

### **Gets easily frustrated if a task is too difficult**

When children access continuous provision and engage in active learning, adults can observe their play and interests and allow them time to become more deeply involved in that play. Attuned adults support children's resilience by modelling getting things wrong and having another go – it is ok to make mistakes.

By respecting children's efforts to have a go, they can feel safe to try new ideas, take risks and feel comfortable when the outcome is not what they intended.

#### **Practitioners can support children by:**

- Interacting calmly and sensitively with children whose emotions are overwhelmed.
- Giving them equal opportunities to be a part of their setting.
- Promoting a sense of belonging by giving them a role to play as part of their community.
- Considering the resources you have available; ensuring that resources meant for the children are easily accessible.
- Modelling resilience and a have a go attitude, showing them that it is okay to make mistakes, practice is part of learning.
- Considering how your environment impacts children's access to learning.
- Asking curious questions to parents to find out about how the child is at home and if there are any changes or challenges that may impact on the child.

#### **Activities, ideas, resources and strategies:**

- Offer support when children are in new situation or frustrated during play.
- Model asking for help rather than helping without asking the child.
- Deliberately make a mistake e.g. saying the wrong word/phrase in a familiar story or rhyme.
- Notice children's efforts not just achievements, encouraging their inner motivation rather than working on your approval.
- Use open ended comments to provoke independent/critical thinking.