Building stress resilience in early adolescents’ lives (BReal)

Worksheet: Lesson 2 “Learning from Mistakes”

Lesson 2 Baseline: Continuum Activity

By yourself, indicate to what extent you agree with each of the statements by ticking or circling the corresponding box on the grid. Your answers should reflect your honest opinion about each statement.

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| --- | --- | --- | --- | --- | --- |
| Statement 1:  “Making mistakes is normal and gives people the chance to learn” | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| Statement 2:  "Human brains learn from successes and mistakes” | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| Statement 3:  “Being brave and not fearing mistakes can encourage someone to try new ways of doing things” | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| Statement 4:  “Approaching learning in these ways helps to build resilience (having the mental flexibility to cope well)” | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |

Reflections at end of the lesson

Case studies

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| Do you remember **Maryam** from the first workbook? Maryam tends to think about things in a ‘growth mindset’ way. She believes that you can get good at things if you practice and put in the effort and that mistakes are part of the learning process. Maryam doesn’t always find things easy. In fact, she can find schoolwork hard but generally tries to keep going and not give up. Recently, she started to learn to play the saxophone. She’s given herself a goal of being able to play “Jingle Bells” in time for Christmas. She sets a reminder on her phone to practice for 5 minutes each day. Sometimes she feels like she is getting worse not better but doesn’t let this put her off. She works out which bits she struggles most with and gets some tips from her teacher to help her improve. |

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| Do you remember **Harry**? Harry tends to think about things in a ‘fixed mindset’ way. He believes that you are either good at things or you are not and that you can’t change this. He generally does well at school. However, recently his teachers have noticed that he finds it difficult to take feedback and will say things like ‘the instructions weren’t clear’ or ‘the teacher doesn’t like me, so they’ve given me a bad mark’. In lessons, if he can’t get it straightaway, he seems to give up and start messing about. When Harry’s form teacher chats to him on his own, he admits that when he finds something difficult, he immediately thinks ‘I’m stupid’. He feels scared to try because if he tries and fails, this will only prove that his thought is right. By giving up, it means that if he doesn’t do well, it’s not because he’s stupid – it’s because he didn’t really try. |

Personal Reflection

A picture containing diagram

Description automatically generated*If you still have your lesson 1 worksheet, answer these new questions for each example you gave on that worksheet:*

* *How could you respond to this event with a growth mindset?*
* *What impact would it have to try this growth mindset strategy instead?*

*Or, you can use the blank chart below to fill in new examples.*

*You will not be asked to share these reflections with your teacher or classmates.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date/  Time | What were you stressed about? | How did you feel? | What did you want to do? | How could you respond to this event with a growth mindset? | What impact would it have to try this growth mindset strategy instead? |
| Wed,  8am | Realised I hadn’t done my homework that was due in that day | Scared and cross | Stay home from school, tell my teacher that it must have fallen out of my bag, rush through it before school. | I could speak to my teacher and apologize. I could explain what happened and ask for an extension so I could do it properly. | My teacher would probably say I could have an extra day to finish the work and ask if I need help with learning better time management. |
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*Remember, practice will grow the connections within and between brain regions that signal success and mistakes (the striatum) and the brain regions that use this information to help you learn from those experiences and respond flexibly in future situations (the prefrontal cortex).*

Key messages of Lesson 2

1. Making mistakes is normal and gives us chances to learn.

2. Our brains learn from successes and mistakes.

3. Challenging ourselves and not fearing mistakes can encourage us to try new ways of doing things.

4. Approaching learning in this way helps us build resilience (having the mental flexibility to cope well with stressors and struggles) and also strengthens our brain.

