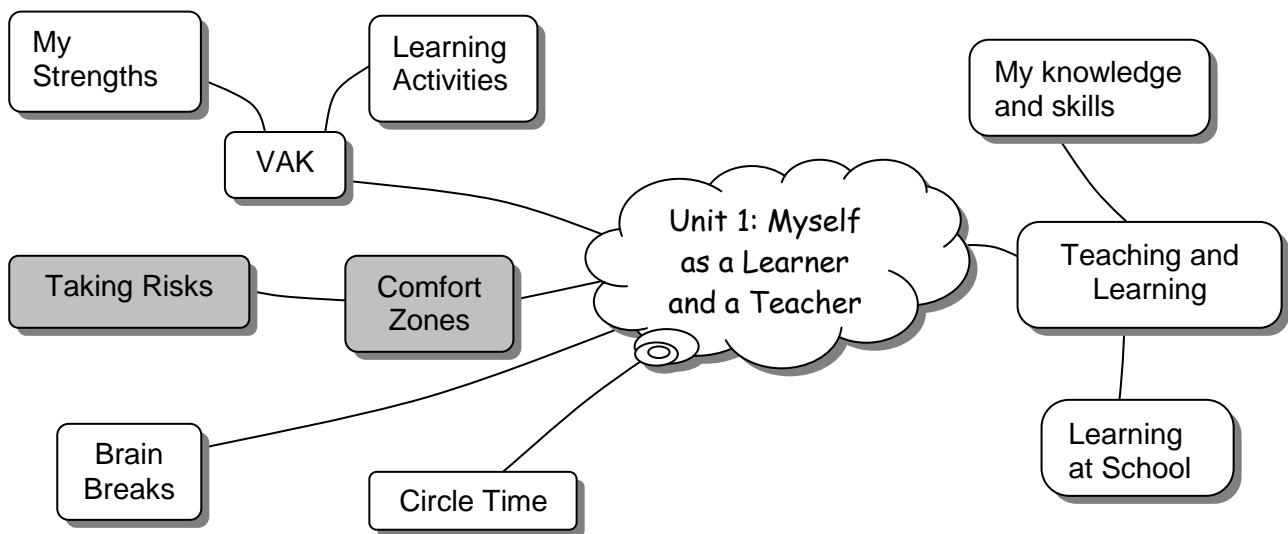


| | | |
|---|---|---|
| Resources... <ul style="list-style-type: none"> • Ex. books • 3 carpets (green, yellow, red) • Unit 1 Tasks Record • Glues • A3 plain paper | Key Words... Comfort Zone, Learning Zone, Failure Zone, risk, Big Picture, 3 carpets | Thinking Skills 1.1 1.10 - 1.12 |
| Learning outcomes : I will be able to.... (IWILBAT) | <ul style="list-style-type: none"> • ...give examples of activities in the Comfort, Learning and Failure zones • ...give an example of where I took a risk in Learning | |
| Homework.... | Describe a situation where you took a risk.... see the Tasks Record ...can be in front/back of Ex. book. | |
| Setting up the lesson... 1.Starter (10 mins) 2.Main part a. Circle Time (25-30 min) b. Writing up (10 min ?) c. Homework – reminder 3. Plenary (5 min) | Organise Seating Fill in the front of the Ex. book Copy A3 "Big Picture"key words.....Put Homework in planner....quietly read through the Homework Programme . <ul style="list-style-type: none"> • Brain Booster...see notes below • Put students into Circle Time format.....CT Activities...Fruit Salad.....Pass the Snake.....Sarah Sausages (see TG) • Q: "When was the last time you deliberately took a Risk?" • Demonstrate and explain the 3-carpet model...give examples of Zones to help get students started - see below • Brain Break - possibly - if you think it's needed • Discussion round ...see notes below • Add to the "Big Picture"...use the Cluster Map below. • Stick in A3 sheet... ensure it will fold out easily from the Ex. book. • what have we learned in this lesson? • 1 thing from the lesson • who has done well in the lesson? --> merits | |
| And next lesson... | What skills have I learned since I was born ? | |

Guidance on the Lesson



- Quite a lot of "business" in this lesson, setting up the course.
- Groupings...you could start boy/girl.
- Circle Time....you'll need to plan how to run Circle Time, and then revert to desks and chairs.

1. Starter

Do one of the Brain Booster exercises at the start of this lesson, and at some suitable point mid-way, to refresh and re-focus. You can teach students the rhyme that goes with the exercise - though saying the rhyme is optional.

| Lazy 8s | Double Doodle | Arm Activation | Hook Ups | Balance Buttons |
|---|--|---|---|--|
| "To read and write, and do well in a test, Lazy 8s is the very best." | "Links hand and eye, helps writing too, Double Doodle is the one for you." | "At any time, to relax and feel great, all you do is Arm Activate." | "It's easily done, there's no hocus pocus, Hook Ups help me to listen and focus." | "To think and remember, and do well in PE, Balance Buttons is the one for me." |

2. Main Part

a) Comfort Zone - the 3-Carpet Model. (refer to the note in the Teacher's Guide)

The general outline of this is in the Teacher's Guide.

This is how I see the demonstration going, step by step...

| | | |
|--|---|---|
| <p>1....Lay out Green carpet....explain... eg...(1) singing along with the radio (2) adding numbers like $47 + 21$</p> | <p>2....Lay out the Yellow carpet... explain... eg...(!) singing unaccompanied in front of the family (2) adding decimal numbers like $3.2 + 4.9$</p> | <p>3.....Lay out the Red carpet...explain.... eg.... (1) singing at an assembly (2) adding fractions like $2/5 + 3/4$</p> |
|--|---|---|

Year 8 Thinking and learning Skills - 8 - 1 - Learning and Comfort Zones

Now go over the carpets again....

4 Green
this zone is
easy ...
there's no
stress... but
you learn
nothing !
Green =
Comfort

5. Yellowthis Zone is
harder ... there is some
stress.... but with help from
your teacher you succeed
....your skills improve and
your Comfort Zone gets
bigger.... show this with the
extra small green carpet
Yellow = Learning

6. Redthis zone is
very stressful....you
fail....you lose
confidenceyour
comfort Zone shrinks ...
show this by replacing
the big green carpet
with the small one.
Red = Failure

I suggest you lay the carpets out on the floor in sequence, and talk your way through them...start with non-school examples - for adults and students...and end up with examples in the context of lessons.

Students need to see that effective Learning involves making decisions, and taking risks, and moving out of your Comfort Zone. That this is OK, and the process extends the Comfort Zone. You can stand on different colours, and ask students to suggest examples of situations that go with that colour - there's scope for humour here.

b) Discussing Risks in Learning

In the Circle, lead a discussion of Risks in lessons and Learning. It'll be useful to have some examples of your own ready.

I see these questions and sentence stems being useful....

- "What sort of risks are there in lessons / Learning?"
(*"getting it wrong...looking silly...looking square...."*)
- "Can anyone describe when they took a risk in a lesson, and say what happened?"
- "When the Teacher asks a question, and you think you know the answer - what do you do?"
(*"put my hand up....keep quiet....look down...check with a friend...."*)
- "When I get something **right** I feel"
(*"clever...smart....more confident...."*)
- "When I get something **wrong** I feel"
(*"stupid.....depressed.....I understand things more clearly now...."*)

Big Picture....add key points from this lesson to it....ask students for suggestions.

Homework... make sure students are clear how to do this...take suggestions in the lesson to help get students started

3. Plenary - make sure you leave time for this....you want to get into the habit right away, of reviewing learning.