 The power of ‘yet’ for success

Duration: 45 minutes

Purpose of the task

Mindsets are a series of self-perceptions or beliefs people hold about themselves. These determine behaviour towards challenges, outlook on achievement and attitude towards success. Two mindsets have been found to influence motivation and achievement.

* Growth Mindset – where a person believes that their abilities can be developed through dedication and hard work.
* Fixed Mindset – where a person believes traits such as talent and intelligence are innate and fixed and cannot be altered through effort.

Teacher Further Learning:

* [Mindset Works – What is mindset?](https://www.mindsetworks.com/webnav/whatismindset.aspx)
* [Ted Talk – The key to success? Grit.](http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit?language=en)
* [Overview of Mindsets](http://au.professionals.reachout.com/mindsets)
* [Carol Dweck on Mindsets](https://www.youtube.com/watch?v=hiiEeMN7vbQ)

Course outcomes

1.3 Build positive thinking, self-belief and a sense of empowerment to take action to promote meaningful futures for self and others.

4.1 Demonstrate capacity to build resilience and adapt to manage current and future challenges.

4.2 Propose, apply and evaluate solutions to take action to lead and contribute to healthy, safe and meaningful lives.

What do we want students to know, understand or be able to do?

* Identify their personal strengths and reflect on times when they have used their strengths for positive outcomes.
* Reframe their thoughts and language using the term ‘yet’ to switch from a fixed mindset to a growth mindset.

Required resources and materials for preparation

Student activities are set around:

* Small group
* Individual activities
* Offline and online

Equipment required:

* Picture cards (A4) each depict an image to reflect character strengths. Images should vary and come from images from media sources including magazines, newspapers, Twitter, Pinterest, Instagram or through Creative Commons licenses.
* Access to the internet and laptop, tablet or phone
* *Mindsets worksheet*

Suggested content

| Learning context  | Content |
| --- | --- |
| Mental health and wellbeingFocus: Developing self-efficacy and mental fitness | Building resilience* recognising achievements and successes

Self-awareness and self-regulation* perspective taking
* holistic view of life

Positive wellbeing* accomplishment
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| IndependenceFocus: Building self-concepts and independence | Self-management* using mind-sets for motivation and achievement, e.g. growth mind-set
* managing change and initiating contingency plans
* responsibility for self and actions
* planning, setting, tracking and modifying goals
* strategies for future success
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Teaching notes

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of Life Ready sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of Life Ready can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of Life Ready may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the Life Ready program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the Life Ready program they are concerned about. A sample information letter is available on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Learning experiences

Know your strengths

* Students identify their strengths using the ‘Identifying strengths, skills and strategies’ activity.

Which picture represents you?

This activity could be conducted as a whole group, small groups, or individually.

* Spread the Picture cards within the room. Ask students which picture cards describe the strengths they see in themselves?
* Choose 2 cards and describe a time where you have used these strengths.
	+ How did you know how to use these strengths?
	+ Did they come naturally, or did you learn them from someone else?
* Which strengths do you find most challenging? Explain why.
* How could you improve on these strengths?
* Who could help you improve your strengths?

Mindsets – famous failures

* Students watch the YouTube clip [Famous Failures](https://www.youtube.com/watch?v=zLYECIjmnQs&list=PLmQSJICY9X0fEdDOwepUX60JvBiYAqqap). While watching, students record 3 pieces of information they find in the short clip.
* Students choose one ‘Famous Failure’ to investigate further online. Collate information about the person using the following headings:
	+ who
	+ what
	+ when
	+ where
	+ how.
* Present information back to the whole group. The following questions could be used to debrief the activity.
	+ What character strengths have been used by these famous failures to achieve their successes?
	+ What assists you to keep going when you find a task or activity difficult? E.g. a homework task or an assessment task.
	+ Identify your top 3 character strengths that can assist you when you are finding tasks or activities difficult.

What are mindsets?

* Students complete [Mindsets worksheet using fact sheets](https://au.reachout.com/articles/how-to-challenge-a-negative-mindset#The) from ReachOut.com

Note: If unable to access the internet, teachers can download and print the fact sheet prior to the lesson.

* Discuss as a group the word ‘yet’.
* Students describe three situations where they have experienced a fixed mindset.
* Students create three sentences that use the word ‘yet’ to turn that thought around to a growth mindset.

Spreading the growth mindset message

* Students work in small groups to develop a whole school idea for spreading the understanding about a growth mindset. For example, create posters that describe how to develop a growth mindset, have a failure challenge day, reward students and teachers or how use the word ‘yet’.

Mindsets

Explore: [Reachout.com](https://au.reachout.com/articles/how-to-challenge-a-negative-mindset#The) to answer the following questions:

1. What are mindsets?

1. Name and describe two kinds of mindsets

1. How do you build a growth mindset?

1. Your friend has a fixed mindset about being able to completer his/her homework for Biology. What could you do to help your friend develop a growth mindset?

1. What could you do to boost growth mindsets at your school?