



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module 1 – Growth mindset

Method 3 – Role Plays

Class activities



Module 1 – Growth Mindset

Class activity 1. – Feedback under Pressure

Related method: *Role Plays*

Target group

Age: 20+

Gender: All

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

Status: Employed / unemployed / seeking employment

Fewer opportunities: Especially useful for learners with little or no experience in receiving or applying constructive feedback, or those who find feedback stressful.

Learning outcomes

After finalising this activity, the learners will be able to:

- Demonstrate openness to constructive criticism in a simulated environment.
- Practice responding calmly and productively under pressure.
- Identify at least two personal strategies to apply feedback effectively.

Duration: 75 minutes

Materials and resources

Prepared feedback scenarios on cards (e.g., a supervisor pointing out mistakes, a peer suggesting improvement), Observer feedback sheets, Pens and notepads, Spacious classroom or online breakout rooms

Activity description

Participants act out realistic workplace or learning situations where they receive constructive feedback in real time. The focus is on practicing emotional control, active listening, and turning feedback into an action plan — key skills for developing a growth mindset.



Detailed Implementation Steps

Introduction:

Facilitator discusses how feedback, even when critical, is an opportunity to grow. Briefly explore common emotional reactions to feedback and how a growth mindset reframes them.

Main activity:

Scenario Assignment – Pairs or trios receive role cards (feedback giver, feedback receiver, observer).

Role Play Round 1 – The “giver” delivers feedback based on the scenario card while the “receiver” practices active listening, avoids defensive language, and asks clarifying questions. The “observer” notes strengths and improvement points.

Immediate Debrief – The observer provides comments, and the trio discusses what went well and what could be improved.

Role Swap – Participants rotate roles so everyone experiences each perspective.

Round 2 with Adjustments – Learners repeat with a new scenario, applying the improvements identified in Round 1.

Conclusion and reflection:

Facilitator gathers reflections on which strategies helped the most. Participants write down one specific change they will implement when receiving feedback in real life.

Assessment / Evaluation Method

Observation of body language, listening, and response quality.

Feedback sheets from observers.

Self-reported strategies in the conclusion stage.

Adaptation Tips

Use anonymous feedback slips for sensitive groups.

In corporate training, tailor scenarios to actual workplace roles.

In online delivery, use breakout rooms and shared digital feedback forms.



Module 1 – Growth Mindset

Class activity 2. - The Setback Challenge

Related method: *Role Plays*

Target group

Age: 20+

Gender: All

Level of studies: Any adult education level

Status: Employed / unemployed / seeking employment

Fewer opportunities: Excellent for learners who avoid challenging situations or lack confidence in adapting to unexpected problems

Learning outcomes

After finalising this activity, the learners will be able to:

- Practice reframing an unexpected challenge as an opportunity for learning.
- Demonstrate flexibility in changing plans under pressure.
- Apply collaborative problem-solving in a simulated scenario.

Duration: 90 minutes

Materials and resources

Setback scenario cards (e.g., a key team member quits, resources are cut in half, deadlines move up unexpectedly)

Props or minimal materials for role realism

Flip chart/whiteboard for noting strategies

Activity description

Learners role-play being in the middle of a project or task when a significant obstacle arises. They must adapt, reorganise, and present a revised plan under time pressure — practicing resilience, problem-solving, and growth mindset behaviours.

Detailed Implementation Steps

Introduction:

Facilitator introduces the idea that challenges are inevitable, but how we respond defines our success. Link this to real-life situations where adaptability led to better outcomes.

Main activity:

Team Formation – Groups of 3 to 5 participants are given a fictional project to plan quickly (e.g., organising a community event, preparing a product launch).

Initial Planning Phase – Teams outline their plan in 10 minutes.

Setback Introduction – Facilitator interrupts with a “setback card” that changes key conditions.

Adaptation Phase – Teams have 15 minutes to adjust their plan, deciding how to handle the challenge.

Role Play Presentation – Teams act out their revised plan for the facilitator and peers, demonstrating their reasoning and communication under pressure.

Conclusion and reflection:

Facilitator leads a discussion on which adaptation strategies worked best and how participants felt during the change process. Each learner writes down two personal resilience strategies to practice.

Assessment / Evaluation Method

Observation of adaptability during the role play.

Peer feedback on realism and creativity of adaptations.

Reflection sheets listing personal strategies developed

Adaptation Tips

For shorter sessions, use mini-scenarios with quicker adaptation times

For job-seekers, use scenarios involving interviews or assessment tasks.

For online learning, simulate “setbacks” via chat or sudden instruction changes.



Module 1 – Growth Mindset

Class activity 3. - Mindset Makeover

Related method: Role Plays

Target group

Age: 20+

Gender: All

Level of studies: Any adult education level

Status: Employed / unemployed / seeking employment

Fewer opportunities: Highly relevant for learners prone to fixed mindset thinking, giving them a safe space to practice shifting perspective

Learning outcomes

After finalising this activity, the learners will be able to:

Recognise fixed mindset language and replace it with growth-oriented communication.

Practice supportive peer interactions that encourage resilience.

Develop awareness of one's own verbal and non-verbal communication patterns

Duration: 80 minutes

Materials and resources

Scenario scripts containing fixed mindset statements

List of growth mindset alternatives for reference

Observer checklists for noting language shifts

Activity description

In this role play, learners enact short scripted scenarios containing fixed mindset language, then “make over” the conversation by replacing limiting statements with growth mindset alternatives. This improves both recognition and practical use of empowering language.



Detailed Implementation Steps

Introduction:

Facilitator explains how language reflects mindset, using a few “before and after” examples (e.g., “I can’t do this” → “I can’t do this yet”).

Main activity:

Scenario Distribution – Pairs receive scripts with 4–6 fixed mindset statements.

Round 1 Role Play – One participant reads the “fixed mindset” lines while the other plays the listener.

Mindset Makeover – As a team, they rewrite each fixed statement into a growth-oriented version.

Round 2 Role Play – They act out the improved version, focusing on tone, body language, and positivity.

Peer Feedback – Another pair observes and comments on the differences between the two rounds.

Conclusion and reflection:

Participants discuss which statements were hardest to change and why. Facilitator reinforces that replacing limiting language is a skill developed with practice.

Assessment / Evaluation Method

Observer checklists showing language improvements.

Quality and positivity of rewritten statements.

Participant self-rating on comfort level with using growth mindset language.

Adaptation Tips

For beginner literacy groups, use visual or audio examples instead of written scripts.

For workplace contexts, customise scenarios to match typical team conversations.

For advanced learners, add improvisation where fixed mindset lines are introduced unexpectedly.