

PERSEVERANCE

Children as process monitors

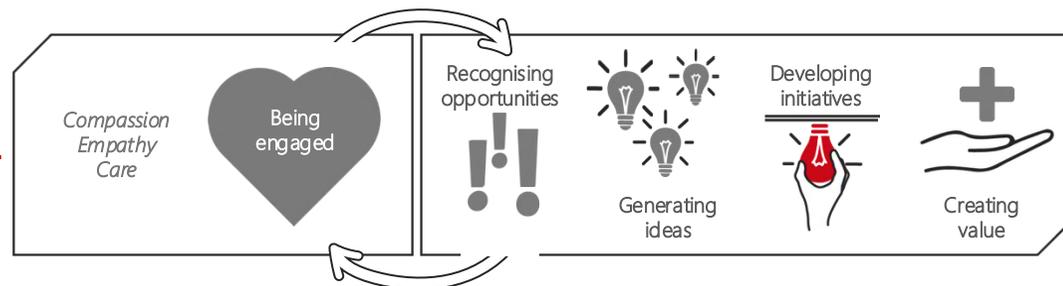
age 4 - 6

age 7 - 9

age 10 - 12



20 min



SUITABLE

- At the start of a social entrepreneurship project.
- To keep children motivated, even when things get a little tougher.

TIPS

- Print the chosen emoji on a sticker sheet and let children stick a sticker on a child who needs some support.
- Combine the activity with reflection on the learning curve and growth mindset.

MATERIALS

Paper, pens, coloured pencils

STEP 1

Tell the children that during the project there may be moments when it feels like things are not going as planned, that things are going slower than we would like, etc.

Make it clear that this is perfectly normal and that we have to learn to deal with it.

STEP 2

Show a number of emojis and discuss their meanings.

In pairs, ask the children to come up with a cheer or emoji for a message such as: 'keep going!', 'don't give up!', 'hang in there!', which will help them during moments when things are not going so smoothly.

STEP 3

Have the groups share their cheer/emoji with each other.

Have the children choose their favourite(s) from all the suggestions by discussing them.

STEP 4

Discuss as a class that the chosen cheer or emoji can be used throughout the project (by saying it to each other, placing it on someone, drawing it for someone else, etc.) when you notice that a classmate is struggling or there is an unexpected setback.

The cheer or emoji means that the class will persevere together! This is motivating and creates a bond between the children.

STEP 5

Hang the cheer or emoji in the classroom as a reminder for the children so that they feel supported when things get a little difficult.

Source: gezondleven.be



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Example

PERSEVERANCE

Context

Any activity or project.

STEP 1

Tell the children that during the project there may be moments when it feels like things are not going as planned, that things are going slower than we would like, etc.

Make it clear that this is perfectly normal and that we have to learn to deal with it.

STEP 2

Show and discuss a number of examples:



Give the children time to think in pairs.

Example thought up by a pair:



STEP 3

Let the groups share their emojis with each other

Let the children choose their favourite(s) from all the suggestions by discussing them.



STEP 4

The children chose



We agree that we will refer to that emoji when we notice that someone is having a hard time or when we encounter an unexpected setback. The children themselves came up with the idea of depicting their chosen emoji at each step in the process, looking tough and flexing their muscles.

STEP 5

The emoji is given a permanent place in the classroom.