



## School Council Meeting

**Friday 29<sup>th</sup> November 2024**

### **Present**

Key Stage 2 School Council representatives from all classes, Years 1 -6  
Mrs Quarry-Ellis

### **Minutes**

Welcome and register.

Children given their badges of responsibility.

Introduced the focus of this session – My Happy Mind and Metacognition. Explained to the children that we will have a chance to discuss what we know and feel about these two new programmes at Liscard.

Discussion Points	Responses
<b>What is Metacognition?</b>	You use your mind to think so you don't have to always ask the teacher. It makes us grow up and to stop relying on the teacher so much. It's when you use your mind to help you learn and grow.
<b>How does 'think out loud' help you solve problems on your own?</b>	My teachers talk out loud helps me. It depends on the session – maths can be tricky and my friend's explanations don't always help, they might be wrong so then I ask the teacher.
<b>How do the teacher's questions help you, and remember what you have learned before?</b>	Sometimes it helps you think about what you've done already. Depends on the situation – if you have done it before. Sometimes, I can get nervous. They make me think about what I'm learning.
<b>How does your teacher modelling how to solve a problem, write a sentence or respond to a question help you?</b>	It always helps. When I see it on the board, I know what do to. It makes me more confident and it's ok to make a mistake.
<b>How do you feel when your teacher asks questions or uses 'think aloud'?</b>	Confident – I don't care if I get it right or wrong because I can always try again. I can feel nervous when I'm asked a question, I don't like to get it wrong. I feel happy because it's ok to make mistakes – we learn from them.
<b>Think about Metacognition – 'think aloud', your teacher's questions and modelling – which helps you learn best?</b>	I first use my mind, then I look in my book and if I still don't know the answer, I ask my teacher. I learn best when my teacher helps me and then shows me - I always get it right. If a teacher speaks privately to me, just me, it helps me more.

Discussion Points	Responses
<b>What is My Happy Mind?</b> <b>Do you enjoy it?</b>	I really like the breathing and calmness of it. I like most of it – I don't always like writing in my journal but I love drawing pictures. I really enjoy it – sometimes I like drawing but then sometimes I don't.
<b>What's your favourite part of My Happy Mind?</b>	The characters – Team HAP. The quiz is my favourite part but the questions could be harder though. The breathing - it calms me down. I like learning about your brain and what it does.
<b>When you feel upset which strategies help you most?</b>	Happy Breathing. It relaxes me. I use my words to tell my friends or teacher how I feel, I don't get angry any more.
<b>When we do My Happy Mind in class, how does it make you feel?</b>	Relaxed and ready to work. Meditating can make me feel tired. I feel open. Like I'm ready to speak about anything. Positive and uplifted because you learn how to relax.
<b>Who do you talk to about My happy Mind?</b>	If I like what I'm doing, I tell my mum. All the time – when I found out that we were doing My Happy Mind, I told my family. I sometimes tell people if I enjoy it.
<b>What do you like most about My Happy Mind?</b>	Getting to know yourself and not being ashamed about it. I like mediation when we use happy breathing. Learning about my character strengths. You can comfort yourself with big breaths. It explains how to be calm in a fun way.
<b>Is there anything you would like to change about My Happy Mind?</b>	A longer lesson – thinking about your character. Trickier quiz questions but some might want easier questions. Add a book where the character gets over a problem because they used My Happy Mind. Do different activities as well as the writing. Learning different variations of breathing. A calm area in the classroom.

### **Actions**

Children to remind class teachers about the two surveys that need to be completed in class.

Representatives to share our discussion points with their peers.