

UNIT 4



CHALLENGE
YOUR MINDSET

Unit 4 – Challenge Your Mindset



Overview

The unit will draw on a number of different concepts. The first looks at the beliefs we hold about ourselves and our abilities, and how these influence the way we respond to learning something new or dealing with setbacks. Research has found that if someone has a fixed mindset about something, they tend to believe that they are either good at something (eg maths) or they are not, and that this cannot change. As such they are likely to view effort or mistakes in this area as a further sign they are not good at it, feel de-motivated and give up. Whereas if someone has a growth mindset about something, they tend to believe they can improve with practice, view setbacks as opportunities to learn new strategies and ask others for ways to improve¹.

No-one is either a fixed-mindset or a growth-mindset person, because invariably we all hold different mindsets about different things². For example one person might think they can get better at any sport with practice while simultaneously believing that they could never get any better at art. Another person might hold a fixed mindset about themselves ('this is just who I am and I can't change') while holding growth mindsets about others ('if they put some effort in, they could get better at this').

Please note that challenging mindsets is not about promoting positive-thinking 'you can be anything if you try' platitudes. Instead it involves encouraging children to understand that change is possible and teaching effective strategies for when they encounter a problem, such as constructive feedback, creative problem-solving, appreciative enquiry and asking others for help, ideas and motivation³.

The research is aligned to our understanding of the neuroplasticity of the brain, which shows that it continuously adapts and changes according to our experience and what we choose to spend time, energy and effort on⁴. Knowing about the brain can help us to become more reflective about the way we think, what we are doing and the choices we make, and whether these are helpful or unhelpful for our wellbeing. These concepts make up the focus of the second and third parts of this unit.

Key messages to communicate

1. Who we are and what we are good at is not fixed

Pupils will be encouraged to understand the impact of a fixed or growth mindset on how we approach new things. They will explore how we are not born artists, athletes or scientists and that, even though each of us has unique strengths, improving in anything takes effort and practice. This is true whether we have a natural ability at something or simply want to get better at it. Pupils will learn strategies to challenge an 'I can't do this' fixed mindset, sometimes with a simple word like 'yet'.

2. The way we think, feel or learn shapes our brain

This section gives pupils the opportunity to learn a bit more about the brain. When we work repeatedly at any activity (learning to walk, talk, juggle, recite a poem etc) our brain connections get stronger (like a muscle) and the activity will eventually become easier. The brain also changes and adapts in response to what we experience in our environment, as well as whatever we repeatedly spend our time thinking, feeling and doing⁵.

3. I can change through the choices I make

Once pupils realise that they can begin to change their own brain with their thoughts, feelings and actions, it can be quite an exciting development and develops a sense of agency. This can be a useful starting point to explore the concept of choice and how they are choosing to think about and respond to the everyday challenges that they experience in life.

Role Model It



Share with your class an occasion where you approached something with a fixed mindset, for example when you did not want to try, or struggled with, something you thought you were not going to be good at. What happened? What strategies did you use? What, if anything, would you do differently now?

Assembly notes

Launch assembly

Suggested music for children entering: 'Rise Up' by Andra Day

The answer to both questions in 'The amazing brain quiz' is D.

The video to watch is 'Your Brain is Like a Muscle', part 1 of the Growth Mindset video from Class Dojo – www.classdojo.com/en-gb/BigIdeas/?redirect=true

How to do the crossed arms experiment: cross your arms – well done. Now try crossing your arms with the opposite arm on top. One way should seem harder than the other. Doing it regularly will train your brain and make it much easier.

Reflection assembly

Ensure the assembly hall is dark and only lit by a table of candles at the front of the room. Instil a model of absolute quiet as the children enter the hall. Suggested music to play for children entering: 'Win' by Brian McKnight

The book to read is *The Dot* by Peter H Reynolds. You can watch it on YouTube at www.youtube.com/watch?v=t5mGeR4AQdM

Sharing assembly

Suggested music for children entering: 'Rise Up' by Andra Day

Additional information

TED TALKS: Carol Dweck – The Power of Believing That You Can Improve
https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en.

