

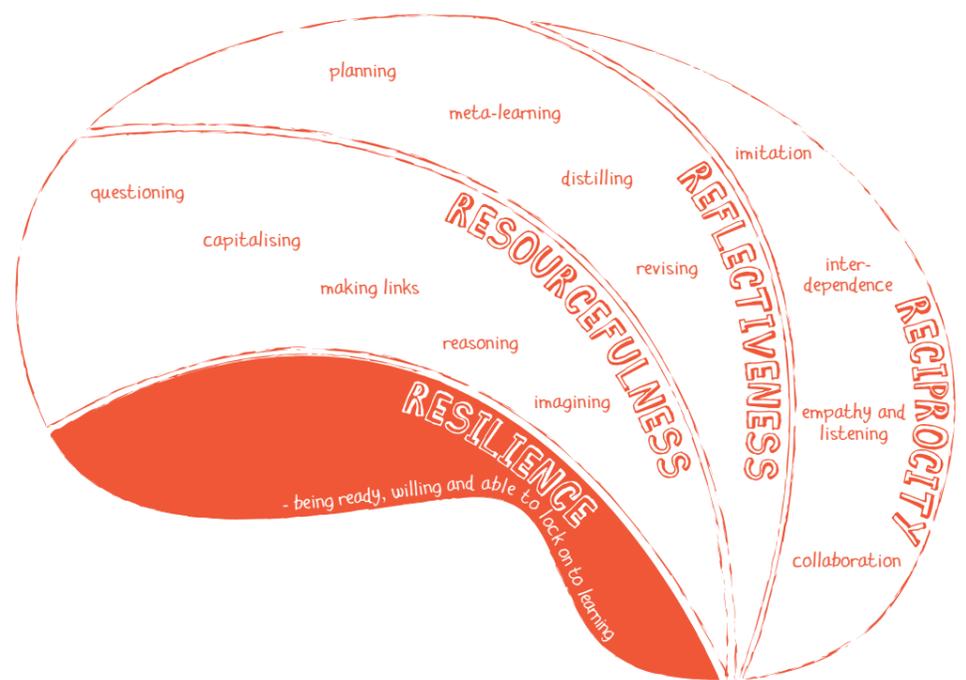
## RESILIENCE:

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.'