

Good morning and a whole-hearted welcome to each of you.

I'm so excited because this webinar has been a long time in the planning.

Today I have the privilege of being with just 12 of you!

That's was the plan because I wanted it to be close, connecting and chatty.

You come from far and wide and from all kinds of backgrounds.

We have wellbeing leaders, teachers, counsellors and SSO's from schools, a beginning teacher and allied health professionals from the private sector.

Yet, the one thing we have in common, is a desire to coach young people with the skills to connect, feel fulfilled and live mentally healthy lives.

As you know, today, you get 3 chapters from my new book 'Teaching Values of Being Human'.

And, this morning we start with, Chapter 4: Ideas to champion perseverance

Okay! I have a little housekeeping first.

I've planned for two breaks today...

Morning break at 10.45am for 30 mins

Then, Lunch at 1pm for 30 mins

At any time feel free to get up, move about, nip to the toilet or get a coffee to refresh your concentration.

And, if you do, be sneaky and turn your video off for a bit!

Actually. It's a great idea to turn your video off and turn it back on when you want to speak to others.

I want you to jump in; ask questions, seek clarification, share and contribute.

But, when you are not speaking please keep yourself muted.

ZOOM is great, but one big disadvantage is that's picks up background noises from each participant and this can be distracting.

So, the golden rule is to keep yourself muted until you want to contribute.

Then, afterwards – mute again! It's easy once you get the hang of it!

So this is the perfect moment to make sure you are muted!

The beauty of using ZOOM, especially at home, is that you can be warm and comfortable without being fashionable.

If you drop out and lose connection with me at any time through the day, don't stress.

Quit right out, refresh your browser and enter zoom as you did previously. I'll be waiting for you and will let you in – promise!

If your internet is a bit dodgy, then, there are 2 things that will help.

Firstly, move yourself and your device close to your internet connection for the day.

Secondly, you will find a more stable connection by tethering your device to your phone.

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Finally, if you'd like my PowerPoint and notes – they are yours – just email me.

Please visit the website we've developed to support the book. It's on screen.

All of the images and activity sheets you see on screen today can be downloaded for free!

There are about 40 of them.

Plus, there's a bunch of videos that you may appreciate – I hate watching myself because in my head I don't look or sound like that!

Let's spend a minute to quickly introduce ourselves

I'll go first and model!

I was born Mark Stephen Le Messurier way back in 1954.

Just in case your maths is dodgy that makes me 66 this year – July 31st. Yes, I'm a Leo.

I love getting older because of the experience and freedom the years offer.

Plus, there's now the added beauty of working with children of the children I once worked with.

However, I was reminded of one disadvantage of being older the other day.

I watched my 20 year old niece get up from sitting on the floor.

She did it on one flowing motion that has long deserted me!

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What matters most to me in life is Sharon, my wife – Kim and Noni, our kids!

This was a long time ago! 1988

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What else also matters are Maxi, Luca and Kelvin our well-behaved whippets, our friends and my clients!

You too!

Oh? And, there's something you may not expect?

I love my cloud hedges at home.

These are a small group out the front of our home.

Every so often I'll spend an hour or two clipping.

It's my yoga. My meditation. My sweet spot!

Who's brave enough to have a go next? CLICK

CLICK

Who's brave enough to have a go next?

CLICK

What prompted me to write this body of work is a culmination of things.

I'd like to introduce a few of my thoughts behind the book as I begin each of the chapters today.

The backdrop is the wind of change in global education.

It's gathering a momentum beyond 'positive psychology', 'positive education', 'wellbeing' and 'growth mindset' to a reverence around the uniqueness of the human spirit.

I see that a very special responsibility has been passed to us.

It is to teach the beauty of our human and greatest assets; kindness, perseverance, optimism, integrity, humility, empathy, responsibility, teamwork, creativity, innovation and more.

The intention of the book is to advance how we educate the young people so they can both appreciate and revel in their quintessential humanness.