ARTICLE: 7 things growth mindset is not. <https://www.turnaroundusa.org/7-things-growth-mindset-is-not/>

TED TALKS: Lara Boyd – After watching this, your brain will not be the same
<https://www.youtube.com/watch?v=LNHBMFCzznE>

References

¹ Dweck, C (2017). *Mindset: The new psychology of success* (updated). New York: Ballantine Books

² Dweck, C (2015). Carol Dweck revisits the growth mindset
<http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>

³ Leadbetter, C (2016). The Problem Solvers: The teachers, the students and the radically disruptive nuns who are leading a global learning movement. Report available from www.pearson.com/learning/problem-solvers.html

⁴ Doidge, N (2008). *The Brain That Changes Itself. Stories of personal triumph from the frontiers of brain science*. Penguin Books: London

⁵ Eagleman, D (2016). *The Brain: The story of you*. Canongate Books: London (now on BBC/YouTube)

Building Resilience



CHALLENGE
YOUR MINDSET

Launch Assembly

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Challenge Your Mindset

*'You will not learn if you think
you have learned enough.
And you will not grow if you are
not willing to change yourself.'*

(Unknown)



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Skipper ha help him f

that these ten tools
of life



CHALLENGE
YOUR MINDSET

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Challenge Your Mindset

In this unit we will cover:

- Who we are and what we are good at is not fixed
- The way we think, feel or learn shapes our brain
- I can change through the choices I make

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Skipper finds some things hard

Skipper has to sit a navigation test about the river of life. He doesn't think he is very good at reading maps. Rather than fail, he has decided he won't even try and chooses not to take part.

I can't do this!

Can you think of a time when you avoided doing something you thought you would fail at?



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Who we are and what we are good at is not fixed

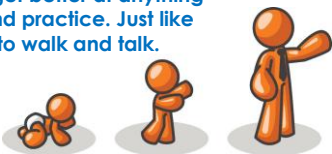


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We are not born artists, musicians, athletes or scientists

Skipper has a fixed mindset about his ability to navigate. What he doesn't know is how the brain works and that people only get better at anything with effort and practice. Just like learning to walk and talk.



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Fixed Mindset versus Growth Mindset

When Skipper has a Fixed Mindset, he ...

- avoids challenge
- gives up easily
- gets frustrated and ignores feedback
- feels threatened by others' success

When Skipper has a Growth Mindset, he ...

- embraces challenge
- learns from others' success
- believes effort is most important
- uses feedback to improve



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The way we think, feel or learn things shapes our brain



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The amazing brain quiz

Q1: Approximately how many brain cells do we have in our brain when we are born?

- A – one hundred
- B – ten thousand
- C – one million
- D – one hundred billion



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The amazing brain quiz

Q2: Our brain cells begin to make connections with each other when we are doing what?

- A – Thinking something over and over again
- B – Learning something new
- C – Feeling excited or worried
- D – All of the above



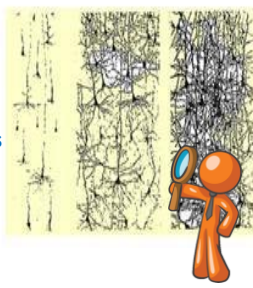
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How the brain grows

Every time we think, feel, learn or do something it shapes our brain.

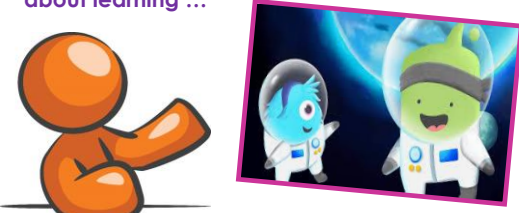
As we repeat these things over and over again, the connections in our brain become stronger.



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Skipper has a film about how we can change how we think about learning ...



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I can change through the choices I make



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You can choose to think differently

Like Mojo, do you think ...

I can't do this

I'll be no good at this

This is too hard

... or are you more like Katie and think ...

I can't do this - YET!

I'll give it a try

This may take some time and effort

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Why not try the crossed arms experiment ...

You can learn to take one step at a time

When we are learning to do something for the first time, it usually doesn't happen straight away.

It takes effort and practice. Breaking down the challenge into small manageable steps can help you.



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I can't do it ...

Now he knows this new information, Skipper decides to give the navigation test a go and sets about putting in the effort to learn what he needs to know about reading maps.



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Class Task

Create a recipe to grow your brain. Think about the essential ingredients you would put in. Add it to your H&WB Toolkit classroom display.

Home Activity

Make or decorate a 'Doodle Art' poster of a growth mindset sentence.



