



*teacher toolkit*  
**Posey Powers On**

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# Mindset

## The Learning Power Tool

Awareness of mindsets empowers teachers to tailor their instructional strategies effectively. By providing targeted feedback that emphasizes effort and improvement, teachers reinforce the idea that success is a result of hard work rather than an inherent trait. This approach helps build resilience, confidence, and a positive attitude towards learning.

Moreover, teachers can address individual learning needs by recognizing and responding to diverse mindsets within their classrooms. This personalized approach allows educators to support students who may need additional encouragement or challenge.

In essence, knowledge of growth and fixed mindsets equips teachers with a powerful tool to create a dynamic and inclusive learning environment. It promotes a culture where students are motivated to explore, learn from mistakes, and cultivate a lifelong love for learning. Ultimately, this understanding enhances teaching effectiveness and contributes to the holistic development of students.

## Unraveling Mindset

Introducing the concept of growth and fixed mindsets lays the foundation for a positive attitude towards learning and personal development. Carol Dweck is a developmental and social psychology researcher who studied how people think about their abilities and intelligence. She coined the terms growth and fixed mindset.

Imagine your brain loves to grow and get stronger. That's a growth mindset! In this mindset, we believe that with effort, practice, and a sprinkle of determination, our abilities and intelligence can expand. Just like when you're learning to ride a bike – you might wobble at first, but with practice, you become a two-wheeled expert! With a growth mindset, we see challenges as exciting adventures, and mistakes? Well mistakes are opportunities to learn and can provide valuable feedback and insight into what we may need to do differently to improve the outcome next time. We love the journey of learning and understand that the more we try, the more we, and our brains, grow.

Imagine a fixed mindset as a kind of mental roadblock. It's like thinking that your intelligence and abilities are fixed traits—as if you were given a set amount of smarts and talents, and that's it. In a fixed mindset, you might believe that things like being super smart or awesome at sports are just things you're born with, and there's not much you can do to change it. Picture this: You're faced with a challenging math problem, and instead of diving in and giving it your best shot, a fixed mindset might make you think, "I'm not good at math, so there's no point in even trying." It's like putting up a mental wall that stops you from seeing mistakes or tough problems as opportunities to learn and grow. Instead, you might stick to things you already know you're good at, just to play it safe and avoid any chance of looking less than perfect or not smart.

But here's the cool part, we can choose to have a growth mindset. We can embrace challenges, learn from our mistakes, and believe that with effort and practice, we can become amazing at many things we set our minds to.

***In summary, you can think of your mindset as the lens through which you view challenges and abilities.***

## *Growth Mindset*



Imagine your brain as a muscle that gets stronger with exercise. That's the essence of a growth mindset. It's the belief that your abilities, intelligence, and talents can be developed through hard work, dedication, and learning from mistakes. In this mindset, challenges are viewed as opportunities to grow, and setbacks are seen as stepping stones to success.

## *Fixed Mindset*



On the flip side, a fixed mindset sees abilities as innate traits – you either have it or you don't. If you encounter a challenge, a fixed mindset might make you think, "I just don't have what it takes." It's like having a predetermined limit on your potential. This mindset can hold you back from taking risks and embracing challenges.

# Why Does Mindset Matter?

Understanding the difference between a fixed mindset and a growth mindset is crucial for students because it significantly influences their approach to learning, challenges, and overall personal development. Here are several reasons why students and teachers need to be aware of these mindsets:

**Learning and Achievement:** Students with a growth mindset believe their abilities can be developed through dedication and hard work. This mindset encourages a love for learning and resilience in the face of challenges. In contrast, those with a fixed mindset may believe their abilities are fixed traits, leading to a tendency to avoid challenges to maintain their perceived intelligence. Understanding the difference can impact a student's approach to learning, and academic and personal achievement.

**Resilience and Perseverance:** A growth mindset promotes resilience and perseverance. Students with this mindset see setbacks as opportunities to learn and improve, rather than as indications of their intelligence or abilities. This attitude helps them bounce back from failures and challenges with a positive outlook. Students with a fixed mindset may struggle with setbacks, viewing them as a reflection of their inherent abilities.

**Effort and Improvement:** A growth mindset emphasizes the importance of effort in the learning process. Students understand that putting in hard work and effort can lead to improvement. This mindset fosters a belief in the value of the learning process itself, rather than solely focusing on the result. Fixed mindset individuals may be more concerned with proving their intelligence and avoiding efforts that might expose their limitations.

