

# Think Positive: Yes, I Can!

<p><b>Aim:</b> To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p> <p>I can apply a growth mindset in my everyday life.</p>	<p><b>The Big Questions:</b> How can our thoughts and feelings help us have a positive attitude to learning?</p> <p>What strategies can we use to overcome difficulties and challenges?</p>	<p><b>Resources:</b> <a href="#">Lesson Pack</a></p> <p>Dictionaries – one per pair of children</p> <p>It is recommended that this unit is taught alongside the accompanying <a href="#">Learning Journey Record Resource Pack</a>.</p>
<p><b>Success Criteria:</b> I can identify challenge as a positive thing.</p> <p>I can overcome difficulties using a range of strategies.</p> <p>I understand the impact a positive attitude can have on my learning.</p>	<p><b>Key/New Words:</b> Positive, negative, mindset, attitude, learning, mistakes, opportunities, challenge, difficulties, goals, success, failure, achievements, progress, strategies, techniques.</p>	<p><b>Preparation:</b> <a href="#">My Next Challenge Activity Sheet</a> – one per child</p> <p><a href="#">I Am a Super Learner Poster</a> – one to display in class</p>

## Prior Learning

This lesson builds on previous lessons in the unit about positive thinking, bringing together some of strategies and techniques previously looked at. It would be beneficial for children to be competent at using a dictionary.

## Learning Sequence

	<p><b>Reconnecting: What Makes a Good Learner?</b> Introduce the Big Questions to the class and ask the children to discuss these in their groups. Share some of the discussions groups have had if time and use the children's contributions as a baseline assessment of what they already know and understand about having a positive attitude. Next, ask the children to look at the list of statements on the <a href="#">Lesson Presentation</a> and sort them into those that are necessary for learning and those that are not.</p>	
	<p><b>Exploring: Growth Mindset Vs Fixed Mindset:</b> Using the <a href="#">Lesson Presentation</a>, look at the opposing mindsets – growth and fixed – looking at the examples of things a person with each type of mindset might think to themselves about learning.</p>	
	<p><b>Exploring: Challenge or Difficulty?</b> Ask children to work in pairs and think about the words 'challenge' and 'difficulty', considering what they each mean and using them in a sentence. Then ask them to look up the definitions of the two words in a dictionary. If this is not possible, look at an online dictionary, as a class. Using the <a href="#">Lesson Presentation</a>, explain to the children that how we look at certain experiences makes a big difference to how we deal with them. What one person views as a difficulty, or an obstacle that is in their way, another person might view as a challenge to be overcome and an opportunity to learn something new. This is because we all feel confident or comfortable doing different things and because we all have different mindsets.</p>	
	<p><b>Exploring: How to Face a Challenge:</b> Ask the children to talk to their partner about challenges they have faced in the past – perhaps recently or a while ago. If time and if children are willing, share some examples and discuss these. Remind children that something that is a challenge for one person, might not be a challenge for another person.</p>	
	<p><b>Reflecting: My Beliefs About Learning:</b> Ask children to work in pairs to read the statements on the <a href="#">Lesson Presentation</a> (or read them out together as a class) and see if they can honestly decide which of these they already do. Of those that they do not currently do, or feel they do not do so often, which one will they choose to focus on in their learning from now on? Ask children to discuss this with their talk partner, then share some contributions if time, asking which one they are going to focus on, why and how. These can also be displayed using the <a href="#">I Am a Super Learner Poster</a> in the classroom, for the children and staff to refer to regularly.</p>	
	<p><b>Consolidating: My Next Challenge:</b> This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Ask children to think of a personal challenge that they have ahead of them. This could be anything from a dance competition they have coming up, to getting a better score in their spelling test. On the <a href="#">My Next Challenge Activity Sheet</a>, children record their challenge in the centre of the flower. Using the ideas about how to face a challenge in the <a href="#">Lesson Presentation</a>, children can then write some things that they are going to do, in order to face that challenge, on the petals of the flower.</p>	

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	<p><b>Supporting:</b> Some children might benefit from using the <a href="#">I Am a Super Learner Poster</a> for ideas to write on their petals of how they can face their next challenge. If they need help with thinking about a challenge, a member of staff could help them to choose a goal related to something they are working on in class.</p>
	<p><b>Extending:</b> Children could collate a list of common challenges that children of their age often face and for each one, suggest words of advice as to how to face that particular challenge.</p>
	<p><b>Developing:</b> Children could create posters about how to be a super learner, to display around school, particularly focusing on the younger year groups.</p>

### Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

<p><b>Policies:</b></p>	<p>If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.</p>
<p><b>Rules:</b></p>	<p>Remind children of the class agreement or ground rules for discussion.</p>
<p><b>Expect:</b></p>	<p>Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.</p>
<p><b>Procedures:</b></p>	<p>Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.</p>
<p><b>Ask:</b></p>	<p>Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.</p>
<p><b>Respond:</b></p>	<p>Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.</p>
<p><b>Enable:</b></p>	<p>Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p>

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).