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We Can Sing
by Stephen Fischbacher

**We may not be ... Top of the Pops
We may not be ... number one spot
We may not be ... in record shops
But we can sing**

**We may not be ... on MTV
We may not be ... on a CD
We may not be ... on DVD
But we can sing**

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**Sing everybody sing (in your own way)
Sing everybody sing (in your own way)
Sing everybody sing (in your own way)
Don't you be afraid.**

**We sometimes sing ... a little flat
We sometimes sing ... just like that
We sometimes sing ... like a cat
But we can sing**

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**We sometimes sing ... out of tune
We sometimes sing ... a little bit soon
We sometimes sing ... with a croon
But we can sing**

**Sing everybody sing ...
We love to sing ... Deo
We love to sing ... Deo
We love to sing ... Deo**

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Mmm Mmm Mmm ...

**We love to sing ... Deo
We love to sing ... Deo
We love to sing ... Deo**

**Mmm Mmm Mmm
Mmm Mmm Mmm ...**

Sing everybody sing ...

© Fischy Music www.fischy.com

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Challenge Your Mindset

**'If you are not willing to learn,
no one can help you.
If you are determined to learn,
no one can stop you.'**

(Unknown)



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Time for reflection

Challenge Your Mindset



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Challenge Your Mindset

'It is not always people who start out the smartest who end up the smartest.'

(Carol Dweck, Mindset)

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Challenge Your Mindset

In this unit we have covered:

- Who we are and what we are good at is not fixed
- The way we think, feel or learn things shapes our brain
- I can change through the choices I make

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Time to think ...



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Can you think of something you were not very good at in the beginning?



Remember how you got better at things through effort and practice

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Have you challenged your brain recently?

Tell yourself it is okay to say 'I can't do this ... yet!'



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Do you take time to
consider your options?

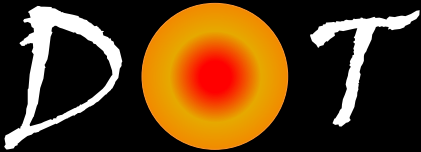


Change can
happen when
we make one
choice at a
time

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Make your mark ... and get started



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Skipper has a story to
share about the
importance of 'making
your mark and seeing
where it takes you'.
The book is called
The Dot by Peter H
Reynolds.



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What can you do to
challenge your brain
this week?

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Reflection Time



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Sharing Assembly

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Challenge
Your Mindset

In this unit we have been learning:

- Who we are and what we are good at is not fixed
- The way we think, feel or learn shapes our brain
- I can change through the choices I make

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At the start of this unit, you were asked to ...



Make a 'Doodle Art' poster of a growth mindset slogan. These words can help us to change our mindset.

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Building Resilience

We Can Sing

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We may not be ... Top of the Pops
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Building Resilience

Mmm Mmm Mmm ...

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Mmm Mmm Mmm
Mmm Mmm Mmm ...

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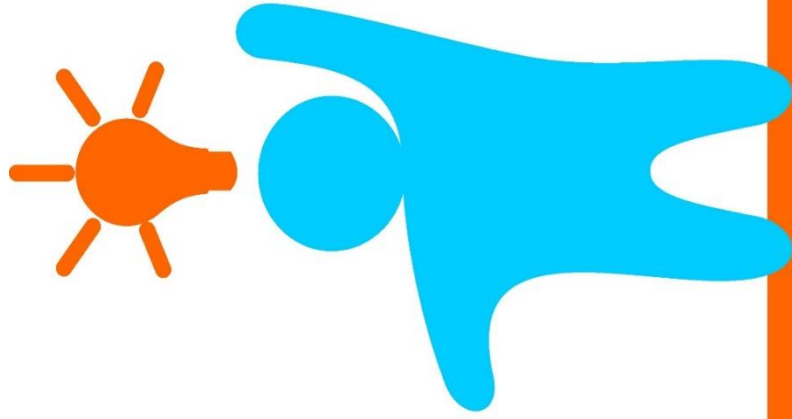
Challenge Your Mindset

'The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.'

