**TEACHER SAYS TO STUDENT: "YOU SURE ARE SMART!"**

Answer: Growth Mindset

**Not quite! Let's talk through the problem**

Although it’s nice to hear that someone thinks you are smart, by phrasing the compliment in this way the teacher is implying that a student’s achievements are due to their innate characteristics (being smart), rather than due to the effort put in. This indicates a **fixed mindset.**

Answer: Fixed Mindset

**Right! You chose the correct answer.**

Although it’s nice to hear that someone thinks you are smart, by phrasing the compliment in this way the teacher is implying that a student’s achievements are due to their innate characteristics (being smart), rather than due to the effort put in. This indicates a **fixed mindset.**

**TEACHER SAYS TO STUDENT: "WOW... YOU WORKED REALLY HARD ON THIS ASSIGNMENT!"**

Answer: Growth Mindset

**Not quite! Let's talk through the problem**

By praising effort, the teacher is recognizing that achievement was the result of the student’s hard work, rather than indicating something about the student’s innate talent or intelligence. This is consistent with a **growth mindset**.

Answer: Fixed Mindset

**Right! You chose the correct answer.**

By praising effort, the teacher is recognizing that achievement was the result of the student’s hard work, rather than indicating something about the student’s innate talent or intelligence. This is consistent with a **growth mindset**.

**COACH SAYS TO PLAYER: "IF WE PRACTICE WITH DISCIPLINE, WE WILL PLAY WITH DISCIPLINE."**

Answer: Growth Mindset

**Not quite! Let's talk through the problem**

The coach recognizes that the player’s performance depends on the effort and discipline put into practice, rather than being the result of inborn talent. This indicates the coach has a **growth mindset**.

Answer: Fixed Mindset

**Right! You chose the correct answer.**

The coach recognizes that the player’s performance depends on the effort and discipline put into practice, rather than being the result of inborn talent. This indicates the coach has a **growth mindset**.

**COACH SAYS TO PLAYER: "YOU ARE NOT CUT OUT FOR THIS SPORT."**

Answer: Growth Mindset

**Not quite! Let's talk through the problem**

By telling the player ‘you are not cut out for this,’ the coach is implying that there is something about the player that makes them bad at this sport, and that cannot be changed through practice or effort. The coach is also implying the conclusion that often comes from this **fixed mindset**—that it is better to just give up because you can’t change.

Answer: Fixed Mindset

**Right! You chose the correct answer.**

By telling the player ‘you are not cut out for this,’ the coach is implying that there is something about the player that makes them bad at this sport, and that cannot be changed through practice or effort. The coach is also implying the conclusion that often comes from this **fixed mindset**—that it is better to just give up because you can’t change.

**ARTIST SAYS TO A LIFE MODEL "COULD YOU COVER YOUR HANDS WITH THE CLOTH? I CAN'T DRAW HANDS WELL AND I DON'T WANT IT TO RUIN THE PICTURE."**

Answer: Growth Mindset

**Not quite! Let's talk through the problem**

By avoiding a difficult problem (drawing hands) due to fear of failure, the artist is indicating that they prioritize performance over improving their skills. This indicates a **fixed mindset**. An artist with a growth mindset would instead seek out more opportunities to draw hands. They might be terrible drawings at first, but eventually the artist’s skills at drawing hands would improve and they would be a better artist all around.

Answer: Fixed Mindset

**Right! You chose the correct answer.**

By avoiding a difficult problem (drawing hands) due to fear of failure, the artist is indicating that they prioritize performance over improving their skills. This indicates a **fixed mindset**. An artist with a growth mindset would instead seek out more opportunities to draw hands. They might be terrible drawings at first, but eventually the artist’s skills at drawing hands would improve and they would be a better artist all around.

**STUDENT SAYS TO CLASSMATE: "I AM JUST NOT GOOD AT CHEMISTRY. I THINK I WILL TAKE THE ONLINE VERSION OF CHEMISTRY 102 BECAUSE I'VE HEARD IT IS EASIER"**

Answer: Growth Mindset

**Not quite! Let's talk through the problem**

By stating ‘I am just not good at chemistry,’ the student indicates that they believe that their skill in chemistry is fixed and cannot improve. This indicates a **fixed mindset**. Because of that fixed mindset, the student is choosing to avoid a difficult course in which they might have more opportunities to improve. This is one cost of fixed mindset—you might needlessly limit yourself and your opportunities.

Answer: Fixed Mindset

**Right! You chose the correct answer.**

By stating ‘I am just not good at chemistry,’ the student indicates that they believe that their skill in chemistry is fixed and cannot improve. This indicates a **fixed mindset**. Because of that fixed mindset, the student is choosing to avoid a difficult course in which they might have more opportunities to improve. This is one cost of fixed mindset—you might needlessly limit yourself and your opportunities.

**STUDENT SAYS TO FRIEND: "I HATE PHYSICS! THERE ARE SO MANY THINGS I'D RATHER SPEND MY TIME ON THAN STUDYING PHYSICS. IF THAT MEANS I'LL NEVER IMPROVE AT PHYSICS, THAT'S FINE WITH ME!"**

Answer: Growth Mindset

**Right! You chose the correct answer.**

While this person certainly doesn’t have a good attitude about physics, by recognizing that they could improve at physics if they put in the time and effort, they actually are demonstrating a **growth mindset**. Growth versus fixed mindset is a bit more complicated than just a ‘good attitude’ or ‘bad attitude,’ and it’s important to understand the distinction since research supports that a growth mindset improves learning.

Answer: Fixed Mindset

**Not quite! Let's talk through the problem**

While this person certainly doesn’t have a good attitude about physics, by recognizing that they could improve at physics if they put in the time and effort, they actually are demonstrating a **growth mindset**. Growth versus fixed mindset is a bit more complicated than just a ‘good attitude’ or ‘bad attitude,’ and it’s important to understand the distinction since research supports that a growth mindset improves learning.

**STUDENT SAYS TO FRIEND: "MY LAST THREE GIRLFRIENDS BROKE UP WITH ME BECAUSE I DON'T COMMUNICATE WELL. I AM DOOMED TO BE ALONE FOREVER."**

Answer: Growth Mindset

**Not quite! Let's talk through the problem**

Growth and fixed mindset can apply to all areas of our lives, not just our academic subjects. People who demonstrate growth mindset in academic work might actually have a fixed mindset in social situations. By claiming ‘I am doomed to be alone forever,’ the student is implying that there is no way to improve their communication skills so that future relationships might have a better chance of success. This indicates a **fixed mindset**.

Answer: Fixed Mindset

**Right! You chose the correct answer.**

Growth and fixed mindset can apply to all areas of our lives, not just our academic subjects. People who demonstrate growth mindset in academic work might actually have a fixed mindset in social situations. By claiming ‘I am doomed to be alone forever,’ the student is implying that there is no way to improve their communication skills so that future relationships might have a better chance of success. This indicates a **fixed mindset**