



A

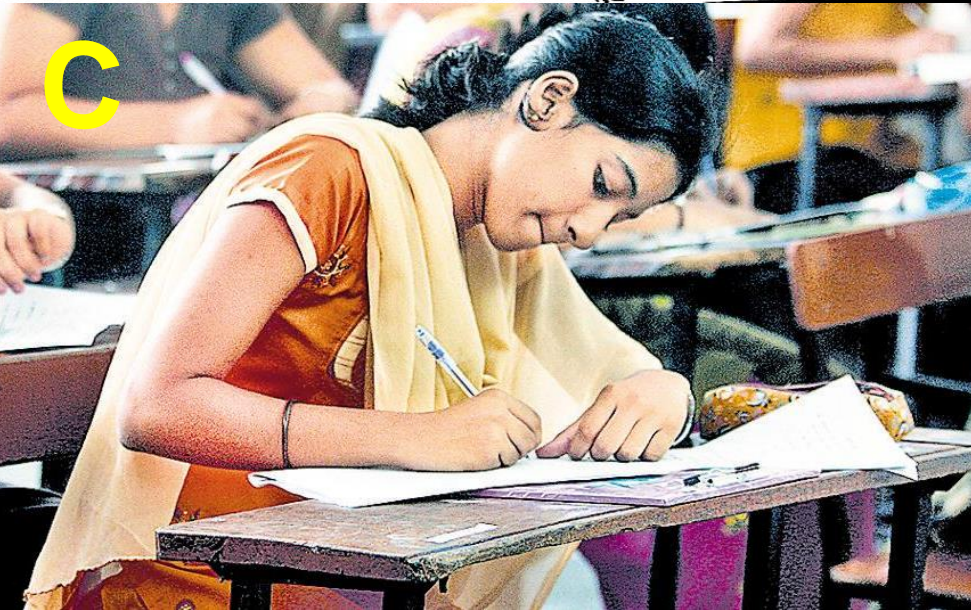


B



Which one were you?!

C



D



Objective: -

To develop, explore and share new ways of breaking fear of failure with the intended purpose of helping students become more successfully confident and independent - enabling higher levels of progress.

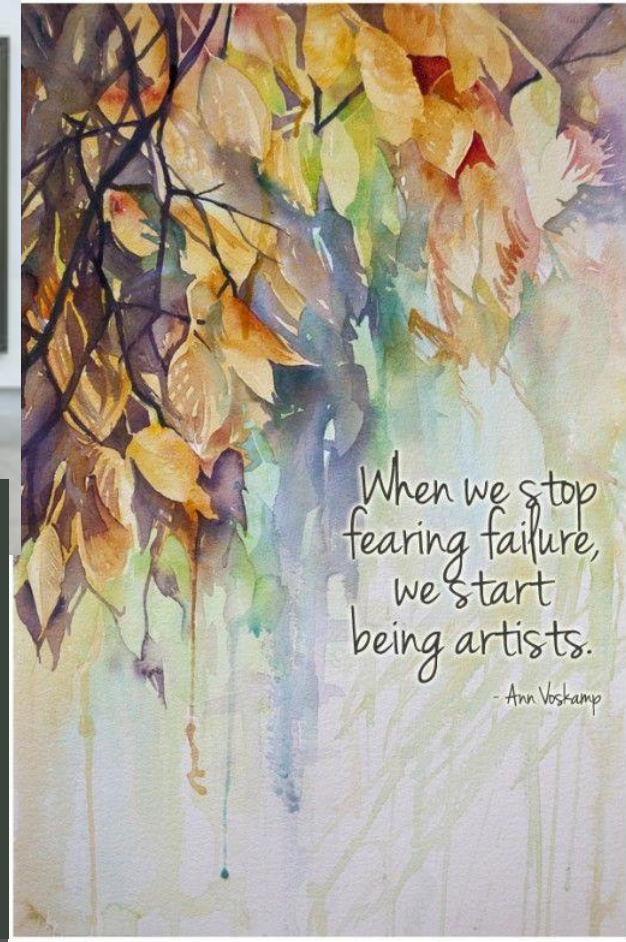
THE BIGGEST MISTAKE
YOU COULD EVER MAKE
IS BEING TOO AFRAID
TO MAKE ONE.

Only one thing
makes a dream impossible:
a fear of failure

Paulo Coelho



WHAT WOULD
YOU ATTEMPT
TO DO IF YOU
KNEW YOU
COULD NOT FAIL?

