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| **“The Right Mindset”** | |
| **Session aims** | * To encourage students to identify their strengths and weaknesses in terms of characteristics that help them with their studies * To introduce the ideas of fixed and growth mindsets - how to challenge the fixed and how to foster the growth |
| **Before the session - preparation** | * Prepare a couple of PowerPoint slides on growth and fixed mindsets with examples of how these look in practice * Informative prompts for each activity in case the group are very quiet * Post-it notes and flip chart paper, pens etc. |
| **TIMING** | ACTIVITIES and RESOURCES |
| **Start/intro**  ***15 minutes*** | Ice Breaker - Think/Pair/Share activity   * Write on a post-it 2 qualities that help you succeed, and one barrier you have to success * After a few minutes, share in pairs or small groups * After another few minutes, get each group to feed back to the group   Snowball activity (start)   * Ask them each to write the barrier on a slip of paper, and hold on to that until the end of the session |
| **Main activity**  ***35 minutes*** | Growth/Fixed mindsets   * PowerPoint on these * Examples * Get the groups to interact by asking questions such as “how would this impact your studies?”, or “how could you encourage a growth mindset in yourselves and others?” * Impact in academic life, and outside academics   Overcoming barriers - continue the Snowball activity   * Crumple up the piece of paper with your barrier and throw it to the front of the class * Stand up, pick up another person’s snow ball * Write a response - a tip or solution of how to overcome that barrier |
| **End**  ***10 minutes*** | * Get the students to feedback the suggestions to overcome the barriers * This will lead to reflection on what they have learned * Use mentimeter to have students anonymously submit what they are taking away from this session * After the session write up a session summary based on the strengths and barriers they came up with and the mentimeter feedback - circulate this via email so they can have a record of what they learned |
| **Back up plans** | * Can be run with a small group by adjusting the activities slightly - for instance free discussion rather than Think/Pair/Share * Have lots of info prepared to fill each activity if the group is not very interactive - could become more of a passive information session if they don’t speak up |