

Growth Mindset

Subject	Quote to lead subject	Intent	Implementation	Impact
Metacognition/Growth Mindset	<p>'I'm so tired' said Tiny Dragon.</p> <p>Big Panda smiled gently. 'Nature has a season for all things – beginning, growth, reflection and rest. We are part of nature my little friend and should not be afraid to follow her good example'.</p>	<p>The intent is to make tasks become manageable and change the delivery from a worm (one long task) to a train (achievable chunks) and to tackle each station with a positive attitude and have a catalogue of ways to improve.</p>	<p>The implantation starts with having all staff to have a robust knowledge and understanding of what MC/GM looks like in the classroom. This should then be mapped with expectations of what it would like in year group. As children develop throughout their stages their expose and comprehension develop and metacognition should be taught explicitly through lessons, planning, opportunities responses to sc, displays, teachers' feedback, delivery and celebrating of one another's learning.</p>	<p>Learners who know how to grow and have the positive attitude to do it.</p> <p>To take these skills into a life of learning and have the capability to access future and difficult tasks with a range of strategies.</p>

Being me in my learning world: Growth Mindset (GMS) 2X 30mins lessons per week

Year group/ Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reception	Objective 1: To learn how the brain develops (grows) Objective 2: To relate to growth or fixed mindset. To discuss the difference between growth and fixed mindset.	Objective 1: To identify what you can say or do when something is tricky. - Don't give up like Derek Duck. Objective 2: To identify different ways a person can learn to do something tricky. To describe how you feel when learning or doing something difficult.	Objective 1: To identify challenges and think of way to overcome them. Use your imagination like Imogen Insect. Objective 2: To identify things that they find challenging. To set challenges for themselves that they can work towards.	Objective 1: To set challenges and think of strategies to achieve them. To 'have a go' like Harry Hedgehog. Objective 2: To identify how people feel when they find something difficult. To suggest ways of encouraging themselves and others to try again.	Objective 1: To learn to focus on a task and why this is a good strategy. To concentrate like Colin Caterpillar Objective 2: To take risks and engage in new learning. To identify ways a person can learn to do something tricky.	Objective 1: To ask questions To be curious like Carice Cat. Objective 2: To identify things, they find challenging. To set challenges for themselves that they can work towards.
Year 1	Objective 1: To learn how the brain develops (grows) Objective 2: To relate to growth or fixed mindset. To discuss the difference between growth and fixed mindset.	Objective 1: To identify what you can say or do when something is tricky. Don't give up like Derek Duck. Objective 2: To identify characteristics of growth and fixed mindsets. To suggest ideas for how a character can develop growth mindset.	Objective 1: To identify challenges and think of way to overcome them. Use your imagination like Imogen Insect. Objective 2: To identify the characteristics of growth and fixed mindset. To describe what happens to our brain when we learn.	Objective 1: To set challenges and think of strategies to achieve them. To 'have a go' like Harry Hedgehog. Objective 2: To discuss and share their opinion on what they think the word learning means? To describe the learning journey, using pictures to support.	Objective 1: To learn to focus on a task and why this is a good strategy. To concentrate like Colin Caterpillar Objective 2: To identify the characteristics of a growth mindset. To identify an aspect of their learning in which they would like to improve or challenge themselves.	Objective 1: To ask questions To be curious like Carice Cat. Objective 2: To explain what a growth mindset is To identify and set a learning challenge for themselves.
Year 2	Objective 1: To learn how the brain develops (grows) Objective 2: To relate to growth or fixed mindset. To discuss the difference between growth and fixed mindset.	Objective 1: To identify what you can say or do when something is tricky. Don't give up like Derek Duck. Objective 2: To identify and describe how we feel when we make a mistake. To identify strategies which can help us to learn.	Objective 1: To identify challenges and think of way to overcome them. Use your imagination like Imogen Insect. Objective 2: To discuss and debate whether girls should be allowed to be engineers. To identify How we should respond to a mistake.	Objective 1: To set challenges and think of strategies to achieve them. To 'have a go' like Harry Hedgehog. Objective 2: To set a learning challenge. To review their challenge and identify their progress.	Objective 1: To learn to focus on a task and why this is a good strategy. To concentrate like Colin Caterpillar Objective 2: To identify the different stages of effort. To create their own effort meter.	Objective 1: To ask questions To be curious like Carice Cat. Objective 2: To create a character to represent effort. To explain what the characteristics of effort are.
Year 3	Objective 1: To learn how the brain develops (grows) Objective 2: To identify the characteristics of growth and fixed mindset.	Objective 1: To identify what happens to your brain as you challenge yourself. To learn about the role of neurons in the brain.	Objective 1: To learn the power of 'yet' Objective 2: Identify how someone feels when he or she fails.	Objective 1: To identify why making mistakes are an important part of learning. To fail is the first attempt in learning.	Objective 1: To identify the characteristics of growth and fixed mindsets. To debate whether we are born to be good at something.	Objective 1: To learn to love challenges. To identify that growing your brain only happens when you challenge it

	To describe what happens to our brain when we learn.	Objective 2: To identify what happens in your brain when you are learning something. To describe what they think happens inside the brain of a growth / fixed mindset.	To suggest ways of encouraging someone to try.	Objective 2: To identify the importance of making mistakes as part of the learning process. To create a learning cycle to illustrate how something was created.	Objective 2: To discuss how we overcome failure in different contexts. To describe how it feels when we fail or make a mistake.	Objective 2: To identify an area that you find challenging and the barriers to learning. To develop ways of overcoming barriers to learning.
Year 4	Objective 1: To learn how the brain develops (grows) Objective 2: To identify the characteristics of growth and fixed mindset. To describe what happens to our brain when we learn.	Objective 1: To identify what happens to your brain as you challenge yourself. To learn about the role of neurons in the brain. Objective 2: To identify the characteristics of growth/fixed mindset. To debate whether we are born to be good at something.	Objective 1: To learn the power of 'yet' Objective 2: To identify words and phrases that can restrict us as learners. To create our own words to describe the learning process.	Objective 1: To identify why making mistakes are an important part of learning. To fail is the first attempt in learning. Objective 2: To identify and value how failure is an important part of the learning process. To define the term 'successful'.	Objective 1: To identify strategies for persevering and learning when they make a mistake. To describe how they feel when they make a mistake. Objective 2: To identify the characteristics of an effective learner. To create a simple game.	Objective 1: To learn to love challenges. To identify that growing your brain only happens when you challenge it Objective 2: To identify the characteristics of an effective learner. To create a design for a learning cereal packet.
Year 5	Objective 1: To learn how the brain develops (grows) Objective 2: To identify the characteristics of growth and fixed mindset. To describe what happens to our brain when we learn.	Objective 1: To develop resilience. To name the different characteristics of a growth and fixed mindset. Objective 2: To identify the strengths and areas for development in learning. to reflect on when they use different mindset and how this effects their learning.	Objective 1: To identify how making mistakes can challenge / grow our brains Objective 2: To debate what it means to be a failure.	Objective 1: To learn the power of 'yet'	Objective 1: To identify why challenge is good for their mindset. Objective 2: To identify strategies for persevering and learning when they make a mistake.	Objective 1: To learn to love challenges. To identify that growing your brain only happens when you challenge it Objective 2: To explain what happens when you are learning
Year 6	Objective 1: To learn how the brain develops (grows) Objective 2: To identify the characteristics of growth and fixed mindset. To describe what happens to our brain when we learn.	Objective 1: To develop resilience. To name the different characteristics of a growth and fixed mindset. Objective 2: To discuss the effects that different types of feedback can have. To create effective phrases for learning feedback.	Objective 1: To identify how making mistakes can challenge / grow our brains Objective 2: To describe how mistakes can help us to learn. To identify how we should respond to a mistake.	Objective 1: To learn the power of 'yet'	Objective 1: To identify why challenge is good for their mindset. Objective 2: To identify what is important for them as an individual learner	Objective 1: To learn to love challenges. To identify that growing your brain only happens when you challenge it Objective 2: To explain what happens when you are learning

