

5 Super snails 1 – the power of perseverance

Learning objectives	Resources
<ul style="list-style-type: none"> ● To identify the characteristics of a growth mindset (as demonstrated by a snail) ● To identify an aspect of their learning in which they would like to improve or challenge themselves 	<ul style="list-style-type: none"> ● A picture of a snail ● YouTube clip of a snail at youtube.com/watch?v=Y9yffb7X9fk ● Figure 21 or other information about snails ● Snail puppet

Lesson

- 1 Ask the children to sit on the carpet with their talk partner and ensure they have a clear view of the board.

Begin by eliciting the children's prior knowledge on growth and fixed mindsets:

What can you tell me about a growth mindset?

What does a fixed mindset mean?

Can you tell me anything else?

If any misconceptions are revealed by the children, you could build in some talk time and ask them to discuss whether they think ... is true and why.

Super snails

- 2 Show the children a picture of a snail and ask them what they know about snails. Select some children randomly to share their ideas with the class. You will need to ensure you move the learning on after a short discussion to avoid the children veering off at a tangent.

- 3 Explain that they are going to watch a video of a snail and that you want them to think carefully about:

What the snail does

Why the filmmaker chose the music

Watch the YouTube clip of the snail moving to music.

Ask the children to discuss with their talk partner:

What type of mindset do you think the snail has? Why?

How do you know?

Randomly select some children using the lollipop method to answer the questions.



- 4 Together look at the information in Figure 21 showing some facts about snails and images of snails climbing. You could also show the children a ruler and a timer to illustrate how long it takes and how short a distance snails can travel in that time.

Provide the children with more talk time: ask the children to discuss with their talk partner:

Now you have learned some more about snails, do you think a snail has a growth mindset or a fixed mindset?

Have you changed your original opinion? Why?

Snail facts

Did you know that snails move about 1.3 cm a minute?



They are one of the slowest creatures on the planet.

Snails are very strong. They can lift 10 times their body weight!

Figure 21 Snail facts

- 5 Introduce the word '**persevering**': write it on the board and read it to the children. Then read it together a few times to reinforce it. Allow the children some time to think about what persevering means. Take ideas from the children and then, depending on their responses, you might need to explain what persevering means. Develop this further by asking the children to think about how the snail perseveres and how they can persevere in their learning. Give the children time to discuss this with their talk partner. To ensure the children remain focused you could use the strategy of 'eavesdropping' where you listen to the discussions and make a note of the children's ideas. Then, rather than taking individual feedback, you share the ideas you gleaned from listening in to their discussions with the class.

Bringing it together – what have we learned?

You will need a medium to large space for this activity: 'Set your inner snail free!' Invite all the children to curl up into a small ball like a snail inside its shell. Ask them to think about:

If you were a snail, how would you challenge yourself in your learning?

Remind the children that they need to be very quiet and listen carefully to ensure they don't scare the snails! Again, it might be useful to pre-empt a few children, informing them that they will be sharing their challenge with the class. Ask an individual snail to uncurl while sharing how they would challenge themselves. Repeat until all the snails have shared their challenges. Another adult could make a note of the children's individual challenges for the next lesson.

Challenge

Ask the children to think of other animals that they think demonstrate a growth mindset. Can they explain why they think this?

The children could use books or the internet to find out more about animals and their characteristics.

Further developments

Use a snail puppet to represent and reinforce the concept of persevering. When you observe a child persevering in his or her learning, place the puppet next to them, or ask other children to place the snail when they observe another child persevering.

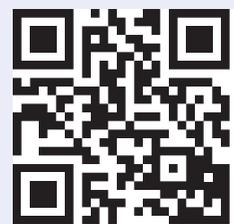
Ask the children:

Are you persevering like a snail?

The idea of snails persevering was the key plot in the film *Turbo-Racing Team*. This can be a useful means of reinforcing the concept, as can the beautifully illustrated book *Snail Trail* by Ruth Brown. There are also a number of great non-fiction books about snails including, *Snails* by Susanna Davidson.

