**Recovery curriculum planning**

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| **Year group:**  Upper Key Stage 2 | **Key skills of activity:**   * To practice a range mindful techniques and strategies * To understand how to have a growth mindset * To explore and understands the skills needed for self-reflection * To explore and understands the skills needed for self-regulation   **Key vocabulary**:  Self-reflection, mindful, growth mindset, fixed mindset, overcome, self-regulate, brain, success, overcome |  |
| **Theme:**  Metacognition | **Sample activities:**    **Activity 1:**  Give the pupils the list of statements to sort into two piles. Make a pile of the statements that they feel reflect their own mind set. Then discuss what a fixed mindset is and what a growth mindset is. As a class sort which statements show growth mindset and which show fixed mindset and why. Get the children to reflect on their own choices. Do they have a growth mindset? How can they change their mindset?  See separate resource for statements.  **Activity 2:**  Discuss with the pupils what they understand by growth mindset and fixed mindset. What kind of things might someone say who has fixed mindset? What might they say if they have a growth mindset? Show children some examples of posters and then get them to design their own to show the difference between the two mindsets.  See separate resource for example posters.  **Activity 3:**  Q. Is a calculator better than your brain?  Show the children the resource sheet. Explain that as we debate and come up with ideas we are going to record all the arguments as to why the brain is better and likewise for the calculator. Teacher should observe groups and listen to discussions, only facilitating when necessary. Draw the children together and take responses from the class through a random name generator or similar. Complete a class version of the chart. Draw out that the reasons why the brain is better include lots of elements of growth mindset i.e. it can grow and develop as it learns, you can train your brain, the brain knows about lots of things not just maths… Q. Does this change their opinion at all as to which is best?  See separate resource for recording on.  **Activity 4:**  Watch this video clip explaining about how the brain works. <http://learningandtheadolescentmind.org/resources_02_learning.html>  Tell them that their intelligence is not fixed but something that can be changed through effort and attitude. It is incorrect to think of people as intelligent or unintelligent, as with the correct mindset everybody can take advantage of the brain’s neuroplasticity and change their level of intelligence. This means people can become more intelligent but only if they have the correct mindset. Explain that successful learners are those who understand the brain’s neuroplasticity and who adopt what is called a ‘growth mindset.’ Share the characteristics of people who have a growth mindset with the children. The opposite mindset, where people believe that their intelligence is fixed and cannot be changed, is called a ‘fixed mindset’. Share the characteristics of people who have a fixed mindset with the children. Ask the children to reflect in silence on which sort of mindset they think they have. Explain to them that those without a growth mindset can develop one by listening to the negative things they say to themselves and trying to change them into positive ones. Model changing some fixed mindset responses to learning into growth mindset ones for the children. “I’m no good at this!” – fixed mindset, can be changed into “At the moment I am finding this challenging” – growth mindset. In their pairs, ask the children to create a list of fixed mindset responses and their corresponding growth mindset responses. Other examples include, “This is too hard for me” becomes “With effort and support I will get better at this”, “Oh no! I made a mistake” becomes “I’m glad I made that mistake as I can learn from it.”, “If I stick to the easy questions, I won’t fail” becomes “I want to try harder questions to help me get better.”  **Activity 5:**  Watch the video of Michael Jordan. <https://www.youtube.com/watch?v=-bDKq4O8bhc>  Pose the question, was he born to be a basketball player? Have a class discussion and then read the story salt in his shoes. <https://www.youtube.com/watch?v=Obeh2qqOz88>  After hearing the story ask them the same question. Get them to complete the sheet with reasons for and against the question. Share their ideas for and against as a class.  Sum up by reading the following quote from Michael Jordan, “I’ve failed over and over and over again in my life and that is why I succeed.” Explain to the children that even if he was naturally gifted the majority of his success was due to his perseverance and having a growth mindset. Without these he may have given up when things got tough and never become a basketball legend. Get the children to think of something they are trying to achieve and have a quiet moment of reflection on how they can apply a growth mindset to their challenge.  **Activity 6:**  Write a diary entry about a success story. Think about a time when you wee successful at something and explain your journey to success. Did you just wake up and be a brilliant football player? An amazing artist? A super reader? What did the journey look like? How did you get there? Discuss how they used growth mindset to meet their target/goal.  **Activity 7:**  Get pupils to complete the first 3 boxes of the why I can do this sheet. Get them to share some of their thoughts and feelings if they are happy to. Discuss these in relation to growth and fixed mindset. Why do we need to try? How can we turn these thoughts and feelings into something positive? Get pupils to complete the final two boxes after the class discussion. Share with the class if they are happy to.  **Activity 8:**  This activity shows learners two things: first, the power of seeing mistakes in a positive light, and second, that even uncomfortable feelings are still valid ones. Have pupils write down a mistake they made that day on a piece of paper. Next, have them crumple the paper into a ball and hurl it at the wall or at the board with as close as they can get to the same feeling they have when they make a mistake. Give them a minute, and then ask them to pick up the paper, open it, and look at their mistake again. *As they look at what they wrote, encourage them to accept that everybody makes mistakes, no matter who we are or how hard we try****.***When they begin to accept this, you can guide them toward explaining out loud how they could do better next time, and what they'll do the next time they make a mistake.  The final step is to have them crumple the paper up again, and this time throw it away for good, symbolizing the mistake is in the past and is no longer critical. For fun, you can even have them shout out a word when they do it, such as "Done!" or "Next!" or "Goodbye!"  **Activity 9:**  [Grow-ga](https://www.kidsyogastories.com/growth-mindset/) (or Growth Mindset Yoga) is a physical activity that pairs up yoga with positive affirmations. It's a good concentration exercise, an exciting physical activity, and a fun way to teach kids about making constructive self-statements.  Choose some fairly basic yoga poses you know that learners would be comfortable doing, but will still find challenging. The next step is to attach growth mindset statements to each movement. Here are some ideas you can expand on:  I work hard  I am a creative person  I am always focused  I have an open-mind  I care about others  I enjoy learning and discovering  As kids perform each pose one after the other, have them channel all their good feelings as they call out the statements together while briefly holding the poses.  **Activity 10:**  Achieving goals and accomplishing our objectives helps us grow and build on success There are lots of supportive ways kids can share those accomplishments and celebrate them with others. One easy and enjoyable way to do this is with an "[accomplishment jar](https://www.fastcompany.com/3044480/why-you-should-keep-an-accomplishments-box)."  To do this, get a large jar Next, make slips of paper with these questions: *What's one thing that I accomplished today? How do I feel about it, and why?* Leave a small box beside the jar containing these slips and a few pencils. Now, direct your kids to fill out one or two every day along with their name, and place them into the jar.  At the end of every week or so, you can take the slips out and create a pile for each learners' name. Then hand them back to each student so they can review their accomplishments and celebrate how much they've grown and what they've learned. You can even let kids share their achievements orally if they so choose.  **Activity 11:**  Create a mind map of skills that students need to become effective learners e.g. mindmapping; mnemonics; setting time; regular practise; etc. Discuss which work better at home; school or could be useful strategies for future learning. Rate them according to practicality; usefulness and importance.  **Activity 12:**  Create a priority list of areas of learning that children think are priorities to catch up on. Break down into bullet points and children plan their progress. How will they catch up on these specific areas? What will their priority be? Which learning skill will be most effective? Can any be grouped together?  **Activity 13:**  Children reflect on their readiness to learn. How do they rate their energy levels; concentration; mood; attitude etc now that they are back in school. How does it compare to the levels during lockdown?  **Activity 14:**  Consolidate their learning goal activity from the beginning of the year. They may need to think of new goals in light of lockdown. Break these goals down into steps and think about the learning skills necessary to implement each step.  **Activity 15:**  Write a letter to themselves from the future explaining what they need to do to achieve their goals. Think about explaining how they can improve their performance in school and why it is important to do so.  **Activity 16:**  Sketch a picture of themselves and annotate it with learning skills they have developed through lockdown. They could draw themselves as a superhero, using the knowledge and skills they have developed as their strengths and the areas still needed for development as their weakness (their kryptonite).  **Activity 17:**  Participate in mindfulness sessions, where children can reflect on the changes that they have encountered in the way they learnt at home and how this can help them in the way they now learn at school. | **Next steps/evaluation of activities:** |
| **Week: 4 of 5** | **Guidance for teacher:**  In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.  When children don’t have a routine for an extended period, they forget how to react the right way. It’s useful to use different strategies during the day (clapping, Simon says…) to remind them they need to self-regulate themselves.  Mindfulness can be a discipline taught in a lesson, but it is vital that students learn how to keep a healthy mental health and teach them to be aware when their mental health is at risk.  Chn we see things from different perspectives depending on their situation at home, with friends, at school… having a growth mindset will help them to overcome challenges they will face in life. Every time an student is not motivated to work, it can be useful to remind them to switch into a growth mindset.  Schools may use different metacognition skills and practices, please feel free to edit the above activities to reflect the work done in your school. | **Additional support needed:**  If you notice any pupils may need extra support with transition back to school, please make note here and speak to your Designated Safeguarding Lead/Pastoral Lead. |