Camilla Candoo Can't Surf... Yet!

Lesson Plan

Summary

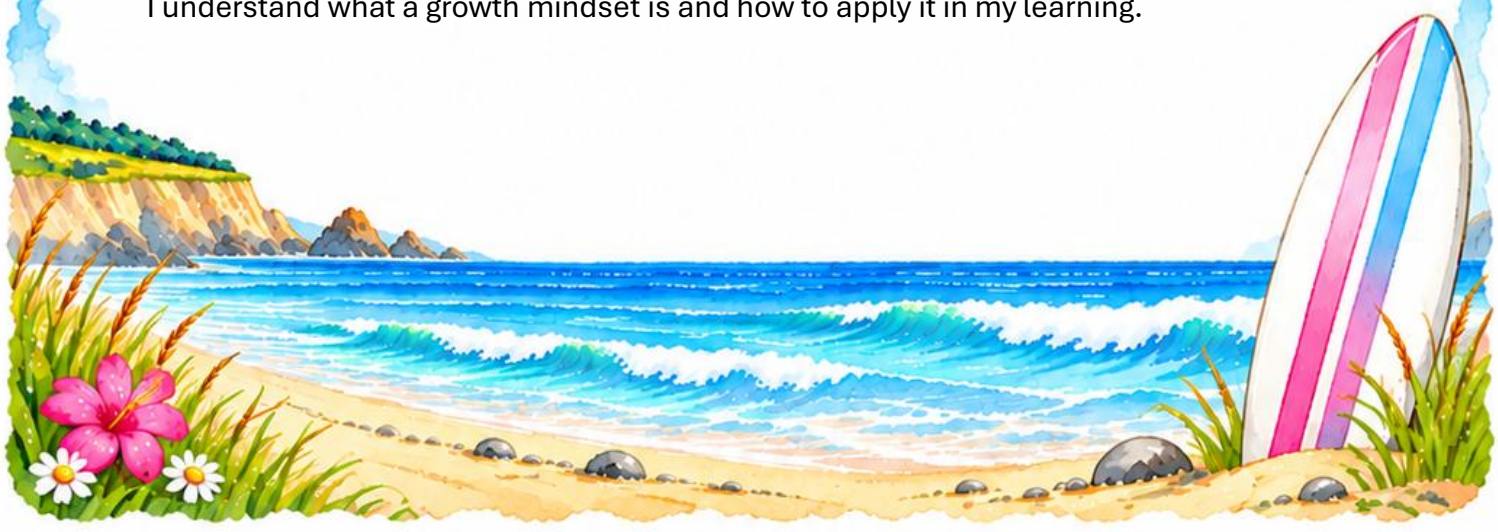
Subject	PSHE
Phase	Key Stage 1/Lower Key Stage 2
Main Topic or Unit	PSHE
Subtopics or Key Concepts	Developing a Growth Mindset

Materials Needed

1. "Camilla Candoo Can't Surf...Yet!" book
2. Paper and pens/pencils

Learning Objectives

I understand what a growth mindset is and how to apply it in my learning.



Key Learning Points

1. A growth mindset involves believing that abilities can be developed through hard work
2. Mistakes and challenges are opportunities to learn and improve
3. Positive self-talk and encouragement can enhance learning
4. Setting small, achievable goals helps in developing new skills

Misconceptions and Common Errors

☒ **You have to be naturally good at something to succeed**

☑ Skills can be learned and improved with practice and effort, as shown by Camilla's journey in learning to surf.

☒ **Mistakes mean you are not good at something**

☑ Mistakes are part of the learning process and help identify areas for improvement.

Suggested Prior Knowledge

- Understanding of basic emotions such as happiness, frustration, and determination
- Awareness that learning new skills can be challenging
- Basic idea of perseverance when faced with difficulties
- Knowledge of different sports and activities that require practice

Key Vocabulary	
Growth mindset	The belief that abilities and intelligence can be developed with effort and learning.
Perseverance	Continued effort to achieve something despite difficulties or setbacks.
Challenge	A task or situation that tests someone's abilities.
Self-talk	The internal dialogue we have with ourselves, which can be positive or negative.

LESSON OUTLINE

Assessing Prior Knowledge

- How does it make you feel if you can't do something the first time you try?
- What could you do if you find something difficult?
- What is meant by a Growth Mindset?

Teacher Led Discussion

- Introduce the concept of a growth mindset, explaining that it is the belief that abilities can be developed through effort and learning.
- Use the story of Camilla Candoo, a girl learning to surf, to illustrate how she embraces challenges and learns from mistakes. Explain how Camilla's positive self-talk helped her overcome the fear of falling off the surfboard.
- While reading, highlight the importance of setting small, achievable goals, such as standing up on the board for a few seconds. Discuss how perseverance is key to improving skills and achieving success.

Check for understanding

1. What does a growth mindset mean? (Quiz using mini-whiteboards or similar)

a) Believing abilities can be developed with effort ✓
b) Thinking you're already perfect
c) Avoiding challenges

2. How did Camilla Candoo show perseverance?

a) She never failed
b) She gave up quickly
c) She kept trying to surf despite falling ✓

Group discussion

- In small groups, children tell each other about a time they faced a challenge and how they used a growth mindset to overcome it. They should include how they felt and what they learned. (**Oracy)**
- Ask one child from each group to share someone else's experience with permission, (this promotes **active listening**)

Teacher led discussion

- Explain the difference between a fixed mindset and a growth mindset. Use examples from Camilla's journey, such as her initial fear (fixed) and her determination to improve (growth).
- Discuss how people with a fixed mindset might avoid challenges, while those with a growth mindset see them as opportunities. Illustrate with examples from sports or school, like giving up on a subject or persevering to improve.
- Encourage pupils to think about their own mindset in different situations.

Check for understanding

1. Which is a fixed mindset trait?

a) Being open to feedback
b) Seeing failure as a learning opportunity
c) Avoiding challenges ✓

2. What mindset did Camilla show by continuing to surf?

a) No mindset
b) Fixed mindset
c) Growth mindset ✓

Group task

Provide a range of statements that exemplify a fixed mindset (avoids challenge, gives up easily) and growth mindset (embraces challenge, keeps trying) and ask children to sort them under two headings: **Fixed Mindset** and **Growth Mindset**

Teacher led discussion

- Introduce age suitable strategies for applying a growth mindset in everyday learning. Discuss positive self-talk, using Camilla's example of encouraging herself to stand up on the surfboard.
- Highlight how setting small, realistic goals can lead to achieving larger ones. What were Camilla's small goals?
- Encourage pupils to reflect on past experiences where they succeeded by persevering. Explain how feedback and learning from mistakes are part of growth.

Check for understanding

1. How can you use a growth mindset when learning a new skill?

a) Set small goals and keep trying ✓
b) Expect to succeed immediately
c) Avoid mistakes

2. What is an example of positive self-talk?

a) Saying 'I'm not good enough'
b) Telling yourself 'I can improve' ✓
c) Thinking 'I'll never get this right'

Independent task

- Think of a new skill you want to learn. Write down three steps you will take to apply a growth mindset, including positive self-talk and setting a small goal.
- Ask individuals to share their goals and plans

Exit quiz

Revisit the questions from the Assessing Prior Knowledge starter quiz to gauge understanding and progress.