



Healthy Heads Lesson Plan

Working hard_ Year 5/6

- Our Aim:**
- I can understand why I should work hard and how this can help me
 - I can identify what being motivated means and ways that i can stay motivated
 - i can demonstrate working hard during physical activity

Lesson Topic: Working hard	
Age: Year 5/6	Duration: 1 hour – 30 min classroom + 30 practical
Links to PSHE curriculum: <ul style="list-style-type: none"> - About different ways of achieving personal goals - How having high aspirations can support personal achievement 	Notes on the class: <p>Gain overview of class - discussion with teacher.</p> <p>SEND Medical Behaviour Other</p>
Resources <p>Theory: Working hard lesson presentation, handout for task 1.</p> <p>Practical: cones, bibs, dodgeballs</p>	
Organisation/Diagrams	Teaching Points

Theory

Introduction

Our aim:

- I can understand why I should work hard and how this can help me
- I can identify what being motivated means and ways that I can stay motivated
- I can demonstrate working hard during physical activity

Introduce topic
Set classroom expectations
Share learning objectives

What is hard work?

What is WORKING HARD?

Working hard putting a lot of effort into completing tasks

Trying your best

Showing resilience

Ask: What is hard work? Has anyone ever worked hard before? When, where?

Ask: How does it make you feel?

Discuss children's idea and discuss.

Explain: working hard is putting a lot of effort into complete in tasks, trying your best and showing resilience.



<https://www.youtube.com/watch?v=asr1iJlxx-Q>

Share video: <https://www.youtube.com/watch?v=asr1iJlxx-Q>

Ask: what did you learn?

Discuss children's responses.

Share key teaching point:

Work hard, work smart and be consistent.
Take yourself to a point of discomfort, move out of your comfort zone so enable yourself to achieve.



Why should we work hard?



Working hard at something allows us to get closer to achieving our goals

Ask: Why should we work hard?

Explain: working hard at something allows us to get closer to achieving our goals.

Make clear references to the video and Kobe Bryant.

Task 1

Your future self



1. Can you draw a picture of you working hard at something



2. Why are you working hard?

Ask children to draw a picture of them working hard at something.

Children to rethink about why they are working hard at it?



What is motivation?

Motivation is a driving force that generates the energy for a person to act in a certain way



Having a high motivation will allow us to stay focused and continue to work hard

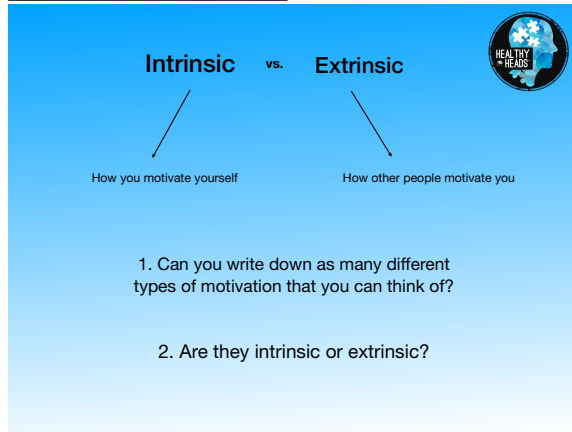
Ask: what is motivation?

Ask: have you ever felt motivated to do something?

Explain: motivation is the driving force that generate the energy for a person to act in a certain way.

Task 2

What is motivation?



The slide is titled "What is motivation?" and compares "Intrinsic" and "Extrinsic" motivation. "Intrinsic" is defined as "How you motivate yourself" and "Extrinsic" as "How other people motivate you". It includes two tasks: "1. Can you write down as many different types of motivation that you can think of?" and "2. Are they intrinsic or extrinsic?". A "HEALTHY HEADS" logo is in the top right corner.

Intrinsic vs. **Extrinsic**

How you motivate yourself How other people motivate you

1. Can you write down as many different types of motivation that you can think of?

2. Are they intrinsic or extrinsic?

Explain: the different between intrinsic and extrinsic motivation using the slide to help.

Children complete task and share their responses.

Conclusion



The slide is titled "What's important?" and states "That we work hard towards achieving our goals". A large green arrow points down to the text "Even if we don't achieve it, at least we will look back knowing that we tried our best". A thumbs-up emoji is in the bottom right corner. A "HEALTHY HEADS" logo is in the top right corner.

What's important?

That we work hard towards achieving our goals

↓

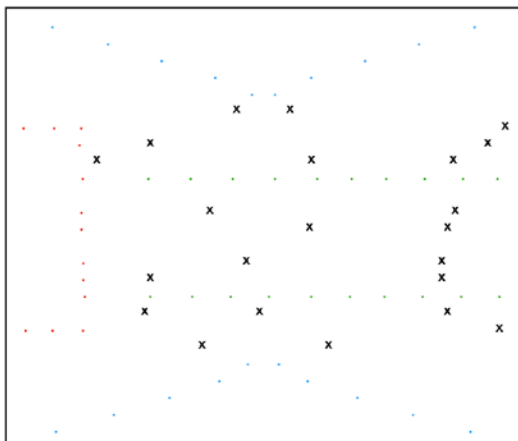
Even if we don't achieve it, at least we will look back knowing that we tried our best

Share conclusion as on the slide.

Prepare children for practical. Emphasise that we will practise expressing **hard work** throughout the practical session.

Practical

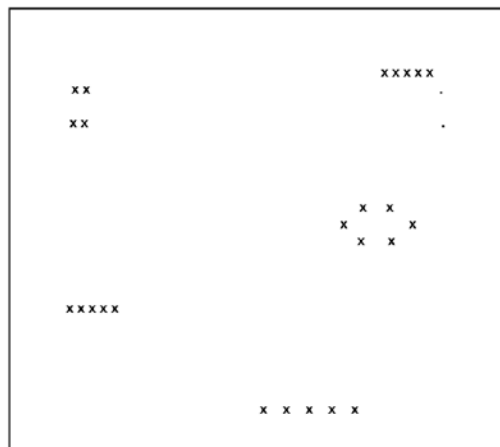
Activity 1 - Land, sea, air



Key: . - land . - sea . - air x - children

Children must run into the area of land, sea or jump into air following prompts from the teacher. Children must try to ensure they are not the last person into each area, or if they'd like a challenge, be the first one there.

Activity 2 - Exercise circuit



Key: Children - x

Children are split into different groups and each group is given a station within the exercise circuit. Children must work hard to complete the different activities at each station. Children can record their scores at each station. An example of timings would be to work for one minute, then rest for 30 seconds when moving from one activity to another.

Conclusion

Remind children of learning and share rewards i.e Dojos.

Progression 1 - Turn the seas into North Sea and South Sea

Progression 2 - Call lifeboats and then a number and children must get into groups of the prompt i.e. 'lifeboats 4'.

Teaching points:

Ask: How can we work hard during this activity?

Examples of correct answers:

- Try your best to make it to each area quickly
- Don't give up, even if you've set a difficult challenge
- Try to work smart, think about where you're having to run to before you set off.

Progression 1 - Each station can be made more difficult. For example for the press ups, instead of using their knees, can children lift their knees off the floor?

Progression 2 - Reduce the time of the rest period between stations or increase the work time at each station.

Teaching points:

Ask: How can we work hard during this activity?

Examples of correct answers:

- Try your best at each activity
- Don't give up, even if it becomes difficult.
- Try to be consistent. Don't rush too fast at the start.
- Try to work smart, don't waste energy

