

Character and Life Skills: Perseverance

Lesson Title: A Time to Persevere

Grade Level: 3-5



Project and Purpose

Students collaborate with others to design an original game on the theme of perseverance and then play each other's new games.

Essential Question

Why is it important to persevere through challenging situations?

Materials

- Small notes, one to each student, sincerely complimenting their perseverance
 - Consider: What academic tasks could certain students not do at the beginning of the year but now they can because of perseverance?
 - Consider: Which students participate in a sport or on a team?
 - Consider: Which students have worked hard at what started as a big challenge and now is a simple task?
- Pens, pencils, crayons, markers
- Paper, construction paper, card stock, poster board
- Game tokens, dice, spinners, timers, etc.
- ***A Time to Persevere Game Cards***
- ***A Time to Persevere Game Board Shapes***
- Lesson will be difficult in a remote environment

Procedure

Note: Before class, create little notes to each student complimenting their powers of perseverance.

Introduction

1. Work with students to define the word “persevere” and write the agreed upon definition on the board/a chart. **Note:** see provided definition.
2. Tell students that in this session they will use their own examples of times when they have persevered to create a board game.

Direct Instruction (I do)

1. Distribute your notes to each student. Consider reading each one out loud as you deliver the note.
2. Take time to speak to what you have noticed thus far in the school year and how perseverance has paid off in some way for each student.
3. End with a round of applause for each other.

Guided Exploration (We do)

1. Ask a few students from your class to give brief examples of other times when they had to overcome a challenge in order to be successful in their lives.
 - Examples: learning to ride a bike after falling several times, finishing a book that was difficult to read, rehearsing a piece of music in order to perform it for others
2. Have students list on a piece of paper four examples of times when they demonstrated perseverance in their lives.

Independent Practice (You do)

1. After students have written their examples, divide the class into groups of three or four. Distribute one copy of **A Time to Persevere Game Cards** to each student and two copies of **A Time to Persevere Game Board Shapes** to each group. Explain to students that they will work together to create their own perseverance games according to the following guidelines
 - Each group member will copy his or her personal experiences onto his or her **A Time to Persevere Game Cards**. Remind students to write neatly because their classmates will use these cards to play the game.
 - Each group will compose the rules (object of the game, how to play and how to score) for an original game that uses its members' **A Time to Persevere Game Cards**.
 - Each group will design a game board by cutting out the **A Time to Persevere Game Board Shapes** and mounting the squares onto poster board or card stock.

Note: Groups may choose to create their own game boards by using the shapes worksheet or they may opt to use the provided game board.

2. Give groups time to design their game boards, compose their rules and decide on titles for their games. Encourage students to be creative by using crayons, markers, poster board and card stock to make their games visually appealing and durable.

Note: You will need to provide students with various game tokens, dice, spinners, timers, etc., depending on their games' rules of play. Or you may want to challenge your students to create their own game tokens and methods of moving tokens on their boards.

3. After groups complete their games, allow them to play each other's games. Consider keeping the games in the classroom for use.

Conclusion

Lead a discussion by asking students to define "perseverance" again. Ask them the following questions:

- Why is it important to persevere?
- Are there situations where it is tougher to persevere than others?
- Thinking about your own experiences, how do you feel after persevering when challenged by an obstacle?

Vocabulary

challenge (n.)

Definition: an activity, problem, etc., that tests strength, skill or ability, especially in a way that is interesting

Context: Vance enjoys the challenge of learning new math skills.

overcome (v.)

Definition: to successfully deal with a feeling or problem that prevents a person from achieving a goal

Context: Shira rehearsed her speech in front of her parents in order to overcome her fear of public speaking.

perseverance (n.)

Definition: overcoming challenges; the determination to keep trying to achieve a goal in spite of difficulties

Context: Octavius demonstrated perseverance by practicing his balancing skills until he could ride his bike without falling.