This is a very practical education of the mind and the heart.

As adults, we must have honest conversations with our kids, and students.

To acknowledge that there is much political unrest around the globe, debate on global warming, uncertainty over what climate change will bring, disputes concerning displaced people, social justice, food and water insecurity and fear about what the future holds.

Naturally, it can be hard for them to stay optimistic.

Anxiety in our young has never run as high.

They need to know they are loved, and we are an extraordinarily capable race, with deep capabilities to pull together when needed.

This is where our hope lies.

Our future is our collective selves.

CLICK

They must be coached to revel in the fact that they're alive and have been given the opportunity to see, breathe, feel, do, exist and celebrate life.

They are human and wonderfully unique.

The atoms that merged to make them who they are did so like never before and will never do so again.

There will never be another of them anywhere in the universe.

They are a matchless creation on this fabulous blue planet.

Yes, there will be all kinds of challenges ahead.

Our mission is to support them to find happiness within, to feel loved, to be kind to each other, gentle on themselves and rejoice in their humanness.

That's enough for now – but, now you have the context for these workshops today!

CLICK

Okay, let's begin with this chapter on perseverance!

Many good people who've had something to offer go to their graves frustrated by their inability to persist.

They were “gonnas” and “coulduvs”.

“I was gonna do this.” “I coulduv done that.”

Perseverance is a wonderfully satisfying trait in human beings of because it's fundamental to accomplishing what you want to in life.

In recent years, two influential researchers; Stanford University psychologist, Carol Dweck and Angela Lee Duckworth from the University of Pennsylvania have researched the idea of what helps to create successful people.

Carol Dweck coined the phrase – ‘growth mindset’.

Something we’ve all now use regularly with young people – and sometimes ourselves.

It’s simply a way of saying intelligence, skills and talents, can be grown through hard work, good habits and measured support from others.

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But when kids or adults live with a ‘fixed mindset’, then difficulty and challenge makes them feel inadequate.

The fixed ability they apply to themselves makes them feels lacking, inadequate, and deficient.

The important thing that Dweck proved is that mindsets can be changed.

That’s right - a growth mindset can be taught and, when it is, people can become more motivated, more resilient and more successful.

As strange as it seems right now, it wasn't so long ago, adults would tell kids to look into the mirror to see the smartest, cleverest, prettiest, handsomest, most talented or precious person in the world.

It was a misguided as it did not link attitude, effort, performance and accomplishment.

Dweck taught us that when children are praised for the *PROCESS* they've engaged in – their hard work, their strategies, their focus and refocus, their persistence, their willingness to 'have a go' – then they remain motivated and resilient learners.

Now we understand the importance of this phrasing;

- *"I am so proud of your performance. All that rehearsing paid off."*
- *"Good for you, you didn't give up."*
- *"The more you practice, the better you got."*
- *"That was hard, but look how easy you made it by trying and trying."*
- *Or, when things don't go so well you might say, "I agree, you could have done better on your test. What can you do to improve next time?"*

This leads an individual to see they have THE power over their success.

The GOAL is to acknowledge the task, the hard work, the effort and the trying.

More recently, Angela Duckworth nailed down the concept of perseverance and its link to personal success or satisfaction.

Her "GRIT" theory proposes perseverance is THE predictor of success.

Perseverance will determine our chances of success more than any other single characteristic.

We now begin to see, that people who aren't as obviously intelligent can end up doing so much better than those who appear, in the early flush of life, to have more natural aptitude for a task.

So, how might we go about teaching, coaching and upskilling aspects of perseverance?

As Angela says, let's take our strongest intuitions and best ideas to teach perseverance to young people.

We always alert students to the three golden values of perseverance. They are;

- 1. To achieve 'success' it's not necessarily fun or easy.**
- 2. Accomplishments often come from hours, or days, or years of repetitive practice and that can feel boring.**
- 3. Struggling and failing is completely normal. Feeling uncomfortable, frustrated or disappointed is part of the learning, refinement and growing, process.**

As connected life-coaches we're often tempted to solve a problem for a child when we see them struggling with the possibility of failure.

