



Healthy Heads Lesson Plan

Growth Mindset - Year 3/4


- Our Aim:**
- I can understand what growth mindset means
 - I can begin to develop a growth mindset when learning
 - I can demonstrate a growth mindset during physical activity

Lesson Topic: Growth Mindset	
Age: Year 3/4	Duration: 1 hour – 30 min classroom + 30 practical
Links to PSHE curriculum:	Notes on the class:
<ul style="list-style-type: none"> - About how to develop - Choices that promote health and wellbeing 	<p>Gain overview of class - discussion with teacher.</p> <p>SEND Medical Behaviour Other</p>
Resources	
<p>Theory: growth mindset lesson presentation, task handouts</p> <p>Practical: cones, bibs, dodgeballs, beanbags</p>	
Organisation/Diagrams	Teaching Points

Theory Introduction

Our aim:

- I can understand what growth mindset means
- I can begin to develop a growth mindset when learning
- I can demonstrate a growth mindset during physical activity



Prior to the lesson starting, select 6 statements from the task 1 handout and write them on the flip chart/whiteboard.

Introduce topic
Set classroom expectations
Share learning objectives

What is a growth mindset?

What is a growth mindset?

Ask: What is the mind?

Ask: Has anyone heard of a 'growth mindset' before?

Would anyone like to have a go at explaining what it means?

(Gather children's responses and use it as assessment for the lesson)


Read the description from the slide to explain

Explain: A growth mindset is ultimately a positive mindset.

Task 1

Handout: Task 1 worksheets x2

What can we do to show that we have a growth mindset?



Fixed Mindset Growth Mindset

MINDSET

Can you match the sentences on the board to the correct side of the brain?

Explain the image/model: the left side (black and white) shows a fixed/negative mindset.

The right side (colourful) shows a growth mindset/positive one.

Share task 1 as shown on the slide.

Use the 6 statements on the whiteboard to facilitate class discussion

Children read statements one at a time, discuss with peers and decide which part of the brain to match it to.

Ask: Is it the statement **positive (an example of having a growth mindset)** or **negative (an example of having a fixed mindset)**?

Allow children time to explore and complete the task.

Feedback correct answers at the end of task.

The Power of Yet!



THE POWER OF YET!

I CAN'T DO THIS... YET

THIS DOESN'T WORK... YET

I'M NOT GOOD AT THIS... YET

I DON'T UNDERSTAND... YET

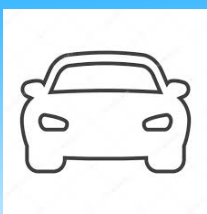
I DON'T KNOW THE ANSWER... YET

Explain: we can change a negative statement to a positive one by adding **YET**

This is a good way to improve your growth mindset. By understanding that we haven't achieved something **YET** is far better than giving up and feeling negative.

Task 2

Can you draw this picture as accurately as possible?



Can you give good feedback to your partner showing that you have growth mindset skills?

Share task as shown on the slide

Allow children time to draw the image of the car.

Children give feedback to their partner:

Share sentence starters with class verbally or on flip chart for children to use:

It's a good first attempt...

Now can you...

Maybe you could try...

Conclusion

What's important?



That we practise having a growth mindset as much as we can



This will help us to learn more and grow quicker

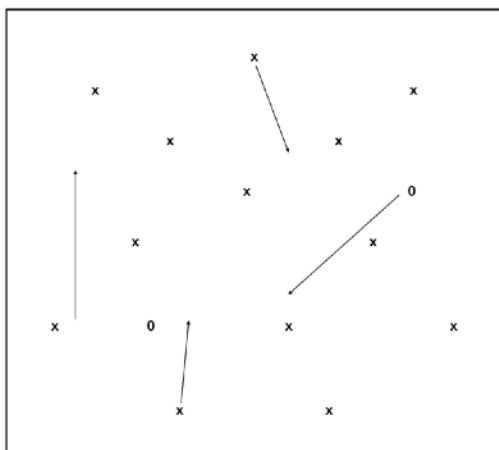


Share conclusions as shown on the slide.

Prepare children for practical activity. Emphasise that we will practise and discuss **growth mindset** throughout the session.

Practical

Activity 1 - Sun and Ice

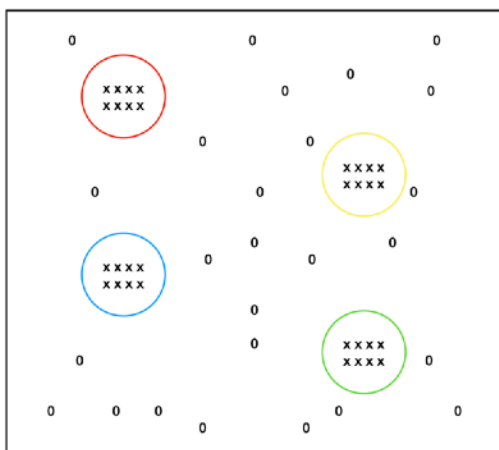


Key: Children - x Dodgeballs - 0

At the start of the game, choose two children to be the 'sun' who will receive a yellow dodgeball each and two children to be the 'ice' who will receive a blue dodgeball each.

The children who are the ice must run around the area and tag the children who do not have a ball. Once tagged, those children must stand still and put their arm in the air to signal the sun. The children who are the sun will tag them with the ball to 'unfreeze' them so they can return to the game.

Activity 2 - Collect the treasure



Key: Children - x Beanbags - 0 Hoops - o

Children will be split into four teams; red, blue, yellow and green. Each team must collect beanbags as quickly as possible and return them to the hoop, with all children running at the same time. Children can only pick up one beanbag at a time and must be stood inside their hoop before they drop the beanbag into it. The winning team is the team that collects the most beanbags.

Progression 1 - The sun must throw the ball to the frozen person and then receive the ball back to unfreeze them.

Progression 2 - The ice are now allowed to throw the ball to freeze the other children.

Progression 3 - Once the sun has thrown the ball, the frozen child will now keep that ball and become the sun.

Teaching points:

Ask: How can we improve at this game by using a growth mindset?

Examples of correct answers:

- Look around to become more aware of your surroundings
- Work with others to perform better at the task in hand

Progression 1 - Only one person at a time can leave the hoop and collect one beanbag at a time.

Progression 2 - If a beanbag is collected that matches the team colour then the team is awarded an extra point.

Progression 3 - Children are allowed to take beanbags from other hoops

Teaching points:

Ask: How can we improve at this game by using a growth mindset?

Examples of correct answers:

- Work together as a team to decide which beanbags to collect
- Come up with an order of which children will leave the hoop when going one at a time

