

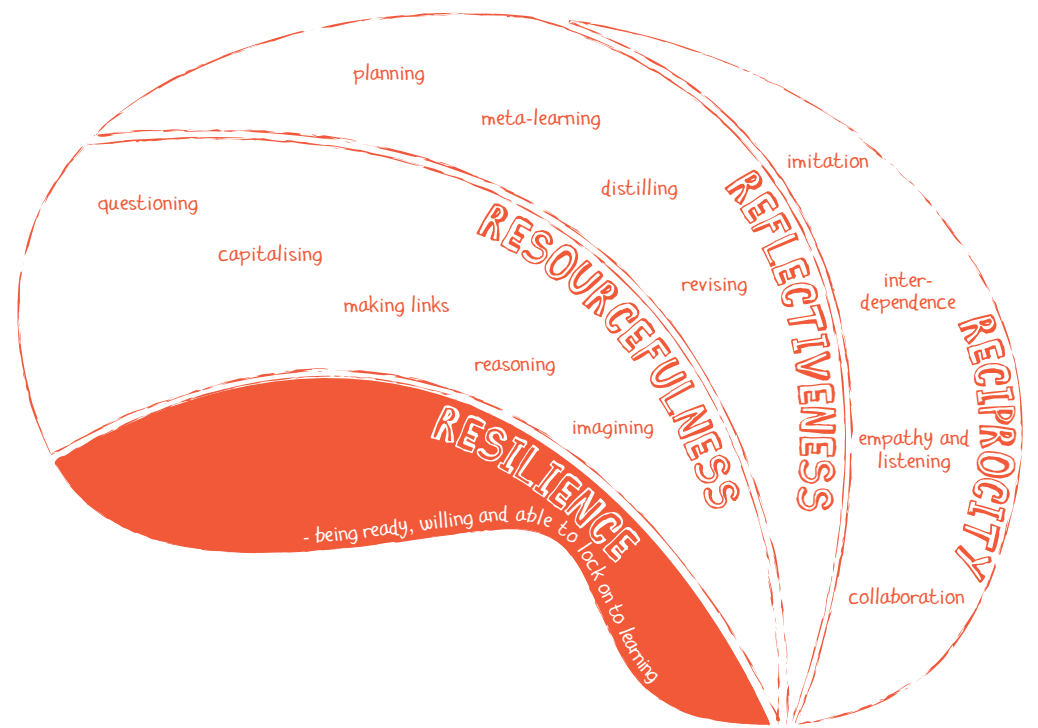
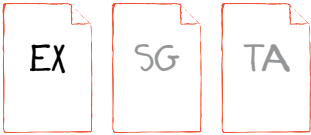
RESILIENCE:

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

Absorption Managing Distractions Noticing Perseverance

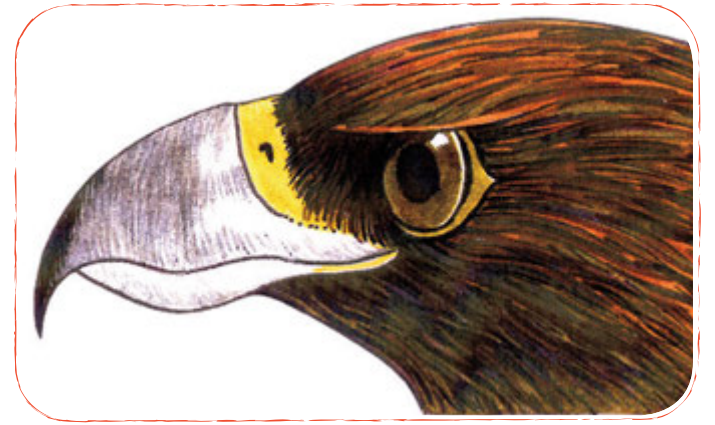
Noticing

Perceiving subtle nuances, patterns and details in experience.



Explanation

Watching a young child pick out the smallest of drawings in a picture book, find the tiniest pink star in a heap of sequins or carefully examine an empty snail shell reminds us of their natural ability to notice minutiae and become absorbed in patterns. Memory relies on meaning and patterns so our ability to notice these things is a valuable learning capacity. This skill can be strengthened with practice and we can help children to understand the value of being a good 'noticer'



Do you examine interesting objects with the children? Have you thought of ways that your displays could promote children's curiosity? Do you reward the children for being good at noticing? Could you tell the children about your own experiences to do with noticing? Perhaps you notice things when you make a journey that help you to remember the route?

In our classrooms, so many of the opportunities that we create and arrange for our learners encourage them to use their senses to enrich their explorations and lead them on new and exciting voyages of discovery. When we organise these sensory experiences we need to get into the habit of asking questions to help children to actively use their senses to find out more. Through discussion and reflection we can help them to develop an understanding of why noticing is an important tool for learning. We can encourage children to use all of their senses to process information and encourage them to allow time for things to change and develop.

Do you allow time for children to absorb what is happening and notice details? Do you encourage them to take time and notice more about something? Perhaps you could try saying "Give it five minutes to find more!" Have a go at using a viewing frame to help children to really look carefully at a picture. It slows them down without really seeming to.

Language to encourage noticing

- What do you notice when you do that? How does it feel?
- How does this colour/music/picture make you feel?
- Well done, you were looking at that very carefully.
- How did it feel when you jumped/stretched/rolled/balanced ?
- What did her face tell you about her feelings?
- Did you notice what happened then?
- Can you see any patterns in that?
- You were really good at noticing things today!
- How is this different from that?
- Can you see how these two ... are alike?
- You spent a long time noticing those details. Well done.