



Learning Objective	Success criteria	Input	Independent work	Plenary	Resources
<p>LO: To understand the difference between a growth mindset and a fixed mindset.</p>	<ul style="list-style-type: none"> I can explain what a growth mindset is. I can explain what a fixed mindset is. I can sort examples into growth and fixed mindset. I can think of what I could say to help someone develop a growth mindset. 	<p>What does mindset mean? Explain that your mindset is your attitude towards something. What do you think 'fixed mindset' means? What about 'growth mindset'?</p> <p>Explain to the children that a fixed mindset is thinking that no matter how hard you practice something you will never get better. Growth mindset is when people believe that abilities and talent at something can be improved through hard work and practice.</p> <p>What sort of mindset do you think Belle has? Why do you think this? Does her mindset ever change? How does she overcome this?</p> <p>Discuss the importance of asking others for help and advice.</p> <p>Mini activity: Give children a list of phrases and children are to sort them into 'fixed mindset' and 'growth mindset'</p> <p>I just can't do it I might as well give up as I'll never get better I've tried it twice and I still can't do it I only want to do things I can already do well I'm no good at this I've not achieved it yet but I will if I keep trying This is a workout for my brain If I persevere then I will learn I learn from my mistakes I can do anything if I keep trying It's good to try new challenges</p> <p>Discuss chn's answers and reasoning.</p>	<p>Chn to be given different scenarios to discuss in groups. What could they say to help promote a growth mindset?</p> <p>1: A child has tried twice to throw a ball into a hoop and missed. They thrown the ball to the floor and seem frustrated.</p> <p>2: A child is painting a picture and makes a mark on the page where they didn't want to.</p> <p>3: Other children in class are joining their letters but they haven't started to yet.</p> <p>4: Dad cooks dinner and tries a new recipe but it doesn't taste nice.</p> <p>5: In class a child is trying to solve a spicy maths challenge but then says 'it's too hard' and puts their pencil down.</p> <p>Chn to then choose a growth mindset phrase and write this on a speech or thought bubble.</p>	<p>Chn to add their speech/thought bubbles to class display around Belle determined image (on website) or a brain/outline of a person</p>	<p>Statements for chn to sort</p> <p>Scenarios for chn to discuss</p> <p>Speech or thought bubble templates</p> <p>Belle template or outline of person or brain for display</p>



<p>LO: To set my own targets.</p>	<ul style="list-style-type: none"> • I can explain what a goal is. • I can compare long term goals to short term goals. • I can set myself a goal to focus on. • Challenge: I can explain how this short term goal will help me achieve a long term goal. 	<p>What does 'goal' mean? What was Belle's goal in the story? Why was this? What was a short term goal of hers? (To find nectar each day) What was her long term goal? (To find a place full of flowers for the hive to survive)</p> <p>Sometimes we have bigger goals or targets that may take longer to achieve or that need to be broken down into smaller stages. An example of this might be a child wanting to become a lawyer. To do this the child would need a set of shorter goals or targets to meet the longer goal.</p> <p>Short term goals usually take a few days or weeks to complete such as completing daily homework or practising the recorder. A long term goal would be to then play the recorder at a school celebration or performance later in the year because of the daily practice.</p> <p>Do you have any goals or targets? Discuss with talk partner then share these as a whole class.</p>	<p>Children to be writing their goals into a frame such as a goal and footballs, basketball hoop and basketballs, a rainbow with each target written on a raindrop, a wave and each target written on a surfboard – the children can come up with whatever they choose!</p>	<p>Chn to reflect on the goals they have written, can you think of one in particular that you want to focus on? What can you do to help meet this goal? Make own success criteria or class/group criteria.</p>	<p>Paper for chn to write their own targets and think of the backing they want their targets to be placed on.</p>
<p>LO: To recognise a range of feelings and how people can show them.</p>	<ul style="list-style-type: none"> • I can talk about feelings I know. • I can think of synonyms for feelings. • I can talk about how Belle felt at different points in the story. • I can think about how people show 	<p>CT to ask chn to discuss with talk partners any feelings or emotions that they know.</p> <p>Does everyone show how their feelings in the same way?</p> <p>Play charades with different feelings/emotions and chn to guess. Challenge: If you give one child a feeling that has already been said can they show it in another way?</p>	<p>Let's have a look through the book (photocopied pages from the book on different tables in classroom) and either talk to your partner or write on a post it the feelings that Belle might have at that part of the story. Can you write down the clues that let you know how she is feeling?</p>	<p>CT to then give chn some scenarios or illustrations from the book – what could you say or do to sensitively respond to someone when they are feeling a particular way?</p>	<p>Photocopies of pages from the story Flashcards of emotions/feelings for charades (optional) Scenarios for plenary</p>



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	<p>feelings in different ways.</p> <ul style="list-style-type: none">• Challenge: I can think of how I might respond sensitively to a range of feelings.				
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