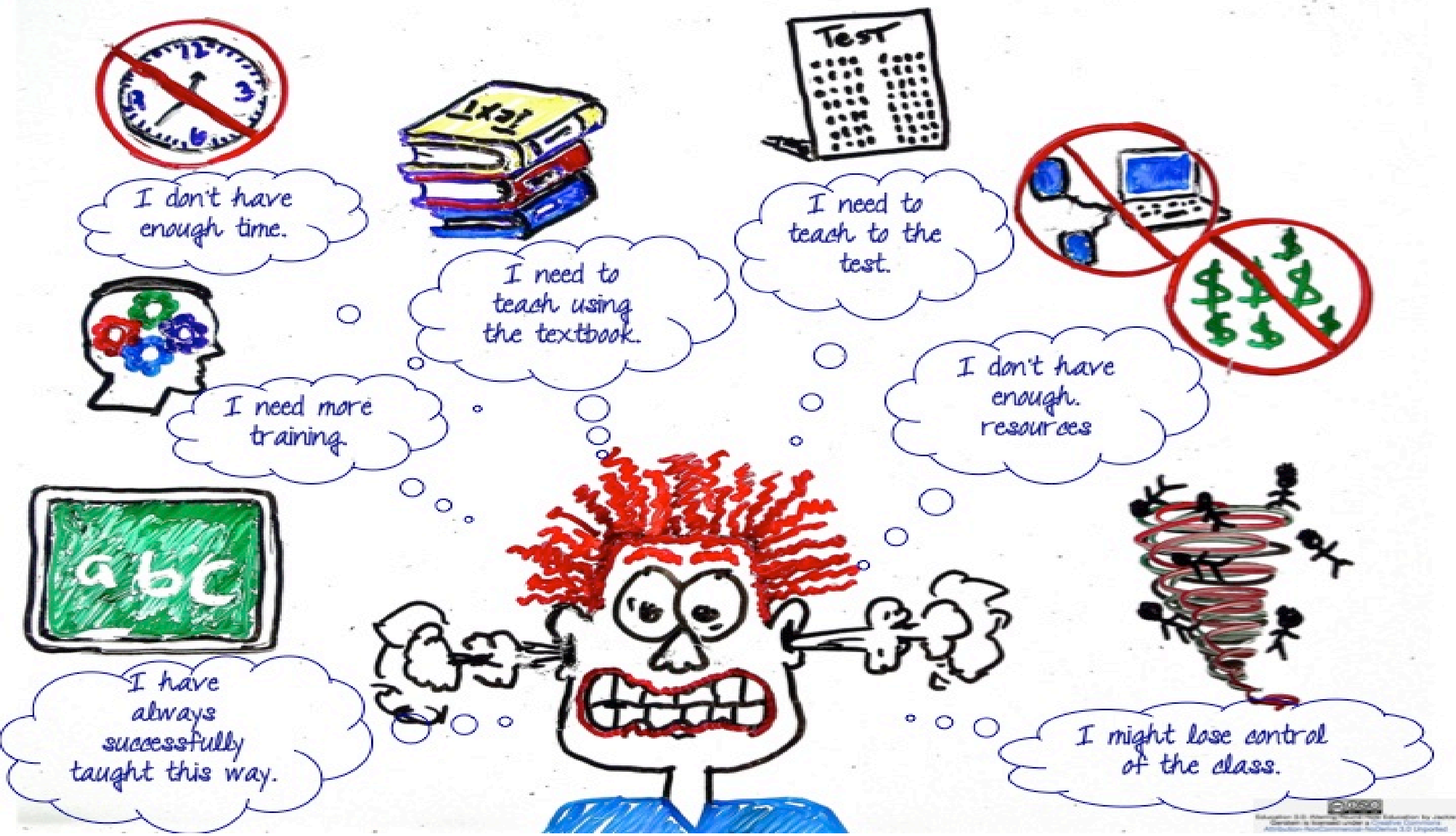


# What Research Has Told Us About Mindsets

- 4. Positive affirmations and self-talk is beneficial for raising low-performing students' self-esteem and increasing performance.
- 5. Mistakes are good for the brain! It brings us closer to success.