**Adaptability:** The world is constantly changing, and adaptability is a valuable skill. A growth mindset encourages adaptability because it embraces challenges and new experiences as opportunities to learn and grow. Students with a growth mindset are more likely to embrace change and see it as a chance to develop new skills and perspectives.

**Self-esteem and Confidence:** A growth mindset contributes to a healthier sense of self-esteem and confidence. When students believe in their ability to learn and improve, they are more likely to take on challenges and have a positive self-image. On the other hand, a fixed mindset can lead to a fear of failure and a constant need to prove oneself, potentially harming self-esteem.

**Longterm Success:** Individuals with a growth mindset are more likely to achieve long-term success because they are willing to put in the effort to overcome challenges and continuously improve. This mindset is associated with a love for learning and a motivation to develop skills over time, contributing to sustained success in various aspects of life.

# Additional Key Points

**Our Brain is Like a Muscle:** With a growth mindset, we believe our brain is like a muscle that gets stronger with exercise. The more we use it, the stronger, more smarter, and more capable we become.

**Growth Mindset Embraces Challenges:** Having a growth mindset means we see challenges as exciting opportunities to learn and grow. It's like solving a puzzle – the more challenging, the more we can learn!

**Mistakes are Stepping Stones:** In a growth mindset, mistakes are not failures; they're steps on the path to success. Just like learning to ride a bike, we might wobble at first, but each mistake brings us closer to mastering the skill.

**Effort Leads to Improvement:** In a growth mindset, we understand that effort is the key to improvement. Whether it's practicing math problems or learning a new instrument, putting in effort helps us get better.

**Feedback is Valuable:** Feedback is like a treasure map in a growth mindset. Instead of feeling discouraged, we appreciate feedback as a way to understand how we can improve and do even better next time.

**Fixed Mindset Avoids Challenges:** In a fixed mindset, we might shy away from challenges because we worry about looking smart all the time. Challenges can feel scary because we think our abilities are set and can't be changed.

**Believing in Our Potential:** With a growth mindset, we believe in our potential to learn and improve. It's like having a positive voice in our heads saying, "I can do this with effort and practice!"

**Success of Others Inspires:** Seeing others succeed in a growth mindset is inspiring. Instead of feeling jealous, we feel motivated and understand that with effort, we can achieve things too!

**Learning is a Lifelong Adventure:** Having a growth mindset means seeing learning as a lifelong adventure. There's always something new to discover, and our abilities can continue to grow throughout our lives.

**We Can Choose Our Mindset:** The coolest part is that we can choose our mindset. We can choose to believe in our ability to grow and learn. By adopting a growth mindset, we set ourselves up for a lifetime of curiosity and success.

***Understanding these key points helps students develop a positive mindset that fosters a love for learning, resilience, and a belief in their potential for growth and success.***

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# BOOK discussion

After reading Power Posey: Posey Power on, take a few minutes to engage students in a discussion about what they learned from the book. Below are some suggested questions. You are encouraged to come up with your own!

1. What were some of the challenges Power Posey experienced in the book?
2. Have you experienced similar challenges to Posey? What did you say, think, or do when you experienced that challenge?
3. How did Posey manage the challenges? What did she say, think, or do?
4. What are some other ways Posey could have handled the challenges in the book?
5. What does Posey do when she makes a mistake (science experiment gone wrong, strike in baseball)?
6. How do you feel when you make a mistake?
7. What can you say, think, or do the next time you make a mistake?
8. What else did you learn from the book?
9. What was your favourite part of the book?

## *Let's Explore Some Activities!*

**Teacher Tip:** You know your classroom and students best. The below are suggested activities, feel free to modify them based on what makes sense for your budget, students, teaching style, and learning environment.

# The Power of **YET**

In the book Power Posey: Posey Powers on, she uses the word yet to remind herself she is still learning and improving. Yet is a powerful word that turns 'I can't' into 'I can't YET.' It means you might not be able to do something right now, but with time, practice, and a sprinkle of patience, you'll get there!

Complete the growth mindset statements below by writing the word yet in each of the blanks. Then come up with a few of your own growth mindset statements using the word yet.

1. I don't understand this math problem \_\_\_\_\_, and I can solve it with some practice, hard work, and help .
2. I can't tie my shoes by myself \_\_\_\_\_, and with more practice, I'll be able to do it on my own soon.
3. I haven't learned all my multiplication facts \_\_\_\_\_, and I can get better at them.
4. I'm not a great artist \_\_\_\_\_, and I can improve my drawings with more practice and patience.
5. I can't read this book \_\_\_\_\_, and I will be able to read it if I keep practicing.
6. I don't know how to ride a bike without training wheels \_\_\_\_\_, and I'll learn how to do it eventually
7. I'm not good at spelling \_\_\_\_\_, and I can become a better speller with extra help and effort.
8. I'm not a great soccer player \_\_\_\_\_, and with practice, I'll get better and enjoy the game more \_\_\_\_\_.
9. I can't do a cartwheel \_\_\_\_\_, and I will be able to do one with practice and determination \_\_\_\_\_.