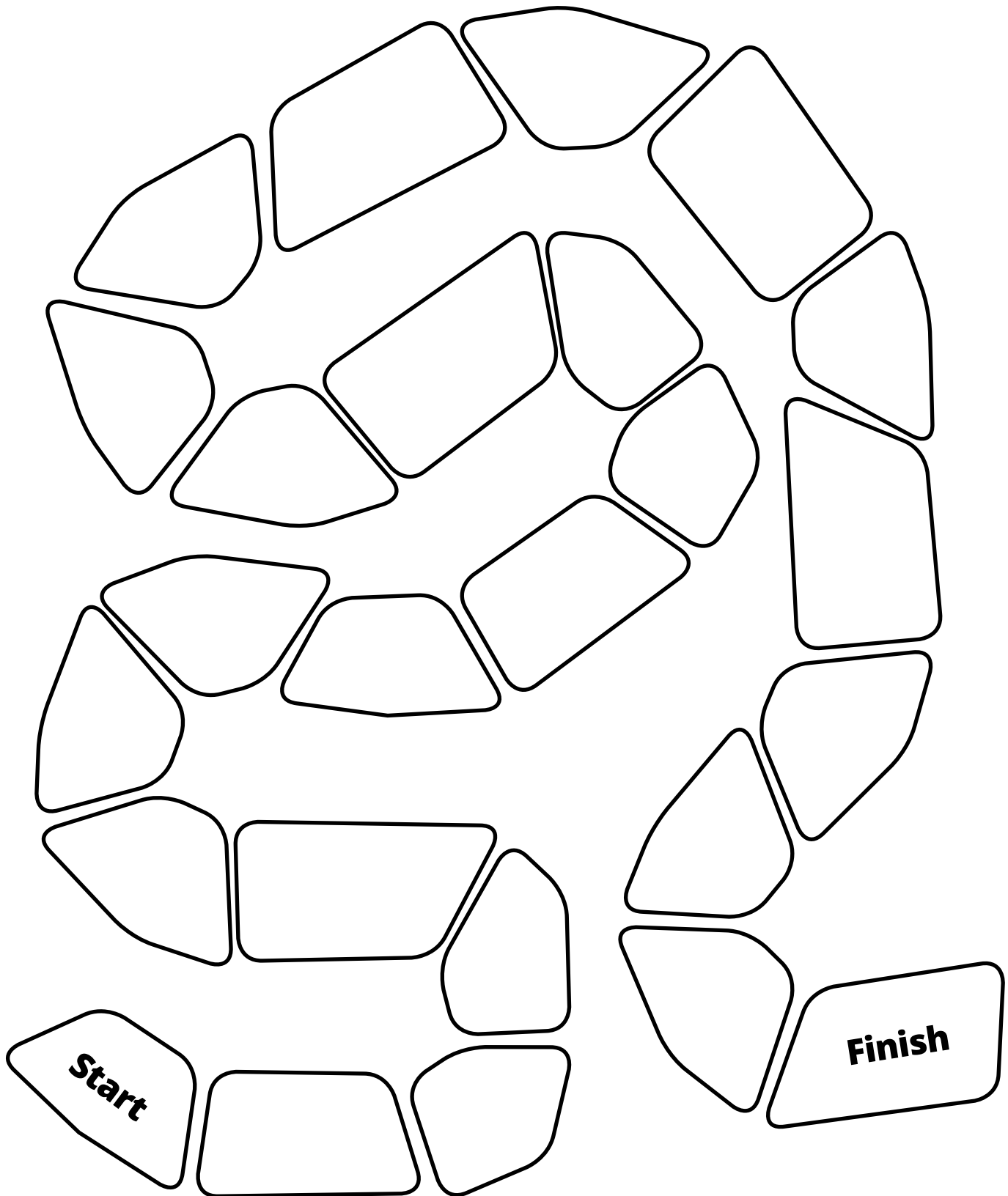
Teacher Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Character and Life Skills: **Perseverance**

