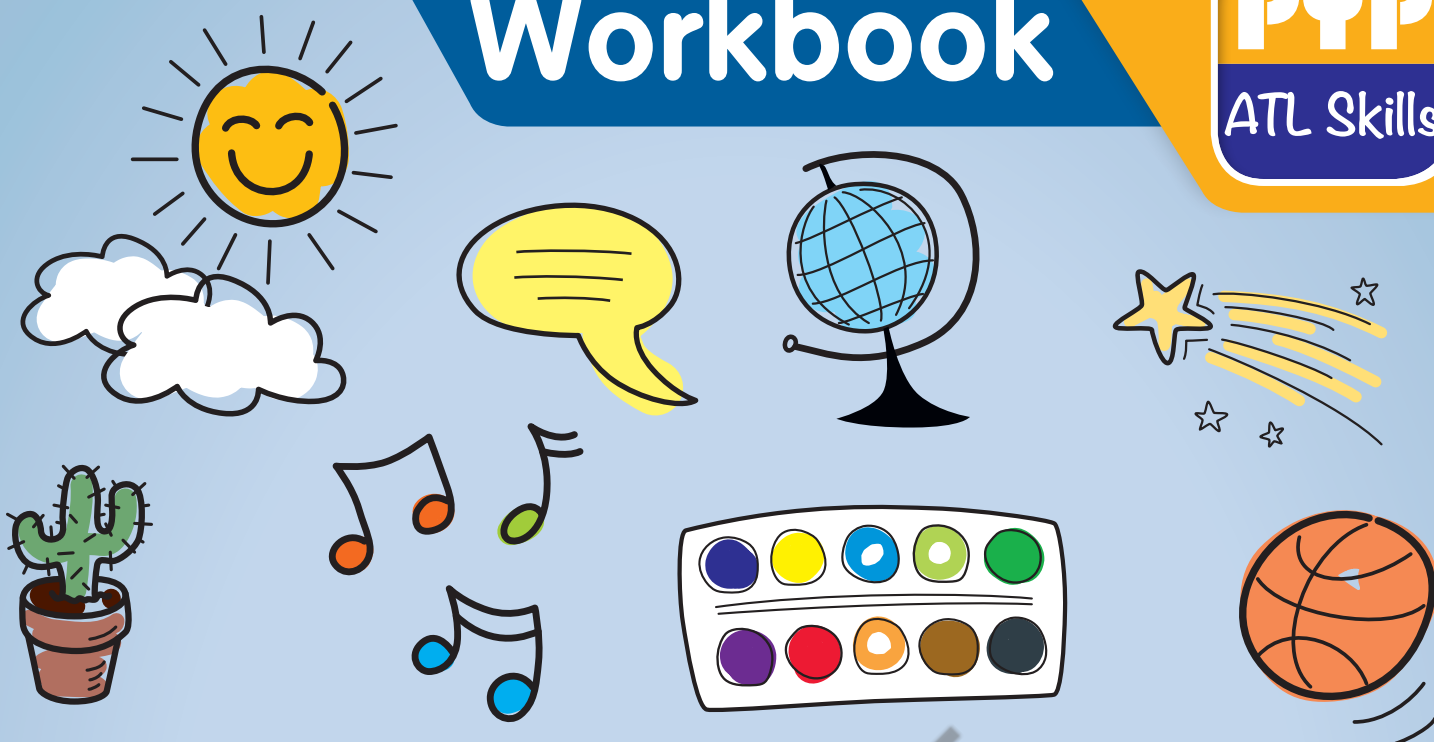
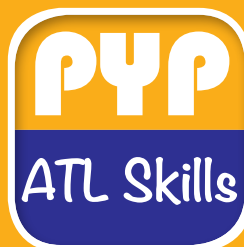