Now it's your turn! Write a few growth mindset statements using the word "yet" .

**Teacher Tip:** When writing a growth mindset statement, it is generally better to use "and" instead of "but." A growth mindset is characterized by a belief in the potential for improvement and learning. Using "and" helps to connect positive attributes and progress with areas for further development, fostering a more constructive and optimistic tone. For example, instead of saying, "I have achieved this, but I need to work on that," you might say, "I have achieved this, and I am working on improving that." This approach emphasizes the ongoing journey of growth and development without creating a sense of limitation or setback.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# The Power of **YET**

**Instructions:** Complete the following growth mindset statements by writing “yet” in the blanks. Then come up with some of your own statements using the word yet.

1. I don't understand this math problem \_\_\_\_\_, and I can solve it with some practice, hard work, and help.
2. I can't tie my shoes by myself \_\_\_\_\_, and with more practice, I'll be able to do it on my own soon.
3. I'm not a great artist \_\_\_\_\_, and I can improve my drawings with more practice and patience.
4. I can't read this book \_\_\_\_\_, and I will be able to read it if I keep practicing.
5. I'm not good at spelling \_\_\_\_\_, and I can become a better speller with extra help and effort.
6. I'm not a great soccer player \_\_\_\_\_, and with practice, I'll get better and enjoy the game more \_\_\_\_\_.
7. I can't do a cartwheel \_\_\_\_\_, and I will be able to do one with practice and determination \_\_\_\_\_.

**Now it's your turn! Write a few growth mindset statements using the word “yet”.**

## Mindset Posters

Have students research growth and fixed mindsets online or through class discussion, or, reading.

Have students create posters depicting examples of fixed and growth mindset by including phrases and drawings. This can be done individually, with partners or a group. Display them in the classroom or hallway.

## Mistake Mapping

Distribute sticky notes/piece of paper and ask each student to write down (or draw) a mistake they've made in the past. It could be academic, personal, or extracurricular. They should refrain from including personal details if they feel uncomfortable sharing. Students may prefer to write their names on the back instead of the front.

Have students stick their notes/paper on the whiteboard or flip chart under categories like "Academic," "Personal," and "Extracurricular."

Reflection: In small groups, pairs or as a class, discuss the following:

- What did you learn from the mistake you wrote down?
- How did the experience contribute to your personal growth?
- Did the mistake change how you thought about or approached a certain task or situation?

## The Mindset of Mistakes

Engage students in a discussion about their views on mistakes. Below are some suggested questions to select from:

- How do you feel when you make a mistake?
- When you make a mistake, do you notice anything in your body?
- Do you see mistakes as failures or opportunities to learn?
- Have you ever experienced a situation where you learned something valuable from a mistake?
- What happens if we view mistakes as bad?
- What happens if we view mistakes as part of learning?
- What might you do the next time you make a mistake?

# The Mistake Jar



In the book, Power Posey points out that mistakes are part of the learning process. Mistakes offer invaluable opportunities for reflection, adaptation, and improvement. When students are supported to confront and understand their errors, they engage in learning that enhances comprehension and skills.

- Acceptance of mistakes as part of the learning journey fosters resilience and a growth mindset. Mistakes may feel like setbacks, yet they are often setups for comebacks.
- Embracing mistakes as stepping stones to success cultivates perseverance and a positive attitude toward challenges.
- Discomfort associated with making mistakes stimulates cognitive engagement and deepens comprehension.
- Reflecting on and embracing mistakes encourages students to step outside their comfort zones, fostering creativity and innovation.
- Recognizing that mistakes are part of the learning process reduces fear of failure and promotes a more adventurous approach to tackling new concepts or skills.



For this activity, you will need a large jar, bucket, box or fishbowl.

Encourage students to write their names and one mistake on a piece of paper. Encourage students to write how the mistake helped them improve or learn something. Leave a small box beside the jar containing slips of paper and a few pencils. Let students know they can write down and put their mistakes in the jar when they want. At the end of the month, distribute mistakes back to students to review and reflect on their learning. Celebrate what they have learned and how they have grown.