Being me in my learning world: Growth Mindset (GMS) 2X 30mins lessons per week

Year group: Reception		
Week	Lesson 1	Lesson 2
1	<p>Resources: Box (to represent the brain), statement doc, two hoops, Katie and Mojo image, pass it on song and share bear.</p> <p>Objective: To learn how the brain develops (grows)</p> <p>Activity: https://www.youtube.com/watch?v=2zrtHt3bBmQ 2:36mins long After watching the video clip, ask the children what they thought. Ask the children to talk to their talk partner next to them (these may or may not have been set depending on the class and what they are ready for). Have you ever felt like Mojo? Share some experiences by using a share bear (only the person holding the bear speaks while the rest of us listen).</p> <p>Sit the children in a circle and pass around a box of thoughts (4-6 growth and fixed mindset statements and sing the pass it on song). Explain that these are thoughts that share bear has collected from Katie and Mojo. As the teacher reads the first statement discuss whether it is the kind of things that Mojo may have said or Katie? Have two hoops, one to represent Mojo's brain (including picture) and one to represent Katie's brain. Continue on.... Once the statements have been sorted read out Katie's statements again, could we use any of these to give Mojo some advice? Match them up and put these up in the classroom.</p> <p>Ext: Group activity explore this further after. You could ask the children to draw pictures to help them remember the positive things they could say to themselves to help them to grow and strengthen their brain.</p> <p><i>Children responded well to the lesson and loved the characters.</i></p>	<p>Resources: Two cuddly toys, lolly sticks,</p> <p>Objective: To relate to growth or fixed mindset. To discuss the difference between growth and fixed mindset.</p> <p>Activity: Introduce two new characters, Growing Grace and Fixed Freddie (these can be any two cuddly toys). <i>CT role play with the LSA a situation where Fixed Freddie is having trouble with his letter formation.</i> Growing Grace will offer a solution (like the video we saw last lesson) she will help Freddie by showing him and encouraging him to ask the teacher. Look at the growing statements from last week. What else could she say to him? The children will then work with their partner to re-enact the scene choosing the same or a different problem. Come back together and invite children to share their role play. Using lolly sticks ask the children to comment on how Growing Grace helped Fixed Freddie to change his mindset. How have you been like Grace this week? Would anyone like to share how they have been like Fixed Freddie and then turned it all around? <i>CT and LSA lead by example by sharing their Fixed Freddie moments.</i></p> <p>Ext/ CIL: The children will make their own finger/stick puppets to role play with. They could also have the characters in the small word area.</p>
2	<p>Resource: Derek Duck story, lolly sticks</p> <p>Objective: To identify what you can say or do when something is tricky. -Don't give up like Derek Duck.</p> <p><i>At the start of the session have something you will be doing throughout the session such as turning on your computer using the remote - make out it has been updated and you just don't know how to use it, it's too difficult.</i></p> <p>Activity: Print off the book as separate pages and ask children one by one to come up and help you hold each page (8 in total) as you read them. Ask the children to help you with actions in the story and chant together the parts where Derek says "don't give up Derek".</p> <p>Questions: After page 1 talk about why Derek might be finding things difficult. At this point use your lolly sticks and talk partners. After p2, How do you think Derek felt seeing all the other ducks swimming over and enjoying the bread? Ask what could he do about it? Should he give up? Think back to last week when we learnt about Katie and Mojo. Establish that he should keep going, can we help him? let's all say together "don't give up Derek!" Continue with page 3 and 4 and ask if he should now give up? Talk about other ways he could succeed? Is there another way? After p7 talk about why the little girl was so impressed with Derek.</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify different ways a person can learn to do something tricky. To describe how you feel when learning or doing something difficult.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 35 "Help! I'm stuck!" lesson plan Refer to fixed Freddie and Growing Grace.</p> <p>Optional podcast to listen to while the children work entitled you can do this baby bird 7 min</p> <p><i>Children responded well to Mrs White having a problem with her coat. They referred back to Dereck Duck and not to give up.</i></p>

	<p>Talk time! You and your talk partner join with another pair and talk about a time when you didn't give up just like Derek while CT and LSA listens from a distance and take notes on the children's thoughts. Ask if anyone would like to share something with the class. When they have finished, have another go with the remote making it obvious you are trying something else "that's it, I just can't do it" -the children will hopefully remind you to not give up like Derek Duck (if not ask the LSA to do this). "your right, I should be more like Derek, he tried another way didn't he... maybe I could ask someone... Mrs Do you know? (your LSA will remind you which button to press) and hey presto it works! "Thank you for reminding me to be just like Derek Duck. Let's put his picture up somewhere in the room to remind us to be just like Derek" (Use the printed stickers to reinforce this lesson too).</p> <p>Show the children what you wanted to show them ... ask them to find a comfortable position and lay down with their eyes closed and listen to the words. Listen from 2min -4 mins to POWER EPISODE! Positive Words To Rock Your School Day.</p> <p>The children enjoyed the story and love the character Derek Duck (we have been using a duck puppet) This has been used as an incentive / reward in the classroom – to sit on the carpet holding Derek.</p>	
3	<p>Resources: Imogen Insect booklet, junk modelling, glue, tape.</p> <p>Objective: To identify challenges and think of way to overcome them. Use your imagination like Imogen Insect.</p> <p>Activity: Read the story of Imogen insect stopping at points to reflect with the children. Use lolly sticks and talk partners.</p> <p>Questions: After p3 ask why Imogen may have felt this way? After page 4, take suggestions for what Imogen's good idea might be. After page 5, why do you think Imogen's friends were so impressed with her Imagination?</p> <p>At the end of the story, talk about the things that the children have made out of recycled materials (clarify what the word recycled means).</p> <p>-The children will then work in pairs to create something from the junk modelling. CT to model with the LSA, talking about what we could make looking at the materials we have.</p> <p>-Take photos of the junk modelling and start a book of models that will stay in your art area and inspire children when they need more ideas.</p> <p>-At the end of the session bring the class together to listen to 'The best day yet' Pod cast. You are Filled with Creative Ideas (Beaver Adventure!) This is a longer podcast (from 1:15min -13min) so you may want to do this while the children are doing something creative like colouring, painting to encourage them to listen. You could pause at points to pick up on new vocabulary or use a whiteboard for the children to draw what they see in their mind as they listen. You might also like to listen to this in two parts for younger children (half for this session and half for the next).</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, PowerPoint version of Incy Wincy Spider</p> <p>Objective: To identify things that they find challenging. To set challenges for themselves that they can work towards.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 41 'Incy Wincy Spider'</p> <p>NB instead of using the version suggested in the book, use the PowerPoint version in the Reception resource folder as we want to focus on the spider's imaginative approach where he is thinking outside of the box.</p> <p>Do we think that Incy Wincy Spider is like Fixed Freddie or Growing Grace today?</p>
4	<p>Resources: Harry hedgehog story and instruments</p> <p>Objective: To set challenges and think of strategies to achieve them. To 'have a go' like Harry Hedgehog.</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify how people feel when they find something difficult.</p>

	<p>Activity: Read the story of 'Have a go with Harry Hedgehog' -ask the children to sit in a circle (sitting next to their talk partner) and explain that you will need some actors to help you tell the story. As you read, invite children to go into the middle of the circle to act out what you are reading. After p3, ask the children to all repeat how Colin learned to play the maracas...."with a lot of practise". After p4 ask how Carice got so good? "she didn't give up just like Derek Duck". After p5 what instrument do you think Harry wanted to learn? Why do you think he wanted to learn an instrument? Why is it important to challenge your brain (refer back to week one). After p6 ask the LSA to write up Harry's strategies and make these clear as you read them. Ask the children why he needs to think about how he will do it? After p8, Why were Harry's friends proud of him? How could you show someone that you are proud of them?</p> <p>Ask the children to talk to their talk partner about a challenge that they are working on (refer back to the previous lesson) and how they are getting on with it or a new challenge they want to set themselves. Give the children a set of instruments to work with and remind them how to treat instruments. Give them a challenge to sing a nursery rhyme whilst playing their instrument, can they keep in time to the music (CT demonstrates and asks the LSA if she/he would like to 'have a go too').</p> <p>CIL/EXT: You could have a challenge table in your classroom or challenge success board. At the end of the session/day bring the class together to listen to 'The best day yet' Pod cast WATER BEARS Get Stronger Every Day. (And so do you!) (8:30min)</p>	<p>To suggest ways of encouraging themselves and others to try again.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 38 'Everyone can learn to ride a bicycle' lesson plan.</p> <p>https://www.youtube.com/watch?v=mRJzMTw4eEE&t=13s start from 0:25 min and stop at 3:20 min.</p>
5	<p>Resources: Colin Caterpillar story, lolly sticks, 5 breaths doc</p> <p>Objective: To learn to focus on a task and why this is a good strategy. To concentrate like Colin Caterpillar</p> <p>Activity: Print out the character sheet at the end of the story and attach to lolly sticks to use as puppets to help you tell the story. Invite children to come up and help you. You could alternatively print off enough for each child to have one and hold up their character when you get to that part un the story.</p> <p>Talk about the title and what the word concentrate means. Explain to the class that they need to concentrate on your movements and copy everything you do</p> <p>After p 4 talk about why Colin chose not to play. Why is concentrating so important? Do you think he was good at it before or something he is working on? What makes you think that?</p> <p>After p5 - it must have been hard saying no to something that Colin enjoys doing. Has that ever happened to you when you were doing something and then something else caught your attention? Has it happened the other way where you had to say no like Colin?</p> <p>After p6 What does the word determined mean? Write the word up and discuss it's meaning, can you say the word with me, say it loud, say it quietly, say it in a squeaky voice, sing it, whisper it, clap how many syllables are in the word. Tell the class that you will ask the about the word at the end of the lesson. How did Colin show determination and concentration?</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, blocks/bricks</p> <p>Objective: To take risks and engage in new learning. To identify ways a person can learn to do something tricky.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 48 'Toppling Towers' lesson plan. During this lesson have a real focus on concentration as a skill and it's something we learn and get better at. How can we concentrate? What does it look like? How can we get better at it?</p> <p>For part 2 of the planning 'I need a challenge' ask your LSA to reveal a challenge tower that he/she has created for you to have a go at. LSA will remind the CT to really concentrate so you get all the parts in the correct place. CT to ask the children to remind her how to concentrate. CT creates the tower under the LSA's guidance and praise for good concentration and successes. Make a point of not concentrating and whizzing ahead and the model not going to plan. Verbally model telling yourself to "stop and concentrate, I can do this if I just take my time and think about it. Mistakes are ok". Complete the tower and compare it. Ask the class after what they thought of the part where I went wrong. Did I give up/ not get it right or did that help me to succeed? The children will then work in pairs to make small towers from a set of ten blocks. They will then find another pair once time is up and will have new set of blocks to recreate with the other pair have made. CT and LSA to circulate and take notes. Listen for good</p>

