

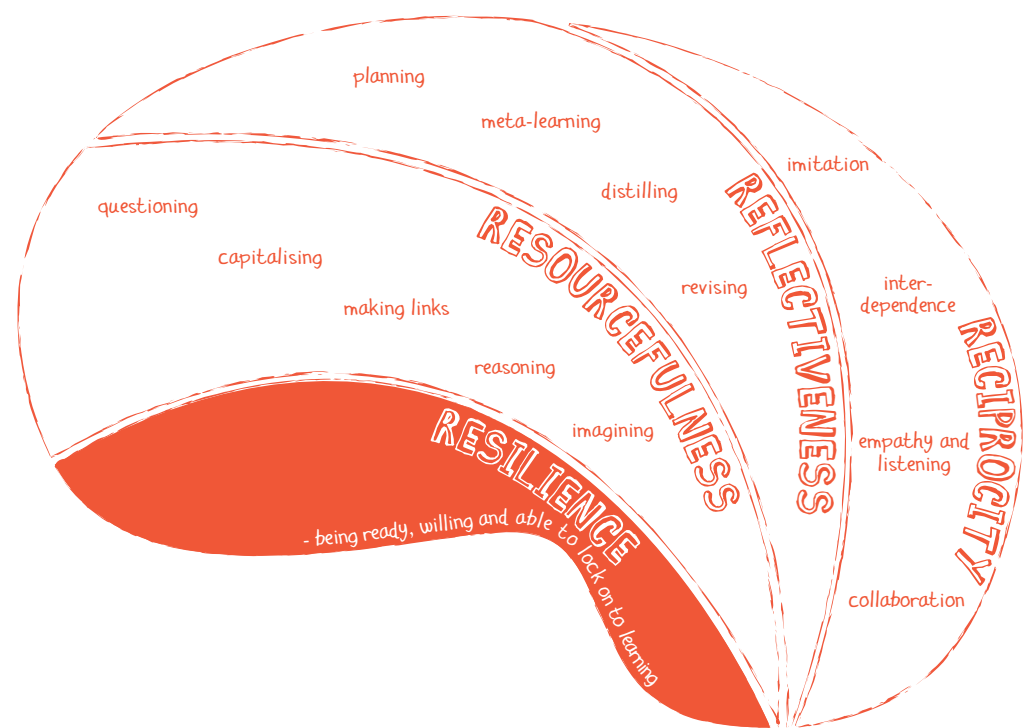
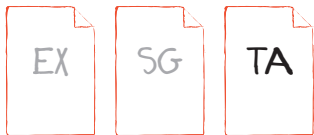
## RESILIENCE:

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!

