



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module 1 – Growth mindset

Method - Reflection Journal

Class Activities

Module 1 – Growth Mindset

Class activity 1. – My Challenge Log

Related method: Reflection Journal

Target group

Age: 20+

Gender: All

Level of studies: Secondary education, vocational training, or higher education

Status: Employed / unemployed / seeking employment

Fewer opportunities: Well-suited for learners returning to education or facing career transitions, especially those needing structured self-reflection habits.

Learning outcomes

By the end of this activity, learners will be able to:

- Identify recent challenges and reframe them as learning opportunities.
- Recognize personal strengths used in overcoming difficulties.
- Develop strategies for future challenges based on reflection.

Duration

45 minutes

Materials and resources

Journals or notebooks (or digital journaling tools), Pens or laptops/tablets, Reflection prompt sheet, Quiet classroom or workspace

Activity description

Learners record a recent challenge, analyze their response, and identify what they learned. This encourages them to focus on progress and adaptability rather than self-criticism, reinforcing growth mindset thinking.



Detailed Implementation Steps

Introduction:

Facilitator explains how reframing challenges as learning opportunities supports growth mindset. Short examples are shared to show how a negative event can lead to growth.

Main activity:

Learners choose a challenge from the past month. Using the prompt sheet, they describe the event, their initial reaction, and the strategies they used. They then reframe the event: *What did I learn? How did I grow?* Volunteers share insights in pairs or small groups, focusing on lessons learned rather than mistakes.

Conclusion and reflection:

Facilitator invites participants to summarize their growth insights in one sentence. Learners note one concrete action they will take next time they face a similar challenge.

Assessment / Evaluation Method

Observation of participation during discussion.

Review of journals for completeness and evidence of reframing challenges.

Quick oral check: participants share one lesson learned with the group.

Adaptation Tips

For online groups, use shared documents or a journaling app.

For lower literacy levels, allow learners to draw or mind-map their reflections instead of writing full sentences.

For more advanced groups, add peer feedback on the reflection entries.



Module 1 – Growth Mindset

Class activity 2. – Growth Checkpoints

Related method: Reflection Journal

Target group

Age: 20+

Gender: All

Level of studies: Any adult education level

Status: Employed / unemployed / seeking employment

Fewer opportunities: Beneficial for learners who lack structured self-assessment habits or confidence in tracking progress.

Learning outcomes

By the end of this activity, learners will be able to:

- Monitor progress on personal goals over a fixed period.
- Identify habits or behaviors that support personal growth.
- Adjust strategies based on self-reflection.

Duration

60 minutes (can be split into shorter sessions over weeks)

Materials and resources

Goal-tracking templates, Writing tools or digital devices, Flip chart or whiteboard for facilitator examples

Activity description

Participants set a short-term personal or learning goal, then use journal “checkpoints” to assess progress weekly. This builds persistence and reflective adaptability.



Detailed Implementation Steps

Introduction:

Facilitator introduces the concept of checkpoints in project management and applies it to personal development.

Main activity:

Learners set a SMART personal or professional goal. They break it into 2–3 smaller milestones. Each week, they record progress toward each milestone, note successes and obstacles, and write a short reflection on adjustments needed.

Optional: share progress in small accountability groups.

Conclusion and reflection:

Facilitator encourages learners to focus on how they adapted strategies when progress slowed, reinforcing that setbacks are part of learning.

Assessment / Evaluation Method

Review of checkpoint entries for consistency and progress.

Peer discussion on adjustments made.

Self-evaluation checklist on growth mindset behaviors used.

Adaptation Tips

For very short programmes, adapt by using daily instead of weekly checkpoints.

For workplace training, align goals with current work projects.

For community learning groups, pair learners as accountability partners.



Module 1 – Growth Mindset

Class activity 3. – Lessons from Setbacks

Related method: Reflection Journal

Target group

Age: 20+

Gender: All

Level of studies: Any adult education level

Status: Employed / unemployed / seeking employment

Fewer opportunities: Ideal for learners struggling with self-confidence after recent failures/setbacks.

Learning outcomes

By the end of this activity, learners will be able to:

- Recognize the value of setbacks as learning opportunities.
- Extract practical lessons from negative experiences.
- Develop a plan for applying lessons to future situations.

Duration

50 minutes

Materials and resources

Journals or digital writing tools, Reflection prompts, Comfortable and private discussion space

Activity description

Learners write about a time they failed to achieve a goal, then identify what they learned and how they can apply it in the future. This reframes failure as part of the growth process.



Detailed Implementation Steps

Introduction:

Facilitator shares a personal example of a setback that led to personal or professional growth. He/she emphasizes that reflection turns failure into progress.

Main activity:

Learners write a short narrative of a setback. Using prompts, they identify the causes, emotional reactions, and lessons learned. They create a brief plan on how they would act differently in the future. In small groups, participants share their plan and receive encouragement and ideas.

Conclusion and reflection:

Facilitator summarizes recurring themes from group discussions, reinforcing that setbacks are universal and valuable for growth.

Assessment / Evaluation Method

Observation of engagement in discussion.

Written plans checked for clear, actionable lessons.

Self-evaluation on whether perspective on failure shifted during the activity.

Adaptation Tips

For highly sensitive groups, allow private journaling without sharing aloud.

For professional training, link setbacks to workplace examples.

For literacy-challenged learners, use verbal storytelling with facilitator note-taking.