Positive Behaviour for Learning  AUTUMN 2: PERSISTENT

Advice and strategies for tutors

PBfL handouts will be provided to all tutor groups for our Spring 1 focus: PERSISTENT
The notes below are to assist with these activities during the designated tutor times.
Tutors should keep all the PBfL student handouts in the folders provided. Further resources will be shared throughout the year with all student responses to be kept for future reference.

A quick Starter: The power of re-drafting

1. Produce a 1 minute self-portrait (in box 3 – continues portraits from previous PBfL booklets).
2. Show it to a friend for specific feedback: Two things that would improve this are...

Mindset: Say what?

These speech bubbles provide an opportunity for students to consider their own mindset. Ask them to read through the first six.

How often do they say something like this – perhaps internally, to themselves?

At what specific times might students have had these ‘fixed’ thoughts?

Students can then join up the six fixed thoughts with their growth mindset alternatives (same colours).

As subject teachers we should all listen out for students’ ‘fixed mindset’ comments and correct them when they arise:
“I’m not good at this”
“Yet!!”

Example of PERSISTENT:

The following article is an inspirational example of someone overcoming difficulties through persistence. Share it with your tutees via the PPT, projected version or a printed copy. Students could consider Christian Haettich’s highs and lows with reference to ‘The Dip’ graph.
Cycling over the Pyrenees with one leg

By Callum Robertson

The Pyrenees

Christian Haettich has one arm and one leg. Over 22 days this summer he cycled across the Dolomites, the Alps and the Pyrenees becoming one of only 10 finishers of a gruelling three-week cycling event.

"Pedalling uphill with one leg is hard, it's just push and pull - if I forget one, I fall"

Christian Haettich

Competitors race over 22 days with only one day off. In that time they cover more than 1,600 miles (2,575km) and complete 60 ascents involving about 60,000m of climbing - more than six-and-a-half times the vertical height of Mount Everest. Doing one Haute Route is an enormous challenge. Imagine what doing three would be like - with only one arm and one leg?

Haettich describes his childhood as being completely normal until a devastating accident when he was 15 years old. He was out riding a moped when he was hit head-on by a car. As a result he lost his left leg from the hip and his left arm from just below the elbow.

"Many things changed for me. It's not easy ending up disabled for life at 15, especially in 1976. I had to learn how to live again and deal with being stared at. It's tough being disabled at this age, I was often rejected," he says. "I must admit that at one time I thought about ending my life."

Christian Haettich describes overcoming these suicidal thoughts as an exercise in self-control and determination, characteristics that have been evident throughout his life since then.

Learning to ride a bike is all about balance. We use our arms and legs instinctively as counterbalances and supports to keep us upright. Although Christian has a prosthetic leg for walking, it is not suitable for cycling. Having his weight on the right side of his body made the process of learning to ride extremely demanding.

"I had no balance and fell off many times. I often felt like giving up and moving on to something else. My wife helped me a lot until the day I managed to ride without falling off and from that moment, everything began. It took me almost a year to feel confident but in the end the struggle paid off."

On particularly steep roads you'll often see cyclists standing up and pedalling "out of the saddle". It allows you to use your upper body as well as your legs to drive the pedals. The change in posture also gives you the chance to stretch out your leg and back muscles which become sore and stiff from being in the seated position for long periods. Haettich can't do this. It puts an incredible strain on his body but he remains pragmatic about it.

"My disability has never prevented me from climbing a pass. It gives me determination and mental strength. I can't ride any other way, so I don't have a choice," he says.

FULL ARTICLE & CLIP: http://www.bbc.co.uk/news/magazine-30295759
The Dip
This illustrated graph has 3 sections around the outside for students to complete:

- Something they would love to succeed with (might be a personal or academic target, or perhaps related to future ambitions...)
- Something they might need to overcome to do this (the potential difficulties or ‘dips’)
- Something they’ve succeeded in through persistence (this might be within school, a club or something personal)

An area I could improve in would be...
Students can shade in the segments as directed. Try to encourage students to set a specific area for improvement. Below is a reminder of our baseline expectations for PERSISTENT. Students might choose one area and then add detail. E.g. an area I could improve in would be to try to complete my project work earlier. I could then get feedback on how to develop it further, prior to the final handing in.

<table>
<thead>
<tr>
<th>Academic Progress</th>
<th>PERSISTENT</th>
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</thead>
<tbody>
<tr>
<td>I am evaluating and developing</td>
<td></td>
</tr>
<tr>
<td>- I reflect on my progress often</td>
<td></td>
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<tr>
<td>- I consider how to improve regularly</td>
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<tr>
<td>I am sticking with difficulty</td>
<td></td>
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<tr>
<td>- I have a ‘growth mindset’ - an attitude of ‘I can do’</td>
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<tr>
<td>- I avoid excuses and take responsibility</td>
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<tr>
<td>- I practice learning and study skills</td>
<td></td>
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<tr>
<td>I am not scared of making mistakes</td>
<td></td>
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<tr>
<td>- I persevere and try things out</td>
<td></td>
</tr>
<tr>
<td>- I learn from mistakes</td>
<td></td>
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Focus on: PERSISTENT
The questions in this section are self-explanatory, however, tutors should once again try to encourage students to respond with specific details rather than broad answers.

Please forward any comments or ideas for further development to FS.
Further PBfL resources are available on shared resources and also via the R&D website.

PERSISTENT: Further reading
Angela Lee Duckworth: GRIT: Perseverance & Passion for Long-Term Goals
Bounce Mathew Syed
Outliers Malcom Gladwell

PERSISTENT quote:
"A determined soul will do more with a rusty monkey wrench than a loafer will accomplish with all the tools in a machine shop." Robert Hughes