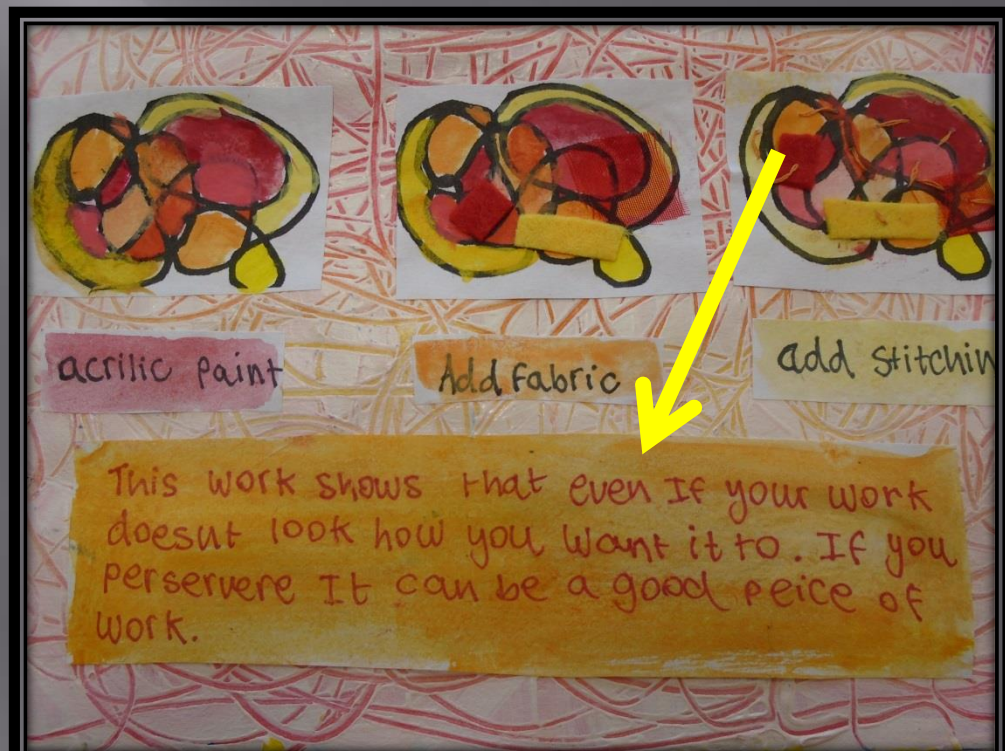
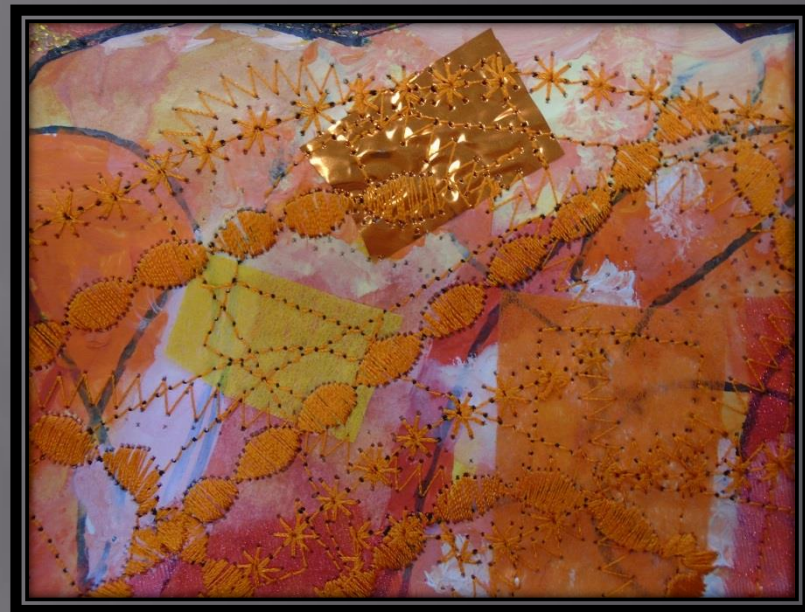


When we stop
fearing failure,
we start
being artists.