While we need to be sensitive to their needs, let's also embrace struggle, determination and failure.

And, to be honest, this may translate to acknowledging when your student, or child, won't give up on an argument with you.

You may not give into them, but later be sure to applaud their doggedness as you teach them to find respectful win/win solutions.

Keep in mind that some of the most powerful learning for students comes from moments when they exchange their ideas and opinions with each other.

Engineer situations where young people get a chance to compare their understanding with one another!

Throw out the big questions and watch the quality of conversation that ensues;

- **What is perseverance?**
- **How is it related to resilience?**
- **Can you name someone who has shown perseverance?**
- **How do you know when someone is persevering? What is it that you see?**
- **Are you born with it or can you build it?**
- **Why develop it?**
- **What ideas do you use to persevere?**
- **When do you know that something isn't worth persevering with?**
- **Can you ask for help if you're really persevering?**

Or, have your students take this perseverance quiz.

To play, they must stand up if they think a statement true.

They must stay seated if the statement is false or misleading.

Be alert. I'm moving fast!

Statements

- **Perseverance is when you set a goal, and stick at it, even if the task is challenging or boring!**
- **You cannot learn to persevere because you either have it, or don't have it.**
- **Perseverance is when you repeatedly play a favourite video game for hours and hours.**
- **Perseverance is when you're struggling with a task, ask for help, and push on.**
- **Perseverance is when you get a poor grade, get some help, work it out and do better.**
- **Perseverance is telling your parents, you've spent ages doing homework, but watched YouTube clips instead.**
- **Perseverance is sticking with a good friend, and helping them through a challenge.**
- **Perseverance is when you make a 'to do list' and get started!**
- **Perseverance is to see the challenge, look for solutions and give it a go!**

These 'Grit Scales' or 'Perseverance surveys' are not definitive but SO appealing.

They are a 'good guide'.

They provide a little insight and the basis for a lot of conversation.

They can be completed online or done as a printable versions.

Answer your own honestly, and share with your students.

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Nudge the group's memory to think of past experiences such as taking a long, long hike and making it, starting a new sport or a new musical instrument and feeling like quitting, but not quitting.

Doing extra homework to improve, saving up money by doing extra jobs to buy something special, or when they learnt a new skill like riding a bike, skipping or playing a new game.

What about you?

When you look back, is there something you persevered with and feel proud of?

A growing concern often shared by educators today is the deteriorating perseverance students have towards their own learning today.

On this, ask your group, “why do you come to school each day?”

“What keeps you persevering with it?”

Encourage them to share their thoughts.

At first you’ll hear, “Oh, it’s the law,” “I have to,” or “mum makes me”.

Then, as the discussion deepens, you’ll begin to hear themes such as;

- **I like being with my friends**
- **It will help me get a job the future**
- **I want to go to University or TAFE or a technical College**
- **School is a good place to be**
- **I get to learn stuff I couldn’t really learn at home**
- **I love sport and there’s a lot here**

To finish up, help them grow an awareness that basic education remains unreachable for millions of children around the world.

It is estimated that 100 million children worldwide do not attend school because of war, poverty, fear, famine, ignorance, climate, political chaos or distance.

Almost 10% of primary-aged children and 20% of adolescents are denied the basic right to learn to read and write which deepens the cycle of poverty and discrimination they find themselves in.

In addition, on a world-wide basis, girls are far less likely to attend school than boys.

Next pose this question to them, “What STOPS you from persevering?”

The truth is we feel as though we can’t persevere sometimes.

Openly discuss the barriers to perseverance.

Build a list on the whiteboard for all to see.

Mark, ask your group - ‘What about you? What stops you, from persevering sometimes?’