	<p>Explain that we are going to do an exercise class with Joe Wicks. We will need to concentrate carefully on the moves and we will need to be determined to get to the end.</p> <p>https://www.youtube.com/watch?v=d3LPrhI0v-w 5 min classroom work out with Joe Wicks.</p> <p>Finish the session with a breathing exercise using your hand (display the 5 breaths doc for the class to see). Model how to do this first and then ask the children to do the same with their talk partner.</p>	<p>growth mindset talk and highlight this at the end of the session. Ask the children if anyone would like to share how they got on.</p> <p>Affirmation podcast: At the end of the session/day bring the class together and explain that you have one more challenge for them. We are going to think about what we are grateful for. Visit 'The best day yet' podcast 'BDY Gratitude Challenge' stop at 3:10min how many did you get? Do you think you can top that? On the way home from school today set yourself a challenge to name more things that you are grateful for. It takes a lot of concentration to do this. We will have another go next week and see if we can name more things.</p>
6	<p>Resource: Carice Cat story, scissors and tape</p> <p>Objective: To ask questions To be curious like Carice Cat</p> <p>Activity: Read the story of Carice Cat. On page 10 and 11 are print outs to make character pieces – you could leave one not finished so that you can show the children how to do it for a CIL activity later.</p> <p>Use the character pieces to act out the story – you could ask individuals to come up and help you as you read. Stop after these pages to reflect using a combination of talk partners and lolly sticks.</p> <p>After p3 Talk about the word curious, write it down, can you say the word with me, say it loud, say it quietly, say it in a squeaky voice, sing it, whisper it, clap how many syllables are in the word. Tell the class that you will ask the about the word at the end of the lesson. Why do you think Carice is curious?</p> <p>After p5, what is Imogen imagining? An you think of any uses it could have. Why is imagining what it might be good for the brain (establish that it's our brain's way of making connections to try and find clues, like we have been doing in our metacognition lessons).</p> <p>After p7, why do you think Derek Duck's words help Carice? Do they help you? Have you used the words and would you like to share this? LSA and CT lead by example and share a recent example too.</p> <p>After p9, what did Carice do to help her to find out about the curious object? - establish that she asked a lot of questions and relate this to the experiences of the children. Why is it good to ask questions? What can we learn from each other? Where else could we find answers (talk about books and the internet - e safety reminder here).</p> <p>What are you curious about? If you can't think of anything, start with something you like/ have a passion for. Do all insects have wings? How many times can I run around the playground in 2 minutes? Why do some fish have teeth and some don't? How is chocolate made. Collect ideas from the class and record a few, explain that we will come and ask you what your question is to go in a thought bubble and you will ask lots of questions over the next few days with friends in your class, adults around school and at home to see if you can come up with the answer. (This could be set as a homework task or a talk time task for the children to investigate with their parents at home). The</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify things they find challenging. To set challenges for themselves that they can work towards.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 52 'Rooting for you'' lesson plan. you can get a version of the story 'rooting for you' here.</p> <p>Finish the lesson /day with square breathing, asking children to concentrate on the screen and their breathing.</p> <p>https://www.youtube.com/watch?v=YFdZXwE6fRE A variation of this is the 5 breaths from week 5.</p>

children will now draw a picture of themselves and decorate, their thought bubble can then go above their head like Carice on page 3.

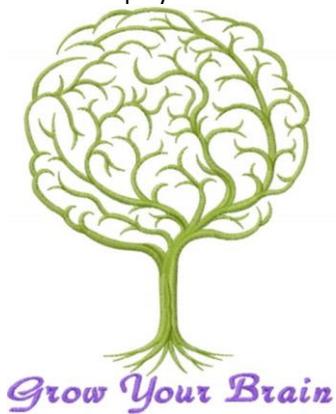
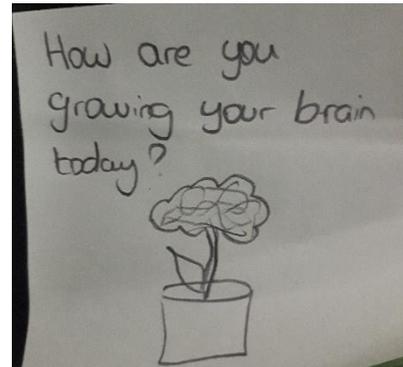
Finish the day/session off with a question, I wonder what this is?

<https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/cosy-comfort> click on the link to visit explorify. Gather clues as you zoom in bit by bit to reveal a wolly hat.

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Year group: Year 1		
Week	Lesson 1	Lesson 2
1	<p>Resources: Box (to represent the brain), statement doc, two hoops, Katie and Mojo image, pass it on song and share bear.</p> <p>Objective: To learn how the brain develops (grows)</p> <p>Activity: https://www.youtube.com/watch?v=2zrtHt3bBmQ 2:36mins long After watching the video clip, ask the children what they thought. Ask the children to talk to their talk partner next to them (these may or may not have been set depending on the class and what they are ready for). Have you ever felt like Mojo? Share some experiences by using a share bear (only the person holding the bear speaks while the rest of us listen).</p> <p>Sit the children in a circle and pass around a box of thoughts (4-6 growth and fixed mindset statements and sing the pass it on song). Explain that these are thoughts that share bear has collected from Katie and Mojo. As the teacher reads the first statement discuss whether it is the kind of things that Mojo may have said or Katie? Have two hoops, one to represent Mojo's brain (including picture) and one to represent Katie's brain. Continue on.... Once the statements have been sorted read out Katie's statements again, could we use any of these to give Mojo some advice? Match them up and put these up in the classroom.</p> <p>EXT: Group activity explore this further after. You could ask the children to draw pictures to help them remember the positive things they could say to themselves to help them to grow and strengthen their brain.</p>	<p>Resources: Two cuddly toys, lolly sticks,</p> <p>Objective: To relate to growth or fixed mindset. To discuss the difference between growth and fixed mindset.</p> <p>Activity: Introduce two new characters, Growing Grace and Fixed Freddie (these can be any two cuddly toys). CT role play with the LSA a situation where Fixed Freddie is having trouble with his letter formation. Growing Grace will offer a solution (like the video we saw last lesson) she will help Freddie by showing him and encouraging him to ask the teacher. Look at the growing statements from last week. What else could she say to him? The children will then work with their partner to re-enact the scene choosing the same or a different problem. Come back together and invite children to share their role play. Using lolly sticks ask the children to comment on how Growing Grace helped Fixed Freddie to change his mindset. How have you been like Grace this week? Would anyone like to share how they have been like Fixed Freddie and then turned it all around? CT and LSA lead by example by sharing their Fixed Freddie moments.</p> <p>Ext/ CIL: The children will make their own finger/stick puppets to role play with. They could also have the characters in the small word area.</p>
2	<p>Resource: Derek Duck story, lolly sticks</p> <p>Objective: To identify what you can say or do when something is tricky. -Don't give up like Derek Duck.</p> <p><i>At the start of the session have something you will be doing throughout the session such as turning on your computer using the remote - make out it has been updated and you just don't know how to use it, it's too difficult.</i></p> <p>Activity: Print off the book as separate pages and ask children one by one to come up and help you hold each page (8 in total) as you read them. Ask the children to help you with actions in the story and chant together the parts where Derek says "don't give up Derek".</p> <p>Questions: After page 1 talk about why Derek might be finding things difficult. At this point use your lolly sticks and talk partners. After p2, How do you think Derek felt seeing all the other ducks swimming over and enjoying the bread? Ask what could he do about it? Should he give up? Think back to last week when we learnt about Katie and Mojo. Establish that he should keep going, can we help him? let's all say together "don't give up Derek!"</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify characteristics of growth and fixed mindsets. To suggest ideas for how a character can develop growth mindset.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 56 'I give up' lesson plan. https://www.bbc.co.uk/iplayer/episodes/b0070s19/charlie-and-lola if you can't find the story you are looking for then use the link above to access Charlie and Lola episodes.... Lola often has a fixed mindset so you could apply to a lot of these. Compare Lola and Charlie's mindset with Fixed Freddie and Growing Grace. What features do they share... Could Lola's mind be changed? How does Derek Duck change his mindset?</p>