- Ann Voskamp

**TO REACH YOUR
greatest potential
YOU'LL HAVE TO
FIGHT YOUR
GREATEST FEARS.**





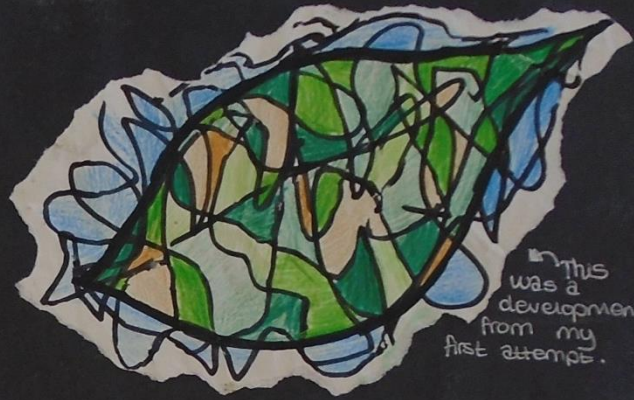
I developed this by adding biro, pencil colours and some markmaking, it really brings the shape out. However I like the effect of chalk pastel more.

How I did it: Developing on from my first drawing I placed it onto the lightbox therefore I could pick a certain shape from my drawing and copy it onto a plain piece of paper. The shape was the one on the page. I then cut the shape out and using chalk pastel created the effect I have by colouring in the paper and with my finger brushing it off. I also overlapped and turned the image to add more of an effect to it. I also used a range of colours.

WWW: I think the use of colour and the overlapping went well because I think it is effective.

EB1: I would of used a different shape to develop them more with pencil/biros.

Continuous line of a leaf.



This was a development from my first attempt.

WWW: I think I developed well from my first drawing. I thought more about the shape so it wasn't just some scribbles but a leaf.

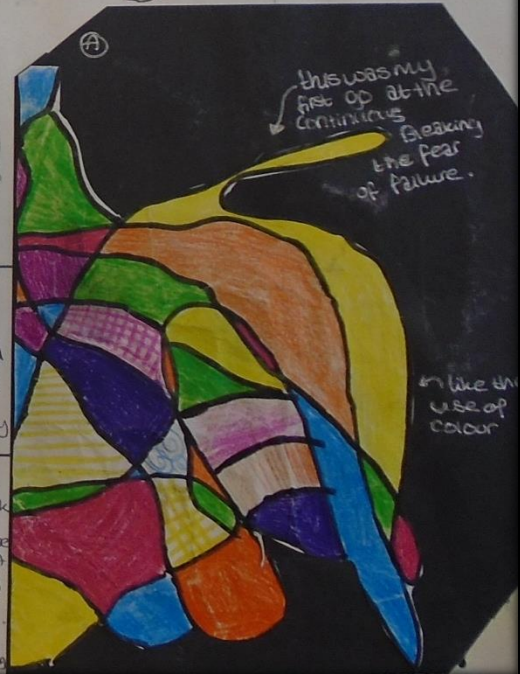
EB1: I could have added more detail to the leaf. It felt not to lean on the shape so maybe next time not rush it like I did the last time.

Breaking the fear of failure!!!

How we did it: for both pieces of work we scrambled up the paper into a ball until I was happy with it. Then, closing my eyes, I got a thick black pen and moved my pen around the paper, for the first drawing (A) I didn't think about the shape but let my hand go wild. However on my second drawing (B) I thought about it more then, finally we coloured it in and added detail to add development.

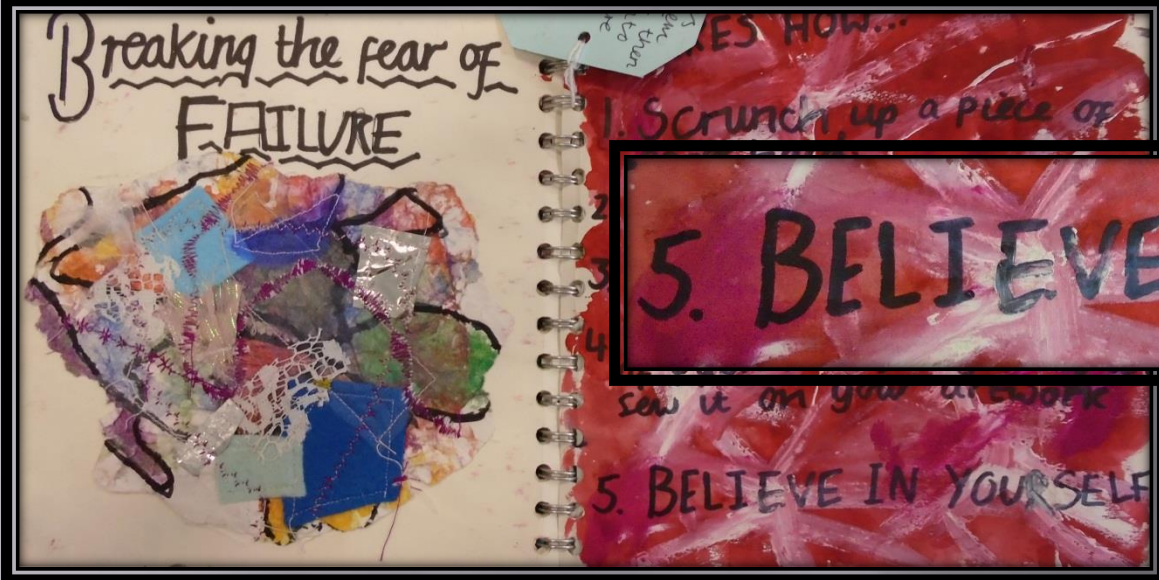
WWW: I think the colour and the patterns went well because I added some markmaking to my continuous line drawing, also happy with layout.

