**Herencia Guadalupana Lab Schools 501(c)3**

**Educating Minds and Hearts**

**Physical challenges provide a great venue for**

**Perseverance, Resilience and Self-Regulation**

**Milk Cartons**

The cafeteria lady was going around opening all the children’s milk carton. She was frustrated. Yet, stated poor kiddos they are too small to handle this. I do not know why they give them carton so hard to open.

All the children were chiming, “I can’t open this.” Teacher intervened. “You can all open your own. Let me show you what you do. It takes practice. We will show you but you are smart and strong. You can do it. “

Teacher had everyone touch the arrow on carton and said that is where you open it pull corners back then pull them forward. It will make a hole. You put your finger in the hole and pull back.

It took weeks of practice, encouragement and celebration as each child at their own pace tackled the challenge of the milk carton and became self-sufficient. What was very productive and socially supportive was that as children learned they became the teachers and coached the others to learn. As new people came, they were also encouraged and coached by other children to become self-sufficient. We would hear, “You are smart. You have strong fingers. You can do it. I will help you.” This climate permeates all learning beyond milk cartons.

*(Other opportunities: during lunch and playground time, handling playground equipment, bikes, plastic food wrappers, lunch utensils, exercising, dancing, learning new movements, balance and agility actions like skipping, galloping, hopping, jumping, walking heel to toe)*

**Questions to consider and discuss**

Which non cognitive skills are being learned? Which cognitive skills are being learned?

How is this impacting the learning habits of children?

How is this impacting the climate of learning for children?

Do you have a similar story?

What can you use of this vignette to strengthening your children?

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**Physical challenges provide a great venue for**

**Resilience, Self-Regulation, Analysis and Creativity**

**Equipment Hardships**

Often teachers want to help children but instead their help cripples children’s ability to be resilient. This is especially real with equipment and play toys. We can protect and care for children but let them recover on their own from hardships. This adds both to resilience and self-regulation of emotion and body as well as analysis and creative problem solving.

**Bikes**

Tomas is of medium stature and was struggling to take a bike out for play. He could not peddle well yet. He started crying and asked the teacher to help. The teacher patted him on the back and said, “I see this is hard for you and you are sad. But you are strong and you can do it. Let me show you how. You can push or pull the bike or you can ask a friend to help. What would you like?” Tomas seemed dismayed at the thought of doing things himself and just sat there. “When you decide what to do let me know. You can do it. You are strong and smart.” said the teacher. Tomas stayed there whimpering but finally got off the bike and pulled it to a place where he could peddle better. He hollered at the teacher, “Look I did it.” The teacher came over and hugged him and said, “ See you can do it. Way to go.”

Marty was greatly enjoying his new found skill of riding a bike. On one of the turns his wheels slipped off the sidewalk and went onto the sand. He fell and the bike fell sideways into the sand. The teacher came over calmly and said, “Are you hurt?” Marty distressed stood up and brushed himself off. He was not hurt. He looked at the teacher as if waiting for her to help him pick up the bike. When she did not, he tried but was struggling. He looked up again and said, “Can you help me? “ The teacher said, “You can do it. How do you think you can get it off the sand? The teacher paused to give him some think time. The teachers then said, “Do you want some ideas? At that point, Marty was beginning to pull and shove and finally lift the bike. It took him what seemed a long 5 minutes to reposition his bike on sidewalk. He was sweating and yet determined. The teacher encouraged him by recognizing his efforts. “Wow, look at you. You are pulling and shoving and carrying that heavy bike. “ Marty finally climbed on the bike and looked up and said, “ I did it by myself.” “Yes, you did said the teacher. You should be proud of yourself.” “Now what do you need to do next time so you do not fall? “ asked the teacher. Marty just sat there. “Why did your bike fall? How were you riding?” Marty regretfully looked up and said, “Fast.” “What are the rules for bike riding, Marty?” “Follow, One direction, Slow.” said Marty. “Okay, next time ride slowly so you do not fall? Have fun.” declared the teacher.

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