	<p>Continue with page 3 and 4 and ask if he should now give up? Talk about other ways he could succeed? Is there another way?</p> <p>After p7 talk about why the little girl was so impressed with Derek.</p> <p>Talk time! You and your talk partner join with another pair and talk about a time when you didn't give up just like Derek while CT and LSA listens from a distance and take notes on the children's thoughts. Ask if anyone would like to share something with the class.</p> <p>When they have finished, have another go with the remote making it obvious you are trying something else "that's it, I just can't do it" -the children will hopefully remind you to not give up like Derek Duck (if not ask the LSA to do this). "your right, I should be more like Derek, he tried another way didn't he... maybe I could ask someone... Mrs Do you know? (your LSA will remind you which button to press) and hey presto it works! "Thank you for reminding me to be just like Derek Duck. Lets put his picture up somewhere in the room to remind us to be just like Derek" (Use the printed stickers to reinforce this lesson too).</p> <p>Show the children what you wanted to show them ... ask them to find a comfortable position and lay down with their eyes closed and listen to the words. Listen from 2min -4 mins to POWER EPISODE! Positive Words To Rock Your School Day.</p>	
3	<p>Resources: Imogen Insect booklet, junk modelling, glue, tape.</p> <p>Objective: To identify challenges and think of way to overcome them.</p> <p>Use your imagination like Imogen Insect.</p> <p>Activity: Read the story of Imogen insect stopping at points to reflect with the children. Use lolly sticks and talk partners.</p> <p>Questions: After p3 ask why Imogen may have felt this way?</p> <p>After page 4, take suggestions for what Imogen's good idea might be.</p> <p>After page 5, why do you think Imogen's friends were so impressed with her Imagination?</p> <p>At the end of the story, talk about the things that the children have made out of recycled materials (clarify what the word recycled means).</p> <p>-The children will then work in pairs to create something from the junk modelling. CT to model with the LSA, talking about what we could make looking at the materials we have.</p> <p>-Take photos of the junk modelling and start a book of models that will stay in your art area and inspire children when they need more ideas.</p> <p>-At the end of the session bring the class together to listen to 'The best day yet' Pod cast. You are Filled with Creative Ideas (Beaver Adventure!) This is a longer podcast (from 1:15min -13min) so you may want to do this while the children are doing something creative like colouring, painting to encourage them to listen. You could pause at points to pick up on new vocabulary or use a whiteboard for the children to draw what they see in their mind as they listen. You might also like to listen to this in two parts for younger children (half for this session and half for the next).</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, food colouring, 2 sponges</p> <p>Objective: To identify the characteristics of growth and fixed mindset. To describe what happens to our brain when we learn.</p> <p>Activity: Using the growth mindset power point resource, talk about the aim of the session and what they think this might mean. Take notes on individuals. Stop at slide 3 and talk about the diagram why is one side colourful and the other not? Continue with the lesson using Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 69 'Soaking up all the learning'' lesson plan.</p> <p>NB: Use different coloured waters (using food colouring) to show the concrete version of slide 3 on the smart board. Explain that like Imogen we are using our imagination to imagine that the sponges are really two different brains.</p> <p>At the end of the lesson do a vote with the remaining slides for fixed or growth mindset.</p>
4	<p>Resources: Harry hedgehog story and instruments</p> <p>Objective: To set challenges and think of strategies to achieve them.</p> <p>To 'have a go' like Harry Hedgehog.</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p>

	<p>Activity: Read the story of 'Have a go with Harry Hedgehog' -ask the children to sit in a circle (sitting next to their talk partner) and explain that you will need some actors to help you tell the story. As you read, invite children to go into the middle of the circle to act out what you are reading. After p3, ask the children to all repeat how Colin learned to play the maracas..."with a lot of practise". After p4 ask how Carice got so good? "she didn't give up just like Derek Duck". After p5 what instrument do you think Harry wanted to learn? Why do you think he wanted to learn an instrument? Why is it important to challenge your brain (refer back to week one). After p6 ask the LSA to write up Harry's strategies and make these clear as you read them. Ask the children why he needs to think about how he will do it? After p8, Why were Harry's friends proud of him? How could you show someone that you are proud of them?</p> <p>Ask the children to talk to their talk partner about a challenge that they are working on (refer back to the previous lesson) and how they are getting on with it or a new challenge they want to set themselves. Give the children a set of instruments to work with and remind them how to treat instruments. Give them a challenge to sing a nursery rhyme whilst playing their instrument, can they keep in time to the music (CT demonstrates and asks the LSA if she/he would like to 'have a go too').</p> <p>CIL/EXT: You could have a challenge table in your classroom or challenge success board. At the end of the session/day bring the class together to listen to 'The best day yet' Podcast WATER BEARS Get Stronger Every Day. (And so do you!) (8:30min)</p>	<p>Objective: To discuss and share their opinion on what they think the word learning means?</p> <p>To describe the learning journey, using pictures to support.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 63 'grow, grow, grow your brain' lesson plan. A variation of this lesson is to make posters to remind each other to be just like Harry hedgehog and challenge themselves. When we challenge ourselves, we grow our brains. CT to model a poster (see some examples below). The children will work in groups to create or decorate with collage materials (to add challenge) posters to go with your current display.</p>  
5	<p>Resources: Colin Caterpillar story, lolly sticks, 5 breaths doc</p> <p>Objective: To learn to focus on a task and why this is a good strategy. To concentrate like Colin Caterpillar</p> <p>Activity: Print out the character sheet at the end of the story and attach to lolly sticks to use as puppets to help you tell the story. Invite children to come up and help you. You could alternatively print off enough for each child to have one and hold up their character when you get to that part un the story.</p> <p>Talk about the title and what the word concentrate means. Explain to the class that they need to concentrate on your movements and copy everything you do</p> <p>After p 4 talk about why Colin chose not to play. Why is concentrating so important? Do you think he was good at it before or something he is working on? What makes you think that?</p> <p>After p5 - it must have been hard saying no to something that Colin enjoys doing. Has that ever happened to you when you were doing something and then something else caught your attention? Has it happened the other way where you had to say no like Colin?</p> <p>After p6 What does the word determined mean? Write the word up and discuss it's meaning, can you say the word with me, say it loud, say it quietly, say it in a squeaky voice, sing it, whisper it, clap how many syllables are in the word. Tell the class that you will ask the about the word at the end of the lesson. How did Colin show determination and concentration?</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify the characteristics of a growth mindset.</p> <p>To identify as aspect of their learning in which they would like to improve or challenge themselves.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 72 'The power of perseverance' lesson plan. Relate back to Colin the Caterpillar, how did he show perseverance?</p> <p>Affirmation podcast: At the end of the session/day bring the class together and explain that you have one more challenge for them. We are going to think about what we are grateful for. Visit 'The best day yet' podcast 'BDY Gratitude Challenge' stop at 3:10min how many did you get? Do you think you can top that? On the way home from school today set yourself a challenge to name more things that you are grateful for. It takes a lot of concentration to do this. We will have another go next week and see if we can name more things.</p>

	<p>Explain that we are going to do an exercise class with Joe Wicks. We will need to concentrate carefully on the moves and we will need to be determined to get to the end.</p> <p>https://www.youtube.com/watch?v=d3LPrhI0v-w 5 min classroom work out with Joe Wicks.</p> <p>Finish the session with a breathing exercise using your hand (display the 5 breaths doc for the class to see). Model how to do this first and then ask the children to do the same with their talk partner.</p>	
6	<p>Resource: Carice Cat story, scissors and tape</p> <p>Objective: To ask questions To be curious like Carice Cat</p> <p>Activity: Read the story of Carice Cat. On page 10 and 11 are print outs to make character pieces – you could leave one not finished so that you can show the children how to do it for a CIL activity later.</p> <p>Use the character pieces to act out the story – you could ask individuals to come up and help you as you read. Stop after these pages to reflect using a combination of talk partners and lolly sticks.</p> <p>After p3 Talk about the word curious, write it down, can you say the word with me, say it loud, say it quietly, say it in a squeaky voice, sing it, whisper it, clap how many syllables are in the word. Tell the class that you will ask the about the word at the end of the lesson. Why do you think Carice is curious?</p> <p>After p5, what is Imogen imagining? An you think of any uses it could have. Why is imagining what it might be good for the brain (establish that it's our brain's way of making connections to try and find clues, like we have been doing in our metacognition lessons).</p> <p>After p7, why do you think Derek Duck's words help Carice? Do they help you? Have you used the words and would you like to share this? LSA and CT lead by example and share a recent example too.</p> <p>After p9, what did Carice do to help her to find out about the curious object? - establish that she asked a lot of questions and relate this to the experiences of the children. Why is it good to ask questions? What can we learn from each other? Where else could we find answers (talk about books and the internet - e safety reminder here).</p> <p>What are you curious about? If you can't think of anything, start with something you like/ have a passion for. Do all insects have wings? How many times can I run around the playground in 2 minutes? Why do some fish have teeth and some don't? How is chocolate made. Collect ideas from the class and record a few, explain that we will come and ask you what your question is to go in a thought bubble and you will ask lots of questions over the next few days with friends in your class, adults around school and at home to see if you can come up with the answer. (This could be set as a homework task or a talk time task for the children to investigate with their parents at home). The children will now draw a picture of themselves and decorate, their thought bubble can then go above their head like Carice on page 3.</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To explain what a growth mindset is. To identify and set a learning challenge for themselves.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 75 'super snails – setting challenges'' lesson plan.</p> <p>Relate back to Carice Cat what challenge did she set herself this week?</p>

Finish the day/session off with a question, I wonder what this is?
<https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/cosy-comfort> click on the link to visit explorify. Gather clues as you zoom in bit by bit to reveal a wolly hat.

