

Teacher's notes

Unit 37 Learning from mistakes 2

Before you start

Recap previous session: When we make a mistake, we can learn the lesson.

Duration guide

1 twenty-minute session

Students will need

- to work in groups of three or four.

The aim of this session is for students to understand how attitudes are formed and how they affect our lives.

Introduce the session and divide the class into groups of three or four.

Run through the example, and ask the groups to retell the story, changing where Tom could make positive choices.

They should then discuss what difference a positive choice could have made, and how the story changes.

Here are some ideas to help you if you need them:

- 1 Tom could have a go at doing his homework so that he can show his teacher where he is struggling. It may help him to phone a friend.
- 2 If he doesn't do this he could still turn things around by participating in the class as much as he can. He could approach the teacher for help if he is still struggling.
- 3 He can make a choice to write down the class notes and homework as this might clarify things for him. If it doesn't, he can ask the teacher for help.
- 4 If he feels his teacher is unapproachable there are other people he can ask for help; he can ask his parents, his tutor, the Head of Maths, the Head Teacher. He is surrounded by people who want to help him and, with a positive attitude, he will be able to do the best he can in Maths.

In the example chosen, we are not saying that a different attitude will make a mathematical genius. However, a different attitude would enable someone to reach his or her full potential.

Student activity

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You will need

- to work in groups of three or four.



The aim of this session is to understand how our attitudes affect our lives.

Our attitude is one of the most important things in our lives; it is shaped by the choices we have made in the past or are making in the present. And our emotions come from our attitude.

When we make the same choices a number of times this becomes our attitude. If my attitude is, 'I can't do maths', then I probably won't be able to.

For example:

Tom finds his Maths homework difficult and decides that he is no good at Maths; chooses not to bother with it. In the next Maths class, Tom still has the attitude that he can't do it so he chooses not to participate in class. When the teacher calls on him he cannot answer, Now Tom believes that he is so bad at Maths that he chooses not to write down the class notes or the homework. Tom continues to make choices that reinforce the attitude that he is no good at Maths. Finally he fails his Maths test. Tom's attitude has created the experience of failure.

Action

How could a positive attitude have made a difference to Tom?



In groups of three or four retell the story where you make positive choices. What experience does the new attitude create – how does the story change?

How does the new attitude feel?