

Building a growth mindset

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Building a growth mindset
Suite	Skills for Work
Unit Codes	S652E1 S652E2 S652E3 S652L1 S652L2
GLH	20
Unit Aim	To develop learners' understanding of the opportunities available to them and the skills and strategies to share ideas and feelings, overcome barriers, and improve outcomes and their mental wellbeing.
Unit Summary	This unit helps learners understand how their thoughts, actions, and habits can support personal growth and mental wellbeing. They will explore how to be resilient, manage stress in positive ways, and build the helpful habits that contribute towards a growth mindset. At Entry Level, learners will focus on overcoming challenges and explore simple coping strategies. They will also explore how persistence aids personal growth, and how the development of positive habits helps to develop a growth mindset. At Levels 1 and 2, there is a focus on personal experience of setbacks and pressure, and reflection on strategies to manage stress. These learners will develop a deeper understanding of the differences between a fixed and growth mindset, and consider how building helpful long-term habits supports learning, wellbeing, and resilience over time.

Curriculum for Wales

Areas of learning and experience: This unit supports progress towards the Health and Well-Being statements of what matters: *how we process and respond to our experiences affects our mental health and emotional well-being*. When exploring this unit, learners will understand the connections between how they process experiences impact their mental wellbeing. They will learn strategies which support self-regulation and enable them to cultivate a positive outlook and a growth mindset.

Integral and cross curricular skills: Learners will have opportunities to develop their literacy skills. At Entry Level, learners will begin to use a range of discipline-specific vocabulary to express their answer, using their speaking and listening skills to respond effectively and present work in writing where appropriate. At Level 1 and 2, learners will explain and give reasons for their answers. They will begin to use different sources of information to develop their knowledge and understanding. This unit will enable learners to develop their emotional intelligence, giving them the confidence to evaluate their mistakes and identify areas for development.

Cross-cutting themes: This unit promotes careers and work-related experiences as learners will develop skills, such as resilience, to enable them to face challenges, adapt and learn from them within the workplace. Diversity is promoted as learners are encouraged to explore and express their feelings, thoughts, and views, reflecting on their own feelings to develop emotional literacy and self-awareness.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know how to overcome challenges	E1 1.1 Name something that has been a challenge for you. E1 1.2 Show what you could do if something goes wrong, from a set of examples. E1 1.3 Give a list of three kind things you could say to yourself when something goes wrong.	E2 1.1 Give a statement about something that has been a challenge for you. E2 1.2 Give a statement about how to keep going after a challenge. E2 1.3 Say what helped you overcome a challenge.	E3 1.1 Describe a time when you have had a setback. E3.1.2 Give a description of what resilience means. E3 1.3 Reflect on how you would overcome a setback or challenge.
LO2 Know how to use short-term actions to manage stress and pressure	E1 2.1 Name two things that makes you feel stressed. E1 2.2 Show (from a set of examples) a simple activity that can help reduce stress.	E2 2.1 Identify three signs of feeling stressed. E2 2.2 Give a statement about a way to manage stress or pressure. E2 2.3 Say why it is important to manage our stress.	E3 2.1 Describe a situation that might make a person feel stressed or under pressure. E3 2.2 Demonstrate (with actions or words) one way you could use to feel calmer or manage stress. E3 2.3 Suggest two reasons why it is important to manage stress.