# How Do We Model A Growth Mindset As Teachers?



# Teachers must reflect on the perception they have of their own abilities.

- Do you believe you can achieve anything through hard work and dedication?
- Beliefs about your own intelligence can impact your students.
- Teachers need to model the benefits of having a growth mindset.





# GROWTH MINDSET & SELF-REGULATION

@kwiens62



INSTEAD OF THINKING...  
(FIXED MINDSET)

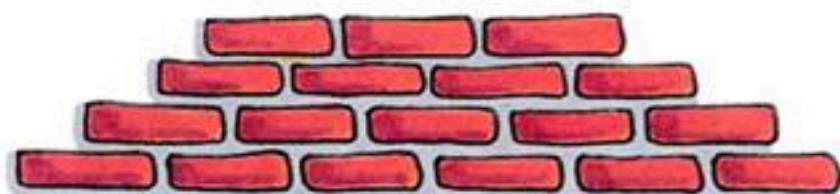
- HE NEEDS TO LEARN SOME SELF-CONTROL.
- SHE KEEPS GIVING ME A HARD TIME.
- MY CLASSROOM WORKS FINE FOR ALL THE OTHER STUDENTS.
- HIS BEHAVIOUR COMES OUT OF THE BLUE.
- NOTHING WORKS FOR THIS CHILD.
- SHE JUST NEEDS TO CALM DOWN.
- HE WON'T EVER LEARN SELF-REGULATION.



TRY THINKING...  
(GROWTH MINDSET)

- HE NEEDS HELP WITH SELF-REGULATION.
- SHE IS HAVING A HARD TIME. HOW CAN I HELP?
- EVERY STUDENT IS UNIQUE.  
WHAT CHANGES CAN I MAKE TO SUPPORT THIS STUDENT?
- LET'S LOOK DEEPER FOR PATTERNS AND SETTING EVENTS.
- WHAT ELSE CAN I TRY?
- DOES SHE EVEN KNOW WHAT CALM FEELS LIKE?
- HOW CAN I HELP HIM LEARN SELF-REGULATION?

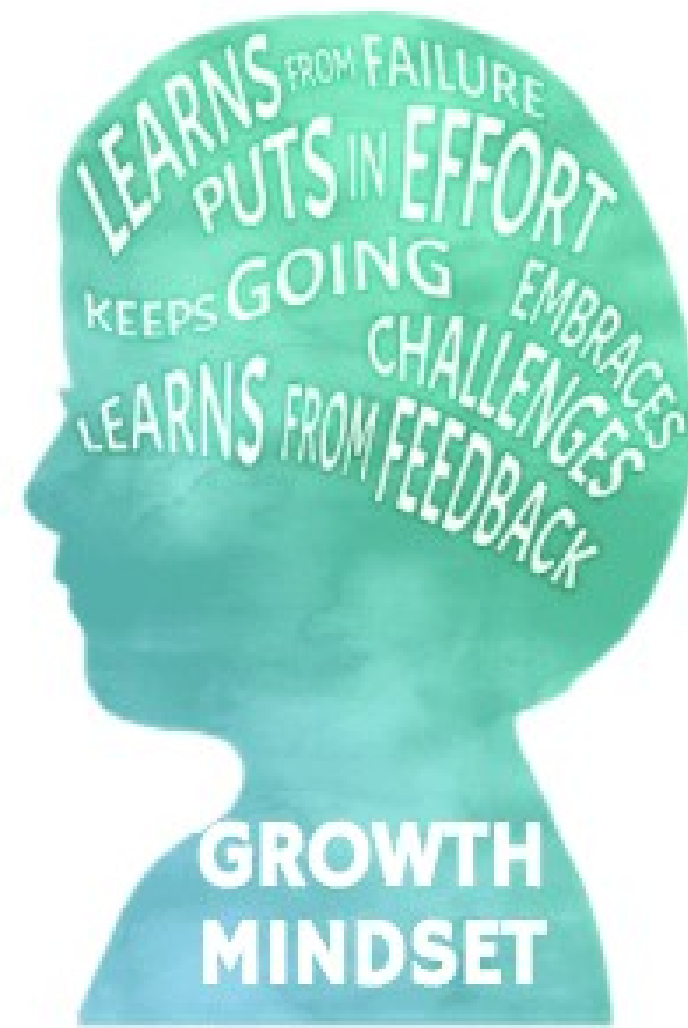
GROWTH MINDSET AND SELF-REGULATION  
DECREASE JUDGEMENT AND INCREASE CURIOSITY



# Fostering A Growth Mindset In Children



VS.



