

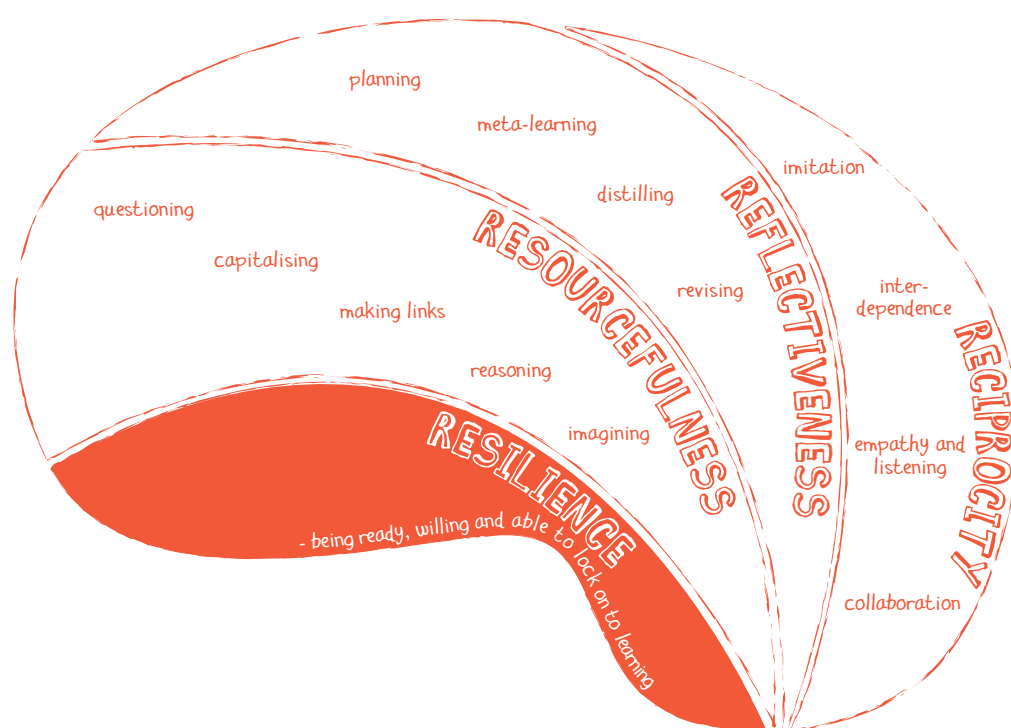
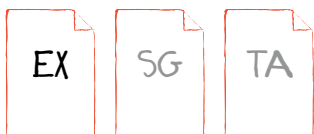
RESILIENCE:

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.



Explanation

Distractions threaten absorption. Distractions make it harder to concentrate. Distractions can get in the way of learning and make us lose our focus.

Sometimes we are the source of our own distractions: if we are hungry, tired or anxious it's hard to concentrate. Other times it may be the general hubbub of activity going on around that makes it difficult to stay focused. Often the task or activity just doesn't matter enough to us to keep us engaged.

Concentration can't be forced, but we can help young children to recognise what is going on when they are finding it difficult to keep on task. In this way they will begin to develop a vocabulary to think and talk about what can get in the way of learning. We can help them to think about how they might deal with distractions, but in time they will develop their own strategies; what suits one person will not always work for someone else.

We shouldn't have unrealistic expectations of younger children's abilities to concentrate for long periods. At the same time we can learn a lot about the kinds of activities and experiences which seem to get them 'locked on to learning'. Recognising this should help us to provide more of the same.

Take some time to look at the children in your class and spot some of the distractions that interfere with their learning.

Do you see certain children with a greater tendency to become distracted? Do some situations inspire more or less distracting behaviour?

Does the way you organise your class add to or diminish distracting behaviours?

*Think about the ways in which **you** yourself become distracted and the circumstances that make it less likely that you will be able to stay 'locked on to learning'. How do **you** deal with your own distractions?*

Language to encourage thinking about managing distractions

- You seem to be getting on with that very well.
- Are you able to get on with that here/with all this noise/with all these people around?
- Is something stopping you from getting on?
- Perhaps you could work somewhere else/have a break/come back to it later
- Are you finding it hard to concentrate?
- How do you like working best?
- What would help you to stick at it?
- What did you do to keep yourself going?