Year group: Year 2

Week	Lesson 1	Lesson 2
1	<p>Resources: statement doc, Katie and Mojo image</p> <p>Objective: To learn how the brain develops (grows)</p> <p>Activity: https://www.youtube.com/watch?v=2zrtHt3bBmQ 2:36mins long</p> <p>After watching the video clip, ask the children what they thought. Talk to your talk partner next to you (these may or may not have been set depending on the class and what they are ready for). Have you ever felt like Mojo?</p> <p>In small groups, ask the children to sort the statements into things that Mojo was thinking and things Katie might say (you could have pictures of Mojo and Katie and put the statements below each one.</p> <p>CT to listen from a distance and let the children to discuss the statements and negotiate ideas. After statements have been sorted tell each group that they will share one of their statements and explain why they have put it in this column.</p> <p><i>Chn were able to sort the sentences well. The video supported their understanding well. VI</i></p>	<p>Resources: Two cuddly toys, lolly sticks,</p> <p>Objective: To relate to growth or fixed mindset.</p> <p>To discuss the difference between growth and fixed mindset.</p> <p>Activity: Introduce two new characters, Growing Grace and Fixed Freddie (these can be any two cuddly toys). <i>CT role play with the LSA a situation where Fixed Freddie is having trouble with his letter formation.</i> Growing Grace will offer a solution (like the video we saw last lesson) she will help Freddie by showing him and encouraging him to ask the teacher. Look at the growing statements from last week. What else could she say to him? The children will then work with their partner to re-enact the scene choosing the same or a different problem. Come back together and invite children to share their role play. Using lolly sticks ask the children to comment on how Growing Grace helped Fixed Freddie to change his mindset. How have you been like Grace this week? Would anyone like to share how they have been like Fixed Freddie and then turned it all around? <i>CT and LSA lead by example by sharing their Fixed Freddie moments.</i></p> <p>Ext/ CIL: The children will make their own finger/stick puppets to role play with. They could also have the characters in the small word area.</p> <p><i>Chn loved making the puppets and could re-enact once given a prompt. Maybe scenario cards would be useful. VI</i></p>
2	<p>Resource: Derek Duck story, lolly sticks</p> <p>Objective: To identify what you can say or do when something is tricky. -Don't give up like Derek Duck.</p> <p><i>At the start of the session have something you will be doing throughout the session such as turning on your computer using the remote - make out it has been updated and you just don't know how to use it, it's too difficult.</i></p> <p>Activity: Print off the book as separate pages and ask children one by one to come up and help you hold each page (8 in total) as you read them. Ask the children to help you with actions in the story and chant together the parts where Derek says "don't give up Derek".</p> <p>Questions: After page 1 talk about why Derek might be finding things difficult. At this point use your lolly sticks and talk partners.</p> <p>After p2, How do you think Derek felt seeing all the other ducks swimming over and enjoying the bread? Ask what could he do about it? Should he give up? Think back to last week when we learnt about Katie and Mojo.</p> <p>Establish that he should keep going, can we help him? let's all say together "don't give up Derek!"</p> <p>Continue with page 3 and 4 and ask if he should now give up? Talk about other ways he could succeed? Is there another way?</p> <p>After p7 talk about why the little girl was so impressed with Derek.</p> <p>Talk time! You and your talk partner join with another pair and talk about a time when you didn't give up just like Derek while CT and LSA listens from a distance and take notes</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify and describe how we feel when we make a mistake.</p> <p>To identify strategies which can help us to learn.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 84 'Oh no! I've made a mistake!' lesson plan. Relate back to Derek Duck story, what mistakes did Derek make? How did he overcome this?</p> <p>-create an ethos in your classroom "I can't do this yet....."</p> <p>"That's a good mistake, how did you learn from it?"</p> <p><i>Found the story on You Tube and the children really could relate to the story well. VI</i></p>

	<p>on the children's thoughts. Ask if anyone would like to share something with the class. When they have finished, have another go with the remote making it obvious you are trying something else "that's it, I just can't do it" -the children will hopefully remind you to not give up like Derek Duck (if not ask the LSA to do this). "your right, I should be more like Derek, he tried another way didn't he... maybe I could ask someone... Mrs Do you know? (your LSA will remind you which button to press) and hey presto it works! "Thank you for reminding me to be just like Derek Duck. Lets put his picture up somewhere in the room to remind us to be just like Derek" (Use the printed stickers to reinforce this lesson too).</p> <p>Show the children what you wanted to show them ... ask them to find a comfortable position and lay down with their eyes closed and listen to the words. Listen from 2min -4 mins to POWER EPISODE! Positive Words To Rock Your School Day.</p>	
3	<p>Resources: Imogen Insect booklet, junk modelling, glue, tape. Objective: To identify challenges and think of way to overcome them. Use your imagination like Imogen Insect. Activity: Read the story of Imogen insect stopping at points to reflect with the children. Use lolly sticks and talk partners. Questions: After p3 ask why Imogen may have felt this way? After page 4, take suggestions for what Imogen's good idea might be. After page 5, why do you think Imogen's friends were so impressed with her Imagination? At the end of the story, talk about the things that the children have made out of recycled materials (clarify what the word recycled means). -The children will then work in pairs to create something from the junk modelling. CT to model with the LSA, talking about what we could make looking at the materials we have. -Take photos of the junk modelling and start a book of models that will stay in your art area and inspire children when they need more ideas. -At the end of the session bring the class together to listen to 'The best day yet' Pod cast. You are Filled with Creative Idepsheas (Beaver Adventure!) This is a longer podcast (from 1:15min -13min) so you may want to do this while the children are doing something creative like colouring, painting to encourage them to listen. You could pause at points to pick up on new vocabulary or use a whiteboard for the children to draw what they see in their mind as they listen. You might also like to listen to this in two parts for younger children (half for this session and half for the next). Chn could not actually do junk modelling, however I had an example of some I did earlier and photographs. I designed a worksheet for them to think of 3 ideas to make at home then design a picture of what it would look like. Chn seemed very engaged and loved talking ideas through. VI</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To discuss and debate whether girls should be allowed to be engineers. To identify How we should respond to a mistake. Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 88 'Girls cant to that! Dream big!' lesson plan. Relate back to Imogen Insect story, how do you think her attitude would help her in this lesson today?</p> <p>Reflect back on our ethos from last week. Would anyone like to share a good mistake from the week and how it helped their brain to grow? -Create an ethos in your classroom "I can't do this yet....." "That's a good mistake, how did you learn from it?" VI- chn engaged well with the story and was interesting to see the chn's perceptions of girls / boy prejudices are already showing. Good discussion had by chn challenging these issues</p>
4	<p>Resources: Harry hedgehog story and instruments Objective: To set challenges and think of strategies to achieve them. To 'have a go' like Harry Hedgehog. Activity: Read the story of 'Have a go with Harry Hedgehog' -ask the children to sit in a circle (sitting next to their talk partner) and explain that you will need some actors to</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To set a learning challenge. To review their challenge and identify their progress.</p>

	<p>help you tell the story. As you read, invite children to go into the middle of the circle to act out what you are reading. After p3, ask the children to all repeat how Colin learned to play the maracas..."with a lot of practise". After p4 ask how Carice got so good? "she didn't give up just like Derek Duck". After p5 what instrument do you think Harry wanted to learn? Why do you think he wanted to learn an instrument? Why is it important to challenge your brain (refer back to week one). After p6 ask the LSA to write up Harry's strategies and make these clear as you read them. Ask the children why he needs to think about how he will do it? After p8, Why were Harry's friends proud of him? How could you show someone that you are proud of them?</p> <p>Ask the children to talk to their talk partner about a challenge that they are working on (refer back to the previous lesson) and how they are getting on with it or a new challenge they want to set themselves. Give the children a set of instruments to work with and remind them how to treat instruments. Give them a challenge to sing a nursery rhyme whilst playing their instrument, can they keep in time to the music (CT demonstrates and asks the LSA if she/he would like to 'have a go too').</p> <p>CIL/EXT: You could have a challenge table in your classroom or challenge success board. At the end of the session/day bring the class together to listen to 'The best day yet' Podcast WATER BEARS Get Stronger Every Day. (And so do you!) (8:30min)</p> <p>Due to the restrictions in place because of COVID and difficulties singing and sharing equipment, I decide to get the children to try stacking cards in pyramids. This was a huge success and the chn were using great language demonstrating growth mindset language. Only one child got very frustrated but was encouraged by his peers.</p>	<p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 99 'Challenge mountains' lesson plan. Relate back to Harry Hedgehog's story. What challenge did he set for himself? Why did he do this? Why do you think it's important to have challenges and goals for yourself.</p> <p>Affirmation podcast: At the end of the session/day bring the class together and explain that you have one more challenge for them. We are going to think about what we are grateful for. Visit 'The best day yet' podcast 'BDY Gratitude Challenge' stop at 3:10min how many did you get? Do you think you can top that? On the way home from school today set yourself a challenge to name more things that you are grateful for. It takes a lot of concentration to do this. We will have another go next week and see if we can name more things</p> <p>The chn were able to set challenges for themselves. I used a 3 star and a wish approach for them to remember what they are good at and something they would like to learn. VI</p>
5	<p>Resources: Colin Caterpillar story, lolly sticks, 5 breaths doc</p> <p>Objective: To learn to focus on a task and why this is a good strategy. To concentrate like Colin Caterpillar</p> <p>Activity: Print out the character sheet at the end of the story and attach to lolly sticks to use as puppets to help you tell the story. Invite children to come up and help you. You could alternatively print off enough for each child to have one and hold up their character when you get to that part un the story.</p> <p>Talk about the title and what the word concentrate means. Explain to the class that they need to concentrate on your movements and copy everything you do</p> <p>After p 4 talk about why Colin chose not to play. Why is concentrating so important? Do you think he was good at it before or something he is working on? What makes you think that?</p> <p>After p5 - it must have been hard saying no to something that Colin enjoys doing. Has that ever happened to you when you were doing something and then something else caught your attention? Has it happened the other way where you had to say no like Colin?</p> <p>After p6 What does the word determined mean? Write the word up and discuss it's meaning, can you say the word with me, say it loud, say it quietly, say it in a squeaky voice, sing it, whisper it, clap how many syllables are in the word. Tell the class that you</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify the different stages of effort. To create their own effort meter.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 103 'Ding ding! How much effort' lesson plan. Relate back to Colin Caterpillar story.</p>