EB1: If I was to do this again, which I did, then I would think more about the design and the shape because this doesn't look like anything because I couldn't see an image in it. I could develop by looking more carefully and seeing what I did.



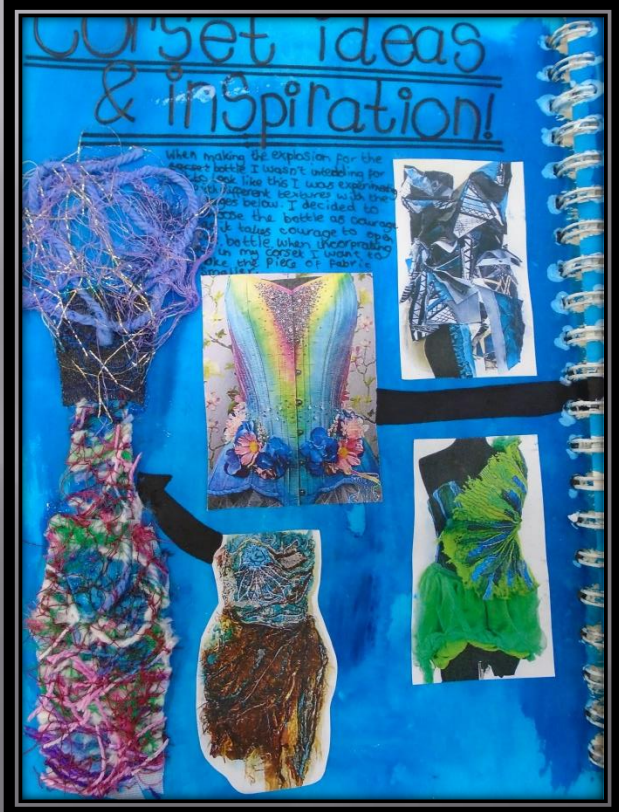
This was my first go at the continuous line drawing of the fear of failure.

