

RESILIENCE:

The emotional aspects of learning; 'feeling'

The capacities that make up this disposition include:

Noticing

Perceiving subtle nuances, patterns and details in experience.



More Ideas

1. When you play team games always ask one of the children to observe the rest of their team. You could call them the team coach or chief noticer. Their job is to watch out for how to do the activity best, what works and what doesn't work and to generally be the team coach. You will need to model this regularly and often for the children to really understand the role but the benefits will be well worth it. It doesn't matter whether they are throwing beanbags into buckets, jumping through hoops or balancing on bars, the noticing and coaching will make a real difference to their learning.
2. Collect a good mixture of seeds, encourage children to bring them to school as well as save them when they are eating fruit. Have a careful examination of all the different seeds using magnifying glasses and encourage the children to feel and smell them. Using seed trays and potting compost have a seed sowing session with the children. Over the next few weeks encourage the children to have a really good look at them every day and observe them growing. They will notice lots of similarities and differences.
3. Make a noticing wheel; a circle of card, divided into five segments each with a picture of one of the five senses. Add a cardboard arrow. Get into the habit of using it before any activity and ask the children which of their senses they think they might use most in the session and point the arrow to it. You could also point the arrow to the 'sense' that you want the children to exercise for each activity or even use it to reflect on which one they did use.
4. Play Kim's Game with small groups asking them how they found out what was missing. Always remember to talk about the noticing.
5. Mix up several jigsaws and ask a group of children to sort them out together. Then ask them to tell another group how they did it.
6. Ask children to sort lots of different natural objects and then explain their rationale to their learning partner. (Also try things like buttons and bolts, washers and screws).
7. Create a Curiosity Corner with magnifying glasses and interesting objects shells, coins, dead insects, flowers and lots more! Spend a few minutes each day for children to report what new things they have noticed about the objects.
8. Use potatoes for printing and ask children to match the potato to the print on another child's pattern - potato spotters!
9. Change something in the classroom every day and reward the child that notices with an 'eagle eye' badge.
10. Create a wall chart of children's names with a strip of Velcro next to each name. Cut out and laminate the eyes or ears (see Progressing section) and stick a bit of Velcro on the back. Add to the chart as a reward. It will be easy to see at a glance who needs more reminding about noticing. As often as possible try to spot your children using their noticing skills and reward them verbally and with stickers.
11. Ask the children if they can think of an animal, bird or person who is good at noticing. Their answers will help you assess their understanding of the concept. The children will have lots of good ideas and you will end up with a noticing character who can become part of the learning family for your class. Maybe it will be an owl who can turn its head right round to look for things, a cat with great big eyes or a long eared hare Red Riding Hood is always a good stand by, as well as Mr. Nosey of course!
12. LDA produce a range of boxed card sets designed to promote language development. Using these with relevant questions will promote noticing. (Old and New, What's wrong? Sequencing).