Activity: **Game Board**

Grade Level: **3-5**



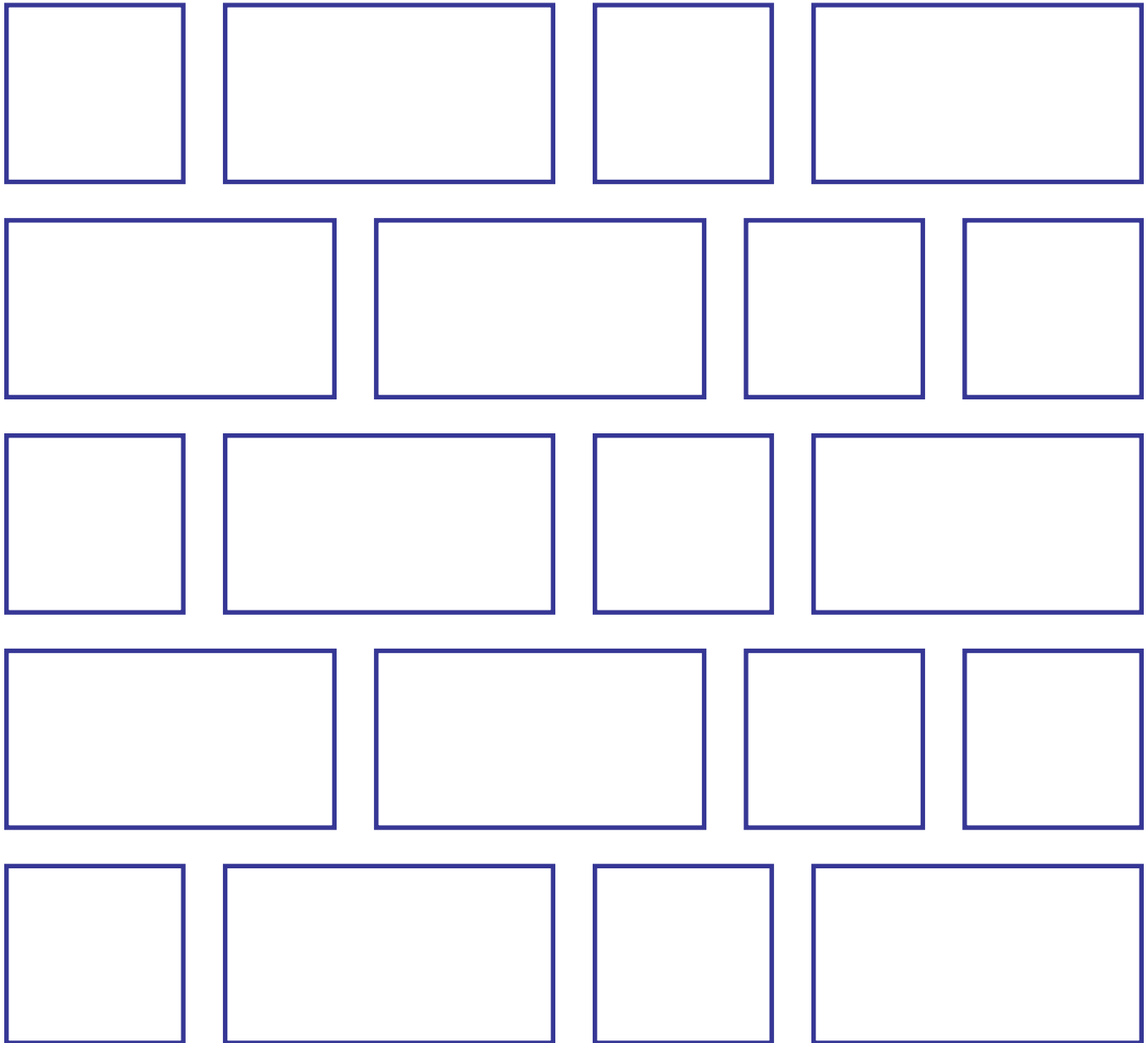
Character and Life Skills: **Perseverance**

Activity: **Game Board Shapes**

Grade Level: **3-5**

Directions

Cut out the shapes to create your own game board.



Character and Life Skills: **Perseverance**

Activity: **Game Cards**

Grade Level: 3-5

**A Time to Persevere
Game Card**

**A Time to Persevere
Game Card**

**A Time to Persevere
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