

Lesson plan

Attitudes to maths and getting unstuck

1. Lesson objectives

- To motivate, engage and develop resilience in FE maths resit learners
- To get to know maths learners and recognise their previous experiences
- To equip learners with strategies to progress in their maths
- To promote a safe, positive learning environment in the classroom

2. Functional Skills curriculum

Lesson to be used at the start of the course to ensure that a positive learning environment is developed.

3. Lesson plan

This is an overview of the lesson. More notes can be found in the notes in the lesson slides.

Activity	Purpose of this activity	Time (min)	Guidance	Materials
Introduction	To introduce the lesson and the team	5	Introduce the context of the lesson and the objectives. Introduce the maths team.	Slides 1–2
Explore 1	A non-maths activity to get to know your learners	10	Two truths and a lie: This is a 'get to know your learners' activity and can be substituted with any team building type of activity that allows you to get to know your learners.	Slide 3
Explore 2	To allow learners to share their previous experiences and understand that they are not alone	20	Each learner shares a good and a bad experience of their maths journey, on a sticky note. You should theme the sticky notes under the 'good' and 'bad' headings. You should respond to each theme. If learners mention topics like algebra as something they found challenging, you could use this opportunity to explain that FS has less algebra content than GCSE.	Slide 4 Sticky notes Pens
Review	To allow learners to feel listened to	5	Learners' feelings should be validated and acknowledged, so that learners feel listened to.	Slide 5
Explore 3	To develop strategies to cope with anxiety or stress	10	Ask learners to think about when they have felt stressed in a non-maths situation, and then think about how they overcame this. Then learners need to apply those strategies to maths and produce a spider diagram to present their information.	Slide 6 A4 paper Pens

Activity	Purpose of this activity	Time (min)	Guidance	Materials
Feedback and review	To develop strategies to overcome anxiety and share ideas with other learners	5	Slide 7: Collect feedback from learners to share with the group. Slide 8: This includes suggestions for the tutor (slide hidden).	Slides 7–8
Explore 4	To allow learners to think about what to do when stuck	10	Ask learners to consider what they can do when they get stuck, and offer some scenarios to encourage them. Learners then create a spider diagram.	Slide 9 A4 paper Pens
Feedback and review	To develop strategies to get unstuck and share ideas	5	Slide 10: Ask learners to give feedback on how they get unstuck. Slides 11–13: These slides offer ideas on ways to get unstuck, as suggestions for the tutor (slides hidden).	Slides 10–13
Explore 5	To celebrate making mistakes	5	Slide 14: Celebrate mistakes – it is important to help learners understand that mistakes are part of the learning process. Search for the video ‘Study Skills – Learning from Mistakes’ (Jo Boaler) on a video hosting site such as YouTube and show the video to the class.	Slide 14
Explore 6	To practise number sense	5	This number sense activity helps learners break a number down by producing a visual representation. Use manipulatives if you have them available. If not, the activity can be done by drawing. Ask learners to identify as many different combinations as possible.	Slide 15 Algebra tiles

Activity	Purpose of this activity	Time (min)	Guidance	Materials
Feedback and review	To gather learners' answers	5	Share different combinations provided by learners.	Slide 16
Feedback and review	To review the lesson and recap what has been covered	5	Ask learners to identify what has been discussed during the lesson. What strategies have they developed?	Slides 17–18