WP3 - POWERPACK TOOLKIT ACTIVITIES

Identity & Self-Esteem: "Growth Quest: Academic Challenges & Mindset Game"

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1. General Information

Well-being dimension: Identity & Self-esteem
Target age group: 8-12 years (primary)
Activity format: Hybrid challenge game + group discussion
Duration: 40-60 minutes (adaptable for younger/older children)
Group size: Small groups (3-5) or whole class (teams)
Transversal approach: Academic performance and growth mindset

2. Learning Objectives

- Understand the difference between fixed and growth mindset beliefs
- Apply growth mindset strategies to academic challenges (e.g., effort, planning, feedback)
- Reflect on personal challenges and identify at least one plan for improvement

3. Materials Needed

- Growth Quest challenge cards
- Mindset tokens
- Timer
- Growth Map / board for group reflection

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4. Activity Steps

Step 1: Warm-up: What is a Growth Mindset? (5-7 min)

- Quick explanation: “Your brain grows when you practice and try new strategies. Challenges make you stronger.”
- Use a simple example (e.g., learning to ride a bike) to illustrate effort + strategy + feedback. Key phrase to use: “... I haven’t mastered this yet!” Encourages incremental thinking

Step 2: Play Growth Quest (30 min)

- Students form small teams
- Each team receives a stack of challenge cards
- Teams draw a card and: Discuss the challenge briefly, agree on at least one strategy they would use, and earn 1 Mindset Token for completing a challenge (Tokens represent strategies used, not success/failure)

Rules

- Teams share one token after discussing effort + strategy
- No answering “I give up”
- If time allows, teams swap cards and challenge another group

Step 3: Reflection & Growth Map (10-15 min)

- All students share one challenge they faced and one strategy they used
- Groups add a Growth Map on the board:
  Challenge → Strategy → Next growth step
- Encourage the phrase: "I can do this if I keep exploring new strategies!"

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5. Teacher Notes & Tips

- Allow students to express via drawing or discussion instead of writing
- Celebrate strategy use (not only outcomes)
- Tie challenges to real subjects (math, reading, science) to make it meaningful.

6. Reflection prompt for students

- What strategy helped you rethink a challenge today?
- How did your attitude change after trying something new?
- What “yet goal” will you set for your next lesson?

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7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Premade sentence starters for responses (e.g., “I can improve by....”)

Harder Version (Medium Primary / more independence):

- Add goal setting (3 steps + timeline)

Adaptations for Students with Special Needs:

- Small groups for deeper dialogue
- Whole class leaderboard for cooperation

8. References (methodological approach)

The activity is informed by growth mindset theory (Dweck), experiential learning, and social-emotional learning frameworks, emphasising reflection, effort, and strategy use. It supports the development of identity and self-esteem by encouraging learners to view challenges as opportunities for growth. A transversal and inclusive approach ensures that emotional and personal competences are integrated into everyday academic learning and classroom practice.

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GROWTH MAP

MY CHALLENGE

"Something I find difficult at school is..."

MY STRATEGY

"One thing I can improve is..."

MY GROWTH THOUGHT

"I can improve if I keep trying because..."

NEXT STEP

"My next learning step will be..."

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CHALLENGE CARD

You didn't understand something in class today.

👉 What is one strategy you could try before giving up?

CHALLENGE CARD

You studied, but your test result was lower than expected.

👉 What could you do differently next time?

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CHALLENGE CARD

A task feels too difficult at first glance.

👉 What is a small first step you could take?

CHALLENGE CARD

You make a mistake while answering in class.

👉 What could you say to yourself to keep trying?

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CHALLENGE CARD

A classmate learns faster than you in one subject.

👉 How can you focus on your own progress instead of comparing?

CHALLENGE CARD

You try a strategy and it doesn't work.

👉 What could you try next?

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CHALLENGE CARD

Someone gives you feedback on your work.

👉 How can feedback help you grow?

CHALLENGE CARD

Learning something takes longer than you expected.

👉 Why is effort still important?

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CHALLENGE CARD

You improved at something you once found difficult.

👉 What helped you grow?

CHALLENGE CARD

Encouragement card

👉 Tell a teammate one positive thing about their effort.

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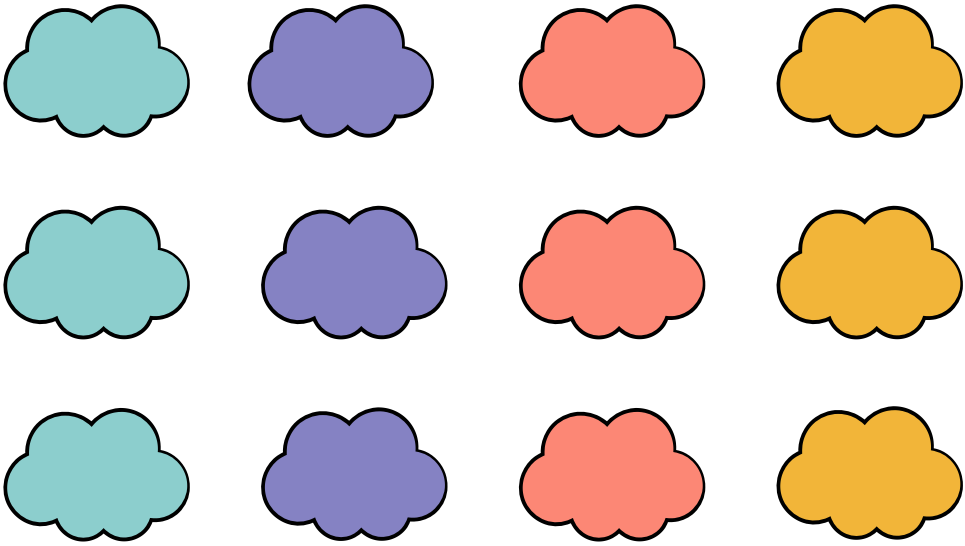
MINDSET TOKENS



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GROWTH MAP

WHAT IS HARD?	WHAT CAN I TRY?	I CAN LEARN BECAUSE...