# **#1: Introduce It**

## **Just telling your students to develop a growth mindset is NOT enough.**

- Accurate information about the brain builds the foundation for their belief in growth mindset.
- Educate your students about specific workings of the brain.
- Share how the brain can stretch and grow.
- Reflect: Share personal stories when you were stuck; have children share similar experiences.



## #2: Notice It

# Implement Growth Mindset as part of your daily routine.

- Develop Growth Mindset statements.
- Use visuals as reminders.
- Identify growth/fixed mindsets in favorite book and movie characters.
- Point out how characters FEEL depending on their mindset and discuss ways persistence, love of learning, and resilience are portrayed.



# MINDSET MATTERS

Change your words to  
change your mind.

I made a  
mistake.

Mistakes help  
me learn.

I can't  
do it.

I'm on  
the right  
track.

It's good  
enough.

Is this my  
best work?

I give up.

Let me  
try  
another  
way.

I'm not good  
at this.

I'm just  
getting  
started.

I'm a natural.

I improve  
with practice.

This is too  
hard.

This may take  
some effort.



# GROWTH MINDSET



## READ ALOUDS

# Let's "Try Saying Something New"

(Group Activity)

**In groups of 3-4:**

Work together to identify the fixed mindset statements.

Then, decide how to rephrase it using a growth mindset!

**Example:** *"I'm never going to be good at math."* (fixed)  
*"With hard work, I can get better at math."* (growth)



# FIXED vs. GROWTH

I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

# Understanding A Growth Mindset



### **#3: Model It**

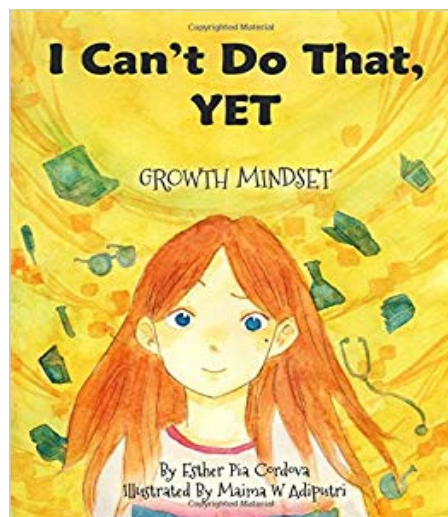
**Makes the difference between a child understanding the concept and actually living it.**

- Be open: share your discouragements and brainstorm solutions aloud.
- Explain how pride & happiness come from persisting through challenges. (positive)
- Explain how sad, anxious, hopeless are clues to shift your thinking. (negative)



