

Aiming High: Positive Learners

<p>Aim: H21. to recognise what makes them special</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>I can explain how a positive learning attitude can help me.</p>	<p>The Big Question: What is a positive learning attitude?</p> <p>How can a positive learning attitude help us?</p>	<p>Resources: Lesson Pack</p> <p>Coloured pens and pencils</p> <p>Colourful interlocking cubes</p> <p>It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.</p>
<p>Success Criteria: I can talk about what a positive learning attitude is.</p> <p>I can share the kinds of learning I enjoy most.</p> <p>I can complete a challenge with a positive learning attitude.</p> <p>I can think about how I felt when I have found something challenging and then succeeded.</p>	<p>Key/New Words: positive, learning, attitude, develop, learn, improve, strength, build, resilience, achievement, grow, help</p>	<p>Preparation: What Learning Do I Most Enjoy? Activity Sheet – one per pair</p> <p>Positive Learning Challenge Cards – one set per group</p> <p>Learning Statements Sorting Cards – one set per pair</p> <p>My Big Achievement Activity Sheet – one per child</p>

Prior Learning

It would be helpful if the children had recently discussed how to work successfully in a group.

Learning Sequence

	<p>Reconnecting – What Is a Positive Learning Attitude? Display and read together the Big Questions in the Lesson Presentation. Invite the children to discuss these and explain what they think is meant by a positive learning attitude. Use these responses to form a baseline assessment of children’s understanding. Reinforce what a positive learning attitude is.</p>	
	<p>Exploring – What Learning Do I Most Enjoy? Read the information given in the Lesson Presentation. Organise the children in pairs and ask them to use the What Learning Do I Most Enjoy? Activity Sheet to record and discuss the learning they most enjoy and the learning they find more challenging. Invite contributions from those who are happy to share their thoughts. Using the Lesson Presentation, emphasise that people often enjoy learning things they feel they are good at but with a positive learning attitude we can succeed in tasks we find challenging too.</p>	
	<p>Exploring – What an Attitude! Return to the Lesson Presentation and explain to the children that they are now going to work in small groups to complete a challenge and that they need to practise having a positive learning attitude. Put the children into small groups and provide each group with a set of Positive Learning Challenge Cards. Explain that each group needs to create each of the models on the image using interlocking cubes. Allow some time for each group to complete the challenge. Once all groups have finished, ask the children how they felt about the task before they started and how they feel now. What positive sentences could they say to someone who is about to try the task? Emphasise that by having a positive learning attitude we can feel happier about our learning and achieve a lot.</p>	
	<p>Reflecting – Be a Positive Learner! Put the children into pairs and give each pair a set of Learning Statements Sorting Cards. Ask the children to read each card and to find those which reflect a positive learning attitude. Share the children’s thoughts and highlight how having a positive learning attitude can help using the Lesson Presentation. Display the Big Questions. Invite the children to share what they have learnt today that has had the greatest impact on the way they learn.</p>	

	<p>Consolidating - A Positive Learning Experience: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Using the My Big Achievement Activity Sheet, the children draw a picture of themselves succeeding in something they found challenging and then write a positive learning statement in the speech bubbles to show how they felt.</p>
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This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	Supporting: Ensure children who find it more difficult to articulate their feelings are working with a child who is understanding of this and a confident speaker.
	Extending: Ask the children to create a bank of positive statements to further motivate the class for new challenges.
	Developing: Invite children to make a journal of their learning achievements throughout the week and record positive statements or drawings about each task.

Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

Policies:	If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
Rules:	Remind children of the class agreement or ground rules for discussion.
Expect:	Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
Procedures:	Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
Ask:	Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.
Respond:	Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
Enable:	Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.

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