LO3 Understand that people can grow and improve through effort, learning, and persistence	E1 3.1 Point out something people can learn with practice. E1 3.2 Show (from examples) what you can do when you make mistakes in your learning.	E2 3.1 Give a statement about what a growth mindset means. E2 3.2 Recognise the difference between a growth mindset and a fixed mindset, from examples. E2.3.3 Suggest what you could do when something is difficult.	E3 3.1 Compare what someone with a growth mindset might do and what someone with a fixed mindset might do when things are difficult. E3 3.2 Give an example of how trying a different way can help you keep going. E3 3.3 Suggest three things that people can do to develop a growth mindset.
LO4 Be able to build long-term habits that can help to develop a growth mindset	E1 4.1 Name one habit that helps you keep going or feel good. E1 4.2 Show something you do that helps you try again or learn, from a set of examples.	E2 4.1 Give one habit that helps you build a growth mindset. E2 4.2 Show how that habit helps you learn or improve.	E3 4.1 Demonstrate a helpful habit that supports your learning or wellbeing. E3 4.2 Reflect on how using that habit has made a difference to you.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Know how to overcome setbacks and challenges	L1 1.1 Describe a situation that felt like a setback. L1 1.2 Give an example of how you showed resilience. L1 1.3 Explain why it is important to show resilience.	L2 1.1 Discuss a time when you or someone you know faced a setback. L2 1.2 Reflect on what helped you or someone else overcome a setback and how it made you/them stronger. L2 1.3 Explain how resilience can help in learning or managing difficult life situations.
LO2 Know how to manage stress and pressure in the moment	L1 2.1 Describe a situation where you felt stress or pressure. L1 2.2 Give an example of a positive strategy you used or could use to manage stress. L1 2.3 Explain why it is important to notice the signs of stress.	L2 2.1 Explain how stress or pressure can affect learning or wellbeing. L2 2.2 Describe at least one strategy you used to manage stress. L2 2.3 Reflect on the impact that using the stress management strategy/strategies helped you feel calmer.
LO3 Understand how effort, practice and trying different ways to solve problems can help people improve and make progress	L1 3.1 Describe the difference between a fixed mindset and a growth mindset. L1 3.2 Explain why it is good to make mistakes. L1 3.3 Give an example of using a growth mindset to improve.	L2 3.1 Compare a growth mindset and fixed mindset and say why they are different. L2 3.2 Explain how having a growth mindset can help you keep learning. L2 3.3 Reflect on a time you or someone you know changed their thinking or actions to improve something.

LO4 Be able to build helpful long-term habits to support a growth mindset.	L1 4.1 State why helpful habits help us to develop a growth mindset. L1 4.2 Give two examples of your daily habits. L1 4.3 Explain how these habits could support a growth mindset.	L2 4.1 Explain in your own words what a habit is. L2 4.2 Explain how building helpful habits supports a growth mindset. L2 4.3 Describe a helpful habit that supports your learning or wellbeing. L2 4.4 Reflect on how building this helpful habit has made, or could make, a difference to your learning over time.
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Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners. Closely related units that might be delivered alongside Building a growth mindset include Fairness and inclusion in the workplace, Wellbeing in work, Personal development planning, Interview and confidence techniques and Overcoming barriers. These units complement each other by developing learners' knowledge of working practices, job availability and the skills and behaviours required in the workplace, all within the context of working in Wales.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of learning outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts, as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	Learners should know: • a challenge is something difficult that we must do or complete • a setback is something that goes wrong or makes you feel stuck • everyone has challenges and setbacks, but we can bounce back and keep going. This is called resilience • there are different ways to build resilience. Examples of setbacks include, but are not limited to: • getting a low grade • failing a test • facing a demanding situation • making a mistake • not getting picked for something.

	Ways to build resilience include, but are not limited to: • trying again • asking for help • saying kind things to ourselves • taking a break and coming back stronger after a setback • noticing our thoughts and feelings • using calming strategies • learning from mistakes • reframing the situation.
LO2	Learners should know: • stress is what we feel when things feel too much or too hard • it is normal to sometimes feel stressed • there are ways to feel calmer, more in control and less stressed. Examples of where pressure comes from include, but are not limited to: • home • school • friends (peer pressure) • ourselves, and the need to do well. Ways to feel calmer, more in control and less stressed, include, but are not limited to: • relaxation techniques, such as taking deep breaths • talking to someone you trust • physical activity • taking a break • drawing • listening to music • planning your time to avoid feeling overwhelmed. Entry Level 2 learners should know: • feeling stressed can be a sign to ask for help • noticing when someone else feels stressed gives us a chance to offer support • asking for and offering help builds stronger relationships, helps us feel better, and gives us more support to face challenges. Level 1 and 2 learners should know: • some stress can be helpful, such as motivating us to act, but too much can affect our thoughts, feelings, and behaviour • different people respond to stress in different ways.

