

## 1) Understanding Perseverance

# Activity 2. Classroom Climate

<b>What happens in your classroom</b>	<b>Yes</b>	<b>No</b>	<b>Fancy trying</b>
<b>Time given to wrestle with difficulty.</b>			
<b>'Could-be' language used to explore alternative strategies.</b>			
<b>Mistakes are used as learning opportunities.</b>			
<b>Teacher models the 'getting unstuck' process.</b>			
<b>Classroom climate supports no 'put-downs'.</b>			
<b>Learning challenges sufficiently high to generate the need to persevere.</b>			
<b>Teachers offer supportive questions rather than answers to nurture pupils getting unstuck.</b>			
<b>Learners select their own level of difficulty.</b>			
<b>Pupils expected to be able to identify why they are stuck.</b>			
<b>Displays and celebrations.</b>			
<b>Pupil generated Stuck Prompts.</b>			
<b>Effort prized over attainment.</b>			
<b>Being stuck is celebrated as a site of interest (not shame).</b>			