

Learner Outcomes

Short-term outcomes:

- Learners understand the basic concept of growth mindset and neuroplasticity, and its application to their current and future learning.
- Learners are able to identify both positive and negative mindsets within themselves and can consider its potential impact to their lives.
- Learners acquire and practice tools to support their reflective thinking.
- Learners recognise challenges as a key element of their development and progress.

Medium-term outcomes:

- Learners understand challenges and failure in a broader context than the school or college setting.
- Learners demonstrate an understanding that learning is life-long and is not restricted to educational settings.
- Learners develop optimism for their ability to achieve their goals.

Sequence of Learning Activities:	Timings	Facilitator Activity	Attendee Activity	Resources
Introduction	3 min	<p>Introduce staff, Hello Future, and the Aims and Outcomes.</p> <p>Explain ‘Why does having a Growth Mindset matter?’</p> <ul style="list-style-type: none"> - It helps with self-confidence - Achieving goals - Studying or working in the fields you enjoy - Fulfilling your potential <p>Explain that later in the session you will unpick the term ‘Growth Mindset’ and explore what it means further.</p>	Active listening	<p>Classroom with small groups around tables</p> <p>PowerPoint</p>
Activity: Paper Structure Challenge	10 min	<p>Introduce the paper structure challenge in a way that encourages a <i>fixed</i> mindset. E.g. Only 1 in 30 can complete this challenge first try, just expect you to have a go not to complete it. Emphasis on the task being <i>really</i> difficult.</p> <p>The challenge is to re-create the paper structure on slide 5 and with the examples shown: only using scissors and one sheet of paper. The learners</p>	<p>Taking part in activity</p> <p>Active discussion</p>	<p>Classroom with small groups around tables</p> <p>PowerPoint</p> <p>Scissors (one pair per group)</p> <p>A5 paper</p>

		<p>cannot touch the example paper structure. Slide 6 shows how you can make this structure.</p> <p>Take note of the language in the room and how learners approach the task.</p> <p>Next discuss:</p> <ul style="list-style-type: none"> • Success? • How did you feel when the challenge was introduced? • How did you feel when someone else completed the task? <p>Briefly introduce a Growth Mindset and a Fixed Mindset (use examples from what was said around the room during task).</p>		<p>Example paper structure</p>
<p>Card Activity</p>	<p>5 min</p>	<p>Explaining the difference between a Growth and Fixed mindset.</p> <p><i>Explain activity</i></p> <p>Learners working in their groups to organise the cards into two piles, one of fixed mindset statements and one of growth mindset statements. At the end of the activity have the learners share with the class examples of each mindset.</p>	<p>Taking part in activity</p>	<p>Classroom with small groups around tables</p> <p>Cards</p>
<p>Activity: Neuroplasticity (Slide 9)</p>	<p>10 min</p>	<p>Get the group to separate into pairs. With your pair, you must look each other in the eye and each say 1,2,3 one at a time and see how fast you can say it. This will be difficult because it alternates and it tricks your brain.</p> <p>Partner A: 'One' Partner B: 'Two' Partner A: 'Three' Partner B: 'One' Partner A: 'Two' Partner B: 'Three'</p> <p>[Repeat until you and your partner can count 'One – Two – Three' on repeat really fast!]</p> <p>For the next turn, switch partners. Now instead of saying '1' you have to nod. [Now saying *action*, 2, 3]</p> <p>Change partners again for the next turn, switch '2' with a clap</p> <p>Change partners for a third time and switch '3' with a stamp of the foot. You will now be alternating three actions. Some will find this more difficult than numbers, others might find actions easier.</p>	<p>Activity in pairs</p>	<p>Chairs tucked in – learners need room to move around and find a new partner</p>

		<p>Finally, move back with your original partner and alternately repeat 1, 2, 3 together.</p> <p>The group will find this is much easier now you have practiced with different people and your brain has adjusted to the situation.</p>		
Reflect: Neuroplasticity	3 min	<p>Ask the questions: Was it easier after practice? Was anyone surprised at how quickly they got it?</p> <p>Explain that a simple task, such as counting to three, becomes difficult when you have to try it a different way (by counting with a partner and alternating numbers with actions). But, with practice, and by varying how you practiced (with different partners) the task got easier and you became more effective.</p> <p>This is to show the theory of 'Neuroplasticity'. Neuroplasticity is that the brain can learn new ways of thinking and recalling if you keep practicing. See the following video for a full explanation: https://www.youtube.com/watch?v=ELpfYCZa87g</p>	Active discussion and listening	Sitting back at tables
Activity: Team Cup Challenge	13 min	<p>Learners work in teams and start with 6 cups stacked in one pile. They must create a pyramid using both elastic bands and string and cannot touch any part of the cup with their bodies.</p> <p>After the first turn, explain the Fail Well Cycle from the booklets and get learners to talk through what worked, what didn't and what they would do differently next time.</p> <p>Set learners off to try again, this time in a race.</p>	<p>Working as a group to complete the task</p> <p>Active engagement</p>	<p>Classroom with small groups around tables</p> <p>Plastic cups (6 per group)</p> <p>Elastic bands</p> <p>String</p>
Fail Well Explanation	2 min	<p>Explain that often with new challenges we can come across obstacles. The key is to reflect on your first try and identify the small changes you can make so that next time your input is more effective.</p>	Active listening	PowerPoint
Iceberg Illusion	5 min	<p>Using the 'iceberg illusion' in the booklets to talk about success.</p> <p>'Success isn't just what we see – e.g. for a successful athlete we see wealth, gold medals, fame etc. but we don't see the 5am starts, the setbacks, the sacrifices etc.'</p> <p>Emphasise that success is not pre-determined.</p> <p>Learners are to work in groups to choose someone they admire and list the 'visible' and 'invisible parts' of their success. They can do this by drawing an iceberg diagram to list these.</p>	Working in groups to complete activity	<p>Classroom with small groups around tables</p> <p>PowerPoint</p> <p>Coloured pens</p> <p>Paper</p>

Statements of intent	5 min	<p>Tying session together by bringing it back to something tangible.</p> <p>Learners must choose three growth Mindset statements they could use to achieve their goals, such as:</p> <ol style="list-style-type: none"> 1. In school (a subject you don't enjoy or struggle with) 2. In your personal life (sports team, drama group, learning something new?) 3. In your future (career, university, apprenticeship) 	Filling in statements in booklet	<p>Classroom with small groups around tables</p> <p>Booklets</p>
Conclusion	3 min	<p>End the session by linking Growth Mindset to the future. After exploring how a Growth Mindset can support learners through exams and school. Emphasise that this is a mindset to help them beyond school and throughout their next steps into Higher Education.</p>	Active listening	Classroom with small groups around tables