LO3

Learners should know:

- ability is developed through effort and practice, not something we are just born with
- mistakes and getting stuck are a natural and important part of learning.

Examples of how we can succeed include, but are not limited to:

- trying new strategies
- asking for help
- practising regularly.

Learners should know:

- a growth mindset means believing you can improve with effort, learning and resilience
- a fixed mindset means thinking you cannot get better, even if you try
- mistakes help your brain develop a growth mindset.

Ways to develop a growth mindset include, but are not limited to:

- using positive self-talk
- learning from mistakes
- asking for help or feedback
- trying different ways to solve a problem
- practising regularly
- noticing progress
- setting small goals
- encouraging others.

At Level 1 and 2, learners should understand:

- having a growth mindset helps us stay motivated and keep learning
- having a fixed mindset can hold us back by making us afraid to try.

Ways to develop a growth mindset include, but are not limited to:

- learning from feedback
- using different strategies
- saying “I can’t do it... yet” instead of “I’m not good at this”
- trying new approaches when things are hard
- believing you can get better at something with practice
- understanding that progress takes time.

At Level 2, learners should understand:

- growth mindset supports confidence, motivation, and resilience
- we can change how we think about challenges and take action to improve
- growth mindset helps us face pressure positively, especially in school, work, or relationships
- neuroscience shows that the brain is always learning. This is called neuroplasticity.

LO4

Learners should know:

- a habit is something we do often.
- a helpful habit is something that makes life or learning easier. They help us stay calm, keep trying, and believe in ourselves
- doing helpful habits often can help us build a growth mindset
- growth mindset habits help us gain resilience, stay motivated, and improve
- small habits done often can help us feel proud and make progress.

Examples of habits include, but are not limited to:

- brushing our teeth
- styling our hair
- making our bed
- checking our phone.

Examples of helpful habits include, but are not limited to:

- planning ahead
- trying again when things are hard
- asking for help
- noticing what went well and what to try next time
- trying to learn from your mistakes.

At Level 1 and 2, learners should know:

- helpful habits support our learning, wellbeing, and confidence
- helpful habits are easier to build when you start small and repeat them regularly
- creating helpful habits takes time, but it helps us keep going, even when things are hard
- small actions, done often, lead to big changes over time.

Examples of helpful habits can include, but are not limited to:

- practising regularly
- talking kindly to ourselves
- setting realistic goals
- reflecting on what went well and what to improve.

Ways that habits support a growth mindset include, but are not limited to:

- helping us stay positive and persistent
- reducing stress
- improving focus and confidence
- keeping us learning
- supporting long-term personal and academic goals.

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- learners design a simple poster or infographic showing the difference between fixed and growth mindset with examples.
- learners create a set of “kind phrases” (such as, “I’ll try again tomorrow”) they could use when they feel stuck.
- learners sort behaviours/phrases (such as “I give up easily” or “I try a new way”) into “fixed” or “growth” mindset categories.
- learners match stress symptoms (for example, Headaches, irritability, loss of focus) with strategies to manage them.
- learners sort examples (such as planning ahead vs. avoiding tasks) into two categories.
- learners act out what to do when facing a setback (such as failing a test or not getting picked). Assess resilience strategies (for example, trying again, asking for help, using kind self-talk).
- learners practise how to ask for help when stressed, and how to respond as a supportive peer.
- learners keep a journal or tacker and write or record an example of when something went wrong. They could describe what helped them bounce back and use this in reflection exercises, adding to it when needed.
- learners try one stress-management strategy during the week and reflect on how it made them feel.
- learners create a simple tracker (paper or digital) for one habit (for example revising for 10 minutes a day or saying something kind to themselves) and use it for a week.
- learners reflect on how practising a habit helped them stay positive or keep trying.
- learners give a short written or verbal example of something they improved at with practice (such as sports, art or reading).
- learners set one small goal and identify the habit that will help them achieve it, then report back.
- learners are given short, real-life stories (for example, “Sam failed a maths test” / “Ayesha can’t play guitar yet”) and decide if the response shows a fixed or growth mindset, then explain what could make it a growth mindset. Learners are given short stories from the lives of well-known people and decide if their attitudes and behaviours show a fixed or growth mindset, then explain what could make it a growth mindset.
- in small groups, learners mind map strategies for promoting resilience in fictional case studies (such as, “Jamie did not get into the school football team. What could he do next?”).
- learners practise a calming strategy (deep breathing, stretching, drawing) and demonstrate or explain how it helps.