	<p>will ask the about the word at the end of the lesson. How did Colin show determination and concentration?</p> <p>Explain that we are going to do an exercise class with Joe Wicks. We will need to concentrate carefully on the moves and we will need to be determined to get to the end.</p> <p>https://www.youtube.com/watch?v=d3LPrhI0v-w 5 min classroom work out with Joe Wicks.</p> <p>Finish the session with a breathing exercise using your hand (display the 5 breaths doc for the class to see). Model how to do this first and then ask the children to do the same with their talk partner.</p>	
6	<p>Resource: Carice Cat story, scissors and tape</p> <p>Objective: To ask questions To be curious like Carice Cat</p> <p>Activity: Read the story of Carice Cat. On page 10 and 11 are print outs to make character pieces – you could leave one not finished so that you can show the children how to do it for a CIL activity later.</p> <p>Use the character pieces to act out the story – you could ask individuals to come up and help you as you read. Stop after these pages to reflect using a combination of talk partners and lolly sticks.</p> <p>After p3 Talk about the word curious, write it down, can you say the word with me, say it loud, say it quietly, say it in a squeaky voice, sing it, whisper it, clap how many syllables are in the word. Tell the class that you will ask the about the word at the end of the lesson. Why do you think Carice is curious?</p> <p>After p5, what is Imogen imagining? Can you think of any uses it could have. Why is imagining what it might be good for the brain (establish that it's our brain's way of making connections to try and find clues, like we have been doing in our metacognition lessons).</p> <p>After p7, why do you think Derek Duck's words help Carice? Do they help you? Have you used the words and would you like to share this? LSA and CT lead by example and share a recent example too.</p> <p>After p9, what did Carice do to help her to find out about the curious object? - establish that she asked a lot of questions and relate this to the experiences of the children. Why is it good to ask questions? What can we learn from each other? Where else could we find answers (talk about books and the internet - e safety reminder here).</p> <p>What are you curious about? If you can't think of anything, start with something you like/ have a passion for. Do all insects have wings? How many times can I run around the playground in 2 minutes? Why do some fish have teeth and some don't? How is chocolate made. Collect ideas from the class and record a few, explain that we will come and ask you what your question is to go in a thought bubble and you will ask lots of questions over the next few days with friends in your class, adults around school and at home to see if you can come up with the answer. (This could be set as a homework task or a talk time task for the children to investigate with their parents at home). The</p>	<p>Resources: Fixed Freddie and Growing Grace, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To create a character to represent effort. To explain what the characteristics of effort are.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 91 'Super effort' lesson plan. Relate back to Carice Cat story. How does show effort?</p>

<p>children will now draw a picture of themselves and decorate, their thought bubble can then go above their head like Carice on page 3.</p> <p>Finish the day/session off with a question, I wonder what this is? https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/cosy-comfort click on the link to visit explorify. Gather clues as you zoom in bit by bit to reveal a woolly hat.</p>	
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Being me in my learning world: Growth Mindset (GMS) 2X 30mins lessons per week

Year group: Year 3		
Week	Lesson 1	Lesson 2
1	<p>Resource: Katie and Mojo pictures, statements</p> <p>Objective: How does my brain work?</p> <p>Activity: https://www.youtube.com/watch?v=2zrtHt3bBmQ 2:36mins long After watching the video clip, ask the children what they thought. Talk to your talk partner next to you (these may or may not have been set depending on the class and what they are ready for). Have you ever felt like Mojo? In small groups, ask the children to sort the statements into things that Mojo was thinking and things Katie might say (you could have pictures of Mojo and Katie and put the statements below each one. CT to listen from a distance and let the children to discuss the statements and negotiate ideas. After statements have been sorted tell each group that they will share one of their statements and explain why they have put it in this column.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, coloured water and 2 sponges</p> <p>Objective: To identify the characteristics of growth and fixed mindset. To describe what happens to our brain when we learn.</p> <p>Activity: Using the growth mindset power point resource, talk about the aim of the session and what they think this might mean. Take notes on individuals. Stop at slide 3 and talk about the diagram why is one side colourful and the other not? Continue with the lesson using Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 69 ‘Soaking up all the learning’ lesson plan. NB: Use different coloured waters (using food colouring) to show the concrete version of slide 3 on the smart board.</p> <p>At the end of the lesson do a vote with the remaining slides for fixed or growth mindset.</p>
2	<p>Resources: ipads potentially.</p> <p>Objective: To identify what happens to your brain as you challenge yourself. To learn about the role of neurons in the brain.</p> <p>Activity: Watch Mojo and Katy as they learn about the role of neurons in the brain. https://www.youtube.com/watch?v=HWR2gE5IIPc Following the video talk partners discuss their findings. The children will create an educational video/ role play or what happens to them brain as you learn something new. This could be filmed and potentially shared with a younger class or in an assembly.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, growth and fixed mindset statements from wk 1 and the growth mindset powerpoint for ref</p> <p>Objective: To identify what happens in your brain when you are learning something. To describe what they think happens inside the brain of a growth / fixed mindset.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 111 ‘Firing neurons’ lesson plan. https://www.youtube.com/watch?v=TSwQOf4V3fE The planning refers to the following video, the video is a little grown up. https://www.youtube.com/watch?v=sQKma9uMCFk instead refer to the power point from last week which shows a picture of a growth/ fixed mindset brain. Children then create their own growth and fixed mindset brains. They may want to add thoughts or pictures to go with them.</p>

3	<p>Resources: I can't do this yet doc</p> <p>Objective: To learn the power of 'yet'</p> <p>Activity: https://www.youtube.com/watch?v=OFKVoCuwl2s Mojo helps Katy learn about the power of the word 'yet' After watching the video, Use talk partners to discuss what the objective means to us today. Why is it such an important word? How does it help you? What strategies can Katy use to help her?</p> <p>The children will create their own speech bubble identifying something they are working on or want to be better. Children may want to focus on one smart target or a short term and a long term one. CT to model an example.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, Mirette on the high wire book or Youtube version.</p> <p>Objective: Identify how someone feels when he or she fails. To suggest ways of encouraging someone to try.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p108 "On the high wire" lesson plan. Mirette on the High Wire by Emily Arnold McCully https://www.youtube.com/watch?v=g_dbqyr3djs Relate back to the video we watched about the power of 'yet' how does Mirette display this attitude?</p>
4	<p>Resources: Fail poster, paper, coloured pens.</p> <p>Objective: To identify why making mistakes are an important part of learning. To fail is the first attempt in learning.</p> <p>Activity: Watch Mojo as he makes several attempts to make a robot. Katy helps him to realise that the mistakes are important. https://www.youtube.com/watch?v=EoWLgWCcpWo Give the children some discussion time to discuss the video and the poster FAIL. What does it mean? What does it mean to you? Children discuss in their groups or pairs and share responses. The children will make their own poster to celebrate mistake. They could use the poster and create their own version or their own take on it such as 'celebrate your mistakes' what is your good mistake today? Mistakes make milestones and so on.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, Mistakes that worked book or you tube version.</p> <p>Objective: To identify the importance of making mistakes as part of the learning process. To create a learning cycle to illustrate how something was created.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p122 "Mistakes that worked" lesson plan. Mistakes that worked https://www.youtube.com/watch?v=PKb_60PF65E NB the reader does not read through every section but this might be nice to come back to with your class at points in the week.</p>
5	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify the characteristics of growth and fixed mindsets. To debate whether we are born to be good at something.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p114 "Born to be" lesson plan.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To discuss how we overcome failure in different contexts. To describe how it feels when we fail or make a mistake.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p129 "Never give up" lesson plan.</p>
6	<p>Resources: success is an iceberg doc</p> <p>Objective: To learn to love challenges. To identify that growing your brain only happens when you challenge it</p> <p>Activity: Mojo and Katie are building a rocket but it is trickier then they thought. They learn the importance of learning to love a challenge. https://www.youtube.com/watch?v=BXyNOXSTaMg</p> <p>The children will talk to their talk partner or in their talk group and discuss their reflections from the video. Give them their own copy of the success is an iceberg doc - What does it mean to them? They will create freeze frames showing the journey of success.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, success is an iceberg doc</p> <p>Objective: To identify an area that you find challenging and the barriers to learning. To develop ways of overcoming barriers to learning.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p127 "Challenge mountain" lesson plan.</p>

