

My Mindset towards Learning

Learning Intentions:

- I have a good understanding of the different attitudes to success people can have
- I have evaluated my own attitude to success.
- I have an understanding of how people can have growth or fixed *ideas about ability*.
- I have evaluated how I think about my ability.
- I have evaluated my tendency to be optimistic or pessimistic.

Confidence

Q What is confidence?

Q Where does confidence come from?

Many people aspire to be more confident. They think this involves having more belief in themselves, We can view confidence in our ability in two ways. We can base it on our belief in our ability, or on trying to do our best.

For students with anxiety issues it may be helpful to discuss the ***Lacking confidence? and Tackling bad thoughts*** papers in student log.

Mindsets

Explain that we are going to discuss something called mindsets- Your mindset is how your mind is set- temporarily, your attitude to learning.

Self belief

Highlight how our self belief depends on the activity. Ask pupils to think of something they are good at and another thing they are not so good at and ask them to complete ***My self-belief in...*** activity paper for each activity.

What is your Attitude to Success?

Give out ***My Attitude to Achievement activity paper*** and ask pupils to complete it on their own. Explain how they score it and then transfer their scores to their chart. Pupils can compare charts within their group.

Organise four pupils to present themselves to the class reading out their particular statements, from the four attitudes to achievement in ***The Attitude to Achievement***. Encourage the four pupils to 'ham it up' as much as possible for effect. Give them a chance to practice this performance.

Explain the 4 attitudes to achievement and explore what each pupil's chart means about them.

Growth or fixed mindset?

Q What makes people clever? How do you know how clever someone might be?

Q What are the different ways we can be smart?

Give out the ***Ideas about ability*** activity paper and ask pupils to complete on their own, then compare their response with their partner.

Explain the growth versus fixed mindset.

Stress that these are ideas in our heads that need to be debated.

Are you Optimistic or pessimistic?

Explain that you are going to be exploring how we think about how we are progressing.

Ask pupils to imagine that they have just done very well in a test. They go home and tell their parents. How would they talk about their success and how would they explain it?

My Mindsets

Imagine now that their parents respond by saying – that was just luck!

Q How they would feel and why?

This will lead on to a discussion about how we explain our progress to ourselves, what we put our success and failure down to.

Explore the meaning of *optimism* and ask for the opposite.

Ask for volunteers to say if they are an optimist or a pessimist.

Distribute ***Are you an optimist or a pessimist?*** activity paper

Ask pupils to think of a recent success. What would they put it down to? Explain each dimension and ask pupils to circle the dimensions of their explanations in the table, as appropriate.

Think of a recent failure. What would they put it down to? Explain each dimension and ask pupils to circle the dimensions of their explanations in the table as appropriate.

HWB E's and O's

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 2-11a**

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 2-15a**

I can statements

First level

I can recognise that there are different ways to get a job.

I can talk about my strengths, interests and skills and show evidence of my progress.

I can set goal and work towards achieving them.

Second level I believe I can maximise my potential in any kind of work.

Senior - I can consistently demonstrate the skills, attributes and behaviours needed to sustain and progress my career

Lacking confidence?

If you think you are not good enough, you probably act as if you are not good enough.

Do you, for example

- Hide away
- Avoid new things
- Keep quiet about what you want
- Apologise all the time
- Not look after yourself

Feeling useless is just an idea that has got into your mind. You can replace this idea with a positive idea about yourself.

Complete the *Things that are good about me* activity paper.

Walk and talk confidently and you'll become confident. Present yourself as smart as you can.

Study how confident people behave. This is how to act confident.

Some behaviours actually make you feel low in confidence
e.g. mumbling, shuffling, slumping, looking scruffy, looking down...
Avoid these.

Write down two or three things in life that you most value.

Write a paragraph about why each of these are important to you.

Tackling bad thoughts

- Are you your hardest judge?
- Do you focus on the bad stuff?
- Do you expect everything to turn out badly?
- Do you jump to the worst conclusions?
- Do you think others see you badly?
- Do you take responsibility for everything that goes wrong, even things that have nothing to do with you?
- Do you set impossible high standards for yourself?