The following activities would be suitable for use with Level 1 and 2 learners:

- learners discuss short, real-life case studies (for example, “James didn’t get picked for the team”) and suggest resilient responses; explaining why it helps.
- learners discuss short case studies of famous people from different fields (such as sport or film) and look at ways they have been resilient throughout their careers.
- learners keep a journal or tracker to record something they have improved at (school, hobby, sport). They can describe what they did; reflect on strategies used and how thinking changed. This can be added to when appropriate.

- learners practise one strategy during the week and write about its impact.
- learners choose one simple habit (such as revising for 10 minutes, saying something kind to themselves) and track it for a week. They can describe the habit and give an example of its link to growth mindset. Learners could explain how habits support growth mindset and reflect on progress.
- learners write or share a personal example of a setback, what helped them (or someone else) recover, and what they learned.
- learners set a small personal goal (for example, improve drawing, learn five new words in another language), and record what habit helped them make progress.
- learners act out fixed vs. growth mindset phrases and practise encouraging a friend who faced a setback.
- learners prepare a short talk or presentation explaining how a growth mindset helps learning, including one personal or observed example.
- learners draw a resilience ladder showing steps to bounce back from a setback and explain why each step matters.
- Learners fill in a chart with stress signs and possible strategies to manage stress in the moment. They can describe simple signs and/or strategies; explain impact on learning and/or wellbeing.
- Learners try a stress management strategy in class (such as deep breathing, stretching, visualisation). They can describe what they did; reflect on how it made them feel.
- Learners sort and match stressful situations with helpful strategies.
- Learners sort examples into categories (such as 'planning ahead' vs. 'avoiding tasks'). They can describe one helpful habit and explain why it matters.
- Learners share one helpful habit with their peers and give feedback to each other on how it could be applied in learning.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed matching worksheet or card sort
- teacher observation notes (group discussion, one-to-one discussion, roleplay)
- annotated photographic evidence of matching or sorting activity
- completed worksheet
- source log of resources and research notes
- annotated case studies
- recording of practical demonstrations of evidence, such as role plays or discussions
- presentation
- completed journal/log/tracker
- group mind map charts
- goal-setting templates
- annotated scenarios
- presentations/posters
- completed ladders
- case study sheets

- completed charts
- project logs
- peer discussion notes.

Experiences

To provide a real-world context you could invite:

- peer mentors to speak with learners about resilience techniques
- employers from varied industries/sectors to speak about how resilience is helpful in their field and how it has helped them in their career so far
- a representative from the NHS to discuss techniques to combat stress.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

Resources available to support delivery

Mind (UK)	National mental health charity offering information and resources on managing stress, building resilience, and understanding mental health. Provides downloadable resources for centres, peer support groups, and signposting to professional help. Particularly useful for case studies or linking learners to real-world services. To find out more go to: https://www.mind.org.uk/
YoungMinds	UK's leading charity for young people's mental health. Resources include guides for coping with exam stress, building resilience, and dealing with setbacks. Their "360 Schools" programme provides centres with training and resources to create mentally healthy environments. To find out more go to: https://www.youngminds.org.uk/

