

3-5-year-olds

Build a tower.

Have the children work in pairs or small groups.

Give each group the same number of building blocks.

Count the blocks together. *'One, two, three...'*

Have them build a tower which uses all of the blocks.

If the tower falls down, they must start again. Encourage them to see this in a positive light.

Say *'Never mind. Start again!'*

Gradually increase the number of blocks they have so that their towers get higher and higher.

Congratulate them on their persistence even if they do not manage to build a very high tower.

Say *'Good job! Well done!'*

6-9-year-olds

Five Minutes

Set the children short learning tasks. For example, learning the capital cities of four countries, or how to spell three difficult words. Have several tasks ready so that they are not all learning the same thing.

Now tell them that they are going to focus on this task for five minutes. They must not speak to anyone during that time and at the end of five minutes, they will test each other to see if they achieved their goal.

Once the five minutes is up, they have a break of two minutes.

If they have achieved their goal, they work on another one for a further five minutes. If not, they persist with the original task.

Examples of tasks:

Say the days of the week in order, starting with Monday.

Learn the four seasons.

Learn six months of the year.

Learn which months are in summer.

Learn the colors of the rainbow.

Learn the vowels in the English alphabet

For each task, write the answers clearly so that the students know exactly what it is they have to learn.

This activity helps students to improve their concentration and to realise that even spending five minutes on a task can be productive.

10-12-year-olds

Make a persistence chart.

With the students, identify where they think they need extra help in their English lessons. For example, it might be learning irregular verbs, or spelling, or being able to speak more fluently. Each student might have a different area which they would like to focus on.

Explain that difficult tasks are always easier if they are broken down into smaller ones.

Have each student make a chart for the school week and to decide how much work they are going to do for their task each day.

For example, they might decide they will learn the simple past of three irregular verbs each day, or to practise saying one particular phrase each day.

Remind them that is better to give themselves manageable goals which they are more likely to persist with.

Then have them be more specific and to write down exactly what their personal plan is.

For example:

	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Irregular verbs</i>	3	3	3	3	3
	<i>Go Buy See</i>	<i>Have Take Write</i>	<i>Think Swim Do</i>	<i>Catch Find Give</i>	<i>Sing Read Stick</i>

This activity helps students organise their own learning and to realise that we can work towards a goal step by step.