(Dr Seuss)



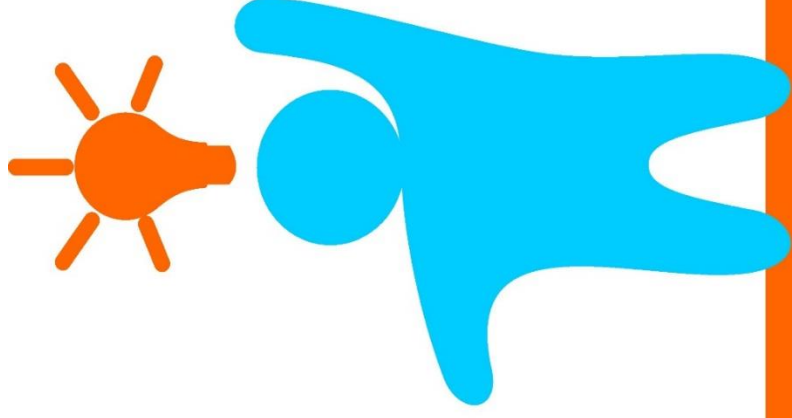
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**‘I don’t regret the things I’ve
done. I regret the things I didn’t
do, when I had the chance.’**

Unknown



CHALLENGE
YOUR MINDSET

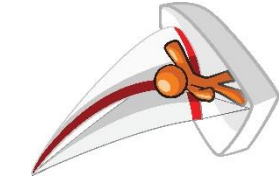
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Challenge Your Mindset

The way we think about ourselves and our abilities greatly influences how we approach learning something new and how we deal with setbacks.

Research finds that when we approach something with a fixed mindset, we tend to think that change is impossible in that area and, when experiencing setbacks or mistakes, feel demotivated and give up. Whereas if we approach learning something new with a growth mindset, we tend to believe with effort we can get better at it and view setbacks as an opportunity to learn new strategies and ask others for help.



In this unit, Skipper gives up when he finds something hard to do. He learns the importance of developing a **growth mindset**. He teaches the children about their brains and how these are constantly changing with what we repeatedly think, feel or do. Once children understand this, it can be a useful starting point to explore the impact on their choices in and out of school.

In this unit, we will be learning that:

- Who we are and what we are good at is not fixed.
- The way we think, feel or learn shapes our brain.
- I can change through the choices I make.

Talk It Over:

Share with your child a time you struggled to learn something new. What strategies did you use to help you keep going?

Home Activity:

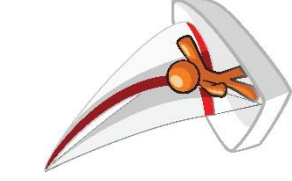
Changing your words can help you to change your mindset. For example, instead of saying 'I'm not good at this', try saying 'I am not good at this ... YET'. Now support your child to create a growth mindset poster.

Key Book: *The Dot* by Peter H Reynolds

Challenge Your Mindset

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Key Book: *The Dot* by Peter H Reynolds

Challenge Your Mindset



Home Activity

We are learning that challenges, mistakes, and problems are part of everyday learning activities and social interactions. How we think about and respond to these problems has an impact on how we manage our learning and on how we handle the next problem that comes our way. We are learning to use a growth mindset and problem-solving approaches to develop resilience strategies that will help us cope in times of challenges and setbacks.

We understand that:

- Who we are and what we are good at is not fixed
- The way we think, feel and learn shapes our brain
- I can change through the choices I make

Early Level (P1)

Words can help us to change our mindset. On the back of this sheet are some inspiring words for you to colour. Discuss what they mean with your parent/carer.

First Level (P2–P4)

Words can help us to change our mindset. On the back of this sheet are some inspiring words for you to colour. Discuss with your parent/carer how you could use them to help you to face a challenge.

Second Level (P5–P7)

Changing your words can help you to change your mindset. Instead of saying 'I'm not good at this', try saying 'Mistakes are proof that I am trying'. Think about what you could say instead of:

- This is too hard
- Mine isn't good enough – I give up
- I'll never get it
- They are so smart – I'll never be that smart
- This is good enough

Choose one of your new phrases and design a 'Doodle Art' quote poster on the back of this sheet. You can design one of your own or look at this website for ideas: www.doodle-art-alley.com/quote-coloring-pages

Please return your home activity to school so you can share your ideas with your class. Some examples will be chosen to share at our Sharing Assembly.