PSHE Association	Provides teaching materials and curriculum guidance on resilience, emotional wellbeing, and mental health. Resources include lesson plans, assessment tools, and CPD training for teachers. Helps ensure that units like this align with statutory PSHE provision in centres. To find out more go to: https://pshe-association.org.uk/
NHS Every Mind Matters	Official NHS platform with practical advice for managing stress, sleep, and anxiety. Offers interactive tools such as the “Mind Plan,” which creates personalised self-care strategies. Videos and tips are accessible for young people and can be embedded into lessons. To find out more go to: nhs.uk/every-mind-matters
British Psychological Society (BPS)	Professional body for psychologists in the UK. Publishes accessible articles on Teacher Toolkit, podcasts, and research summaries on resilience, growth mindset, and wellbeing. Provides opportunities for centres to connect with psychology professionals and resources. To find out more go to: https://www.bps.org.uk/
Character Lab (Angela Duckworth)	US-based but globally relevant non-profit founded by Angela Duckworth (author of <i>Grit</i>). Offers free, evidence-based “Playbooks” for building resilience, curiosity, and growth mindset. Activities are simple, research-backed, and designed for young learners. To find out more go to: https://characterlab.org/
Greater Good Science Center (University of California, Berkeley)	Provides research-based practices on resilience, mindset, and wellbeing. Includes classroom activities, podcasts, and short science-based “practices for happiness.”, as well as reflective or experiential activities for teachers. To find out more go to: https://greatergood.berkeley.edu/
Young Dragons	Provides bilingual toolkits to empower learners with essential skills, such as teamwork and problem-solving through hands-on, interactive learning. The aim is to prepare learners for future opportunities in sustainable industries, shaping tomorrow’s leaders through innovative education. To find out more go to: www.young-dragons.co.uk

Careers Wales	The definitive national service for careers information, advice, and guidance in Wales. Offers bilingual enterprise resources, quizzes, and case studies, allowing learners to explore career sectors, job roles, educational pathways (including apprenticeships, university, and further education), and offers tools for self-assessment of skills, interests, and goal setting. To find out more go to: https://careerswales.gov.wales
Hwb	Provides bilingual curriculum-aligned materials related to career development, enterprise, and understanding different vocational and academic routes. Promotes respect, well-being and digital citizenship, and how to challenge discrimination and understand diversity. To find out more go to: https://hwb.gov.wales
UCAS	While primarily for university applicants, UCAS has excellent resources for exploring higher education options, different subjects and apprenticeships, and what skills are developed through degree courses. Some key pages and guidance may be available in Welsh, but the full site is primarily English. To find out more go to: Choose your future UCAS
The Children's Commissioner for Wales	The Commissioner's office emphasises children and young people's voices and participation. Their resources highlight the importance of effective communication for expressing views, resolving conflicts, and building positive relationships. The website and many of the suggested resources are fully bilingual. To find out more go to: Home - Children's Commissioner for Wales
Meic Cymru	A bilingual national information, advice, and advocacy helpline for children and young people in Wales, helping learners to understand where and how to request support and providing insights into common barriers faced by young people. For more information go to: Home Page - Meic
The Anti-Bullying Alliance (ABA) - Anti-Bullying Wales	While focused on bullying, these bilingual resources promote resilience, problem-solving (when dealing with bullying), and understanding the impact of actions on mental well-being. For more information go to: https://anti-bullyingalliance.org.uk/aba-our-work/our-programmes/anti-bullying-wales

Spectrum	Offers bilingual information available to download on a range of topics, including healthy relationships, stereotyping and VAWDASV issues. To find out more go to: Tools for Schools - Spectrum - Sbectrwm
Mindset Works	Promotes growth mindset through research-based programmes for educators, learners, and families. To find out more go to: MindsetWorks.com
BBC Bitesize	Resources to recognise how feelings affect our bodies and how learning to cope with these feelings can help our resilience. To find out more go to: How to be resilient - BBC Bitesize
GoNoodle	Primarily aimed at younger learners, this is a free-to-use digital platform designed to get children moving, learning, and regulating their emotions through short, interactive activities. To find out more go to: GoNoodle

Resources required for assessment

Assessment of this unit should not require any specific resources.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

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