Session 4 of 8

Key Language
- Practice (effective)
- Challenge, resilience, focus
- Effort
- Neural pathways
- Feedback, response
- Motivate/demotivate

Suitable for Year 7

Focus:
- Not all practice is equal

Learning objectives
1. To understand that some practice is more effective than others.
2. To identify ways to challenge yourself when you practice.

Lesson Timings
1 min 1 min 1 min 1 min 2 mins 2 mins 3 mins 3 mins 3 mins 2 mins 1 min

Assume that the chapter has already been shared as part of a wider lesson, assembly or in the first part of this session.

Slide 1: Remind pupils of the book/purpose of the course.
Slide 2: Reflect on the PLC statements on the slide. Discuss how these statements could be motivational or demotivational, depending on your mindset.
Slide 3: Introduce the session for today – Practice makes (perfect) awesome
Slide 4: Briefly recap the main themes of the chapter (we practise things often without even realising it, practice is hard if it is done well, anything is possible if we approach it positively).
Slide 5: Share the quote from the book. Ask pupils to identify a time that they have ‘practised hard’. Record on the worksheet.
Slide 6: Recap on the tips for practising hard from the book. Which do you think are the most effective ways to practise? Identify situations that each of these could be applied in. Ask pupils how they can motivate themselves to put this much effort into practising.
Slide 7: What motivates each of you? Medals, exam success, money? Record on the worksheet. Discuss how envisioning or imagining the end goal can help to motivate you to put in extra effort to your practice.
Slide 8: Revisit the Franklin quote. Give pupils time to experiment with folding the origami fox. Did they get it right first time? Encourage pupils to embrace their mistakes.
Slide 9: Compare pupils’ attempts without the instructions with their attempts once they have seen the instructions. Identify areas that they could make improvements.
Slide 10: Discuss the importance of feedback. Record ideas about what makes good quality feedback. Ask pupils to share how it makes them feel when they are told how to improve.
Slide 11: Share ideas about what Kids Average/Awesome would say in response to feedback. Explain that Kid Average may use negative feedback as an excuse to give up but Kid Awesome would embrace it and use it to help them improve.
Slide 12: Watch Matthew Syed clip.

Slide 13: Seeking out feedback
- Identify something that each pupil wants to improve at this week. Ask them to outline how they will actively seek out feedback to help them improve. Pupils to reflect on the impact of this feedback on their performance and be prepared to share this in the reflection session.

Resources
- YAA Y7 PPT 4
- YAA Y7 Worksheet 4
- YAA Book and clip 4
- Teacher notes

Pupils will need their PLCs from last week to reflect on.

Lesson plans
Worksheets
Slides
CONCEPT
The You Are Awesome course is a short programme designed to support KS2 and KS3 students in their development of a Growth Mindset. This programme has been written as a direct lesson resource interpretation of Matthew Syed’s book, ‘You Are Awesome’. This text is packed with the essential tools for building personal successes (whatever they may be) of a younger audience. Using Growth Mindset, the ability to learn from failure, grit, and marginal gains, readers of this book will be equipped with the resilience to face the challenges in our rapidly changing, complex world.

Some of the themes addressed in the book include:
- Reframing and understanding how success really happens
- How the brain grows with practice, challenge and mistakes
- How to practise in order to maximise opportunities for building abilities
- Building resilience and GRIT
- The importance of a Growth Mindset (in comparison to a ‘Fixed’ one)
- How to learn from making mistakes
- Building confidence and perseverance
- Even small incremental gains in improvement can lead to big changes
- Strategies for dealing with pressure and anxiety

These themes are embedded throughout the eight chapters of the book, which form the eight sessions of this PiXL programme. See the ‘programme structure’ section below for a session breakdown.

GROWTH MINDSET
Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success – a simple idea that makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success – without effort. They’re wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.
Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships.

https://mindsetonline.com/whatisit/about/

It is with this understanding that the ‘You Are Awesome’ programme has been written.

SHORT BIOGRAPHY: MATTHEW SYED
Matthew Syed is one of the world’s most influential thinkers in the science of high performance, talent, resilience, the power of practice and learning from failure. The bestselling author of Bounce and Black Box Thinking, Matthew is a journalist and broadcaster, public speaker, British table tennis champion and two-time Olympian. He’s an award-winning sports columnist for the Times and hosts a Radio 5 Live show with Andrew Flintoff and Robbie Savage called Flintoff, Savage and the Ping Pong Guy. He also has a prize winning first in Politics, Philosophy and Economics from Balliol College, Oxford. Matthew lives in London with his family.
You Are Awesome: Teacher Overview

PROGRAMME STRUCTURE
The ‘You Are Awesome’ programme is designed to run during tutor registration time, though sessions can be extended in order for the course to be used as a PSHE lesson resource or, for the Year 6 course, at another convenient time in the primary school day.