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CHALLENGE CARD

Something at school feels hard.

👉 Who can help you?

CHALLENGE CARD

You made a mistake.

👉 What can you say to yourself?

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CHALLENGE CARD

You can’t do something yet.

👉 What happens if you keep practicing?

CHALLENGE CARD

Trying again is hard.

👉 What helps you keep going?

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CHALLENGE CARD

Encouragement card

👉 Say something kind about a friend's effort.

CHALLENGE CARD

Encouragement card

👉 Say something kind about a friend's effort.

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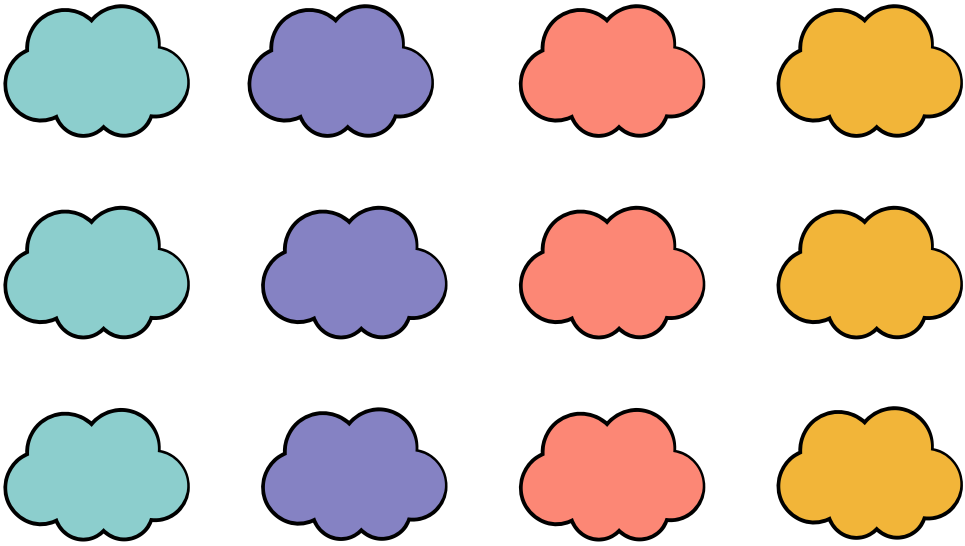

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GROWTH MAP

RESOURCES I CAN USE (TEACHER, PEER, TOOLS)

HOW I WILL MEASURE PROGRESS

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CHALLENGE CARD

You want to improve your results in one subject.

👉 What is a realistic goal and one strategy?

CHALLENGE CARD

You receive critical feedback.

👉 How can you use it constructively?

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CHALLENGE CARD

You procrastinate on schoolwork.

👉 What strategy could help you start?

CHALLENGE CARD

You failed at something important.

👉 What did this experience teach you?

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CHALLENGE CARD

Encouragement card

👉 Give a teammate feedback focused on effort or strategy, not talent.

CHALLENGE CARD

Encouragement card

👉 Give a teammate feedback focused on effort or strategy, not talent.

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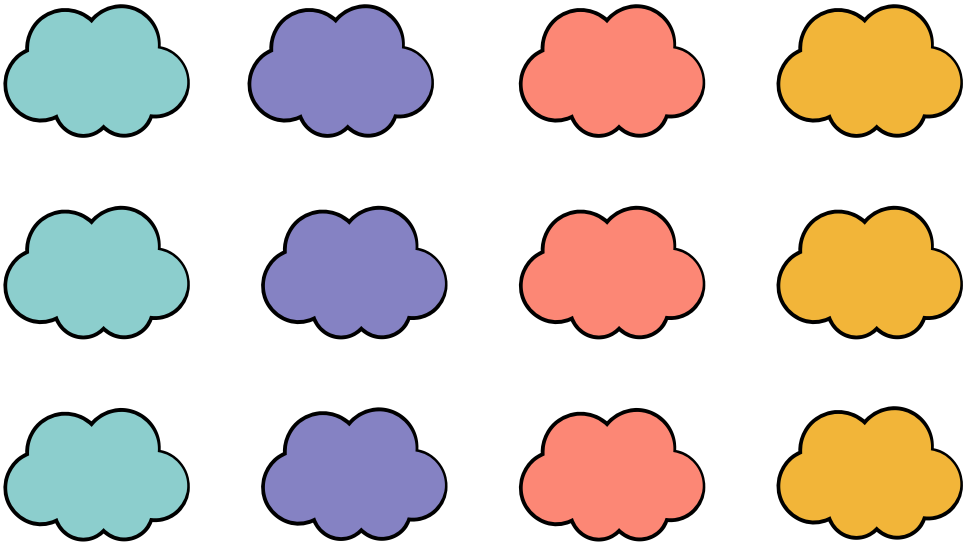

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