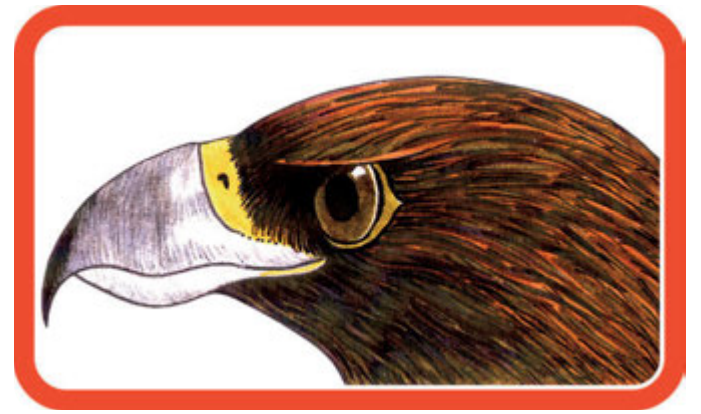## RESILIENCE:
The emotional aspects of learning; 'feeling'
The capacities that make up this disposition include:

RP

RS

Noticing
Perceiving subtle nuances, patterns
and details in experience.

Recognising Progression...

What you are trying to develop in young learners is:

- An awareness of all their senses.
- Recognition that using their senses can help them find out about things.
- An understanding that it takes time to see or hear things (patterns don't reveal themselves instantly).
- A recognition that learning doesn't happen instantly.
- A recognition that taking time to learn/do things doesn't mean lack of ability.

Observe your young learners and begin to move them from:

Being Unaware to Developing the Capacity

Are they:

Unaware? (using the capacity unconsciously)

Behaviours to build on:
- Uses their senses to explore things
- Comments on sensory details and patterns
- Stays still and quiet - watching and listening
- Shows active responses to experiences

Behaviours to counteract:
- Rarely watches/listens carefully
- Unaware of their senses
- Thinks everything has to be done quickly
- Is passive in response to experiences

Beginning (to be aware of the capacity as a distinct idea)

- Can talk about their senses
- Takes time when using their senses to explore things
- Is aware of similarities and differences in things they sense
- Takes pleasure in using their senses

Developing (able to apply awareness of the concept)

- Chooses to focus on sensory details to find out about things
- Consciously looks out for things - wants to notice
- Beginning to make links between things they notice (logical, imaginary, unusual)
- Is generally attentive of their surroundings
- Comments on what they notice (see, hear, smell etc)

Use the reward sticker to build awareness of these behaviours.
You might add things like "I noticed interesting things" "A careful noticer"
"A great noticer" "I took time to notice"

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