



## W.E. Graham Community School

### 1) Scanning

We noticed that our students tend to “quit”. Academically, emotionally, physically, or when there’s stress or pressure (perceived or real).

Examples: giving up on a math question. Getting “hurt” (fake hurt) when competing. Avoiding having to learn because there might be an evaluation. Not even trying to solve difficult social interactions.

### 6) Checking

Already, we are seeing a change in our students. We aren’t sure if the change is because of a change in culture, or if this focus on Grit is making a difference...we will continue with this focus for the rest of the year, and re-test student’s ability to stick with a task.

### 2) Focusing

We feel that there are a number of factors that contribute:

Low expectation from community and teachers. Protective nurturing. Giving answers too quickly. Not providing an environment where children need to work hard to achieve. Excuses are common language. Lack of awareness of social skills (I don’t care...why should I change?). Lots of blame.

### 3) Hunch

Our Hunch is that if we are explicit about teaching **Resiliency**, then our students will replace some of their behaviours and have more success in school, and then in life.

### 4) Learning

Resiliency is a big umbrella, under which there a number of factions. Confidence, Esteem, Mindset, Regulation, Attachment and Grit.

**Grit** is what we are focusing on, recognizing that all of the above factions are important and need to be tended to.

We are implementing specific, intentional teachings around Grit in our school and classrooms.

### 5) Action

Did a preliminary test of looking at how long students would stay with a task.

Classrooms have “IT” time. “Independent Time” when teachers will not “help” students.

Intentional teaching of Grit: Thinking, Strategies, Examples, Recognition.

Vocabulary of Grit: Reading stories, showing films, working on projects.

