

# Teacher’s Manual for 1B:

## Developing a Growth-Mindset for the Workplace

### **Module Key Learning Target:**

- I can analyze and discuss opportunities to grow and develop my employability skills.

### **Learning Targets for 1B:**

- I can analyze and discuss opportunities to grow and develop my employability skills.
- I understand what a growth mindset is and can use it to help me approach challenges.

<u>Activities</u>	<u>Page</u>
1. What Do You Think: Which Quote Do You Connect With?	2
2. Gallery Walk: Growth Mindset in the Workplace	4
3. Group Activity: Sorting & Improving Mindsets	8
4. Individual Reflection: Working through New Skills	10
5. Session Wrap-Up	12
Resources	14

\*This lesson runs longer than an hour. We advise you to choose one of the two comparable, **highlighted** activities to best serve your students in the timeframe available.

## What Do You Think: Which Quote Do You Connect With?

**Suggested Timing: 10 to 15 Minutes**

### **Facilitation Steps:**

1. Ask for a student volunteer to read the directions, then answer any questions. Encourage students to read all of the quotes before selecting the one they wish to write about.
2. Give students time to read through the quotes and to take notes around how they connected with these words.
3. Have students pair up to share – this can be done by having students count off or simply turning to a neighbor.
4. Please feel free to participate by choosing a quote yourself and joining in the share-out.
5. Review the learning target through the lens of this lesson.

**Which Quote do you Connect With?** 

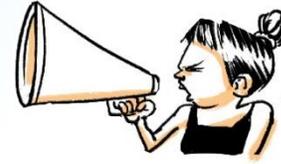
1. Which quote is the most interesting to you?
2. Why did you choose this quote?

### **Tips for Successful Implementation:**

 <p><b>Time Management:</b></p> <ul style="list-style-type: none"><li>• If you want to spend more time with this lesson, you can segue the pair discussion into either a small group or whole class discussion about the quotes to foster a sense of community.</li></ul>	 <p><b>Accommodation:</b></p> <ul style="list-style-type: none"><li>• Consider reading all the quotes aloud at the beginning of the activity, either yourself or through student volunteers. Students will be less likely to skip longer quotes and struggling readers will be able to access and consider each quote and its message more.</li><li>• Be the first to share out your quote and reason(s) for selecting it so that you can provide the model that you want everyone else to follow.</li></ul>
 <p><b>Organization/Class Management:</b></p> <ul style="list-style-type: none"><li>• The discussions and share-out could be done in small groups instead of partners if this facilitates better conversations.</li><li>• You can guide the share-out by moving through the quotes in order, or find out the most popular quotes and discussing them in that order.</li></ul>	

# 1B - Developing a Growth Mindset for the Workplace

## WHAT DO YOU THINK: Which Quote do You Connect With?



**DIRECTIONS** Read over the quotes below, and identify the one that interests you the most. Use the lines to explain why you chose that quote and be ready to share with a partner.

“Dreams don’t work unless you do.”  
~ **John C. Maxwell**

“I try to learn as much as I can because I know nothing compared to what I need to know.”  
~ **Muhammad Ali**

“The problem human beings face is not that we aim too high and fail, but that we aim too low and succeed.”  
~ **Michelangelo**

“If you don’t like something, change it. If you can’t change it, change your attitude.”  
~ **Maya Angelou**

“Most of the important things in the world have been accomplished by people who have kept on trying when there seemed no hope at all.”  
~ **Dale Carnegie**

“Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do.”  
~ **Sarah Frances Brown**

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 **Assessment:**

- Are students able to connect with a quote and explain that connection?
- Do partners appear to be practicing good active listening skills when sharing?