Feeling bad makes you have bad thoughts. Bad thoughts make you feel worse and cause bad feelings. So you have more bad thoughts. It is best to spot any bad thoughts and do something about them

1 First label the thought as a bad thought, **it is just part of being upset.**

2 Turn your back on it, don't beat yourself up with such bad thoughts. Negative thoughts have no power unless you empower them. Instead focus on what you are doing or planning to do or have achieved recently.

3 Think what someone who cares for you would say to disagree with the bad thought.

4 Imagine it was a friend who was having the bad thought and think of the advice you would give them.

5 Avoid saying yes, but... as it stops you doing anything; better with what if

One of the things that keeps worrying going is the belief that worry is a good thing, that it can help you be prepared for bad outcomes solve problems. Some people can't stop worrying until they've solved every problem.

Another factor is more negative moods, which encourage more worrying. Trying to combat a low mood is more likely to help, for example through going for regular walks.

Thinking about the idea of stopping worrying when you've had enough of it, rather than when the worrying is somehow "finished" is a better idea.

My Self-belief in

	1	2	3	4	5	6	7	
	Not well at all	Not too well		Pretty well		Very Well		
I believe I can								
do well		1	2	3	4	5	6	7
improve my skills		1	2	3	4	5	6	7
work hard		1	2	3	4	5	6	7
tell how well I am doing		1	2	3	4	5	6	7
live up to what is expected of me.		1	2	3	4	5	6	7
live up to what I expect of myself		1	2	3	4	5	6	7
If I meet failure I can								
take criticism well		1	2	3	4	5	6	7
still feel in control		1	2	3	4	5	6	7
look for help when I get stuck.		1	2	3	4	5	6	7
keep faith in my ability		1	2	3	4	5	6	7
keep up a positive mood		1	2	3	4	5	6	7



My Attitude towards Achievement

Name: _____

Circle the CAPITAL letter in the box if this describes you

In my class

- | | | |
|----|---|---|
| 1 | I really want to do my best | M |
| 2 | I really want to be better at my work than everyone else | C |
| 3 | I make mistakes because I'm not very clever | L |
| 4 | When I get things right I think it's just luck | L |
| 5 | I don't really try very hard | S |
| 6 | I like work where I feel I am learning new things | M |
| 7 | Success to me means being better than the rest of the class | C |
| 8 | I believe that no matter how hard I try, I will always fail | L |
| 9 | I want to be the best at everything | C |
| 10 | I like teachers to tell me how I am doing so I can improve | M |
| 11 | If I think I might fail, I think up an excuse | S |
| 12 | I need to know what other pupils think of me | C |
| 13 | I don't think I am as clever as everyone else | L |
| 14 | I look for excuses when I don't do well | S |
| 15 | I look forward to and expect to feel proud about my success | M |
| 16 | I have to be the best at all costs, so will cheat | C |
| 17 | I feel unsure about myself | L |
| 18 | I don't think trying harder will help me to do better | S |
| 19 | To me success means doing as well as I can | M |
| 20 | I try to be perfect | C |
| 21 | I may ruin my own work if it is going to be good | S |
| 22 | I like challenges | M |
| 23 | I give up if I think I am going to fail | S |
| 24 | I am not confident about my school work | L |

Count up all your circles

M ...

