

Resilience	Dealing with 'stuckness'	Resilience	Managing the learning environment
Embodies I can't not	Unphased by being stuck, knowing they have the strategies to overcome it.	Embodies I can't not	Manages own learning environment independently with a positive learning-value system.
Organises I make sure I do	Takes risks underpinned by relevant strategies. Analyses failures and mistakes positively to better understand.	Organises I make sure I do	Overcomes and manages any external discouragement, negativity, peer pressure.
Values I see why	Is curious about mistakes. Uses written and verbal feedback effectively.	Values I see why	Has worked out ways to help them through the hard slog of practice.
Responds I'll try	Initiates own prompts to get unstuck. Maintains positive emotions. Knows why they are stuck.	Responds I'll try	Uses distractions positively. Knows what to avoid.
Receives Show me / tell me	Uses suggested prompts and resources to get unstuck.	Receives Show me / tell me	Aware of what distracts them and tries to control it.
Lacks I can't / won't	No coping strategies.	Lacks I can't / won't	Prone to be distracted. Put off by lack of resources. Sensitive to negativity.

Resilience	Dealing with challenge	Resilience	Orientation to goals
Embodies I can't not	Seeks out and relishes challenging activities knowing they have the skills and emotions to make them successful.	Embodies I can't not	Sets and amends long term life goals.
Organises I make sure I do	Systematically plans longer term/substantial projects.	Organises I make sure I do	Sees current goals in a wider/long term context. Willing to change immediate goals in the face of setback.
Values I see why	Uses relevant strategies to clarify task purposes and outcomes. Uses planning tools to avoid obstacles.	Values I see why	Makes given goals their own. Creates clear achievable end goals. Thinks of challenges as their goals.
Responds I'll try	Anticipates the risks of more challenging activities.	Responds I'll try	Accepts external sources of goals (from teachers/parents) Tries with doable goals.
Receives Show me / tell me	Resists the inclination to stick with easy, can-do activities.	Receives Show me / tell me	Has a sense of what they want something to look like. Visualises end results.
Lacks I can't / won't	Gives up easily. Craves constant support. Put off by having 'too much to do'.	Lacks I can't / won't	Little sense of ends or goals or working towards something purposefully.