like the use of colour



5. BELIEVE IN YOURSELF

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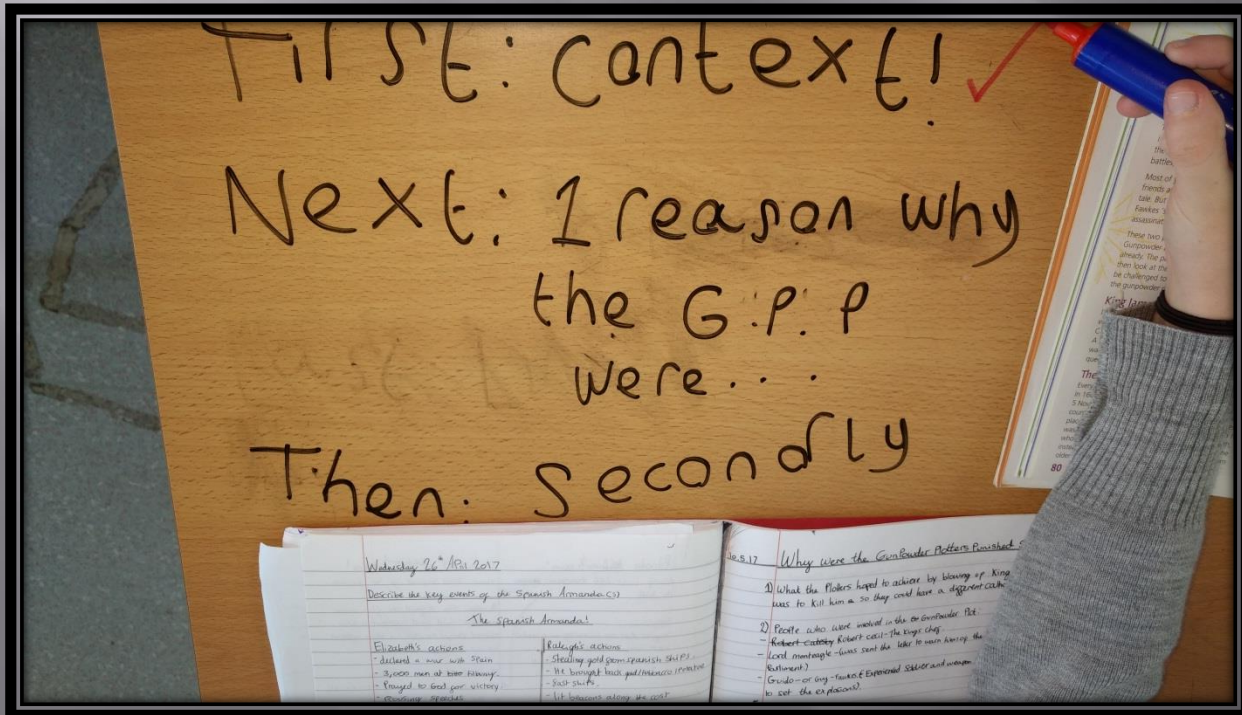
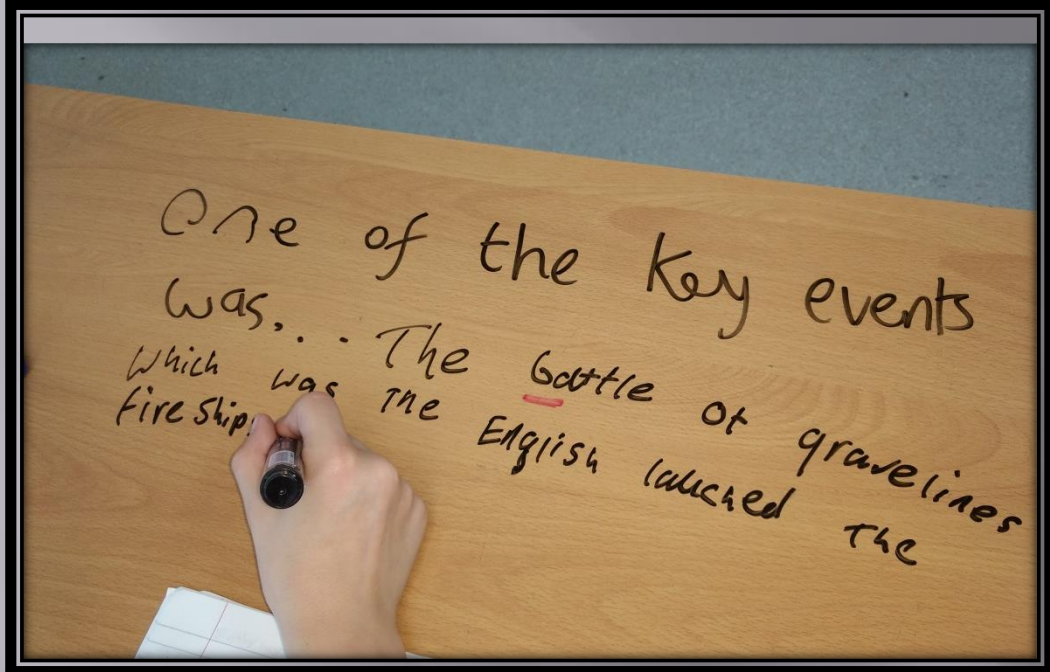
Samples that were created/developed later in the project, independently using the 'Breaking Fear' strategy as inspiration and a starting point.





Previously, would not even put pencil to paper! Now the work is on display in Headteacher's office.





Working in collaboration with History.

Different strategy, same principle.

Task 1: Using your post-it notes, record strategies you already use and/or ideas that you have. Place post-its on the A3 paper provided.

