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| **CHALLENGE-O-METER LESSON PLAN – Ages 5-11** | | | |
| **We are learning to (WALT):**  Understand different levels of challenge and how this can relate to growth and fixed mindsets  **Success Criteria:**  Pupils can communicate how challenging they find a learning activity/task in relation to the challenge-o-meter. They understand the significance of different levels of challenge in progressing their learning (high and low are both important).  They understand what thoughts and behaviours, in relation to challenge, are most helpful for learning. | **Equipment**  Large Challenge-o-meter to display in classroom.  AV equipment to play video  Picture cards such as top trumps, picture bingo, snap etc. Make age and stage appropriate and interest.  Plain A4 paper  Coloured pens and / or pencils | **Lesson Time: 45 minutes**   1. Picture cards are divided out on to tables with enough cards for there to be more than one for each pupil to enable choice (about 6 per pupil in total). All pupils to be given a piece of plain paper. Pupils choose a card that they would like to draw (not trace). Pupils can choose any card they like and are given **5-10 minutes** to do this as accurately as they can. Whilst pupils are drawing the teacher(s) can go round individually asking pupils why they chose the card that they have decided to draw. 2. At the end of the first drawing task pupils are then introduced to the challenge-o-meter. Display this as large as possible on screen or poster. Firstly, ask pupils what a thermometer measures. See if they can deduce what a challenge-o-meter measures. See notes below/overleaf for discussion points about the challenge-o-meter **10 mins** 3. Show Ducklings vs. Stairs video (<https://www.youtube.com/watch?v=JHy6bBKu0j4>) and ask pupils to reflect on: 1. Did the ducklings all find it easy? Did it take some a different amount of time? How did the mummy duck help them to learn? Did they give up? Will they find it easier next time? Reflect on levels of challenge and the challenge-o-meter in relation to the ducklings **5 mins** 4. Pupils are then asked to reflect on where they were on the challenge-o-meter for the drawing task. Call out different numbers and ask pupils to put their hands up when they hear their number/level of challenge **2 mins** 5. Pupils are then asked to draw another card, however it *must* be something that puts them at an 8, 9 or 10 level of challenge. If the first picture they were drawing was an 8, 9 or 10 then they can continue with this if they wish. See questions in the notes below/overleaf **10 mins** 6. Show Austin’s butterfly video (<https://www.youtube.com/watch?v=hqh1MRWZjms>) and ask pupils for any reflections. In particular, elicit from pupils how Austin took on feedback in order to improve **8mins** | **Notes for future planning** |

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General notes/comments for the lesson:

Point 1:

When pupils give a reason for drawing the card they have chosen, they may say that they have an interest in what they are drawing. Some may say they chose it because they thought they would be able to draw it (chose an easy one) and others that they wanted to challenge themselves (it may be difficult). This will help to give you an idea of the pupils’ motivation.

Point 2:

When introducing pupils to the challenge-o-meter, make explicit that it is about measuring how challenging they find something. Ensure they understand what ‘challenge’ means – that it is when something is difficult or tricky NOT simply when they are given an activity to do! Teachers should make the following clear to the pupils:

1. There are no ‘good’ or ‘bad’ numbers to be on the challenge-o-meter. When we start learning something we are at a high level of challenge and this decreases as we practise and improve. Being at 1 or 2 on the challenge-o-meter is still important in learning as it is when we are embedding or perfecting something. They need to be aware of when things are above a 10, as this is likely to be stressful and should be avoided.
2. We may feel different things at different levels of challenge and see different behaviours. For example, ask them what they may see when someone is in the red zone (failure, frustration, determination etc etc).
3. The aim is to get pupils to develop an understanding of what the numbers mean to them personally and start to identify and articulate when they are at different levels of challenge. It is about developing their own self-awareness.
4. The different mindset comments are there to serve as a reminder of the types of self-talk we may hear ourselves say when faced with challenge. If we hear ourselves responding with a fixed mindset comment/attitude we can make a choice to look at the other side of the challenge-o-meter and choose a different response.

Point 5:

How did it feel to be in the red zone on the challenge-o-meter?

Can you recognise any of your thoughts on the challenge-o-meter at any point during the task?

What did you say to yourself to motivate yourself to keep going?

Can you think of any specific times you’ve felt like that before? ... and what did you do?

Ideas for further use of the challenge-o-meter:

* Before introducing the challenge-o-meter, cut the statements up and ask pupils to categorise them. How did they do this? What made them put certain statements together? Which ones would be most helpful in learning?
* Pupils can go on to make their own challenge-o-meter adding their own language or self-talk to the side rather than the language already provided.
* Ask the pupils to use the challenge-o-meter in self-assessment. For example how challenged were they at the beginning of a lesson? Had this change by the end? If so, what meant that it changed?
* It can be used in differentiation, for example asking pupils to choose a task that puts them at a certain level of challenge.
* Ongoing discussion and reflection on challenge and its link to failure, learning from mistakes, practice and how this links to the brain and its plasticity.
* Have a large class challenge-o-meter on the wall and pupils place a photo of themselves next to the level of challenge they are for a particular task. It’s ok for pupils to be at different level.