### #3: Model It

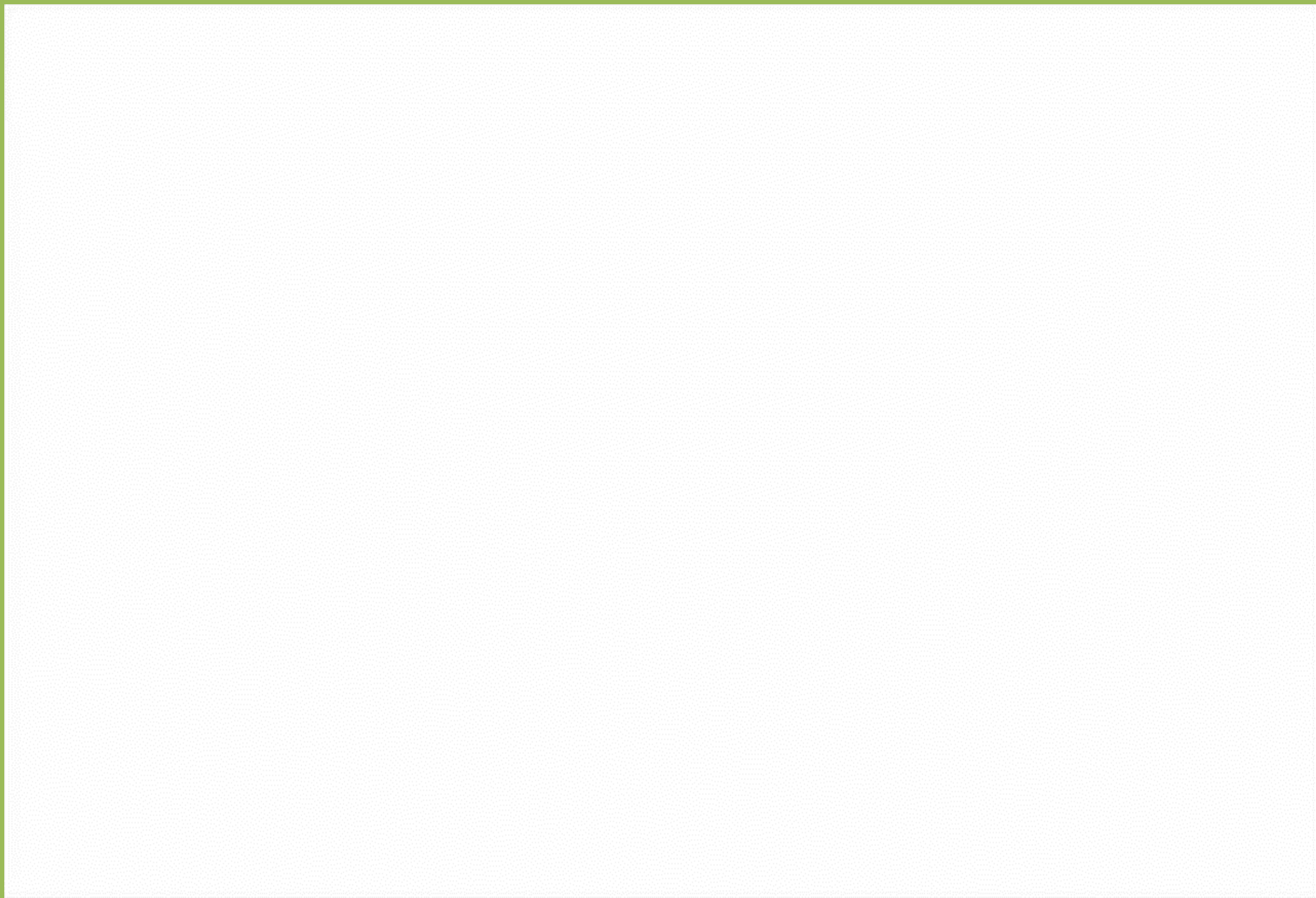
- Learn something new: set goals & share the process.
- Believe in the power of “**Yet**”:
  - a. Transforms a fixed mindset into hope with one simple word.*
  - b. “I can’t do this” vs. “I can’t do this.....yet.”*
  - c. It’s all about the FUTURE, and not giving up until we get there!*



