

<b>Title:</b>	Mindset, Motivation and Growth Thinking
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Unique Reference Number:</b>	Y/651/8449
<b>Sector Subject Area:</b>	14.1: Foundations for Learning and Life.
<b>Aim:</b>	The aim of this unit is to provide learners with the knowledge and skills to understand how mindset and motivation influence personal development and success. Learners will explore the difference between fixed and growth mindsets, recognise how positive thinking and persistence can help them overcome challenges, and apply strategies to stay motivated when working toward goals.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

## Learning outcomes

*The learner will:*

1. Understand what is meant by mindset.

### Delivery content:

The aim of this learning outcome is to help learners recognise what mindset means and how different ways of thinking affect learning, relationships, and personal growth.

The learner must:

- 1.1 State what is meant by **mindset**.
- 1.2 Identify differences between a **fixed mindset** and a **growth mindset**.
- 1.3 Identify situations where having a **growth mindset** can help a person learn or improve.

2. Know how motivation affects progress and success.

**Delivery content:**

The aim of this learning outcome is to help learners understand what motivation is, where it comes from, and how it supports perseverance and achievement.

The learner must:

- 2.1 State what is meant by **motivation**.
- 2.2 Identify **factors** that can increase or reduce personal motivation.
- 2.3 Outline ways to stay motivated when faced with a **challenge**.

3. Know ways to develop positive thinking and growth habits.

**Delivery content:**

The aim of this learning outcome is to help learners explore practical strategies for improving mindset, resilience, and self-belief through positive thinking and small, consistent actions.

The learner must:

- 3.1 Identify examples of **positive thinking** and their impact on wellbeing or achievement.
- 3.2 Identify ways to **develop resilience** and respond positively to setbacks.
- 3.3 Identify one **personal goal** and describe how a **growth mindset** approach could support progress toward it.

**Scope of Training**

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

**Requirements**

**Mindset:**

**Definition:** The way a person thinks about their abilities, potential, and challenges.

**Teaching must include:**

- Understanding that mindset influences behaviour, learning, and effort.
- Exploration of **fixed** and **growth** mindset ideas and their

	<p>differences.</p> <ul style="list-style-type: none"> <li>• Recognition that beliefs about ability can change through learning and persistence.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Short video clips, quotes, or discussions illustrating fixed vs. growth thinking.</li> <li>• Reflective activities where learners describe their own approach to challenges.</li> </ul>
<b>Fixed mindset:</b>	<p><b>Definition:</b> The belief that ability and intelligence are fixed and cannot be changed.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Understanding that people with a fixed mindset may avoid challenges or give up easily.</li> <li>• Examples of “fixed” thoughts such as <i>“I’m just not good at this”</i> or <i>“I can’t do maths.”</i></li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Sorting exercises with “fixed” and “growth” statements.</li> <li>• Group discussion about how fixed thinking affects learning or confidence.</li> </ul>
<b>Growth Mindset:</b>	<p><b>Definition:</b> The belief that ability and intelligence can improve with effort, learning, and practice.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples of “growth” thoughts such as <i>“I can get better if I keep practising”</i> or <i>“Mistakes help me learn.”</i></li> <li>• Recognition that effort, feedback, and persistence support improvement.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Role-play or storytelling about someone who succeeded by trying again.</li> <li>• Creating “growth mindset” posters or affirmations for the classroom.</li> </ul>
<b>Motivation:</b>	<p><b>Definition:</b> The internal drive or external influence that inspires a person to act.</p> <p><b>Teaching must include:</b></p>

	<ul style="list-style-type: none"> <li>• Simple explanation of “what makes us want to do things.”</li> <li>• Difference between internal motivation (enjoyment, pride) and external motivation (rewards, praise).</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Learners identifying what motivates them at school, at home, or in hobbies.</li> </ul>
<b>Factors:</b>	<p><b>Definition:</b> Things that can affect motivation and mindset.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples such as tiredness, encouragement, success, failure, or feedback.</li> <li>• Recognising which factors help and which make it harder to stay positive.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Simple sorting tasks: “helps me” / “makes it harder.”</li> </ul>
<b>Challenge:</b>	<p><b>Definition:</b> A task or situation that is difficult but gives a chance to learn or improve.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Understanding that challenges can feel uncomfortable but help people grow.</li> <li>• Examples of everyday challenges, such as learning a new skill, meeting new people, or trying something again after a mistake.</li> <li>• Recognising that everyone faces challenges and that effort and support can help overcome them.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Group activities identifying recent challenges and how learners managed them.</li> <li>• Role-play or storytelling about someone who faced a challenge and succeeded.</li> </ul>
<b>Positive Thinking:</b>	<p><b>Definition:</b> Focusing on what can be done and finding ways to solve problems.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Simple ideas like looking for solutions, being thankful, and noticing progress.</li> <li>• How positive words and thoughts can make people feel more</li> </ul>

	<p>confident.</p> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• “Reframing” activity — turn negative phrases into positive ones.</li> </ul>
<b>Resilience:</b>	<p><b>Definition:</b> Being able to recover and keep going after something goes wrong.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Understanding that everyone faces challenges, but we can learn from them.</li> <li>• Ways to cope such as asking for help, practising again, or taking a break.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Learners sharing one time they kept trying until they succeeded.</li> </ul>
<b>Personal goal:</b>	<p><b>Definition:</b> A target or aspiration supported by belief in improvement through effort and learning.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Setting small, achievable goals using a growth mindset approach (plan, effort, feedback, adjust).</li> <li>• The value of persistence and celebrating progress.</li> </ul> <p><b>Teachers might wish to include:</b></p> <ul style="list-style-type: none"> <li>• Learners setting a short-term goal and tracking progress weekly.</li> </ul>