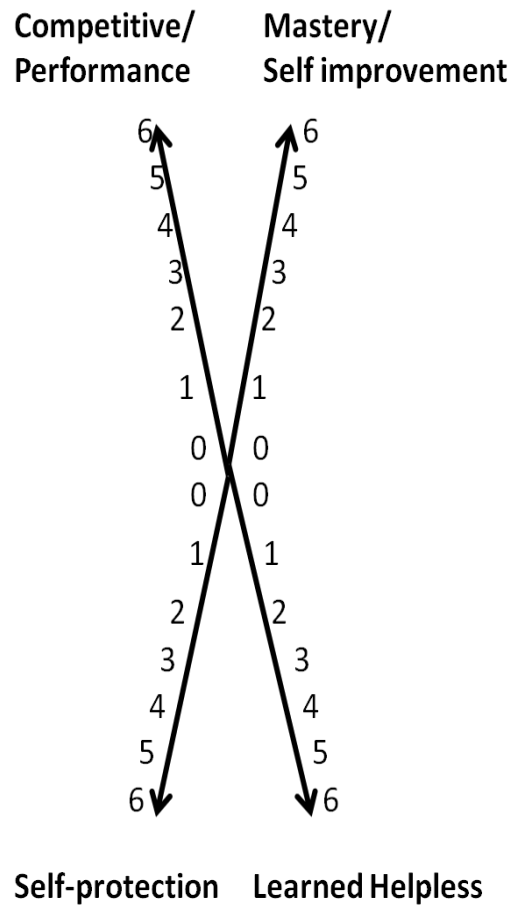
C ...

S ...

L ...

Now make your chart

Attitudes to Achievement



Join up your points

The attitudes towards achievement

--	--	--	--	--

I want to	get smarter	look smarter	avoid looking stupid	give up
I try to	do my best	be the best	make out I don't care	avoid learning
I believe ability is	Changeable	fixed	fixed	fixed
I am	confident in my ability	unsure	keen to protect my ability	sure I am the least able
I think	I can get smarter by working hard	effort counts up to a point	effort doesn't count	failure is inevitable
I see learning as a	chance to improve	test of your ability	threat	beyond me
I measure success in terms of	my own progress	being better than others	being better than others	avoiding failure
I feel	confident and in control	anxious if I think I am not up to it	I am kidding myself I would be successful if I tried	life just happens to me
I see failure	as a part of learning	to be avoided at all costs	as down to bad luck	as inevitable
I	am resilient	feel only as good as my last success	give up if I think I might fail	opt out
I	try for excellence	am a perfectionist	Put things off and make excuses	don't engage
I set	personal goals	competitive goals	easy goals	I don't have goals
I see grades as	a means to an end	what it's all about	what it's all about	beyond reach
When self assessing, I	am hard on myself	will make me sound better than I am	will cheat	refuse
I prefer work that	I can learn from	I can be successful at	is easy	Is so difficult it helps me rationalise failure
I see help as	A chance to learn	a chance to do better	a chance to be given the answer	confirming the worse
I see criticism as	a way to improve	a challenge	never accurate	to be expected
I	enjoy praise	love public praise	want praise	worry I have to live up to it

My Ideas about ability

Do you agree

1	Tests can tell how smart you'll be when you grow up.	yes no sometimes
2	Doing well in school depends mostly on how clever you are	yes no sometimes
3	Ability is something you can work at	yes no sometimes
4	Learning is down to hard work	yes no sometimes
5	Failure makes me feel I am a failure	yes no sometimes
6	Mistakes can be fixed by trying harder	yes no sometimes
7	To be good at something you need to be naturally gifted	yes no sometimes
8	If you need to work hard it means you're not so clever	yes no sometimes
9	Doing well in school depends mostly on how hard you work	yes no sometimes
10	Even clever people need to work hard	yes no sometimes
11	I would like to be seen as hard working	yes no sometimes
12	Mistakes need to be hidden	yes no sometimes
13	I believe that people can improve with effort	yes no sometimes
14	Mistakes are part of learning	yes no sometimes
15	I would prefer to be seen as clever but lazy	yes no sometimes
16	I believe that some people are born losers	yes no sometimes

Are you optimistic or pessimistic?

1 Think of a success you have had

What was your success?

2 Do you see it as a) down to you or b) down to the situation

3 Do you see it as a) making you confident generally or b) just confident about this

4 Do you see it as a) you will always be good at this or b) I had a good day

5 Think of a failure you have had.

What was your failure?

6 Do you see it as a) down to you or b) down to the situation

7 Do you see it as a) making you less confident generally or b) just about this

8 Do you see it as a) you will always be bad at this or b) I had a bad day