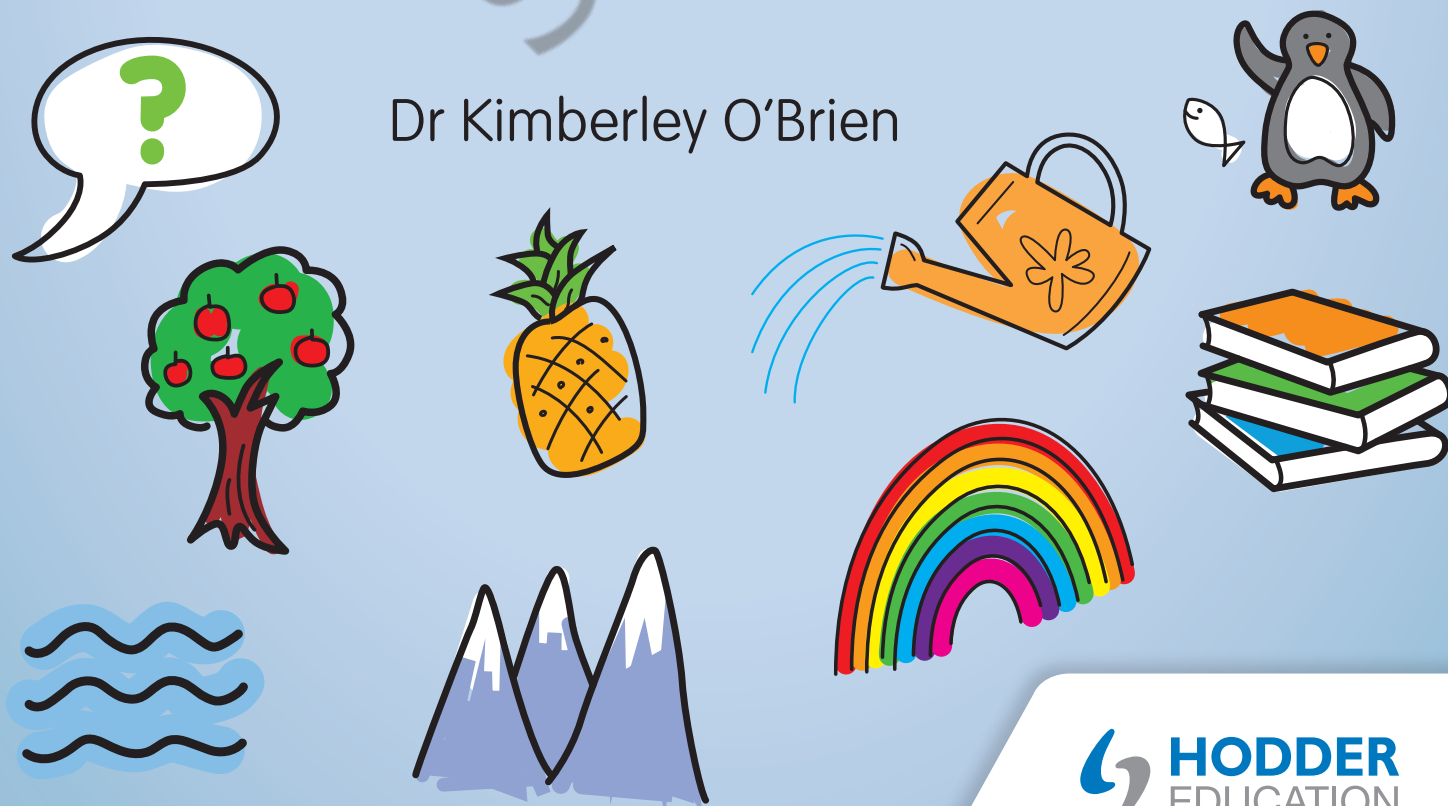
Workbook



Growth mindset

Self-motivation, Perseverance
and Resilience

Dr Kimberley O'Brien



Growth mindset

A **mindset** is the way we think about problems and challenges and the way we try to solve them. We often talk about two different mindsets: a **fixed mindset** or a **growth mindset**.

It can be disappointing when you don't do well at something. Sometimes, you might feel angry or frustrated with yourself for not getting it right. At these times, you can choose to have either a fixed mindset or a growth mindset.

A fixed mindset is associated with statements such as:

- I can't.
- It's too hard.
- I'll never get it.

A growth mindset is associated with more worthwhile statements such as:

- I can learn this.
- I'll find a way.
- I don't know this yet.

Having a growth mindset will help you to overcome challenges more easily. For example, when something difficult happens, you will be able to ask, 'It didn't go the way I hoped, but what can I learn from this?'

In this book, we will work together on ways in which you can build a growth mindset by increasing your self-motivation, perseverance and resilience.

- **Self-motivation** is thinking you can do something, and working towards it.
- **Perseverance** is about pushing ahead when progress is slow or difficult.
- **Resilience** is about teaching yourself to cope when things go wrong or are not as you expected.

► ACTIVITY ◀ Find a word

Let's circle the words or phrases we often associate with a growth mindset.

improve

can't

plan B

try again

learn

no

train

practise

options

team

hard

feedback

flexible

open

difficult

new

growth

confusing

mindset

closed

mistakes

stupid

attempt

▶ ACTIVITY ◀

Quiz: How well do you manage setbacks?