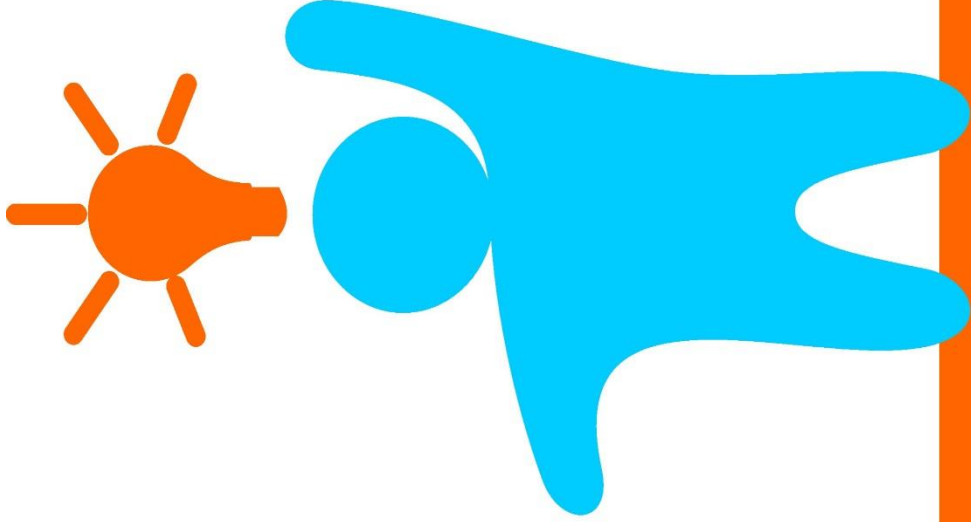
What is faster than you
are
are
PRIMITIVE

COVRAGE DOES
NOT Always ROAR.

SOMETIMES it's The
QUIET ^{at} Voice ^{at} The
END of THE DAY saying

IT WILL TRY AGAIN
TOMORROW

I'm going to try saying ...



**CHALLENGE
YOUR MINDSET**

UNIT 4

Challenge Your Mindset

**Classroom activities
for Early, First and
Second Level**

Challenge Your Mindset					Early Level
Unit 4	Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Who we are and what we are good at is not fixed	I recognise that we have similarities and differences but are all unique. HWB 0-47a	I can identify things I can do now that I couldn't do when I was a baby	Baby Pictures Look at photographs and pictures of babies. What can babies do? What can pupils do that babies can't? What helped pupils be able to walk, talk and do things for themselves? Use statements such as: 'When I was a baby I could crawl, now I can walk and run'. Introduce Growth and Fixed Mindset Puppets Use two soft-toy characters to introduce the idea of different mindsets to your class, eg Really Hard Ratty has a fixed mindset. He knows that he's good at reading and art but isn't good at maths. He tries hard in those subjects but thinks he's stupid in maths lessons. He doesn't try and when he gets stuck he says, 'It's really hard.' Work-At-It Wiz (or Work-It-Out Wiz) has a growth mindset. He believes that if you put in effort, you can get better at everything. He tries hard in all subjects, even in subjects that he struggles with. Buddy Time Invite class buddies or some older pupils to visit the classroom. Find out what things the older pupils can do that they can't. Draw and label a picture to show what they'll be able to do in the future.	<u>Growth Mindset Activities</u> https://uk.pinterest.com/explore/growth-mindset-activities/	
	I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. HWB 0-19a				

Challenge Your Mindset					Early Level
Unit 4	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities	
The way we think, feel or learn shapes our brain	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a	I am learning that my brain is amazing I am learning that my brain gets stronger every time I practise something I can try something new	<u>Growth Mindsets Videos</u> There is a series of film clips on YouTube which explore 'Growth mindsets for students'. Pupils may be familiar with the class dojo characters. You could watch some of these as a class and discuss what you have learned. https://www.youtube.com/watch?v=2zrtHt3bBmQ Class Task – Recipe to 'Shape Your Brain' Create a recipe to shape your brain. Think about what you know about the brain. What essential ingredients would you put in to allow your brain to grow? Be as creative as you like. Add your completed recipe to your H&WB toolkit display. <u>Cross Your Legs</u> Ask the pupils to cross their legs. Now try to cross your legs the other way. Which way is easier? Why is this? Try this for other things: crossing your arms, writing your name backwards etc.	<u>Puzzles and Problem Solving Activities</u>	
	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0-07a I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 0-11a				

