Refresh & Revise

Learning Habits Lesson: Learning your way out of being stuck

Summary

Students revise the four steps for getting help when stuck and reflect on how often they use these strategies to grow as more successful, effective and autonomous learners.

This revision lesson is for continuing students, you can find an introductory lesson here.

Group Size: Whole class (Reinforce with a small group, if necessary) **Length:** Approximately 30 minutes

Lesson Preparation:

- Prepare student video - available here.

Optional:

- Print *Getting Help poster* in A3 colour (download) – one copy for the classroom.

Learning Intention

This activity helps students to:

- Revise the four steps to follow to get help when stuck, including asking the teacher for help is not the first step
- Revise where to find the four steps listed (on a wall poster and in the student app)
- Reflect on how often they used the four steps when they became stuck.

After the Lesson

Follow-up may be needed to reinforce these expectations until they become habitual.

- It may be helpful to re-play the Getting Help – Video to the whole class as a reminder after a few weeks.
- The best way to reinforce is when students request teacher help:
    - First, check that the student has followed the first three steps. If they haven't, simply direct them to follow those steps first – but to put up their hand for help if they are still stuck afterwards.
    - Once they have followed the three steps and asked for help, do not help directly with the mathematics they are stuck with. Instead, go back to the first step (the answers) with the student, and guide them through how to use the answer to get unstuck. Many students need to learn how to decode solutions or videos, and you will still be able to explicitly tackle misconceptions or missing knowledge in the context of solution-decoding.

Time	What the teacher is doing	What students are doing
10mins	Using a *Think, Pair, Share,* ask students to reflect back on a module or question that they struggled with or found a little challenging, then ask: ● What did you do? ● What strategies did you try? Write some shared answers on the whiteboard. Then, ask students: ● What do you notice? ● What do you wonder?	Participate in a *Think, Pair, Share* and think about the similarities and differences in your classes thoughts.
5mins	Even if the 4 strategies were mentioned during the above conversation, ask students if they can remember the 4 steps to follow for help when you're stuck, specifically the order. ● *Step 1:* Check the worked solutions ● *Step 2:* Watch the video ● *Step 3:* Get help from a friend ● *Step 4:* Get help from the teacher Watch the student video available here. ● Reinforce the teacher is still there to help - just not the first step. As learners, we need to develop and practice strategies to help ourselves. *Optional:* Review the *Getting Help* poster and put up in the classroom.	Recall the 4 steps to follow to receive help when you're stuck. Watch the video
5mins	Ask students to close their eyes and self-reflect to the following question using the response strategy, *Fist to 5*. (Students hold their hand up to indicate their answer. A fist being '*not at all*' and 5 being '*always*'). *"Looking back to last year, give yourself a rating of how often you used these steps when you became stuck?"* *Optional*: If time, count the total of students' responses as a snapshot of student reflection. This could be compared to later reflections. Alternatively, students could make a note of their self-rating in their workbooks which can also be reviewed in later terms.	Close your eyes, reflect on the teacher's question. Give a response of either fist (0) to 5 (always).
10mins	Have a class discussion about the purpose of developing strategies to seek help or to become "unstuck" when facing a challenge. This discussion could include: ● Learning means developing knowledge or concepts, as well as strategies, skills, metacognition ("thinking about thinking") and ways of interacting with that knowledge. ● Asking for help can be about more than the actual mathematics concepts, such as mathematical reasoning, strategies, learning habits, mindset, communication, different ways of viewing or representing a concept. For example, wondering how someone else works through that particular question. ● What does seeking help look like beyond the modules and independent learning. During a mini-lessons? During rich learning? During check-ins? *Optional:* Further conversation and time might be needed for that last dot point.	Have a class discussion. Reflect and consider what the teacher is discussing. Is this something that could help your learning?

If you want to give feedback on this lesson plan email support@mathspathway.com with the title of the plan and your feedback.