Having a go is the most important part of learning. When you're brave enough to try something new, it's completely fine to get things wrong. The first step is to try. Don't worry about making mistakes. They're just minor **setbacks** and everything gets easier with practice!

Answer the questions below to see how well you cope with setbacks.

Question 1

Your teacher gives your class a page of maths problems to try but they look like nothing you've ever tried before! What do you do next?

- A** Start with the first question and do the best you can.
- B** Feel worried for a bit and then look for a question that might be a little easier to get started.
- C** Feel worried and unable to start: you don't know how to do these questions at all. What if you get them all wrong?

Question 2

A friend you met at art class invites you to her birthday party. When you arrive, you don't know anyone else there. What do you do?

- A** Take a deep breath and strike up a conversation with the first friendly-looking person you see.
- B** Look around the room until you spot your friend from art class. Then go over to her and stay with her for the whole party.
- C** Make a run for it! Your mum might still be outside.

Question 3

Have you ever tried something and failed? Is it true that practice makes perfect?

- A** Yes! You can get better at anything if you try for long enough.
- B** Maybe. Some things are harder than others, so it's not always true.
- C** No! You are either good at something or you're not.

Question 4

You thought you did really well in a spelling test but you actually failed. What do you do next?

- A** Speak to your teacher, or a parent or carer, about what went wrong and how you can do better next time.
- B** Feel frustrated but decide to try harder on the next test.
- C** Decide that spelling is something you're just not good at and focus your efforts on maths instead.

Question 5

Your teacher gives you some feedback about a project you did and suggests how you could improve. How does this make you feel?

- A** Grateful – tips from your teacher are always helpful!
- B** Embarrassed – it's hard to hear that you could do better.
- C** Angry – you did your best and feedback is a waste of time.

Grade your quiz

Give yourself 3 points for every C answer you chose, 2 points for every B answer and 1 point for every A answer. Add up your points.

Your score: /15

Now look at the table below to find out about your mindset.

5 points	Well done! You have a growth mindset. With this mindset, you can face setbacks with confidence and work on improvement.
6–10 points	Your mindset is quite mixed at the moment. There are times when you believe you can face setbacks and improve, but in other situations, you give up more easily. You've made a good start though, so well done!
11–15 points	Your mindset is quite fixed at the moment, but don't worry – the great thing about building a growth mindset is that everyone can do it!

► REFLECTION ◀

Were you surprised by your quiz results?

How do you feel about building your growth mindset?

SAMPLE

1 Self-motivation

Motivation is the feeling or impulse that encourages you to do certain things, such as getting a glass of water when you are thirsty. Being thirsty *motivates* you to get a drink.

Sometimes, you will be motivated by others – for example, if you are told you can watch TV as long as you tidy your room first. At other times, you will be self-motivated – you do something because you want to. This might be to benefit yourself or another person, but it is your idea to make it happen.

You may feel motivated if you are offered a reward or you receive encouragement from others. You might also be motivated by music, or by human needs (such as feeling hungry).

Let's find out how to spark your motivation!



▶ ACTIVITY ◀ Self-motivation

Let's learn more about self-motivation.



Leo wanted to improve his basketball skills, so every day after school he practised shooting hoops. No one else asked him to do this: he did it because he was self-motivated.

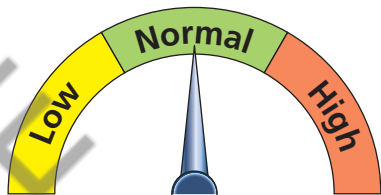
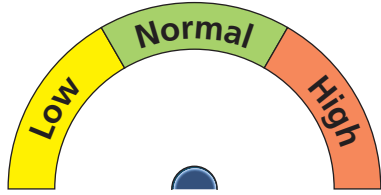
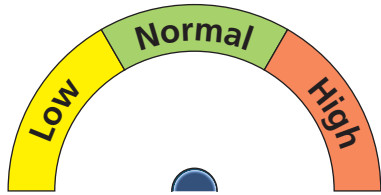
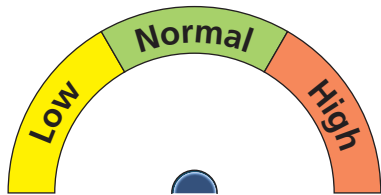
How about you? Can you remember a time when you were self-motivated? Maybe you wanted to achieve a new goal or learn a new skill. Write about the experience here.

