

# Think Positive: Go-Getters

<p><b>Aim:</b> To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn about good and not so good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>I can set myself goals and consider how to achieve them.</p>	<p><b>The Big Questions:</b> What are helpful and unhelpful thoughts?</p> <p>What can we do if we find something challenging?</p>	<p><b>Resources:</b> <a href="#">Lesson Pack</a></p> <p>Beanbags</p> <p>Stopwatches</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 understand that positive thoughts can help me achieve my goals.</p> <p>I understand that resilience means trying again and not giving up.</p> <p>I can think of things I would like to learn, get better at or achieve.</p>	<p><b>Key/New Words:</b> Helpful, unhelpful, challenging, new, difficult, goal, achieve, achievement, thoughts, feelings, positive, negative, persevere, perseverance, quit, resilient, resilience.</p>	<p><b>Preparation:</b> <a href="#">Positive and Negative Thought Cards</a> - one set per small group</p> <p><a href="#">Word Search Activity Sheet</a> - one per child</p> <p><a href="#">Dot to Dot Challenge Activity Sheet</a> - one per child</p> <p><a href="#">Tangram Challenge Puzzle Pieces</a> - enough for one group at a time</p> <p><a href="#">Tangram Challenge Activity Sheet</a> - enough for one group at a time</p> <p><a href="#">Drawing Challenge Activity Sheet</a> - enough for one group at a time</p> <p><a href="#">Beanbag Challenge Activity Sheet</a> - enough for one group at a time</p> <p><a href="#">Tongue Twister Challenge Activity Sheet</a> - enough for one group at a time</p>

## Prior Learning

It would be beneficial if children have experience of verbalising their emotions/how they feel as well as understanding what positive and negative thoughts are.

## Special Considerations

Look at the suggested challenges in this lesson and check that they are appropriate for the children in your class. For example, one task is balancing a beanbag on your foot, while standing on one leg. If you have a child in your class with a disability who cannot do this, it would be advisable to change the task for the whole class, to something everyone can attempt.

## Learning Sequence

	<p><b>Reconnecting - Positive and Negative Thoughts:</b> With the children sitting at their tables, share the Big Questions in the <a href="#">Lesson Presentation</a> and ask the children to <a href="#">talk quietly to their partner about how they might answer these</a>. Next, remind the children of the lesson Think Happy, Feel Happy and how there are positive and negative thoughts. Explain that they're going to work in a group to sort the <a href="#">Positive and Negative Thought Cards</a> on their tables into two groups - positive and negative. Once all the groups have read and sorted their thoughts into two sets, <a href="#">share the groups' decisions and discuss how they decided where each one should go</a>.</p>	
	<p><b>Exploring - Facing New Challenges:</b> Work through the <a href="#">Lesson Presentation</a>, exploring the fact that the children have already faced many challenges in their lives and learnt so many new skills, such as walking and talking. Go on to explain that there are helpful and unhelpful thoughts when it comes to taking on a new challenge. Consider the two children on the slide and discuss who is more likely to succeed in the task, due to what they are thinking.</p>	

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

	<p><b>Exploring – Showing Resilience:</b> Use the <a href="#">Lesson Presentation</a> to introduce the terms <b>resilience</b> and <b>persevere</b>. Help the children understand what resilience means and looks like, by talking through the definitions and looking at the pictures. Look at the example of learning to ride a bike and explain that if we gave up after a wobble or a fall, then we would never learn at all.</p>	
	<p><b>Reflecting – My Goals:</b> Ask the children to talk to their partner about a goal they have; something they would like to achieve, learn to do, or get better at. Encourage them to <b>tell their partner how they will achieve this goal and what sorts of thoughts might be helpful to them in achieving this.</b></p>	

	<p><b>Consolidating – Take the Challenge!</b> This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Set up a carousel of activities in the classroom using the <a href="#">Word Search Activity Sheet</a>, <a href="#">Dot to Dot Challenge Activity Sheet</a>, <a href="#">Tangram Challenge Puzzle Pieces</a>, <a href="#">Tangram Challenge Activity Sheet</a>, <a href="#">Drawing Challenge Activity Sheet</a>, <a href="#">Beanbag Challenge Activity Sheet</a> and <a href="#">Tongue Twister Challenge Activity Sheet</a>. Put the children into small groups and explain that because we are all different, like different things and are good at different things, some challenges will be tougher for some people. Set a timer for three minutes for children to complete (or attempt) each challenge. Ensure every group gets to try every challenge. At the end of the carousel, bring the class back together <b>and discuss which challenges different children found the most difficult and why.</b> Ask the children what sorts of thoughts were going through their heads, or what they were saying when they were attempting a difficult challenge. Then ask if they had different thoughts in their heads or made different comments during the challenges they found easier. Ask the children which activity they would choose to do again, if they were allowed another try. <b>Why would they choose this one?</b> If time allows, the children could be given the opportunity to go to the activity they would like to try again (hopefully the one they found the most challenging) and give it another go, re-enforcing the themes of perseverance and resilience.</p>
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	<p><b>Supporting:</b> Ensure the children understand what each challenge involves. Any of the challenges could be adapted or changed to suit the needs of the children in your class. For example, you could have some simple maths questions, instead of the dot to dot activity, or a handwriting task instead of the word search.</p>
	<p><b>Extending:</b> Challenges could be adapted to suit more able pupils, such as a trickier word search, or maths questions instead of the dot to dot activity.</p>

	<p><b>Developing:</b> Teach the children about growth mindset. Children can learn how their brain creates new neural connections when it tries new and challenging activities and that connections are strengthened every time we repeat an activity.</p>
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### 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>

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