

# PERSEVERING junior

## Children as process monitors

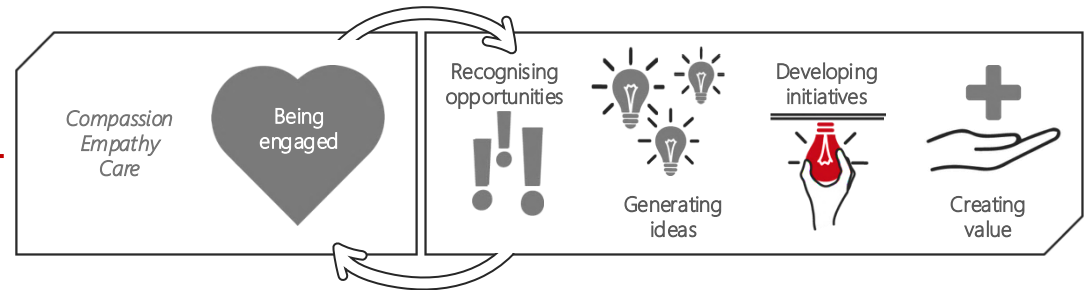
age 4 - 6

age 7 - 9

age 10 - 12



20 min



### SUITABLE

- At the start of a social entrepreneurship project.
- To keep children motivated, even when things get a little difficult.

### TIPS

### MATERIALS

Offer of emoji

### STEP 1

Tell the children that during the project there may be moments when it feels like things are not going as planned, that things are moving more slowly than we would like, etc. Make it clear that this is perfectly normal and that we have to learn to deal with it.

### STEP 2

Show a number of emojis and discuss their meanings.

### STEP 3

Show the children a wide range of emojis. Let the children choose their favourite(s) from all the suggestions for the message: 'keep going!', 'don't give up!', 'hang in there!', which will help them during moments when things aren't going so smoothly. Discuss the chosen emojis and come to a single choice for the whole class.

### STEP 4

Discuss as a class that the chosen emoji can be used throughout the project (by saying it to each other, placing it next to someone, drawing it for someone else, etc.) when you notice that a classmate is having a hard time or there is an unexpected setback. A perseverance badge on a lanyard worn by a child, lets the other children know that they can help that child to persevere and feel supported.

For the class, the emoji means that they will persevere together! This has a motivating effect and creates a bond between the children.

### STEP 5

Hang the emoji in the classroom as a reminder for the children and repeat the intention regularly. Guide the children when using the emoji if they still find it difficult.

Source: [gezondleven.be](http://gezondleven.be)

# Example

## PERSEVERING junior

### Context

Any activity or project.



### STEP 1

Tell the children that during the project there may be moments when it feels like things are not going as planned, that things are going slower than we would like, etc.

Make it clear that this is perfectly normal and that we have to learn to deal with it.

### STEP 2

Show and discuss a number of examples:




### STEP 3

Show the children a wide range of emojis.

Let the children choose their favourite(s) from all the suggestions by discussing them.



### STEP 4

The children chose 

We agree that we will refer to these emojis when we notice that someone is having a difficult time or when we encounter an unexpected setback. The children themselves came up with the idea of depicting their chosen emojis at each step in the process, looking tough and flexing their muscles.

### STEP 5

The emoji is given a permanent place in the classroom.