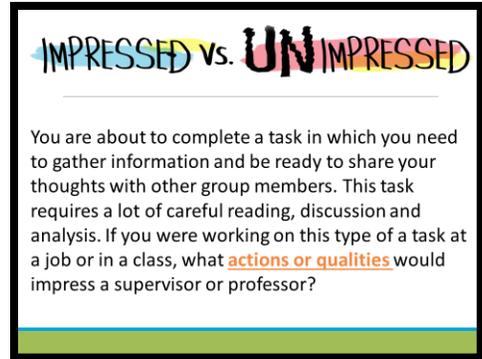
## Gallery Walk: Growth Mindset in the Workplace

**Suggested Timing: 25 to 30 Minutes**

**Materials:** Gallery Walk papers

### **Facilitation Steps:**

1. Have students complete the Impressed vs. Unimpressed activity related to the skills needed to successfully complete the Gallery Walk. Ask volunteers to share their answers as a starting point for a brief discussion.
2. Divide the students into groups of 3 to 5 and direct them to circulate through the Gallery Walk as a group, visiting each of the five stations, noting key information, and recording any questions that come to mind.
3. Prompt students to discuss the information from each station with their group members before moving to the next station.
4. Circulate around the room as the students take their Gallery Walk, helping them identify key points, checking for comprehension and highlighting “impressive” behaviors.
5. Once the groups have visited each stations, have them return to their seats, and facilitate a discussion, working through each station’s key points and the questions students have.
6. At the end of this debrief, have students rate themselves from an employer’s perspective for their attitude, demeanor, and participation during the Gallery Walk.



**IMPRESSED vs. UNIMPRESSED**

You are about to complete a task in which you need to gather information and be ready to share your thoughts with other group members. This task requires a lot of careful reading, discussion and analysis. If you were working on this type of a task at a job or in a class, what **actions or qualities** would impress a supervisor or professor?

**Plus 2 additional slides**

### **Tips for Successful Implementation:**

 <p><b>Organization/Class Management:</b></p> <ul style="list-style-type: none"><li>• Be strategic in organizing small groups if randomly counting off would not be as productive.</li><li>• Focus your attention on groups having difficulty with the stations.</li></ul>	 <p><b>Time Management:</b></p> <ul style="list-style-type: none"><li>• Look to identify only one or two key points for each station.</li><li>• List all the questions and first answer those that overlap.</li><li>• You may want to set a time limit for each station and prompt the groups when they have a minute before they have to move to the next station.</li></ul>
 <p><b>Accommodation:</b></p> <ul style="list-style-type: none"><li>• Even with a structured chart for recording information, some students may struggle to identify the most important information and to generate relevant questions. Consider working with these students on the first station, modeling how to identify and record the most important information, and how to generate a thoughtful question about what they see.</li></ul>	

**1B - Developing a Growth Mindset for the Workplace**

# IMPRESSED vs. UNIMPRESSED

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## Gallery Walk - Growth Mindset in the Workplace

**Growth Mindset** is “the understanding that abilities and intelligence can be developed.”<sup>1</sup>

**DIRECTIONS**

Visit the different stations and use the chart below to record your thoughts and questions. Be prepared to discuss each station with other group members.

Station	Key Information	Questions
<b>A - How Your Brain Learns</b>		
<b>B - Growth vs. Fixed Mindsets</b>		
<b>C - Examples of Fixed Mindsets</b>		
<b>D - Examples of Growth Mindsets</b>		
<b>E - Mindset and Achievement</b>		

<sup>1</sup> Carol, Dweck. “Decades of Scientific Research That Started a Growth Mindset Revolution.” Science Impact, [www.mindsetworks.com/science/](http://www.mindsetworks.com/science/).

**Assessment:**

- Are students able to identify the key points at each station?
- Do the groups stay on topic as they circulate around the Gallery Walk?
- Can students articulate a general understanding of a growth mindset?