Encourage them to participate...

Then, CLICK

It is enabling for everyone to listen to the thoughts and feelings of others, and to better understand when and where these barriers are likely to occur.

The next step is to develop strategies to get unstuck!

To complete this activity go back to the list generated by the group in the last activity.

At the top of an A4 sheet of paper write one of the classic barriers to persevering, from this list.

Create a series of sheets each with one of these classic barriers written across the top.

The task is for students to work in small groups and record several possible solutions to defeat the barrier written atop of their A4 sheet.

Allow time for students to present their solutions to the whole group.

You will find some very practical strategies on offer and they'll be worthy of making the most from.

The goal is to normalise these feelings, and build doable options to persevere.

For some it feels safer to be risk averse.

But, by not taking healthy, calculated risks human beings miss out on opportunities to grow their skills and confidence.

So, when faced with a risk teach students to do a standard 'risk assessment' and ask these three questions;

- 1. "What's the upside of 'giving-this-a-go'?"**
- 2. "What's the worst that will happen?"**
- 3. "Would it be helpful to share my thoughts with a trusted friend or adult?"**

Work hard to create an environment that encourages persistence carries these characteristics;

- **The creation of a safe environment where ‘having-a-go’ is the emphasis of your philosophy.**
- **Where FAIL sessions are regularly run. More specifically, you build opportunities where you and young people in your care share times they’ve tried, FAIL(ed) and what they learnt from it.**
- **Always invite humour into the perspective. There’s often a funny side to a FAIL and it is important for the fearful, anxious and perfectionists to hear this side of FAIL.**
- **Share your own mistakes, FAILS and successes. These 3 go together! They are in effect in the same family. For too long, we’ve favoured one child called ‘success’.**
- **Set small goals with your kids where they risk FAIL(ure) and success. Encourage, monitor and coach them as they ‘give-it-a-go!**
- **Sometimes deliberately set them up so they are likely to FAIL in the first instance, but the learning from the first FAIL will provide a brilliant springboard into success.**

There are two ways to explain what a FAIL is;

1. First Attempt In Learning

2. Fantastic Achievement In Life

Draw on the experiences of others who have tried, failed, persevered and succeeded.

The story of Slawa Duldig is fabulous. She invented the first foldable umbrella.

Not only did she go through numerous hiccups, setbacks and disasters to perfect her invention, but after her patent was approved she and her husband had to flee Vienna during the Second World War.

To escape she was forced to sell her rights to the umbrella.

When they finally arrived in Australia, they had nothing, except their lives.

They were considered 'enemies' by the Australia Government and were imprisoned for two years.

She persevered to become a leader in Visual Arts in Education at Melbourne University Women's College and ran a highly regarded hand-made pottery business with retail outlets throughout Melbourne.

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Showing comparable tenacity is Thomas Edison.

He's the scientist who invented the electric light bulb and made the renowned statement on screen.

Here's a model of persistence!

He's Kurt Fearnley and he's known as Australia's elite wheelchair racer.

Kurt has a congenital disorder which prevented the development of parts of his lower spine and sacrum. He stands at 1.4metres tall, weighs in at 50 kilograms and lives with an obvious disability, he deliberately sets out to push and challenge himself.

- 54 marathons. 35 wins and 19 losses.
- Four-time Paralympian. Eleven medals. Three are gold.
- Commonwealth Athlete of the Year with a Disability.
- He won a gold and silver medal at the [2018 Commonwealth Games](#) and was the Australian flag bearer at the closing ceremony.
- Kurt 'crawled' the Kokoda Trail.
- He is married with two children.

CLICK

Steven Bradbury's gold medal winning performance at the 2002 Salt Lake Winter Olympics was a perfect example of triumph inspired by perseverance.

Before the race Bradbury was given no hope of winning against his world-class opponents. Yet, he won.

The win was so remarkable that these days we often say, "Doing a Bradbury" when someone wins against the odds.