Downloadable resources

PowerPoint presentation 'Snail facts'
Video of children pretending to be snails
bit.ly/2dODsTO



5 Challenge mountains

Learning objectives

- To identify an area that you find challenging and the barriers to learning
- To develop ways of overcoming barriers to learning

Resources

- Challenge mountain vocabulary cards (Figure 56)
- Visualiser or document camera
- Materials to build challenge mountains

Lesson

1 Seat children with their talk partners.

Introduce the key vocabulary to the children and invite them to sort the words into groups. Ask them to discuss what the words mean and why they have grouped them together.

After talk time, ask children to feed back their ideas.

effort	challenge	personal
mistake	overcome	determined
error	motivation	difficult

Figure 56 Challenge mountain vocabulary cards

- 2 Model an aspect of learning that you have found difficult. Explain to the children the barriers to your learning. Ask the children to discuss with their talk partner how they would help you to overcome the barriers. Using a visualiser, model what your challenge mountain would look like and how you would illustrate the barriers.

Climbing your mountain

- 3 Ask the children to discuss:

What have you found challenging?

What barriers are there?

How could you overcome the barriers?

- 4 Then provide the children with materials to create their own challenge mountains.

Bringing it together – what have we learned?

Children share their challenge mountains using the visualiser. Ask them to describe their mountain and the barriers to their learning and how they would overcome them.

Display the children's mountains in the classroom as a visual reminder of their learning journey and how they are trying to improve.

Challenge

Ask the children to suggest an alternative image that they could use to illustrate a learning challenge. They could write a guide for a younger child, using an image to reinforce the idea, explaining what happens when we are learning. Encourage the children to focus on the ideas and the explanation and not to make the image too elaborate so that it takes up most of their time.

Further developments

Children should be encouraged to move themselves independently on the challenge mountain to reflect the progress they are making on their learning journey.

Once children have been successful with their learning challenge, the mountains can be adapted for a new challenge.

Downloadable resources

Challenge mountain vocabulary cards

bit.ly/2dLOjLJ



Children's responses



Figure 57 Moving up my challenge mountain



Figure 58 You can do this!

3 Barriers to learning

Learning objectives	Resources
<ul style="list-style-type: none"> ● To identify barriers to learning ● To identify strategies to help children overcome their barriers to learning 	<ul style="list-style-type: none"> ● A picture of a large rock (see Figure 104) ● An example of a comic strip (see Figures 106 and 107) ● Access to tablets or laptops to create a comic strip (see suggestions of apps below)

Lesson

- 1 *Seat the children with their talk partners, all with a clear view of the board.* Together look at the image of a rock in Figure 104, which represents a barrier to a child's learning.

Ask the children to talk with their talk partner and think about:

Why has the rock been chosen to represent a barrier to learning?

What could the rock represent as a barrier for your learning? Why?

How can you overcome barriers to learning?

Take feedback from the children.

Why would you use a rock to represent a barrier to learning?



Figure 104 The rock barrier to learning

- 2 Next ask them to reflect on what might be a personal barrier to their own learning. Probe this further by asking them to think about:

Is the barrier related to a specific subject?

What strategies have you tried to overcome it?

Why do you think it's a barrier?



What other strategies could you try?

Again, take feedback from the children.

- 3** Now ask the children to think about whether the barriers to their learning are **internal** or **external**.

You could provide the children with an example to highlight the differences. For instance, children often state that other people talking is a barrier to their learning. This is an external barrier and, while you can discourage others from talking, you cannot necessarily stop them. An example of an internal barrier could be a child's reluctance to ask for help when they are stuck. They may be reluctant to ask for help, as they are afraid of looking bad in front of their peers.