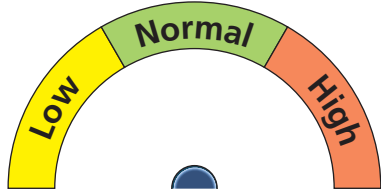
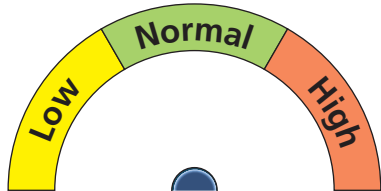
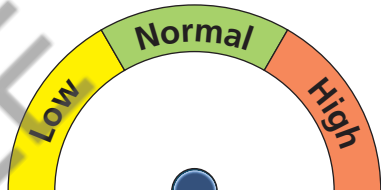
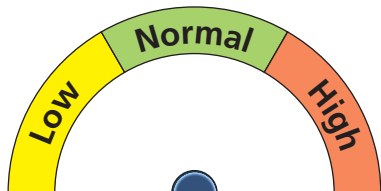
▶ ACTIVITY ◀

What motivates you?

Have you ever stopped to consider what motivates you to do the things you like? How about the things you do not like? Let's explore your motivation profile.

Review the following situations. For each one, think about what would motivate you to do it and draw an arrow to show how much effort it would take. The first one has been done for you.

Situation	What would motivate you to do this?	Effort required
Swim at the beach	Feeling hot, feeling a bit restless, joining friends or family who are already swimming	
Eat a chocolate cake		
Practise your favourite sport		
Have a warm bath		

Situation	What would motivate you to do this?	Effort required
Study for a test or exam		
Have an injection		
Jump on soft snow		
Jump in an ice bath in winter		

Can you describe two strategies you use to motivate yourself?

- 1 _____

- 2 _____

▶ ACTIVITY ◀

Thinking then doing

Being self-motivated can be challenging! We know what we *should* do to achieve our goal, but actually *doing* it may be a different story. Let's consider some of the **strategies** we can use to spark our motivation, with the help of Akari and her dad, Kobe.



Step 1

Setting a goal

A clear goal can help us to feel motivated because it defines our next achievable step. Let's help Akari to set a goal.

Step 2

Making a plan or schedule

Often, you can make a clear step-by-step plan to help you feel motivated. You can record tasks, times and deadlines in a chart to keep track of your goals and achievements.

Step 3

Rewards

You can give yourself a small reward each time you reach a milestone or goal. This will encourage you to keep going.

Step 4

Positive self-talk/positive reinforcement

You can say motivating and positive things to yourself, such as 'Well done' or 'Keep going'. You can also ask other people to cheer you on or encourage you.

What strategy can you suggest to help Akari improve her spelling?

Strategy

Think about these situations. For each one, suggest a strategy to help Akari to self-motivate.

Situation

Akari really wants to improve her spelling, but every time she sits down to do her spelling practice, she seems to find something else to do.



Strategy

*Akari gave herself one point for every word she tried to spell.
10 points = 10 minutes of extra reading time before bed.*

Situation

Akari needs to clean her bedroom but she does not really want to. What might help?



Strategy

Situation

It is time for breakfast. Akari loves fresh fruit, but only if her dad cuts it. What can she do to get started?



Strategy

Situation

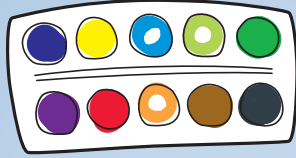
Akari is running late for school. How can she help herself to be more punctual?



Strategy

Can you think of any other ideas to help Akari be self-motivated?

SA



Growth mindset

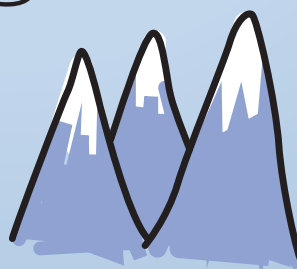
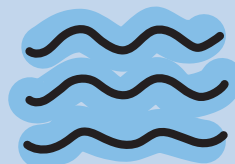
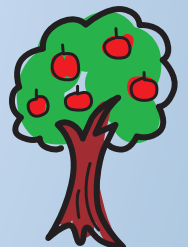
Self-motivation, Perseverance and Resilience



Consolidate learning, deepen understanding and develop ATL skills of self-motivation, perseverance and resilience through a range of engaging activities ideal for independent learning and homework.



- Fun, interesting and creative activities designed to nurture growth mindset skills in the classroom and at home.
- Real-life scenarios for students to practise their newly-learned strategies and tips.
- Opportunities for reflection and self-assessment.
- Opportunities for group work and peer participation.
- Understand how the ATL skills connect with and help students to develop agency, self-confidence and enthusiasm for learning.



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