**Building stress resilience in early adolescents’ lives (BReal)**

**Lesson Plan: Lesson 2 “Learning from mistakes”**

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| **Lesson**  2 of 3 | | **Key Terms**  Stress, failure, learning, dopamine, flexible behaviour, prefrontal cortex, plasticity, growth mindset |
| **Suitable for**  Year 7-9 | |
| **Title:**  Learning from mistakes | |
| **Learning objective**  To learn that making mistakes and practising dealing with stress helps us manage stress.  **Learning outcomes**  Students will be able to:   1. Explain what happens in the brain during reward or error. 2. Describe the importance of learning from mistakes, especially during adolescence. 3. Assess the different impact of responding to stress with different mindsets. | | |
| **Resources:**   * Lesson 2 worksheet for each student (includes Baseline and End Point assessments, case studies, and personal reflection activity chart)   + Ask students to bring back their Lesson 1 worksheets with them if possible (so they can revisit their Personal Reflection answers) * Lesson 2 BReal animated video and non-BReal video on Plasticity (linked in slide deck – need to be played with sound) * Flipchart paper and pens for groups * SEND alternative glossary * Lesson 2 Quiz | | |
| **Suggested lesson timings** *(compress, lengthen, or subdivide depending on your school’s standard lesson length and the needs of your students; the discussion and activity sections are particularly adaptable depending on your timing needs. The beginning of the slide deck also contains clearly-marked optional slides that can be added in at your discretion)* | | |
| 5 min | **Lesson 2 baseline (slide 9): continuum activity in Lesson 2 worksheet**   * As this is a baseline assessment, students should work independently. Do not provide prompts or further explanation at this point. Whilst students complete the task, monitor their responses to establish their current knowledge, ideas and misconceptions and consider how these will be addressed in the lesson, for example by spending additional time on specific activities. Once completed, ask students to add their names and put these to one side, as these will be revisited at the end of the lesson. * Ask students to indicate to what extent they agree with each of the statements by drawing a circle on the continuum line/ticking the appropriate box on the grid. As this is a baseline assessment, students should work independently. Encourage them to reflect their honest opinions about each statement. | |
| 5 min | **Introduce** the lesson objective and lesson outcomes; revisit ground rules (slides 10-12) | |
| 5 min | **How the brain works**  – show BReal Lesson 2 video (slide 13) | |
| 10 min | **Group work (slide 14)** – 6 groups with flip chart paper – based on the video, write what they know about:   * How brains learn from successes and mistakes   **Feedback** by asking different groups to explain their answers to the question and using PowerPoint slides 15-18 | |
| 10 min | **Practicing and mistakes** – show lesson 2 non-BReal video (linked on slide 19) on plasticity.  In groups (slide 20), on flip chart paper, students record what they now know about the importance of practice and making mistakes.    **Feedback** by asking different groups to explain their points and using PowerPoint slides 21-23.  **Challenge Activity:**  Consider what you learned about Walt Disney in the lesson. How did he demonstrate resilience? What strategies did he use? | |
| 5 min | **Adolescence and the brain** – show PowerPoint slides 24-25.  Groups add key points to flip chart paper and teacher moves around groups to monitor learning | |
| 10 min | **Growth mindset** – show PowerPoint slides 26-27.  In groups (slide 28) all students review case studies of Harry and Maryam in Lesson 2 Worksheet. Ask them to:   * describe the strategies they are using * identify whether they are responding with a fixed or growth mindset * explain possible outcomes     **Feedback** responses from different groups  Notes on case studies:  *Discussion around Harry’s worry about feeling he is stupid and his strategy of giving up/not trying when he finds something difficult. Consideration of whether he could use Maryam’s approach and what they would suggest he does instead.*  *Example questions/answers:*  *‘What do you think Harry is finding difficult or stressful?*   * *Not understanding things* * *Not getting good feedback*   *‘What do you think he worries about?’*   * *Not being clever enough or being stupid* * *Perhaps what other people might think of him*   *‘What is his current strategy for dealing with this worry?’*   * *Giving up and messing around* * *Not taking feedback*   *‘Are there any problems with these strategies?’*   * *He doesn’t learn or understand the thing he was finding difficult* * *This might make it harder to learn new things (now and in the future)* * *It gets him into trouble* * *Keeps him believing he isn’t clever* * *Keeps him believing that he ‘should’ be able to find everything easy*   *‘What strategies would you suggest that might work better?’*   * *Thinking differently about finding things hard (e.g., seeing it as a normal part of learning rather than seeing it as evidence for being stupid)* * *Taking the feedback on board rather than discounting it* * *Asking the teacher for help if he doesn’t understand something*   *‘Thinking about Maryam, she seems to have some strategies to help her learn the saxophone that seem to be working well. What strategies do you notice?’*   * *Setting herself a goal and then having small steps to achieve it* * *Ignoring her brother when he makes negative comments* * *Persisting even when things don’t go well* * *Seeing difficulties as a challenge to be overcome rather than seeing them as evidence that she is not good enough or will never improve*   *‘Are there any of Maryam’s strategies that you think Harry could use?’*   * *Breaking down things into manageable steps* * *Seeing his own negative thoughts (e.g., ‘I am stupid’) as being like an annoying younger brother and learning to ignore them* * *Seeing difficulties as a challenge (if you can already do everything, what would be the point in going to school?; school is a good opportunity to learn how to deal with challenges so you have the skills for when you are an adult)* * *Not giving up, even when things are hard*   **SEND alternative for case study discussion:**  For SEND students you may prefer to use fill-in-the-blank answers rather than free-flowing responses. We have provided some suggested fill-in-the-blank responses for you to use or adapt at your discretion:   1. *What is Harry worried about?* Harry is worried about not being \_\_\_\_\_\_ (rich/clever/funny) 2. *What do you think about how he is dealing with the problem?* Giving up too soon and messing around means he doesn’t \_\_\_\_\_\_ (learn/play/ride) 3. *Is there anything he could learn from Maryam?* Harry could learn to see difficulties as a \_\_\_\_\_ (excuse/trap/challenge) 4. *What would you suggest he does?* Harry should not give up, even when he gets \_\_\_\_\_\_ (frustrated/happy/silly) | |
| 5 min | **Personal reflection (slide 29)** – revisit the ‘Practice makes progress’ chart from lesson 1 (ideally students bring back their lesson 1 worksheet with chart filled in from last lesson, but a blank version is included in lesson 2 worksheet as backup).  For each of their prior answers, ask the students to now add examples of how they could respond to the events with a growth mindset, and explain the impact these strategies might have. Students are not required to share these reflections. | |
| 5 min | **End point assessment (slides 30-31):** Ask students to revisit the attitude continuum and indicate how strongly they now agree or disagree with each statement, using a different colour pen or different shape e.g., a triangle. Ask them to reflect on whether their opinions have changed and why this might be. After revisiting the baseline continuum, ask students to add some reflections about key learning from the lesson underneath the continuum.  Optional extension activity: Lesson 2 Quiz  Signpost further support and answer students’ questions (slides 32-34) | |