There was, however, far more to Bradbury's win than luck because in the preceding years he put in hard work and dedication to a sport that had a low profile in Australia.

The truth was, that to become a speed skater, Bradbury needed to fund, coach himself and make big life-style sacrifices.

What about this woman? Do you know her?

It's Oprah Winfrey who was fired from her first television job. She told that she was "unfit for television."

She is now called the 'Queen of All Media'.

She is one of the greatest philanthropists in American history.

She is North America's first and only multi-billionaire black person.

Oh yes, she knows all about grit, trial and error, hurt and happiness, and achievement!

CLICK

Then there's the famous sitcom comedian Jerry Seinfeld.

He was booed off the stage the first time he tried to deliver a stand-up comedy routine.

He went on to become one of America's greatest stand-up comedians, as well as a renowned actor, director, writer and movie producer.

Jerry Seinfeld is often said to be the richest comedian in the world, being worth almost a billion dollars in 2019.

CLICK

Here's a selection of books to help children to view setbacks and challenges as opportunities to create unanticipated outcomes.

Many of these books are on YouTube as clips to arouse great conversations.

Researchers have proven that reading books where characters model perseverance is a crucial tool to help young people cultivate these very same characteristics.

Here's a selection for adolescents.

CLICK

As well, movies are always a great way to invite conversation around this special character trait.

Just as well it's one of the most popular themes in movies!

Here are a few to help stimulate conversations about this trait.

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Choose a movie where one of the characters encounters a big change in his or her life.

Examples might be when Harry Potter had to move school and make new friends at Hogwarts.

He didn't want to be there.

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Or, when Katniss replaced her sister to enter the competition in the Hunger games and had to persevere beyond what she could imagine.

Or, when Peter Parker realised, he had superpowers and super problems in Spiderman.

And, never forget, Ormie

He's a Pig who wants the cookies on top of the fridge, but they are out of reach!

Witness Ormie's perseverance to get them.

This beautiful short film will have students laughing and opens opportunities for rich discussions on themes as; perseverance, the difference between perseverance and greed, risk assessment, creativity and whether there might have been scope to ask for help

Questions;

- Let's count the number of ways Ormie persevered?
- Which perseverance idea was most creative?
- There was one thing Ormie left out of his perseverance plan that 'The Little Engine' included! What was it? (RISK ASSESSMENT)

CLICK

Then, there is Wile E. Coyote (more familiar as "the Coyote") and the stamina he shows trying to capture the Roadrunner in the Looney Tunes and Merrie Melodies series of cartoons.

These are now readily available on YouTube and date back to 1948.

The Coyote perfected the concept of hope. With hope, success lies just around the next corner.

He believes no situation is hopeless as long as you show grit and creativity.

Whet your student's creative appetite by showing them a few images you've either selected from google images, or taken yourself, to represent your impression of grit or perseverance.

Set them a challenge to take their own photos, collect photos or photoshop images to showcase perseverance.

It is an enjoyable task that culminates in rich conversation and awakens each person's perspective to this somewhat elusive quality.

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Similarly, put out a class or school-wide call for students to collect gritty sayings.

Pinterest or Google may be useful starting places.

Later, display them and encourage healthy discussions.

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Or, brainstorm as many synonyms for perseverance as you can with your group.

In other words, develop a vocabulary for perseverance.

Here's your moment! Come on, give me a few?

... persistence, tenacity, determination, resolve, resoluteness, staying power, purposefulness, patience, endurance, dedication, commitment, doggedness, tirelessness and stamina.

'This sucks.'

'This is too hard.'

'I hate this.'

'I'm useless.'

'I'm dumb.'

'It's hopeless.'

'There's nothing I can do.'

'I'm ugly.'

'I'll pay them back.'

'I 'm an idiot.'

Explain to your students that they would never let a friend, who was struggling with a problem, get away with saying such negative comments.

