

RESILIENCE:

The emotional aspects of learning; 'feeling'

The capacities that make up this disposition include:

Managing Distractions

Recognising and reducing distractions;
knowing when to walk away and refresh yourself.
Creating your own best environment for learning.

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More Ideas

1. Sometimes we are distracted by people, sometimes things can get in the way. Have a discussion about these two types of distractions and come up with lists of the different ways we can be put off by people and by things e.g. when we break a pencil, when we don't have the things we need etc. Talk about what we could do in different situations.
2. In this activity you are encouraging your children to recognise when they are becoming distracted. At the start of an activity give each child in the group a number of counters, beads, bricks etc. Each time they find themselves distracted they put one counter etc. into a pot. Groups of individuals can compare outcomes and talk about the different ways they had been distracted.
3. Before starting an activity open up a discussion about how we sometimes distract other people. Let children offer suggestions about how they can become a 'non-distractor'. This might lead to a display on the Learning Wall, with names/faces to show 'I am a non-distractor'.
4. Keeping a tally of the number of interruptions you have when you are working with a group (beads in a pot perhaps). Use this to open up a discussion about necessary/unnecessary distractions. Tell children about the 'May Day' call (from the French m'aidez – 'help me'). Perhaps they could say 'May Day' if they feel they really do need to interrupt you, or a friend, with a necessary distraction.
5. Link the above activity to the suggestions included on your 'Stuck Poster' as a way of avoiding unnecessary interruptions.
6. Have some fun by thinking about what might have happened if characters in familiar stories had been distracted e.g. suppose someone distracted the prince each time he wanted to ask Cinderella to dance?

How could you encourage thinking about managing distractions?

- In a PE lesson
- In a painting activity
- When preparing for an outdoor activity
- At home