The course consists of 2 assemblies, 8 sessions, a pre and post PLC (Personalised Learning Checklist) and reflection video clips from Matthew Syed himself. All sessions are fully planned and resourced – each with plan, PowerPoint and worksheet – for teachers to deliver with ease.

The order of sessions follows the framework below:

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Title</th>
<th>Focus / Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSEMBLY 1</td>
<td>You Are Awesome – Assembly 1</td>
<td>An introduction to Growth Mindset in comparison to a Fixed Mindset.</td>
</tr>
<tr>
<td>1</td>
<td>From Kid Average to Kid Awesome</td>
<td>Identify the habits you need to develop (PLC) to transform you from average to awesome.</td>
</tr>
<tr>
<td>2</td>
<td>What’s Holding me Back?</td>
<td>Address obstacles that prevent you achieving success – and how to overcome them.</td>
</tr>
<tr>
<td>3</td>
<td>Your Fantastic Elastic &amp; Plastic Brain</td>
<td>Consider the mental workout your brain encounters in the learning process.</td>
</tr>
<tr>
<td>4</td>
<td>Practice Makes Perfect Awesome</td>
<td>Learn how to take feedback in order to improve, and recognise daily developments.</td>
</tr>
<tr>
<td>5</td>
<td>Genius or What?</td>
<td>Discover the hard work behind famous successes that often appear to be ‘easy’.</td>
</tr>
<tr>
<td>6</td>
<td>Small Steps and Giant Leaps</td>
<td>Understand that small changes to routines and practice can have huge overall impact.</td>
</tr>
<tr>
<td>7</td>
<td>Under Pressure</td>
<td>Learn about the physical response we face to pressure and its impact on performance.</td>
</tr>
<tr>
<td>8</td>
<td>Don’t Stop me Now</td>
<td>Pause to compare mindset at the start of the course (PLC) to now. What have you learnt?</td>
</tr>
<tr>
<td>ASSEMBLY 2</td>
<td>You Are Awesome – Assembly 2</td>
<td>A self-reflection and call to action to face future challenges with a Growth Mindset.</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will complete a pre and post-course PLC (Personalised Learning Checklist), using scaled scores (1-10) to assess their own progress in these key areas of Growth Mindset. In the final session, students will have the chance to repeat the PLC and address the developments they have made since the start of the course.

SESSION RESOURCES
Every session contains:
- a) a plan
- b) a PowerPoint slideshow
- c) a worksheet, with homework task
- d) a reflection video clip (Matthew Syed)

Some sessions also contain:
- e) self-assessments
- f) video links

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IMPORTANT THINGS TO NOTE

1. Playing videos

On some PowerPoint slides, you will see a play button like this: 🎥 (see example on left).

Each of these buttons already have a hyperlink to the internet video you need to watch. To be able to click on the hyperlink, the PowerPoint show MUST be in ‘slideshow’ mode. To view in this mode, simply click ‘View’, then ‘Slide Show’. Links are also listed in the teacher notes section beneath the slide, as well as being saved in the ‘Videos’ folder of this workspace.

2. Session worksheets

Every worksheet is fully aligned to the teacher plan and PowerPoint for each session. The worksheet provides a space for pupils to record notes or reflect on key prompts within the session by completing mini tasks related to the focus of the lesson.

At the bottom of every worksheet, there is a takeaway task for pupils to consider as they move into the next week, to attempt before the next session.

3. Personalised Learning Checklists (PLCs)

In session 1 and session 8 of the course, every pupil will be asked to complete a PLC that assesses their current attitude towards certain statements around Growth Mindset. These will reveal where pupils are at the start of the course and again at the end, highlighting any changes to their outlook from beginning to end. It is hoped that pupils will leave the course with an increased understanding of the hard work required for success.

4. Year 6 and Year 7 Courses

This course has been designed for pupils at the end of KS2 and at the start of KS3. There are equivalent courses for Year 6 and Year 7 classes, each aligned in their own way to the eight chapters of Matthew Syed’s book, ‘You Are Awesome’. Classes will need access to the book either prior to or during the session, so that teachers/tutors can read the chapter before running each session.