Being me in my learning world: Growth Mindset (GMS) 2X 30mins lessons per week

Year group: Year 4		
Week	Lesson 1	Lesson 2
1	<p>Resource: Katie and Mojo pictures, statements Objective: How does my brain work? Activity: https://www.youtube.com/watch?v=2zrtHt3bBmQ 2:36mins long After watching the video clip, ask the children what they thought. Talk to your talk partner next to you (these may or may not have been set depending on the class and what they are ready for). Have you ever felt like Mojo? In small groups, ask the children to sort the statements into things that Mojo was thinking and things Katie might say (you could have pictures of Mojo and Katie and put the statements below each one. CT to listen from a distance and let the children to discuss the statements and negotiate ideas. After statements have been sorted tell each group that they will share one of their statements and explain why they have put it in this column.</p> <p>Good introductory lesson. The kids were excited to learn about the brain like neuroscientists!</p>	<p>Resources: growth and fixed mindset PowerPoint, Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, water colours, 2 sponges Objective: To identify the characteristics of growth and fixed mindset. To describe what happens to our brain when we learn. Activity: Using the growth mindset power point resource, talk about the aim of the session and what they think this might mean. Take notes on individuals. Stop at slide 3 and talk about the diagram why is one side colourful and the other not? Continue with the lesson using Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 69 ‘Soaking up all the learning’ lesson plan. NB: Use different coloured waters (using food colouring) to show the concrete version of slide 3 on the smart board. variation – children can work in small groups and report their findings back to the class. Why is this a good representation? How is it helping us to learn about how our brain works?</p> <p>At the end of the lesson do a vote with the remaining slides for fixed or growth mindset.</p> <p>Children enjoyed sorting the statements into growth and fixed mindsets.</p>
2	<p>Resources: ipads potentially Objective: To identify what happens to your brain as you challenge yourself. To learn about the role of neurons in the brain. Activity: Watch Mojo and Katy as they learn about the role of neurons in the brain. https://www.youtube.com/watch?v=HWr2gE5IIPc</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke Objective: To identify the characteristics of growth/fixed mindset. To debate whether we are bon to be good at something. Activity: Objective: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p149 “Fantastic elastic brain” lesson plan.</p>

	<p>Following the video talk partners discuss their findings. The children will create an educational video/ role play or what happens to them brain as you learn something new. This could be filmed and potentially shared with a younger class or in an assembly.</p> <p>The children enjoyed the video. The video was difficult to do because of distancing.</p>	<p>Share your fantastic elastic brain https://www.youtube.com/watch?v=ITiXDYUbHM8 from 1:24min</p> <p>Another good lesson, thank you!</p>
3	<p>Resources: I cant do this yet doc Objective: To learn the power of ‘yet’ Activity: https://www.youtube.com/watch?v=OFKVoCuw12s Mojo helps Katy learn about the power of the word ‘yet’ After watching the vide, Use talk partners to discuss what the objective means to us today. Why is it such an important word? How does it help you? What strategies can Katy use to help her? The children will create their own speech bubble identifying something they are working on or want to be better. Children may want to focus on one smart target or a short term and a long term one. CT to model an example.</p> <p>Children were familiar with this phrase and as such were happy and confident with the task.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify words and phrases that can restrict us as learners. To create our own words to describe the learning process. Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p141 “ Doom words” lesson plan.</p> <p>Children learnt some new phrases and we had interesting discussions.</p>
4	<p>Resources: fail poster doc Objective: To identify why making mistakes are an important part of learning. To fail is the first attempt in learning. Activity: Watch Mojo as he makes several attempts to make a robot. Katy helps him to realise that the mistakes are important. https://www.youtube.com/watch?v=EoWlGWCcpWo Give the children some discussion time to discuss the video and the poster FAIL. What does it mean? What does it mean to you? Children discuss in their groups or pairs and share responses. The children will make their own poster to celebrate mistake. They could use the poster and create their own version or their own take on it such as ‘celebrate your mistakes’ what is your good mistake today? Mistakes make milestones and so on. Some children might like to challenge themselves further and create an acrostic poem <i>f) fail not once, but twice and then</i> <i>a) attempt to get back up again</i> <i>i) in the end you’ll be a success</i> <i>l) let yourself be impressed.</i></p> <p>Children enjoyed making the posters. We didn’t manage to finish within the allotted time so had to return to this.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify and value how failure is an important part of the learning process. To define the term ‘successful’. Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p132 “From failure to success” lesson plan.</p> <p>Children loved learning about the different people and we had interesting debates about who was the most successful.</p>
5	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify strategies for persevering and learning when they make a mistake. To describe how they feel when they make a mistake. Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p136 “Bounce” lesson plan.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify the characteristics of an of an effective learner . To create a simple game. Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p144 “Mindset trumps” lesson plan.</p>

	Children enjoyed the bouncy balls analogy.	Children loved making the top trump cards! Brilliant.
6	<p>Resources: success is an iceberg doc</p> <p>Objective: To learn to love challenges. To identify that growing your brain only happens when you challenge it</p> <p>Activity: Mojo and Katie are building a rocket but it is trickier than they thought. They learn the importance of learning to love a challenge. https://www.youtube.com/watch?v=BXyNOXSTaMg</p> <p>The children will talk to their talk partner or in their talk group and discuss their reflections from the video. Give them their own copy of the success is an iceberg doc - What does it mean to them? They will create freeze frames showing the journey of success.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify the characteristics of an effective learner. To create a design for a learning cereal packet.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p155 "Learning cereals" lesson plan.</p>

Being me in my learning world: Growth Mindset (GMS) 2X 30mins lessons per week

Year group: Year 5		
Week	Lesson 1	Lesson 2
1	<p>Resources: growth/fixed statements</p> <p>Objective: How does my brain work?</p> <p>Activity: https://www.youtube.com/watch?v=rf8FX2sl3gU 3:12 min long Stop the video at 0:33 sec and ask the children to discuss a time when they may have said something similar to themselves. CT / LSA to offer an example too. Replay the video and stop at 2:04sec discuss a time where you had repeated failures. Do you think it helped you? In what way? Replay the video, after watching the video clip, ask the children what they thought. Ask them to talk to their partner next to them (these may or may not have been set depending on the class and what they are ready for). Explain that we need to train our brains to have a more growth mindset rather than a fixed mindset. Show the children a few statements and ask them to decide if they are growth mindset thinking or fixed (write growth and fixed on the board) Sort a few statements as a class and discuss why they are growth / fixed. Set the children off into</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, food colouring, 2 sponges.</p> <p>Objective: To identify the characteristics of growth and fixed mindset. To describe what happens to our brain when we learn.</p> <p>Activity: Using the growth mindset power point resource, talk about the aim of the session and what they think this might mean. Take notes on individuals. Stop at slide 3 and talk about the diagram why is one side colourful and the other not? Continue with the lesson using Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 69 'Soaking up all the learning' lesson plan. NB: Use different coloured waters (using food colouring) to show the concrete version of slide 3 on the smart board.</p>

	<p>small groups with some sugar paper and ask them to sort the remaining statements into fixed or growth. Can the children add their own ideas to the table? CT to listen from a distance and let the children to discuss the statements and negotiate ideas. After statements have been sorted tell each group that they will share one of their statements and explain why they have put it in this column.</p>	<p>variation – children can work in small groups and will have to come up with the statements themselves. They will report their findings back to the class and discuss why is this a good representation? How is it helping us to learn about how our brain works?</p> <p>At the end of the lesson do a vote with the remaining slides for fixed or growth mindset. Discuss some of the statements what does this mean in the classroom? Hove you ever felt like this? How did it make you feel? What did you do about it?</p>
2	<p>Resources: developing resilience doc Objective: To develop resilience. To name the different characteristics of a growth and fixed mindset. Activity: https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382 Play the video from 11.24min to 12.32min followed by https://www.youtube.com/watch?v=vRQkxeBDEFO where we meet Mesha and Lucas. Lucas has a fixed mindset and Mesha has a growth mindset. Stop at points throughout the video and ask the children to talk with their talk partner or talk group to reflect what specifically is Lucas saying that is making his mindset fixed? How is that stopping his brain from growing? Watch more and reflect on Mesha’s growth mindset. How is her language different? How is it helping her to grow her brain? Display the doc developing resilience – The children will choose one of the children in the picture and write down a piece of advice they would give to one of them to develop their growth mindset.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify the strengths and areas for development in learning. to reflect on when they use different mindset and how this effects their learning. Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p160 “Passport to learning” lesson plan.</p>
3	<p>Resource: 10 reasons why failure is important doc, paper, coloured pens Objective: To identify how making mistakes can challenge / grow our brains Activity: https://www.youtube.com/watch?v=QHZbIHwAfIM&list=PLcvEcrsF_9zLFqFCq-MsBSuLY98z_1lpS Watch the video of Tom and Caitlin doing their Science project. Stop at 1.11min what does the phrase if at first you don’t succeed try, try again mean to you? Children talk with their talk partner/ group. Do you think Tom has the same mindset as Catlin? Why / why not? Continue with the video. Stop at 2:03min What do you think Tom is worried about? What will happen if he does get it wrong? Can you think of a time when you felt like this? Look at the poster ‘10 reasons why failure is important’. Look at the statements together and clarify any misconceptions with the vocab. The children will choose a statement and create a poster featuring one of them. They can work ind or in pairs and choose a statement that resonates with them the most.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To debate what it means to be a failure. Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p184 “Famous failures” lesson plan. You could choose a different athlete or several depending on the interests of your children.</p>
4	<p>Resources: laptops Objective: To learn the power of ‘yet’ both sessions at least. Activity: https://www.youtube.com/watch?v=OFKVoCuwl2s Mojo helps Katy learn about the power of the word ‘yet’ After watching the video, Use talk partners to discuss what the objective means to us today. Why is it such an important word? How does it help you? What strategies can Katy use to help her? CT and LSA to share what theirs would be. Ask the children to reflect on what their own ‘yet’ statement would be? Would anyone like to share this?</p> <p>Explain to the class that you have a big challenge for them. They create their own comic strip. The comic strip will be about the power of yet and should be aimed at children younger than themselves. As an extra challenge they may want to make their comics for a different audience. The group will need to plan the story board and use either a story creator to put it all together (Purple Mash story creator for example).</p>	