This is because they know negative self-talk switches our hopes off, drains our perseverance and can easily become a gloomy habit.

Also remind them just how easy it is to spot negative language patterns in others, and how much harder to spot it inside ourselves!

Introduce students to the idea that our negative self-talk is really a cry for help.

We need to recognise this so we can decode it.

The point here, is that negative self-talk is spawned from our inborn negative bias and is connected to self-doubt, unhappiness, fear or anxiety.

Our job is to translate these feelings so we can work with them.

To do this, encourage your students to use the 'negative self-talk translator'.

STEP 1; say or write the negative statement in your mind.

STEP 2: name how you are feeling.

STEP 3; say or write what it is that's troubling you.

For example, "I don't want to do it because it's too hard."

STEP 4; turn this negative statement into one short positive statement you can put into action. It could be, "It is hard, but I can ask for help to get me started."

Teach that this is the moment to deliberately slow their breathing down, and breath in a little more deeply (Use the Square breathing technique) because this supports the brain to feel in control.

Then ask them to reframe each of the negative comments into a simple positive statement that can be put into action, such as:

'I can handle this. I'll ask my friend.'

- **'I'll tackle one thing to start with.'**
- **'I've had this feeling before and got through, I know what to do.'**
- **'I'm smart enough to deal with this.'**
- **'I'll give it a go by starting right now.'**
- **'This is hard for everyone. I need to breathe and start.'**

And, if you want to underscore just how important this habit of positive self-talk is, read this fable to your group and inspire a spirited discussion.

“Tell me, you who are wise, what is in your mind?”

‘In my mind there are two dogs; one black and one white.

The black one is full of hate, anger and pessimism.

The white one is filled with love, generosity and optimism.

They fight all the time.’

His disciple is rather taken aback.

‘Two dogs who fight each other?’

“Yes, almost all the time.’

‘And which one wins?’

‘The one I feed more.’

ACTIVITY - *make rose coloured glasses*

This activity demonstrates the massive difference between thinking negatively and positively, and how plays out. Firstly, assist students to make a pair of rose coloured glasses and a pair of black glasses by using cellophane, pipe cleaners and sticky tape (<https://www.youtube.com/watch?v=JA8Xmjd9Rps>).

CLICK

Get them to look at images of people facing dangerous or risky challenges. Ask them to put on the dark coloured glasses and become that person. What would they be saying to themselves if they chose a dark, negative way of thinking? Would they be likely to succeed? Next, ask students to put on their rose coloured glasses. These glasses represent their most optimistic thinking. Now ask them to positively self-talk their way through the challenge. While this is an enlightening lesson, studies reveal that self-talk training results in increased task persistence and self-regulation (Clinch, 2000).

CLICK

I recall doing this with a group of year 5 students. I chose Joel to use the positive self-talker in the activity. I should add that Joel is highly impulsive, often shows anger and deals with a pretty hard life at home. As he stared intently at the challenging image he offered a variety of creative suggestions in front of his classmates. After we'd finished, we quietly chatted and he said, "You know... I did good didn't I? I ought to do to that stuff myself!"

I know this lesson sounds fun and frivolous, but the research tells us it works!

Researcher Richard Petty from Ohio State University, along with a team of Spanish researchers from the Universidad Autónoma de Madrid, found that by recording negative thoughts about one's self onto paper and tossing them away does temporarily clear the mind of them.

Apparently, it's all in the disclosing and doing!

So get your students together and encourage them to share their negative self-talk.

As they do ask them to record it on to a sheet of A4 paper.

Later, get them to scrunch each one up, then one at a time ask your students to toss them into a waste paper bin.

This is an activity that can be revisited from time to time.

Next up, are a set of activities that proves, perseverance pays off!

Although science explains that persistence is a habit that grows through practice, many of your students will not be able to see this or accept it.

They'll be quick to dismiss it by saying, "Persistence doesn't work," or "It won't work for me," or "What would scientists know about my brain. My brain is different!"

