



TOPIC

Resilience & Growth Mindset

LEVEL

Sixth Grade

THEME

Resilience Role Play

LEARNING OUTCOMES

At the end of the lesson, the students are expected to:

- Explain the difference between a fixed and growth mindset.
- Brainstorm and act out a different ways to handle a difficult situation using a growth mindset.

MATERIALS

- Sticky notes
- Scenario cards
- Whiteboard or large chart paper
- Markers

ESSENTIAL QUESTIONS

- How do we choose to be resilient?

CHECK-IN / WELCOME (5 MINUTES)

Say: "On a sticky note, write down a challenge you are facing this week. It can be a school, social, or a personal challenge. Don't write your name on it."

After a few minutes, collect all of the sticky notes and hang them on the board in a random order.

Ask; "What similarities do you see? What differences do you see?"

Remind students that Aavidum strives to help students create positive responses to challenges. Challenges will always come up in life. What defines each of us is how we respond to those challenges.

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Ask the class to close their eyes for a moment and say, "I want you to think about a time you tried something new and it didn't go well. Maybe you didn't get the grade you wanted on a test, or you made a mistake in a sports game, or you had a disagreement with a friend."

After a moment, have them open their eyes.

Ask:

- "What did you do after that moment?"
- "Did you give up, or did you try to bounce back?"

CONTINUED GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Explain that the ability to "bounce back" is called resilience. It's like a muscle that gets stronger the more we use it. When we face a challenge and don't give up, we're being resilient.

Revisit the idea of a growth mindset, which is the belief that our skills and intelligence can grow with effort. People with a growth mindset see challenges not as roadblocks, but as opportunities to learn.

- Say: "Today we're going to explore how we can use a growth mindset to be more resilient. We'll be using our essential question to guide our thinking: How do we choose to be resilient?"

ACTIVITY: RESILIENCE ROLE PLAY (20 MINUTES)

Instructions:

- Divide the class into small groups of 2-3 students.
- Explain that each group will be given a scenario about a common challenge a sixth grader might face. Their task is to act out two different responses to the challenge.
- Give each group a scenario card.
- First, they will act out a response using a fixed mindset. This response should show someone giving up, making excuses, or blaming others.
- Second, they will act out a response using a growth mindset and resilience. This response should show a student facing the challenge, seeking help, trying a new strategy, or learning from the situation.
- Give the groups about 7-10 minutes to plan their short skits.
- Have each group perform their two-part role-play for the class.

WRAP-UP (5 MINUTES)

After each group performs, ask the following questions in a classroom discussion format: (Alternatively, you can set this up as a discussion post in your online classroom.)

- What was the biggest difference you noticed between the fixed mindset response and the growth mindset response in each skit?
- How did the student with the growth mindset show resilience? What specific actions did they take?
- Why do you think it's so hard sometimes to have a growth mindset when we are feeling frustrated or upset?
- Think about a time you faced a challenge. Which mindset did you use, and what was the result? What could you do differently next time?
- What is one thing we can say to ourselves to turn a fixed mindset thought into a growth mindset one?