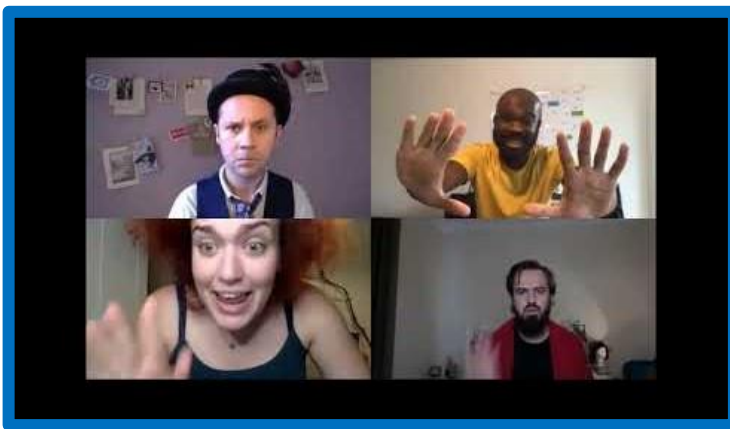




Growth Mindset

Our play begins with Sam feeling more than a little uncertain. We've all felt like we *just can't do it* – but Sam's friends manage to persuade him that he can. Growth mindset is about changing our attitudes from *I just can't do it* to *I can't do it yet*.

Step 1: Watch [the opening section](#) of the play again.



Step 2: Ask the children: *Can you think of a time when you have found something difficult? What sorts of things go through your mind? How does it make you feel?*

This is about helping the pupils realise we have all felt like Sam. Try to find as varied examples as possible to make that point.

Step 3: Following on from the discussion, ask each child to write down an example of when they struggled and what they were thinking. If the pupils aren't yet writing, they may want to draw how they felt.

As the teacher give an example, *e.g. the last time I was baking a cake I just couldn't get the lumps out and I wanted to give up!*

Literacy

Framework

Extend their ideas or accounts by sequencing what they say and including relevant details.

Progression

Statements

Health and Wellbeing

I can understand how and why my thoughts, feelings and actions change in response to different experiences.

I can recognise some of the behaviours, conditions and situations that affect my physical health and wellbeing, and I know how to respond and get help in a safe way.

Step 4: To get rid of their frustrations, get the children to crumple up their examples and throw them away! Keep these to one side as you will need them later.

Step 5: Ask the children how Sam managed to stop feeling like that in the end? *Yes his friends helped him! Now we're going to help each other.*

Re watch [the clip](#) and listen to what the friends tell Sam. *Can you hear the positive comments that help Sam? What were they?*

After a class discussion, present the 6 supportive comments the friends use in the play:

- *C'mon Sam you can do it.*
- *Oh Sam, you'll be alright.*
- *Let's not give up hope.*
- *You're not alone.*
- *If we work as a team we can do this.*
- *Getting something wrong is OK.*

Step 6: While the children are re-watching the clip, rifle through the thrown away problems and choose a handful that can be used for the next class discussion.

Read out the scenario and feelings on the piece of paper, keeping each child anonymous unless they state otherwise. *Can we as friends help? How could we change the way we think?*

As a class, decide which of the 6 supportive comments could help *our* friend. You could also come up with your own.

Literacy Framework

Extend their ideas or accounts by sequencing what they say and including relevant details.

Progression

Statements

Health and Wellbeing

I can understand how and why my thoughts, feelings and actions change in response to different experiences.

I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.

Step 7: Finish the lesson by creating a bank of positive comments for your class. These can be displayed and used to support each other on future tasks.

Literacy Framework

Extend their ideas or accounts by sequencing what they say and including relevant details.


Progression

Statements


Health and Wellbeing

I can understand how and why my thoughts, feelings and actions change in response to different experiences.

I can recognise some of the behaviours, conditions and situations that affect my physical health and wellbeing, and I know how to respond and get help in a safe way.



*C'mon Sam
you can do
it!*



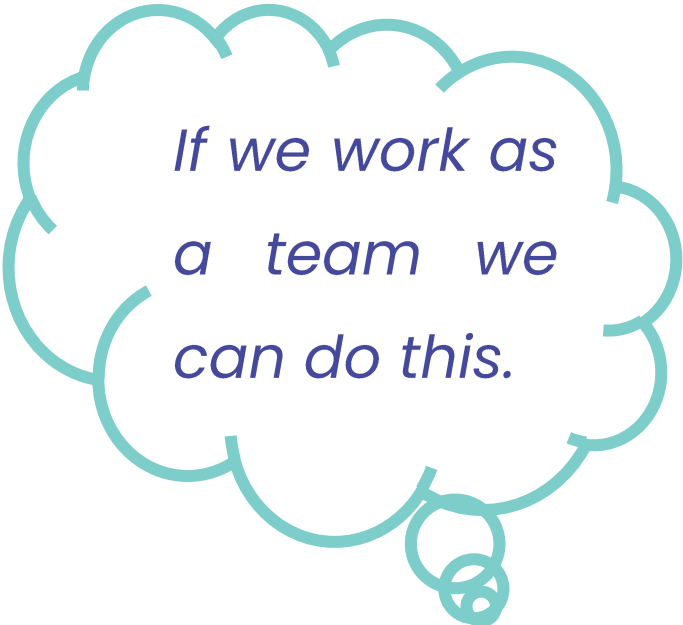
*Oh Sam, you'll
be alright.*



*Let's not
give up*



*You're not
alone.*



*If we work as
a team we
can do this.*



*Getting
something
wrong is OK.*