Barriers to my learning

- 4** Explain to the children that they are going to create a comic strip to illustrate a barrier to their learning and ways they can overcome it. You could share a range of examples of children's ideas that they have set in different contexts, including the ones shown in 'Children's responses' on page 210. The children can record their comic strips on a simple framework (see Figure 105) that they draw first, or they could use an app or website to create them.

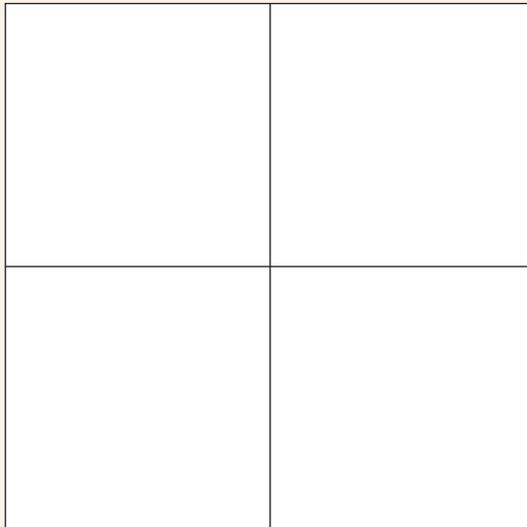


Figure 105 Framework for a comic strip

Possible apps and websites you could use:

- Make Beliefs Comix: makebeliefscomix.com
- Comic Book: 3dtopo.com/apps/comicbook
- Toon Toolkit: available on the iTunes App Store
- Marvel Kids 'Create your own comic': marvel.com/games/play/34/create_your_own_comic
- Pixton: pixton.com
- ToonDoo: toondoo.com

Bringing it together – what have we learned?

Review the children's comic strips and the different strategies they have used to overcome barriers to their learning. Encourage them to use a wide range of strategies by asking the class to discuss what other ways they can suggest to help their friends overcome their individual rocks/their barriers to learning.

Potential suggestions could include:

- Don't give up.
- Ask a partner for help.
- Understand it's part of the learning process.
- Try again.
- Learn a new strategy.
- Revisit your learning.
- Work in a small group to practise.
- Ask a teacher for help.
- Practise an earlier stage.

Challenge

Provide scenarios where the children make mistakes and fail. Then ask them to role play what they would do. They could be given specific roles such as the teacher, child or friend. Use the context of school for some of the scenarios, but provide other real-life contexts as well.

Further developments

Create a class display of a comic strip featuring a child using a range of strategies to overcome barriers to learning. Include the children's creations.

Downloadable resources

PowerPoint presentation 'Why would you use a rock to represent a barrier to learning?'

Framework for a comic strip

Examples of children's comic strips

bit.ly/2dyhQWm



Children's responses

Why would you use a rock to represent a barrier to your learning?

'Because rocks are very hard and you need to challenge yourself to move a rock.'

'Rocks can block pathways and some can be easier to move than others.'

In your learning, what barrier to learning does a rock represent? Why?

'A person talking is a rock as it can distract me.'

'Your attitude can be a rock. As if you think you can't do something and don't try this stops you learning. You're not in the right mindset.'



‘If you are worried about making mistakes this can be a rock and a barrier to learning.’

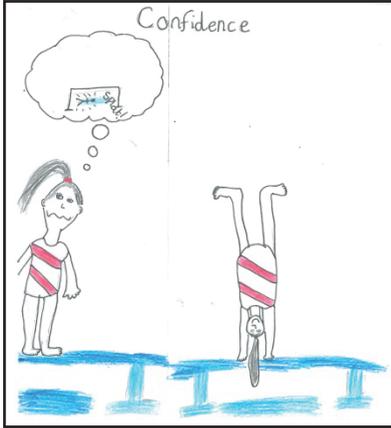


Figure 106 Building confidence



Figure 107 What to do if I don't know the answer

Help me, I'm stuck!

Created By Mrs M



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

Figure 108 Example of a child's comic strip, MakeBeliefsComix.com