Challenge Your Mindset					Early Level
Unit 4	Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
I can change through the choices I make	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a	I know that I can shape my brain by learning new things	<u>The Dot</u> Read <i>The Dot</i> by Peter H Reynolds. Use the book as a stimulus for pupils to create their own 'dot gallery'. There are lots of ideas for activities on: https://uk.pinterest.com/search/pins/?q=the%20dot&rs=typed&0=the%20dot%7Ctyped	International Dot Day Check out the website for more details: https://uk.pinterest.com/search/pins/?q=the%20dot&rs=typed&0=the%20dot%7Ctyped	
	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0-07a	I know that learning new things takes effort	<u>Challenge Board</u> Go on a treasure hunt and encourage everyone to be on the lookout for ways they could shape their brains. It may be easier to focus on physical challenges outdoors because it is an area in which pupils can readily relate to their past experiences. Put a Challenge Board outdoors with a list of ideas for physical challenges – the pupils can come up with these together. Items could include throwing a Frisbee flat, dribbling a basketball, kicking a ball, balancing and more practice. Each day, pupils chose activities from the list to try out and practise for a little while.		
	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 0-11a	I am beginning to learn that practise makes things easier	<u>I Can't Do It ... YET!</u> Read the book <i>I Can't Do It ... Yet</i> by K J Walton. Explore the themes: that learning takes practice and that with practice they will find success. Create an 'I can't do it ... YET!' poster for the classroom and refer to it every time you hear someone say 'I can't do it ...'		

Challenge Your Mindset				Early Level
Unit 4	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* Can you think of something you were not very good at in the beginning but have got better at through effort and practice? * Have you challenged your brain recently? * Do you take time to consider your options?	Brain, practise, growth mindset, fixed mindset, I can't do this ... yet, mistakes, failure	* Learners can explore and make choices as they develop their learning and interests, and can identify their achievements * Learners can demonstrate resilience and the confidence to adapt and cope with change	* Books: <i>The Dot</i> by Peter H Reynolds, <i>I Can't Do This ... Yet</i> by K J Walton * Growth Mindset – www.youtube.com/watch?v=GgECc3gKuTo * <i>Sesame Street</i> * Fischy Music songs: 'We All Need Encouragement', 'You Are a Star' * www.mindsetnetworks.com * <i>Quality Circle Times in the Primary Classroom</i> by Jenny Mosely (section 7)	ACHIEVING Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
			Cross Curricular Learning and Teaching Links Learning and Teaching * AifL strategies * Higher order thinking: Bloom's Buttons/Ryan's Keys * Cooperative learning strategies and approaches Numeracy and Maths * Maths problem-solving activities Technologies Expressive Arts * Art and design	United Nations Convention on the Rights of the Child * Article 29 – Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. * Article 28 – You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Challenge Your Mindset				First Level
Unit 4	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Who we are and what we are good at is not fixed	<i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i> HWB 1-10a <i>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.</i> HWB 1-19a <i>I recognise that we have similarities and differences but are all unique.</i> HWB 1-47a	I know that we are not born smart or good and bad at things I understand that we have special strengths which we should try to make the most of I know there are many ways to learn new things throughout our lives	<u>Mind Map</u> Watch a video clip of a baby learning to crawl or walk. Brainstorm what new things have you learnt since being a baby. Create a class, group or individual display. Create an all about me poster or mind map. What I am good at and what would I like to be better at? <u>Growth Mindset v Fixed Mindset</u> Some people find they are really good at certain things, like drawing, playing a musical instrument or remembering jokes. When we find we are good at something we do it over and over. When we think we are not good at something, we stop trying. What activities do you have a fixed mindset about? (Design your own fixed/growth mindset characters for use in the classroom, or you can use the puppet idea from Early Level) <u>Hopes and Dreams</u> Provide balloon shapes for each pupil. Identify skills and activities pupils want to get better at or do in the future. Write one of the skills on different balloon shapes. Cut out a photograph of each pupil and attach to balloons. Display with pictures of pupils soaring into the sky.	<u>Growth Mindset Activities</u> https://uk.pinterest.com/explore/growth-mindset-activities/ <u>Circle Time Activities</u> – Stop think go (to support problem solving) – Electric Squeeze www.circle-time.co.uk/resources

Challenge Your Mindset				First Level
Unit 4	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
The way we think, feel and learn shapes our brain	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02a	I understand that the brain is like a muscle and that it changes and gets stronger when you learn	<u>My Fantastic, Elastic Brain</u> Read <i>My Fantastic, Elastic Brain</i> by JoAnn Deak. Take time to explore the content and answer questions. Explore some of the follow-up activities. Create a display of what pupils have learned about their brain.	<u>Name That Brain Part</u> http://kidshealth.org/en/kids/name-that-brain-part.html
	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 1-07a I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 1-11a	I know that learning new things takes effort I know that practice makes learning how to solve challenges easier	<u>Growth Mindsets</u> Watch the series of film clips on You Tube which explore 'Growth mindsets for students' Children may be familiar with the class dojo characters. Discuss what you have learned about our ability to learn after watching the clips. https://www.youtube.com/watch?v=2zrHt3bBmQ <u>Class Task – Recipe to 'Shape Your Brain'</u> Create a recipe to shape your brain. Think what you know about the brain. What essential ingredients would you put in to allow your brain to grow? Be as creative as you like. Add your completed recipe to your H&WB toolkit display.	<u>Brain Exercises for Children</u> <u>Puzzles and Word Searches</u> <u>Problem-solving Activities</u> <u>Memory Games</u>

