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

Absorption  Managing Distractions  Noticing  Perseverance

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

A Taster Activity:
DISTRACTION, DISTRACTION

Organisation:
Whole class, would suit a “carpet” session well.

Resources:
Another adult to act as the distraction.

- This activity could happen immediately after the story and discussion or in a session later in the week.
- Tell the children that you are going to write some of their ideas about how to avoid distractions on the board.
- Ask them for their ideas. Start writing…
- Throughout this activity, the other adult will interrupt in different ways. E.g. asking to take a child to read, speak to the teacher (after saying "excuse me" to the class), dropping something noisy etc etc.
- After an appropriate length of time or number of interruptions, you should acknowledge to the class what has been going on.
- Encourage the children to identify the distractions and the effect it had on them and the activity.
- You may need to finish the list some other time!

RESOURCES
reasoning
questioning
capitalising
making links
imagining

REFLECTIVENESS
revising
planning
distilling
meta-learning

RECIPROCITY
empathy and listening
imitation
collaboration
inter-dependence

RESILIENCE
Resilience:
The emotional aspects of learning; 'feeling'
The capacities that make up this disposition are:

Absorption  Managing Distractions  Noticing  Perseverance