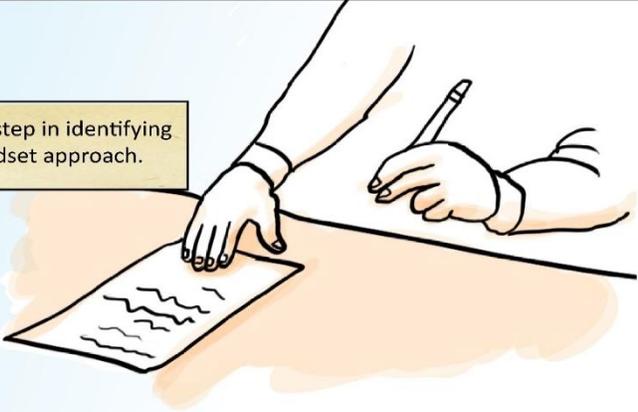
## 1B - Developing a Growth Mindset for the Workplace

### **SELF-RATING:**

Reflecting on your current performance is one step in identifying ways to improve and embrace a growth mindset approach.

If a supervisor or professor had been observing me so far, I think they would have given me a ...

\_\_\_\_\_ out of 5 for  
my communication with other group members during the gallery walk activity.



*Intentionally Blank*

## Sorting and Improving Mindsets

\*Optional: This group activity promotes more practice with thinking through growth mindsets.

### Suggested Timing: 20 to 25 Minutes

**Materials:** Mindset Situations

### Facilitation Steps:

1. Divide students into small working groups and distribute the mindset situations.
2. Have a student read the directions and clarify any questions about the two steps involved: first separating examples of fixed and growth mindset and then choosing three fixed mindset situations to discuss.
3. Circulate around the room to make sure groups are able to distinguish between mindsets and able to recommend changes to move a fixed mindset toward a growth mindset, helping any groups struggling.
4. Ask for groups to share out a situation and their recommendations. Note and highlight different approaches to similar situations.

### Sorting and Improving Mindsets

- 1) Sort the situations into fixed and growth mindsets.
- 2) Pick two or three of the fixed mindsets and decide how the person can adopt a growth mindset instead.

### Tips for Successful Implementation:



#### **Time Management:**

- If time is a consideration, perhaps facilitate a group brainstorm to divide the situations by fixed or growth mindsets, then have groups select only one or two fixed mindset situations to discuss.
- Selecting one situation for all the groups to work on, and then discussing growth mindset possibilities as a class would also help the activity go quicker.



#### **Accommodation:**

- It is important to understand that the topic of mindsets can be a difficult, abstract concept for many people. To help them sort situations, consider giving students an essential guiding question like, “Does this person seem stuck on an idea or do they seem able to change their mind?”
- If you have ELL students, note the opportunity for personal growth when acclimating to new places and people.

## Sorting & Improving Mindsets

**DIRECTIONS** Work with your group to sort the short situations into examples of fixed and growth mindsets. Then go back and look at the fixed mindsets. Pick two to three of the fixed mindset situations to discuss. Identify ways the person in the situation could take steps to adopt a more growth mindset approach. Use the chart below to organize your thoughts.

### Fixed Mindset Examples


### Strategies for Adopting a More Growth Mindset Approach




**Assessment:**

- Are students able to distinguish between the fixed and growth mindset situations?
- Did the groups offer viable strategies to adopt more of a growth mindset approach?

## Individual Reflection: Working Through New Skills

\*Optional: This is an individual activity. Students should be comfortable enough with the idea of growth mindset to apply it to themselves.

**Suggested Timing: 10 to 15 Minutes**

### **Facilitation Steps:**

1. Review the concept of a growth mindset with students, then have them respond to the questions in their manual about working through new skills.
2. Share a skill you are currently learning that is linked to your employment.
3. Encourage students to brainstorm as many strategies as they can and as many people who could support them.

### **Working Through New Skills**

- Describe a skill, task or subject that you are currently struggling to master.
- What parts are giving you the most trouble?
- Where have you already made progress? Or, on which parts do you think would be the easiest to make progress?
- What resources and people can help you?