The facts are that by practicing something new, the new thought or action skill becomes embedded neurologically.

To prove the power of brain function and how it's eager to learn all kinds of new skills, try these appealing activities.

CLICK

Try 'Marble pick up'.

Get 20 marbles and a bowl. Place the 20 marbles on the floor next to the bowl.

You will need a few sets to share around if you're doing this with a regular sized class.

Ask students to sit on a chair above the marbles and the bowl.

They are to use their bare toes, on their least preferred foot, to pick up one marble at a time from the floor and drop it into the bowl.

Encourage them to go as fast as they can for just 60 seconds.

Do for ten days. Each day record how many marbles each student in your class, or each person in the family, drop into the bowl.

And, behold the learning! The brain has quickly adapted to become proficient at something it had never previously done!

ACTIVITY; copy the blocks

You could also change this activity to use building blocks or Lego.

The idea being that each student, or small groups of students, must quickly use the blocks supplied to match an image you provide them.

An easy way to do this is to give them the blocks required and take an image of what you want using your phone.

What will they discover? That their brain is primed to learn, adapt and get better at skills they practice and persevere with.

CLICK

Then there's learning to juggle.

In the very same way this activity is evidence that the brain readily converts new learning to skills because that's what it does.

Try it for 5 minutes every day over ten days.

Keep a record of improvement, take a 20 second video of each student's first and last attempt and compare!

You'll be so impressed by the results and so will your students!

CLICK

Alternatively, tackle bat and ball skills.

Over ten days get students to keep a record of how many up and down hits they can do before losing the ball!

Similarly, introduce the 'Frog balance'.

Yes, it's seemingly impossible at first to everyone, but it is usually mastered!

But, by doing it for 5 minutes, every day, over ten days their improvement will speak for itself.

Video their first and last attempts!

Oh? And, while you've got the cards handy allow the kids to develop a particular card skill or trick.

There are 100's on YouTube to choose from

Do it the very same way – 5 minutes each day over ten days.

Once they've decide on their card trick, video their very first and last effort.

The outcome will be a world apart from the beginning effort.

CLICK

And, don't forget video games.

Here are a few favourites on screen to consider.

Researchers suggest, "Video games have the capacity teach critical thinking and problem solving skills, and while building perseverance."

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I use;

Explore Red Remover.

The idea is to get the reds off the screen and save the others.

Each colour behaves in a particular way.

Rarely, can a screen be done in the first go.

It requires persistence, trial and error, and the thing that really comes through is that your success comes from building on failures!

CLICK

In exactly the same vein is – Super Stacker 2

On each screen you're given a bunch of shapes to stack and the clue is usually in the name given to the screen.

Once again success comes from failing over and over, until the failure leads you to success.

One of my favourites is, 'The Logical Journey of the Zoombinis.

The aim is to help the Zoombinis, a race of cute, small blue creatures, to leave Zoombinis Isle because they've been enslaved by their neighbours, the Bloats.

As players help the Zoombinis to find a new land, they face a variety of logical puzzles which the player must solve to get the Zoombinis to their new home.

And, the only road to success is to persevere with a tantalizing trial and error approach.

CLICK

Incredibly important, is to encourage young people to latch on to a hobby and let them indulge.

By being able to indulge in a healthy activity that they adore, children – young and older, learn the joy of practice, repetition, and the value of skill building through effort.

As well, they'll experience FLOW.

FLOW is when we do things that, for a while, totally captivates our interest.

While immersed, we feel energized, focused, thoroughly involved and delighted.

At the end of FLOW activities we'll often think, "Gee, where did that time go?"

We now know that by losing yourself in a FLOW activity, for a while, is highly protective towards maintaining great mental health.

So, look for, stimulate and support young people's interests and ideas.

This thirst for a passion also delivers a true sense of what grit and perseverance are about.

Here's an activity that shows the benefits of persisting.