Task 2: Discuss these ideas and share – how could these be used in your own subject/lesson – could you pair up with someone from a different subject area to trial ideas – making them transferable?



Breaking The Fear of Failure

VISUAL ARTS

Visual arts is a creative process that involves using various materials and techniques to create a visual representation of an idea or concept. It can be used to express emotions, tell stories, and communicate complex information.

PERFORMING ARTS

Performing arts are art forms that are performed in front of an audience. They include theater, dance, and music. These arts often involve a combination of physical and emotional expression.

HUMANITIES

Humanities are the study of human culture, history, and society. They include subjects like literature, history, and philosophy. These subjects help us understand ourselves and the world around us.

PE

Physical Education (PE) is a subject that focuses on physical fitness, health, and well-being. It involves regular exercise and participation in various sports and activities.

SCIENCE

Science is the study of the natural world and how it works. It involves observation, experimentation, and the use of evidence to develop theories and models. Science helps us understand the universe and our place in it.

ENGLISH

English is the study of the English language, including its history, grammar, and usage. It involves reading, writing, and speaking in English. English is a key subject for many students and is essential for communication in the modern world.

COMPUTER SCIENCE/IT

Computer Science/IT is the study of computers and the systems that use them. It involves programming, hardware, and software. This subject is essential for many careers in the 21st century.

MATHS

Mathematics is the study of numbers, shapes, and patterns. It involves logical reasoning and problem-solving. Math is a fundamental subject that is used in many other fields of study.

MFL

Modern Foreign Languages (MFL) are languages other than English that are taught in schools. They include French, Spanish, and German. Learning a second language can be beneficial for many reasons, including cultural understanding and career opportunities.

TECHNOLOGY

Technology is the application of scientific knowledge to create tools, machines, and systems. It is a rapidly changing field that is essential for many aspects of modern life.

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Austen's Butterfly

Growth Mindset Carol Dweck

No Rubbers!
- Don't rub out learning

Trial initial activity with class - identify the A B C D children.

... Yet!

Celebrating mistakes!

S.O.L.E (Self Organised Learning Environment)
- Choice!

Talk partners
- Showing + listening in pairs then share with whole class

Consider how a range of feedback can be given



Having a class showing how they are learning without having to be right

Learning without having to be right

breakdown

Willing to open and honestly open ourselves our own mistakes and that and much we want to overcome

try and develop an ethos of supportive relationships, with unconditional care acceptance and value of the individual and what they bring

Work with parents universal acceptance
Mistakes are not just OK but welcomed + sought

Modeling 'failure' by getting it wrong yourself.

Display of The Learning Pit (James Nottingham)
Children make self portraits into pit when wobbling.

Encourage an ethos of celebrating mistake making.

breaking down tasks to manageable things

Mistakes Won Board
- Mistake that was made
- How it was then corrected

Demonstrating my own mistakes and explaining how I am learning too

Use Speaking and Learning apps that make showing ideas fun!
(Paper plane, markie, Chatter Pix, Showbie)

model doing something normally not very well to show that it doesn't matter if you get it wrong.

Makes Celebrate the mistakes and reward them for working through them.

Having a go yourself, putting yourself out there is the best way

GRADUATE TIME
JUST GET ALL THINGS ON PAPER & REVISIT THEM

Use of digital devices - children can be awarded 50% of their marks

Talk Partners
- Sharing +
listening to ideas
in pairs. Then
share with whole
class.

Combat fear
of failure with
a range of
possible outcomes

Turn this into a picture
from a mistake/error when
working



Having a class 'sharing'
time where the
rules are...
- everyone is quiet
- everyone listens
(otherwise they apologise)
- we all clap + smile
at the end.

Learning behaviours
* always on one at
a time

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and explaining how
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breaking
down tasks
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things

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Beautiful
oops

Austin's
Butterfly

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Willing to open and
honestly open ourselves
to show the ## learners
our own weaknesses
and fear and model
we use to overcome
it.

try and develop an
ethos of supportive
relationships, with
unconditional care
acceptance and value
of the individual and
what they bring

Use Speaking
and listening
apps that make
Sharing ideas Fun!
(Puppet pals, Morfo
Chatter pix, Plotagon)

Maths
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+ MESSY ISN'T
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- MATHS

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normally not very well
to show that it doesn't
matter if you get it
wrong.

Having a go yourself -
putting yourself out
there as the teacher.
WJ

Use of
Whiteboards -
Darius's can be
rubbed off!
Amended -
MATHS