<p>5</p>	<p>If time is too limited to allow for this, the children could create their own role play or draw their comic strip.</p> <p>Resources: challenge meter doc</p> <p>Objective: To identify why challenge is good for their mindset</p> <p>Activity: Watch https://www.youtube.com/watch?v=8J3sDbWTPgo&list=PLcvEcrcF_9zLFqFCq-MsBSuIY98z_1lpS&index=2 where Tom and Meesha sign up for a talent show. stop at 0.48min What mindset do you think they are both displaying? Reflect back to a few weeks back when we watched Tom do an experiment and Meesha help Lucas with his math. Meesha displayed a really good growth mindset but isn't as much here why not? Talk about the fact that although she is being positive, she is sticking with something she knows well rather than pushing herself to do something new. Tom on the other hand has a much better mindset this time. What was the important word at the end 'yet!'</p> <p>Continue with the video and point out the mindset meter at the bottom of the page as Tom goes up the path, does Meesha's do the same?</p> <p>The children will reflect what they have seen with their talk partner/group and share their views. Ask them to think about something they are already good at, what would the next step be? Using the smart meter doc ask the children to set themselves a goal that they can be something new like Tom or something they want to develop further like Meesha.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To identify strategies for persevering and learning when they make a mistake. To describe how they feel when they make a mistake.</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p136 "Bounce" lesson plan.</p>
<p>6</p>	<p>Resources: success is an iceberg doc, ipads/ cameras</p> <p>Objective: To learn to love challenges.</p> <p>To identify that growing your brain only happens when you challenge it</p> <p>Activity: Mojo and Katie are building a rocket but it is trickier than they thought. They learn the importance of learning to love a challenge.</p> <p>https://www.youtube.com/watch?v=BXyNOXSTaMg</p> <p>The children will talk to their talk partner or in their talk group and discuss their reflections from the video. Give them their own copy of the success is an iceberg doc - What does it mean to them? They will create freeze frames showing the journey of success from the statements in the doc.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, success is an iceberg doc</p> <p>Objective: To explain what happens when you are learning</p> <p>Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p189 "The iceberg illusion" lesson plan. NB this lesson starts with the activity resource from last week (iceberg doc) but today the children will reflect on their own experiences, reflecting on a particular success what was going on underneath the iceberg? CT to show an example.</p>

Being me in my learning world: Growth Mindset (GMS) 2X 30mins lessons per week

Year group: Year 6		
Week	Lesson 1	Lesson 2
1	<p>Resources: growth mindset statements Objective: How does my brain work? Activity: https://www.youtube.com/watch?v=rf8FX2sl3gU 3:12 min long Stop the video at 0:33 sec and ask the children to discuss a time when they may have said something similar to themselves. CT / LSA to offer an example too. Replay the video and stop at 2:04 sec discuss a time where you had repeated failures. Do you think it helped you? In what way? Replay the video. After watching the video clip, ask the children what they thought. Ask them to talk to their partner next to them (these may or may not have been set depending on the class and what they are ready for). Explain that we need to train our brains to have a more growth mindset rather than a fixed mindset. Show the children a few statements and ask them to decide if they are growth mindset thinking or fixed (write growth and fixed on the board) Sort a few statements as a class and discuss why they are growth / fixed. Set the children off into</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, growth mindset PowerPoint, food colouring, 2 sponges Objective: To identify the characteristics of growth and fixed mindset. To describe what happens to our brain when we learn. Activity: Using the growth mindset power point resource, talk about the aim of the session and what they think this might mean. Take notes on individuals. Stop at slide 3 and talk about the diagram why is one side colourful and the other not? Continue with the lesson using Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p 69 ‘Soaking up all the learning’ lesson plan. NB: Use different coloured waters (using food colouring) to show the concrete version of slide 3 on the smart board.</p>

	<p>small groups with some sugar paper and ask them to sort the remaining statements into fixed or growth. Can the children add their own ideas to the table? CT to listen from a distance and let the children to discuss the statements and negotiate ideas. After statements have been sorted tell each group that they will share one of their statements and explain why they have put it in this column.</p>	<p>variation – children can work in small groups and will have to come up with the statements themselves. They will report their findings back to the class and discuss why is this a good representation? How is it helping us to learn about how our brain works?</p> <p>At the end of the lesson do a vote with the remaining slides for fixed or growth mindset. Discuss some of the statements what does this mean in the classroom? Have you ever felt like this? How did it make you feel? What did you do about it?</p>
2	<p>Resources: developing resilience doc Objective: To develop resilience. To name the different characteristics of a growth and fixed mindset. Activity: https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382 Play the video from 11.24min to 12.32min followed by https://www.youtube.com/watch?v=vRQkxeBDEFO where we meet Mesha and Lucas. Lucas has a fixed mindset and Mesha has a growth mindset. Stop at points throughout the video and ask the children to talk with their talk partner or talk group to reflect what specifically is Lucas saying that is making his mindset fixed? How is that stopping his brain from growing? Watch more and reflect on Mesha’s growth mindset. How is her language different? How is it helping her to grow her brain? Display the doc developing resilience – The children will choose one of the children in the picture and write down a piece of advice they would give to one of them to develop their growth mindset.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke</p> <p>Objective: To discuss the effects that different types of feedback can have. To create effective phrases for learning feedback. Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p196 “Don’t say……, say……” lesson plan.</p>
3	<p>Resources: 10 reasons why failure is important doc Objective: To identify how making mistakes can challenge / grow our brains Activity: https://www.youtube.com/watch?v=QHZbIHwAfIM&list=PLcvEcrsF_9zLFqFCq-MsBSuLY98z_1lpS Watch the video of Tom and Caitlin doing their Science project. Stop at 1.11min what does the phrase if at first you don’t succeed try, try again mean to you? Children talk with their talk partner/ group. Do you think Tom has the same mindset as Catlin? Why / why not? Continue with the video. Stop at 2:03min What do you think Tom is worried about? What will happen if he does get it wrong? Can you think of a time when you felt like this? Look at the poster ‘10 reasons why failure is important’. Look at the statements together and clarify any misconceptions with the vocab. The children will choose a statement and create a poster featuring one of them. They can work ind or in pairs and choose a statement that resonates with them the most.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, fail doc</p> <p>Objective: To describe how mistakes can help us to learn. To identify how we should respond to a mistake. Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p215 “Mathematical mistakes” lesson plan. https://vimeo.com/103853269 (for the teacher to watch and quote from).</p> <p>For the activity part of the lesson, you can use the doc ‘f.a.i.l’ resource as an example where the children will think of a word such as fail, mistake, growth and turn it into an acrostic poem.</p> <p><i>f) fail not once, but twice and then a) attempt to get back up again i) in the end you’ll be a success l) let yourself be impressed.</i></p>
4	<p>Resources: laptops Objective: To learn the power of ‘yet’ both sessions at least. Activity: https://www.youtube.com/watch?v=OFKVoCuwl2s Mojo helps Katy learn about the power of the word ‘yet’ After watching the video, Use talk partners to discuss what the objective means to us today. Why is it such an important word? How does it help you? What strategies can Katy use to help her? CT and LSA to share what theirs would be. Ask the children to reflect on what their own ‘yet’ statement would be? Would anyone like to share this?</p>	

	<p>Explain to the class that you have a big challenge for them. They create their own comic strip. The comic strip will be about the power of yet and should be aimed at children younger than themselves. As an extra challenge they may want to make their comics for a different audience. The group will need to plan the story board and use either a story creator to put it all together (Purple Mash story creator for example). If time is too limited to allow for this, the children could create their own role play or draw their comic strip.</p>	
5	<p>Resources: Challenge meter doc Objective: To identify why challenge is good for their mindset Activity: Watch https://www.youtube.com/watch?v=8J3sDbWTPgo&list=PLcvEcrcF_9zLFqFCq-MsBSuLY98z_1lpS&index=2 where Tom and Meesha sign up for a talent show. stop at 0.48min What mindset do you think they are both displaying? Reflect back to a few weeks back when we watched Tom do an experiment and Meesha help Lucas with his math. Meesha displayed a really good growth mindset but isn't as much here why not? Talk about the fact that although she is being positive, she is sticking with something she knows well rather than pushing herself to do something new. Tom on the other hand has a much better mindset this time. What was the important word at the end 'yet!' Continue with the video and point out the mindset meter at the bottom of the page as Tom goes up the path, does Meesha's do the same? The children will reflect what they have seen with their talk partner/group and share their views. Ask them to think about something they are already good at, what would the next step be? Using the challenge meter doc ask the children to set themselves a goal that they can be something new like Tom or something they want to develop further like Meesha.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke Objective: To identify what is important for them as an individual learner. Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p201 "Diamond minds" lesson plan.</p>
6	<p>Resources: success is an iceberg doc, ipads or cameras Objective: To learn to love challenges. To identify that growing your brain only happens when you challenge it Activity: Mojo and Katie are building a rocket but it is trickier than they thought. They learn the importance of learning to love a challenge. https://www.youtube.com/watch?v=BXyNOXSTaMg The children will talk to their talk partner or in their talk group and discuss their reflections from the video. Give them their own copy of the success is an iceberg doc - What does it mean to them? They will create freeze frames showing the journey of success.</p>	<p>Resources: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke, success is an iceberg doc Objective: To explain what happens when you are learning Activity: Use Growth Mindset Lessons resource booklet; every child a learner by Katherine Muncaster and Shirley Clarke p189 "The iceberg illusion" lesson plan. NB this lesson starts with the activity resource from last week (iceberg doc) but today the children will reflect on their own experiences, reflecting on a particular success what was going on underneath the iceberg? CT to show an example.</p>