For this activity, you'll need a large clear glass/plastic bowl filled with water, a rolling pin and plasticine (do not use play-doh).

Roll the plasticine into two balls, each with a diameter of about 4 centimetres.

Gently hold the first ball of plasticine just above the surface of the water and say to your kids, "I want this plasticine to float on the water. What do you think will happen when I let it go? Will it float?"

They'll tell you it will sink.

Then, let it go and of course it will sink.

CLICK 1

Tell the kids you're not about to give up on this challenge. You intend to persevere!

You want the plasticine to float.

Tell them, "To find success I must persevere. And, a big part of persevering is asking others for their opinions and ideas. What might I do?"

Listen to their ideas and try some.

CLICK 2

Next, reach for the other plasticine ball and begin to reshape it into the shape of a boat.

Say, "Without your ideas I would have never thought of this."

This very action shows how being persistent gives us the scope to look at a problem differently.

Yes, it's about reshaping our thinking just as much as it's about reshaping the plasticine.

CLICK 3

Now gently place the boat in the water and watch it float.

CLICK 4

Ask; What should this remind you of in the future?

Answer; By being persistent we can always find ways to make things work.

But, there's more!

Gently reach in. Take the small ball from the bottom of the bowl and place it inside the boat.

CLICK 5

CLICK 6

Ask; What happened?

Answer; the boat carries it.

Ask; What does this represent?

Answer; that when we model persistence, we teach others how to persist – we actually carry them with us!

This is why people and places that encourage ‘having-a-go’ are so infectious!

To summarize, here are the 10 habits of perseverance.

Share them with every young person who comes your way.

CLICK 1

Develop routines

When there’s something we must do, it’s ideal to do it in the same place, in the same way and at the same time each day.

A routine gives an edge to do what’s expected.

Visual reminders, such as schedules or timetables, can be useful.

Make one and display it to help 'set' this pattern.

CLICK 2

Know the goal

Teach kids to say what their goal is before they start the task. Even if it's talking out loud to themselves!

Record how long it should take.

Suggest they use the timer on their phone and set it for 10 or 15 minutes to keep track of time and efficiency.

CLICK 3

Share the goal

Perseverance is strengthened when we share our goal with someone who's on our side.

The act of sharing our intention places a mild social pressure on ourselves, and we usually perform better.

CLICK 4

It's okay to ask for help

Teach kids that when they do not understand something, ask for help.

Those who persevere best usually include others in their quests.

CLICK 5

One thing at a time

Tackle one thing at a time because too many options overwhelms and fades persevere.

CLICK 6

Teach to fight perfectionism

Elizabeth Gilbert, the author of, Big Magic: Creative Living Beyond Fear writes, “I think perfectionism is just fear in fancy shoes and a mink coat, pretending to be elegant when actually it's just terrified.”

Teach to develop a flagrant disregard for procrastination too.

Urge them make a start, even if the idea is only just emerging.

Too many of us burn precious time, colouring in around the edges waiting for a grand idea to pop up!

CLICK 7

Help your kids to learn how they work and learn best.

Some pop their ear buds in and block out surrounding distractions with some easy to listen to music.

Others are more productive by taking short breaks.

Encourage them to experiment and find out.

Keep this as an ongoing conversation.

CLICK 8

Share two very annoying truths

Firstly, everything takes longer than we anticipate!

Secondly, most tasks involve some boredom.

The solution is to use our optimistic self-talk or ask someone to support you over the uncomfortable hump.

CLICK 9

Teach everyone how to become chunkers

Chunkers deliberately break larger tasks down into manageable bits and assign timelines for the completion of each bit.

Over time gear your kids to chunk, review and short-circuiting the predictable hiccups.

CLICK 10

Celebrate achievements

Celebrate every achievement with those who've shared goals and ambitions.

Celebrating wins is a form of precious feedback that will buoy future perseverance and motivation.

Thanks for persevering with me!

