

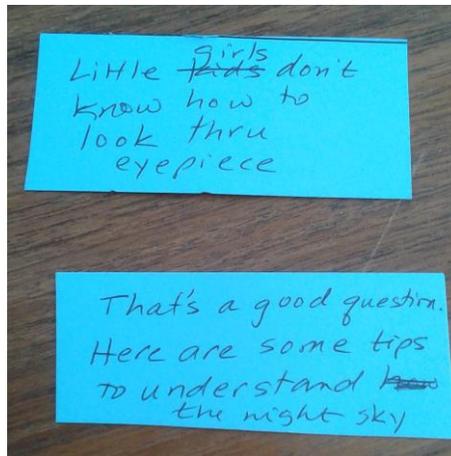
## Steps for the Mindset Cards Activity

Learning about growth mindset and using it are two different things. What we say to students can help them understand whether mistakes are something to avoid or a healthy part of learning. Here is an activity designed to help you and your learners investigate actual language you can use / avoid / explore.

Steps:

1. Print out the card sheet and background chart for the activity – one set per group.
2. Cut up the cards along the cut-out lines and shuffle a bit. The bottom parts of the paper keep until the end of the activity.
3. After introducing / discussing growth vs. fixed mindset, hand out the chart and cards.
4. Have the groups sort the language cards into the columns “Fixed Mindset” “Growth Mindset” or “Not Sure”. Allow discussion to happen and to have different viewpoints respected.
5. Have a group discussion afterwards about the their experience.
6. Hand out the blank bottom parts of the paper and invite the participants to write one example (that relates to their daily work or life) of a fixed mindset response and a growth mindset response.

As an example, I developed this activity for a training workshop for amateur astronomers who were looking to engage girls in astronomy more effectively.<sup>1</sup> When it came time for them to write their own growth mindset language cards, they thought about what is encouraging and discouraging at the telescopes. Here is a picture of one pair of responses. Can you tell which is fixed and which is growth?



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<sup>1</sup> Research shows that girls and boys have similar abilities and interest in science, but that the biggest hurdle girls have to overcome is the exclusion they experience in scientific settings. Developing a growth mindset is one way our teachers and outreach people can show that anyone can do science, that there aren't any "science types" and "non science types" – there is just effort and trying new strategies that develop our science skill set.

Activity in practice:

