RESILIENCE

The emotional aspects of learning, 'feeling'
The capacities that make up this disposition are:

Absorption    Managing Distractions    Noticing    Perseverance

Perseverance

Keeping going in the face of difficulties, channelling
the energy of frustration productively. Knowing what
a slow and uncertain process learning often is.

A Stretching Activity

CHALLENGE TIME

Organisation

Whole class, with the children divided into 5 groups, 2 or 3 pairs of children
per group. The classroom should be set up with 5 ‘Challenge tables’

Resources

(see resources). These present a number of practical challenges
using equipment and materials familiar in classrooms. They vary
in their level of challenge to enable them to be used across the
age range. Select the ones most suitable for your class.

Activity

• Explain to the class that they are going to do some challenges.

• A challenge is something we try to do which we might find
difficult and we have to work in our ‘stretch’ zone.

• The children will circulate around the 5 ‘Challenge Tables’, each
with a different challenge. You will probably need to allow them
10 – 20 minutes at each one, depending on their capabilities.

• They will work with a partner and you should ask them to think
about what happens if they get stuck during a challenge.

• Encourage them to talk to their partner about
what to do if they are in difficulties.

• After each challenge round, open a discussion on what
difficulties they experienced; how they worked to overcome
any difficulties; how they felt about the challenge.

NB. Be careful not to put too much emphasis on completing the task. Of
course, there is nothing wrong in celebrating achievement, but don’t let
this overshadow the perseverance that the children will have shown and
the different strategies they will have employed to overcome ‘stuckness.’