



Developing a growth mindset.....

Year 2 6-7 yrs Lesson- The Most Magnificent Thing

Learning Objectives	Resources
<ul style="list-style-type: none"> To reflect upon how a character feels when they can't do something. To suggest ways of coping when we feel frustrated. 	<ul style="list-style-type: none"> 'The Most Magnificent Thing' by Ashley Spires
Lesson	
<p>Arrange the children so they are sitting with their talk partner and are able to clearly see the board.</p> <p>Reveal the word MAGNIFICENT on the board and ask the children to discuss what they think the word means. Eavesdrop on the children's discussions without intervening, as it will reveal what they think and any misconceptions. When you think it is appropriate, you can develop the discussions further by providing three definitions of the word.</p> <p>Definitions</p> <p><i>Magnificent- something that is good.</i></p> <p><i>Magnificent- something that is very impressive.</i></p> <p><i>Magnificent- something that is very large.</i></p> <p>Again, provide the children with some time to discuss the different definitions. Then ask the children to indicate which definition they think is correct by raising their hand. Share with the children the correct</p>	

definition.

Introduce the book 'The Most Magnificent Thing' by Ashley Spires to the class and begin to read it.

Read the story until page 14 and then ask the children to reflect on-

- Why do you think she kept on trying?
- How did she try to make it better?
- Which learning power is she using? Why do you think that?

Provide the children with some time to reflect upon each question before taking feedback. Then read pages 15-16 and ask the children-

- Have you ever felt like that?

Ask the children to respond by putting their finger on their nose if they have and then ask some children to share their experiences.

- When? What did you do?

Then ask the children to reflect upon-

- What would you do if you were the girl and you had not created a magnificent thing?

Provide the children with some time to discuss their ideas with their talk partner. Then randomly select children to share their ideas and feedback.

Explain to the children that they need to help the girl in the story as she is struggling to make a magnificent thing and feeling very frustrated. Provide the children with some paper and ask them to think about what they would suggest she does to overcome her frustrations and to try and be successful at making her magnificent thing.

It may be appropriate to provide some scaffolding once the task is underway, for example the teacher could suggest a strategy 'I would suggest she finds a buddy who can help her' or 'She should go and calm down by counting backwards.'

The teacher should encourage the children to think about different ways

to encourage her and different strategies that she could try. For example-

- What could you do?
- What could you say?
- What could the girl do?
- How could she behave?

Bringing it together- What have we learnt?

Once the children have discussed and recorded some of their ideas, choose some children to feedback their ideas. Be sensitive and discuss beforehand with the child whether they are happy to share. Together create a class list of ideas to support each other when you are feeling frustrated in your learning. (If you have an additional adult in the class they could act as a scribe whilst the children share their ideas.)

Further developments

- Provide different contexts for when the children can feel frustrated in their learning. Ask them to discuss 'What should I do when I feel frustrated in maths?' Again, collect their ideas and use them to support children when they are feeling stuck.
- Class debate- ask the children to work in small groups and debate the idea 'Should we always try to be magnificent in our learning?'
- Display the children's ideas about how to help someone when they are frustrated in their learning. It may be useful to attach an image or symbol to each idea to help reinforce them.