Challenge Your Mindset					First Level
Unit 4	Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
I can change through the choices I make	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 1-07a	I know that learning new things is often not easy in the beginning	I Can't Do It ... YET Read the book <i>I Can't Do It ... Yet</i> by K J Walton. Explore the themes: that learning takes practice and that with practice you will find success. Ask each pupil to create an 'I can't do it ... YET!' poster for the classroom. You can use this phrase in daily language in the classroom/school every time you hear someone say 'I can't do it ...'	Problem-solving Team Activities See the link below for ideas http://www.learning-for-life.org/exploring/resources/99-720/x09.pdf	
	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 1-11a	I am developing skills to cope with challenges and setbacks I can identify, name and use strategies to help deal with challenges and setbacks	Cooperative Group Challenges Create challenges for cooperative learning groups to give pupils an opportunity to practise their skills and learn from their mistakes. Observe groups and offer suggestions if they need it. Ask them to reflect on the skills they learned and used that helped them meet the challenge. Don't Give Up Watch the Sesame Street clip with Bruno Mars about 'Don't Give Up'. Encourage children to think of one thing they find hard, eg learning to ride a bike, skate or play tennis. Create a picture of the activity and write the advice you would give yourself around the edges.		
	I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 1-03a				

Challenge Your Mindset					First Level
Unit 4	Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
	* Can you think of something you were not very good at in the beginning but have got better at through effort and practice?	Brain, practise, growth mindset, fixed mindset, I can't do this ... yet, mistakes, failure	* Learners can recognise their own skills and abilities as well as those of others, and find out about the wider world of work	* Books: <i>The Dot</i> by Peter H Reynolds, <i>I Can't Do This ... Yet</i> by K J Walton, <i>My Fantastic, Elastic Brain</i> by JoAnn Deak	ACHIEVING Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
	* Learners can demonstrate resilience and the confidence to adapt and cope with change		* My Fantastic, Elastic Brain activities: http://www.deakgroup.com/pdfs/yfeb-lesson-plans.pdf https://www.youtube.com/watch?v=ch3kbXBah5Y https://www.youtube.com/watch?v=LjmLurvXH0Q		
	* Have you challenged your brain recently?		* Growth Mindset – www.youtube.com/watch?v=GgECc3gKuTo	* <i>Quality Circle Times in the Primary Classroom</i> by Jenny Mosely (section 7)	
	* Do you take time to consider your options?				
					United Nations Convention on the Rights of the Child
					* Article 29 – Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.
					* Article 28 – You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Challenge Your Mindset				Second Level
Unit 4	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Who we are and what we are good at is not fixed	I recognise that we have similarities and differences but are all unique. HWB 2-47a I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2-10a In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. HWB 2-19a	I know that people with a fixed mindset avoid challenges and tackle activities that are easy I know that people with a growth mindset believe they can get better at something by practising I know there are many ways to learn new things throughout our lives	<u>Growth v Fixed Mindset Poster</u> Ask pupils to create a two-column poster on the beliefs and behaviours of a growth mindset and how it compares to a fixed mindset (similar to the one used at the launch assembly). <u>Inspirational Role Models</u> Research your favourite athlete, musician or teacher and find out about their journey to success. (We call this unravelling the talent myth.) If someone has done well we have a tendency to think they were born that way. We need to show our pupils that this is not the case. Rather than focusing on somebody's 'natural talents', focus on their early efforts, strong work ethic, and the mistakes and learning that led them to where they are now. Pupils can choose how they want to display their research, eg poster, PowerPoint, cartoon strip. <u>I Can't Do This ... YET</u> Use the book <i>I Can't Do This ... Yet!</i> as a stimulus for follow-up work. Create mind maps, charts and displays with areas of strengths and challenge. Identify areas for growth. What steps or strategies do you need to grow?	<u>Growth Mindset Activities</u> https://uk.pinterest.com/explore/growth-mindset-activities/