*I Can't Do That, YET* by Esther P Cordova







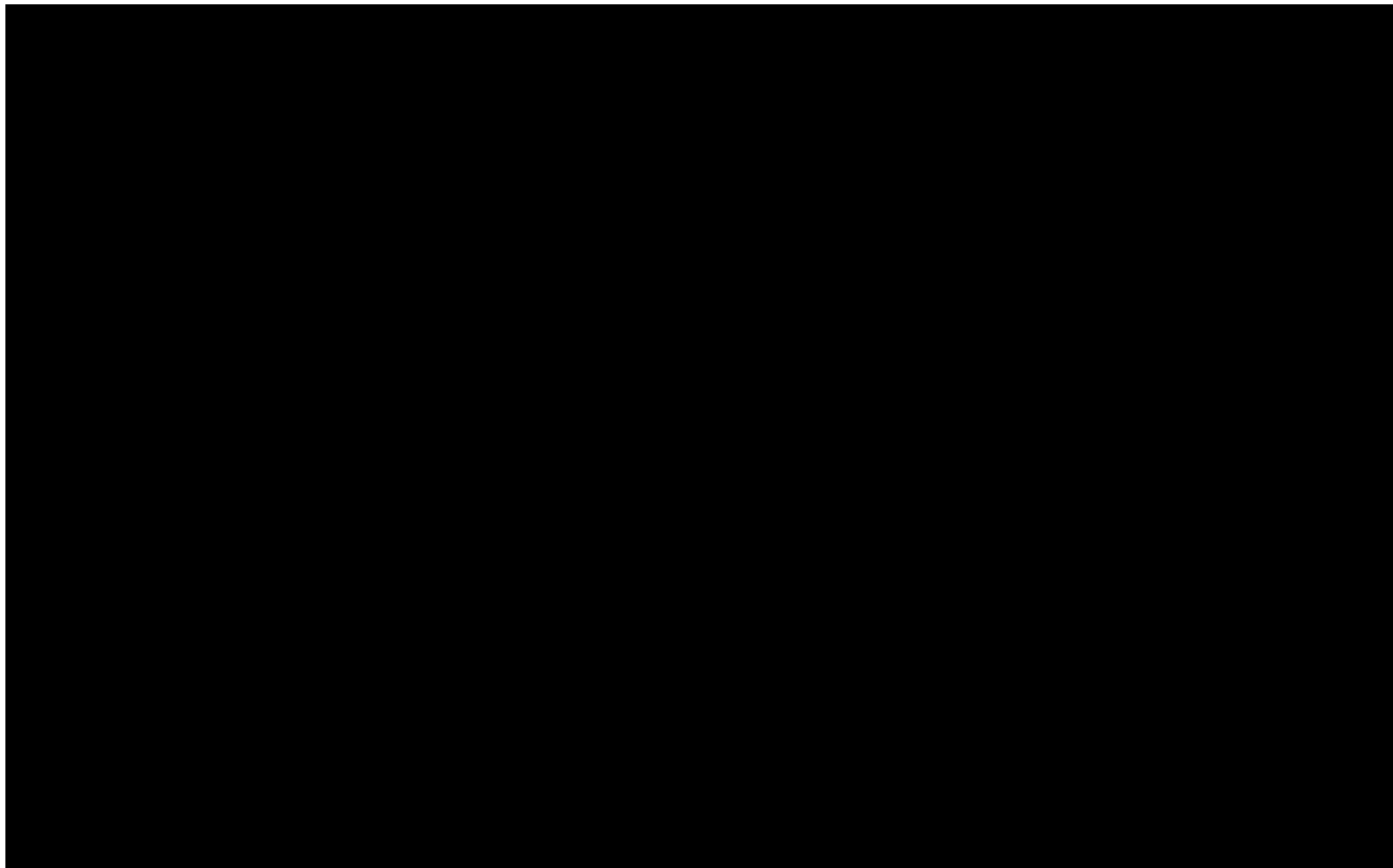
## #4: Practice It

# PRACTICE, PRACTICE, PRACTICE

- **“Praise the Process”**: praise for perseverance in problem-solving. (Not for being smart or talented)
- For young children, positive reinforcement can be helpful. (Get “caught” practicing growth mindset)
- Struggling productively builds resilience. (Don’t jump in)
- Celebrate mistakes! (It’s an opportunity to grow our brains)







# What We Know ....

- Young children naturally lean toward a growth mindset.
- They are curious about their environment and explore/learn through using all of their senses.
- They enjoy learning through trial and error, as well as modeling and teaching.

**At what point do they make the shift from growth to fixed mindsets?**



Dr. Carol Dweck states ....

***“If we want to give children a gift, the best thing we can do is to teach them to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning.”***



# OUTCOMES

**As a result of this training, you CAN:**

- Model a growth mindset in the classroom.
- Introduce and teach growth mindset to young children.
- Encourage children to embrace challenges and celebrate their mistakes.



# It's Giveaway Time!!

"I love free stuff!"

"Pick me, pick me!"

"I hope I win!"

"Oh, boy!"



"This is so exciting!"

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To learn more, contact

**ANDREA DUNLAP**

Regional Manager

[adunlap@lakeshorelearning.com](mailto:adunlap@lakeshorelearning.com)



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**THANK YOU  
FOR  
ATTENDING**