# The proGRESS Jar

In the book, Power Posey highlights the importance of making progress in pursuit of her goals. Acknowledging our progress towards a goal, even before reaching it is a crucial aspect of personal and academic success. Sometimes, when we set a goal, we focus on the goal being met and overlook the progress that leads to the goal. We can wrongly conclude no progress is being made and we can lose motivation.

- Acknowledging progress builds confidence. Recognizing the progress we made, whether it's an improvement in grades, mastering a new concept, or enhancing a skill, instills a sense of achievement. This boost in confidence contributes to a positive self-perception and the belief that continued effort leads to success.
- Celebrating progress sustains motivation. Many of us can struggle with long-term goals. Acknowledging smaller victories along the way transforms the journey into a series of manageable steps. This continuous motivation acts as a driving force, helping students stay focused and committed to their objectives.
- Recognizing progress encourages resilience. We often experience ups and downs during the pursuit of our goals. Looking for and acknowledging our progress allows us to bounce back from challenges of failure and promotes a more adventurous approach to tackling new concepts or skills.

For this activity, you will need a large bucket, jar or fishbowl. Encourage students to write their name and one accomplishment or progress they made on a piece of paper. Encourage students to identify progress and accomplishments outside of school too. For older students, encourage students to write what skills they used to accomplish it. For example:

- **Accomplishment: I finished reading a page/book.**  
The skills I used were: sounding out words, reading, concentration, reading with an adult.
- **Accomplishment: I comforted a friend during lunchtime.**  
The skills I used were: listening, caring (empathy), staying with them, asking what happened

# The proGRESS Jar

Leave a small box beside the jar containing slips of paper and a few pencils. Let students know they can write down their progress and put it in the jar when they want. At the end of the month, distribute slips of paper back to students to review their learning. Celebrate what they have learned and how they have grown. While the jar can be a great visual prompt to seeing their growth, this activity can also be accomplished in a personal progress journal. You may also consider calling it the accomplishment, learning, or growth mindset jar/journal.

**Teachers!** Capture your classroom's mistake jar, progress jar or examples of mistakes and progress and achievements! Send pics (with student permission) to me for a chance to have it featured on my website, Instagram, or blog!

Email: [Avra.davidoff@gmail.com](mailto:Avra.davidoff@gmail.com)



# GROWTH Mindset or FIXED

Cut out each statement and distribute them to pairs or small groups. Have students discuss if the statement is a growth or fixed mindset statement.

Growth Mindset	Fixed Mindset
I can learn from my mistakes and get better.	I'm either good at something or I'm not.
Challenges help me to learn and growth.	I avoid challenges because I might not succeed
Effort helps me to improve.	If I have to work at something, it's because I'm not good at it.
Trying new things helps me learn new skills.	I don't need to try hard, I'm already smart.
Feedback helps me grow and get better.	Being told I am wrong discourages me.
I may not understand it yet...	If it's too hard I give up.
I like challenges because I can learn from them.	I only want to do things I am good at.
My abilities can be developed through practice and effort.	I'm not good at this and I'll never be good at it.
I can ask for help when I feel stuck.	Asking for help means I'm not smart.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Picture Your Growth Mindset

In the book Power Posey: Posey Power on, she engages in many challenges. Think of something you want to try or get better at - Draw a picture of you doing it!



# The 3-2-1 Exercise

The 3-2-1 exercise is a reflective activity that can be applied to foster a growth mindset. In the context of a growth mindset, the exercise typically involves students reflecting on three things they learned, two things they need more time to work on, and one way they are proud of themselves as a learner. This exercise encourages students to focus on their learning process, identify areas for further exploration, and acknowledge progress and accomplishment. It promotes a positive and growth-oriented approach by emphasizing learning as a continuous journey.



**THREE** things I learned.

**TWO** things I need more practice with.

**ONE** way I am proud of myself as a learner.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 3-2-1

## *Let's Grow Your Growth Mindset with Power Posey!*

By looking back on your progress, you unlock the power to boost your skills, build confidence, and explore new challenges.

**Let's celebrate your wins! What are some things I learned?**

THREE things I learned



**Power Posey boost! What do I need to practice more?**

TWO things I need more time to practice

**Power on with pride! What made me feel proud and good about myself?**

ONE way I am proud of myself as a learner





# Hey Teachers!

Do you have additional ideas of what you'd like to see included in future versions of this toolkit or other resources? Have you had a success in using one of the activities above? Share your ideas and feedback in the [contact](#) section of my website.

Access more toolkits online [here](#)