Challenge Your Mindset				Second Level
Unit 4	Key Learning	Experiences and Outcomes	Intended Learning	Core Activities
The way we think, feel or learn shapes our brain	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 2-02a	I understand that the brain is like a muscle and that it changes and gets stronger when you learn	<u>My Fantastic, Elastic Brain</u> Read <i>My Fantastic, Elastic Brain</i> by JoAnn Deak. Ask pupils to create a poster, diorama, painting, video, PowerPoint presentation or simple computer program to showcase how the brain works. Label brain parts, neurons and connections.	<u>Name That Brain Part</u> http://kidshealth.org/en/kids/name-that-brain-part.html
	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07a I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a	I know that people with a growth mindset believe that intelligence and abilities can be developed through effort, persistence, trying different strategies and learning from mistakes I know that developing a growth mindset will help me at school	<u>Learn a New Skill</u> Encourage your pupils to do something for the first time, eg sample sushi, try a new route to school, read a new book or use a new word. Discuss how it felt. What do you need to do to make it easier? Class Task – Recipe to ‘Shape Your Brain’ Create a recipe to shape your brain. Think about the essential ingredients you would put in. Add it to your H&WB Toolkit display.	<u>Brain Exercises for Children</u> <u>Puzzles and Word Searches</u> <u>Problem-solving Activities</u> <u>Memory Games</u>

Challenge Your Mindset				Second Level
Unit 4	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
I can change through the choices I make	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07a	I am developing a range of strategies to cope with challenges and setbacks	<u>Coping With Struggles</u> Set up a seemingly easy task of recreating a paper cutting task (see link below). Watch your pupils struggle. As they attempt to solve the problem go round the room and record what you hear pupils say. Use this to prompt a discussion at the end. What did they learn about themselves and about how to tackle problems? Details of the lesson can be found here: http://blog.classcreator.io/teaching-kids-to-struggle-growthmindset/ <u>Write Yourself a Letter</u> Ask your pupils to think about a time they have struggled. Encourage them to write a letter to their younger self or a future pupil. Knowing what you know now, what different choices/decisions would you suggest in order to achieve? <u>Cooperative Group Challenges</u> Create challenges for cooperative learning groups to give pupils an opportunity to practise their skills and learn from their mistakes. Observe groups and offer suggestions if they need it. Ask them to reflect on the skills they learned and used that helped them meet the challenge.	<u>Building Learning Powers</u> http://www.buildinglearningpower.com/about/how-to-approach-building-learning-power/ <u>Neuroscience For Kids:</u> http://bit.ly/neuroscienceforkids
	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a	I am learning to use positive self-talk to change my mindset		
	I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 2-03a	I am learning not to give up, even when things are difficult and frustrating		

Challenge Your Brain				Second Level	
Unit 4	Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
	* Can you think of something you were not very good at in the beginning but have got better at through effort and practice?	Brain, practise, growth mindset, fixed mindset, I can't do this ... yet, mistakes, failure	* Learners identify their skills and areas for development and prepare themselves for the next stage in their life and learning	* Books: <i>The Dot</i> by Peter H Reynolds, <i>I Can't Do This ... Yet</i> by K J Walton, <i>My Fantastic, Elastic Brain</i> by JoAnn Deak	ACHIEVING Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
	* Class Dojo Growth Mindset Videos: www.youtube.com/watch?v=GgECc3gKuIo				
	* <i>Quality Circle Times in the Primary Classroom</i> by Jenny Mosely (section 7)				
	* Have you challenged your brain recently?			Web links: * My Fantastic, Elastic Brain activities: http://www.deakgroup.com/pdfs/yfeb-lesson-plans.pdf https://www.youtube.com/watch?v=ch3kbXBah5Y https://www.youtube.com/watch?v=LjmLurvXH0Q * My Learning Brain: https://www.youtube.com/watch?v=cgLYkV689s4 * Neuroplasticity for kids: https://www.youtube.com/watch?v=ELpfYCZa87g	
	* Do you take time to consider your options?		Learning Statements * I can explore and make choices as I develop my learning and interests. * I can demonstrate resilience and the confidence to adapt and cope with change.	Cross Curricular Learning and Teaching Links Learning and Teaching * AifL strategies * Higher order thinking: Bloom's Buttons/Ryan's Keys * Cooperative learning strategies and approaches Numeracy and Maths * Maths problem-solving activities Technologies Expressive Arts * Art and design	United Nations Convention on the Rights of the Child Article 29 – Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. Article 28 – You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

