

3 Fear

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| <p>Learning objectives</p> <ul style="list-style-type: none"> ● To describe how we feel when we are facing challenges ● To develop strategies to support us as learners | <p>Resources</p> <ul style="list-style-type: none"> ● <i>Small Things</i> by Mel Tregonning ● Paper ● Learning Jungle summary sheet ● Visualiser or document camera (optional) |
| <p>Learning powers</p> <ul style="list-style-type: none"> ● Being resilient ● Co-operative learning ● Continuously improving ● Being curious ● Self-improvement | <p>Lesson summary</p> <p>This lesson focuses on how fear can overwhelm us. It examines what can cause our fear and encourages children to develop resilience.</p> |

Lesson

Arrange the children so they are sitting with their talk partner and are able to clearly see the board. Begin by recapping the different animals and their learning powers. You could display these in the classroom as visual prompts, or provide the children with the summary sheet for them to read.

- 1 As you recap on each learning power, reveal the following words on the board and ask the children to represent each learning power through a pose:

despairing

despondent

low

devastated

Then ask the children to discuss with their talk partner:

How are these words connected?

Explain to the children that there are no right or wrong answers and that you are just interested in their opinions. Once the discussions are underway you can extend them further by asking:

Are there any other words that you would add to the list? Why?

Take feedback from the children by randomly selecting. Try to probe their thinking further by asking for reasons, encouraging the children to justify their opinions.

Building resilience

- 2 Introduce the book *Small Things* by Mel Tregonning. This is a thought-provoking book with black and white illustrations that stimulate deep discussion and reflection. It is best shared using a visualiser/document camera, as this will enable the children to see the intricate illustrations.

Share pages 8–9 with the children using a visualiser/document camera (this section contains a series of images about a child receiving some learning and being disappointed with their feedback).

Ask the children to think about:

What is causing the boy to be upset?

Allow the children some talk time before taking feedback. Then develop this further by asking them:

What does the boy do next? Why?

Again, allow the children time to discuss their opinions and then take feedback by randomly selecting.

Focus the children's attention to the image on page 9 of the different test papers. Then ask the children to reflect upon:

What is the boy doing?

Again, take feedback from the children and then zoom in on the images at the bottom of page 9 (the black spots and shapes that are growing and surrounding the boy).

Ask the children to reflect upon:

What do the black shapes represent?

Ensure that when the children respond, you probe their thinking further by asking them to justify their opinions and explain why they think that.

Bringing it together – what have we learned?

Share with the children the different learning powers and ask them to reflect upon:

How should you react to this situation using your learning powers?

Select some children to share their ideas about how to explain what learning is. After some of them have shared their ideas, ask the children to reflect on:

Which learning powers have you been using today?

What were the challenges that you faced?

Challenge

Ask the children to reflect on:

When have you felt like the character in the book?

What did you do?

Further developments

- Using the book, you can explore other situations that cause children to be anxious, and discuss potential strategies to support them and to cope with the situations.
- Create a guide to how to respond when you feel upset and anxious about your learning.

Downloadable resources

Learning Jungle summary sheet

Children's responses

How are these words connected?

- ‘Because they are all negative words. We should be doing the opposite of what is on the board.’
- ‘They are all fixed mindset words.’
- ‘Not positive words.’
- ‘Sad words – as you use them to describe a bad day.’

Are there any other words that you would add to the list? Why?

- ‘Fixed mindset – because they are all attitudes associated with it.’
- ‘Disastrous – a negative word to describe a horrible day.’
- ‘Happy – to combat the negative words around it.’

What is causing the boy to be upset?

- ‘It is his learning.’
- ‘It looks like he has a bad mark.’

What does the boy do next?

- ‘Goes to the teacher.’
- ‘He wants to say “I have got a low mark. Can I do it again?”’
- ‘Maybe he thinks the teacher has marked it wrong.’

‘Maybe he normally does better.’

What is the boy doing?

- ‘He is comparing himself to other people.’
- ‘In my opinion you shouldn't do that. It's bad.’
- ‘You should compare yourself to you only and think about how you are improving.’
- ‘You should focus on what you do not what other people do.’

What do the black shapes represent?

- ‘Sadness – you might be having a bad day.’
- ‘Or is it a fixed mindset?’
- ‘He has done badly and everyone has done better so it represents that.’

How should you react to this situation using your learning powers?

- ‘I would say if I got it wrong, I'd work on that. That's continuous improvement.’
- ‘I would focus on the parts I need to practise and then do better next time. It's continuous improvement.’
- ‘Being resilient – thinking next time I will be better as I will learn from my mistakes.’