

Character and Life Skills: **Patience**

SEL Focus: **Self-Management**

Lesson Title: **The Patience Project**

Grade Level: **3-5**



Project and Purpose

Students choose a project that requires patience and measure their own patience levels.

Essential Question

How does patience help us succeed?

Materials

- Copy of Roald Dahl's **CHARLIE AND THE CHOCOLATE FACTORY**
- Materials for growing plants:
 - Small paper cups
 - Potting soil
 - Water/watering can
 - Seeds
- Large jigsaw puzzle (determine puzzle piece count that will work best for your students)
 - designated space for puzzle to be for quite a while
 - puzzle blanket or puzzle roll up
- Selection of long chapter books
- Other supplies as needed for proposed patience projects
- Patience Tracker (this can be a generic notebook attached to a string or in a special place in the classroom for students to write their patience strategies and suggestions)

Introduction

1. If possible, show a copy of Roald Dahl's book **CHARLIE AND THE CHOCOLATE FACTORY**, and talk about how the character Veruca Salt impatiently shouts at her father, "I want it NOW!" whenever she encounters something that catches her eye: the original golden ticket, Oompa Loompas, golden eggs, giant squirrels — anything. She stomps her feet, shouts in people's faces, and in general behaves quite rudely in her greediness and impatience to have it NOW. Eventually, she is dubbed "a bad nut" by the squirrels in the book, "a bad egg" by the geese in the movie, and suffers a very nasty consequence.
2. Ask students: Is she aware of her own greediness and impatience? If so, does she care? Why or why not? If not, why do you think she cannot see it? Does she get what she wants? Why not? Does impatience get you what you want? Explain your answer.
3. Explain that in today's class, they will concentrate on what it takes to be patient, something that takes self-management skills. (If needed, review the core competency of Self-Management.)

Direct Instruction (I do)

1. Take a moment and talk about times when you have needed patience, not just for a long-term goal, but for daily “adventures.” This might include waiting in line at the grocery store, waiting in the doctor’s office to be seen, or some other life event. How about waiting for the class to come to attention?
2. Explain what you do to help yourself be patient. This might include reading, listening to music, people watching, doing some deep breathing. Sometimes it requires help from a friend through a phone call or just a check in afterwards.

Guided Exploration (We do)

1. Ask students to contribute to the list of strategies they have for building patience so they won’t become Veruca Salt.
2. If they work on a long-term project, how do they build their patience? What do they think about? What do they do?
3. Explain that students will have a choice among several long-term projects:
 - planting seeds
 - putting together a large puzzle
 - reading a very long chapter book
 - a choice of their own design

Students will need to keep track of what role patience in the project they choose.

4. Give students time to turn and talk to discuss their choices. If they choose to design a long-term project, they must present and have it approved before diving in.

Independent Practice (You do)

1. Give students a chance to “sign up” for the patience project of their choice.
2. Set a time frame for the work and introduce the Patience Tracker and tell students when they have a good idea or a good strategy that helps them be patient or they experienced a success due to patience, they should write it in the Patience Tracker. Their entries can be anonymous or they can take credit by writing their names. At the end of the project, the class will determine the best way to share the entries.
3. Determine how they will take turns writing in the Patience Tracker and how that, too, might take patience.

Conclusion

The conclusion might take quite a bit of time to complete. At the end of the first class, ask students to discuss how patience will help them succeed in this project and help them make the connection to other events in their day.

When the puzzle is completed and the flowers have sprouted and the books have been read and the other projects have come to fruition, follow the class plan for sharing the strategies and stories in the Patience Tracker.