### **Tips for Successful Implementation:**



#### **Time Management:**

- If you have time, you can use the students' individual reflections to start a discussion about strategies that help build a new skill, and people who can provide support.



#### **Safe Space:**

- This activity may bring up feeling of failure for some students. Emphasize how mistakes can also help grow skills.

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Individual Reflection: Working through New Skills

**DIRECTIONS** Answer the questions about your own experience with building a new skill. The example can come from any part of your life about which you feel comfortable writing and talking.

1. Describe a skill, task or subject that you are currently struggling to master.
2. What parts are giving you the most trouble?
3. Where have you already made progress? Or, on which parts do you think would be the easiest to make progress?

Strategies and Resources That Could Help

People Who Could Provide Support



**Assessment:**

- Where students able to identify strategies to help them work through building a new skill?
- Did they apply the concept of a growth mindset to their skill acquisition?

## Session Wrap-Up

### Suggested Timing: 5 to 10 Minutes

#### Facilitation Steps:

1. Review the session Learning Targets, then ask students to take a moment to note the new component of this reflection — using a growth mindset approach when responding to difficulty.
2. Have students assess themselves with the Target Check-in; reminding them that this reflection is private and that no one will be asked to share their responses, and that there is no best answer, rather this is an opportunity for a genuine assessment of where they are in terms of this skill.
3. Finally, encourage them to be specific in their reason(s) for rating their skill level as they did.

#### Learning Targets

- I can analyze and discuss opportunities to grow and develop my employability skills.
- I understand what a growth mindset is and can use it to help me approach challenges.

**Plus 1 additional slide**

#### Tips for Successful Implementation:



##### **Dig Deeper/Extensions:**

- Discuss the value and use of reflection in terms of workplace learning, personal relationships, school work and goal-setting.
- Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.



##### **Accommodation:**

- Some students may need support to complete the goal, next steps and obstacle section. Encourage them to focus on one piece of the task at a time in order to keep it manageable.

## Session Wrap-Up

I used to think

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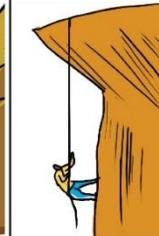
But now I think

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### Target Check-In

				
	1 Not sure ...	2 Working on it ...	3 Almost there ...	4 I can do it!
Read each learning target and <b>check</b> the ratings that best match how you feel.				
I can analyze and discuss opportunities to grow and develop my employability skills.				
I understand what a growth mindset is and can use it to help me approach challenges.				

I feel this way because ...

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**Assessment:**

- Are students able to identify how their thinking has changed?
- Are students able to see the value of having a growth mindset when approaching challenges?
- Are students able to explain their rating?

## Resources for 1B in Teacher's Manual

	Standard Resources	Page
1.	Sorting and Improving Mindset Cards	15
2.	Gallery Walk — Growth Mindset in the Workplace	16

## Sorting and Improving Mindset Cards

After two weeks of trying to learn how to play, Alex puts her guitar in the back of her closet.	Greg is disappointed by his WBLP evaluation and wonders if there is a way for him to improve at work.
Sam has never beaten his older brother at chess and thinks he probably never will.	After receiving feedback on her residential model, Brittany looks online for YouTube tutorials in architecture.
Sasha believes that her sister, Dalia, is naturally better at math.	Nadine decides to talk to her sister about how she did so well in physics.
Benjamin thinks he should quit his internship because he is having a hard time with the filing procedures.	Brad doesn't know how to use the cash register at work and wonders who he could ask for help.
Misha believes you get your intelligence from your parents.	When Nate starts to have trouble in math class, he decides review his notes from the beginning of the year.
Chaz thinks that since he got a D on his first Chemistry test he isn't going to be successful at his internship working at a lab.	Martina signs up to receive a daily motivational email that she reads before going to her internship.
Danzi thinks that because no one else in his family ever finished high school, he won't be able to either.	Fran is starting an internship at a software developer and decides to ask her computer science teacher for extra help.