



Connect with Kids

Patience

Discussion Questions, Vocabulary, Activity

Grades 3-5

Segment Summary

Although Sarah Hoa has played the violin for years while Lane Siedor is just beginning her viola lessons, both girls must exercise the same level of patience as they strive to perfect their skills.

For the past nine years, 18-year-old Sarah Hoa has practiced playing the violin. But she did not become a successful musician without experiencing her fair share of hard work, persistence and frustration. Ten-year-old Lane Siedor, who just began viola lessons, is discovering what Sarah already knows: Patience is the key to becoming a talented musician. Like Sarah, Lane must learn how to budget her time so she can do her homework, play sports and spend time with her family while still dedicating herself to becoming a skilled viola player. But with the encouragement and support of her family, and inspiration from role models like Sarah, Lane is quickly on her way to achieving her personal goal.

Discussion Questions:

1. What character traits can you identify in Sarah and Lane?
2. How can having a role model like Sarah help Lane become a better musician?
3. Do you think it is important to set goals and remain committed to your goals? Explain.
4. What types of personal goals have you set for yourself that require patience and commitment? Have you achieved all of the goals that you have set? If not, why not?
5. What are some ways in which you exercise patience in your life?

Related Vocabulary Words

achieve difference integrity patience personal respect unique

Respect, Integrity and Patience **Vocabulary Words and Definitions**

Achieve (v.)

Definition: to succeed in doing something good, or getting the result you wanted, after trying hard for a long time

Context: Brad worked hard to achieve his goal of learning all of his multiplication tables so he could advance to the fourth grade.

Consensus (n.)

Definition: an opinion with which everyone in a group will agree or accept

Context: The students must reach a consensus on how they will raise enough money to pay for a field trip to Washington, D.C.

Difference (n.)

Definition: a way in which two or more items or people are not like each other

Context: Alexandra and Burke remain best friends despite their differences, which include gender, race and age.

Integrity (n.)

Definition: being honest; doing the right thing; the quality of always having high moral principles

Context: Sandra acted without integrity when she cheated on her history exam.

Patience (n.)

Definition: calmly working and waiting; not complaining; the ability to wait calmly, accept delays or continue doing something difficult for a long time, without becoming angry or anxious

Context: Learning to play the violin requires years of practice and an enormous amount of patience.

Personal (adj.)

Definition: emphasizing that something is done, known or experienced by oneself

Context: One of Alvin's personal goals is to climb Mount Everest when he is older.

Respect (n.)

Definition: valuing others; honoring differences; admiration for someone, especially because of his or her personal qualities, knowledge or skill

Context: Ophelia gained the respect and admiration of her classmates when she won the statewide spelling bee competition.

Scenario (n.)

Definition: a situation that could possibly happen

Context: One possible scenario is that our class wins all of the events at Field Day this year.

Unique (adj.)

Definition: unusually good and special; being the only one of its kind

Context: No two people are exactly the same, making each person unique.

Patience Activity

Step by Step

Objectives:

Students will be able to

- Define patience in their own words
- Provide examples of times when they have demonstrated patience
- Set a personal goal
- Work with a partner to identify the necessary steps in achieving a personal goal

Materials:

- Pens, pencils
- Paper
- Chalkboard or overhead projector
- **Step by Step** worksheet

Procedure:

Note: In this activity, students will discuss the character profile of Lane Siedor they view while watching the **CONNECT WITH KIDS Patience** video segment. You will need to allow time for students to watch the video segment either a few days before or on the day you begin this activity.

1. Introduce this activity by sharing with the class a personal example of a time when you exercised patience while working toward a goal. Explain to your students the steps you took to achieve your goal and the feelings you experienced as you worked toward success.
2. Begin a class discussion about goal-setting by asking your students to define the word patience. Divide a chalkboard or overhead projector transparency in half, and record students' definitions on the left-hand side. On the right-hand side of the board, draw four boxes using the format you see on the **Step by Step** worksheet.
 - a. Label the first box My Goal.
 - b. Label the second box Step 3.
 - c. Label the third box Step 2.
 - d. Label the fourth box Step 1.
3. Continue the discussion on goal-setting by reviewing with your students the **CONNECT WITH KIDS Patience** video segment that profiles Lane. Ask your students to consider the following question: What small steps must Lane take over time in order to achieve her personal goal of playing the viola?
4. Write Lane's goal of playing the viola in the first box on the right-hand side of the board. As a class, discuss and choose at least three steps Lane must take in order to reach her goal. Record the steps in the appropriate order on the board.

Example:

- Lane must find an instructor and sign up to take viola lessons.
- Lane must create a schedule that allows her enough time to practice the viola, complete her homework, participate in other activities, etc.
- Lane must be willing to perform for others and get their feedback in order to improve.

Note: If time allows, you may wish to set up another example using the goal you shared with your students in *Step 1*.

5. Ask your students to share personal goals that they would like to achieve by the end of the school year. Record some of their ideas on the board. Be sure to point out any goals that would be very difficult or impossible to achieve in the allotted amount of time.
6. Divide students into pairs, and distribute one copy of the **Step by Step** worksheet to each student. Explain to your students that they will choose one personal goal to achieve by the end of the school year and work with a partner to decide what steps they will need to take in order to achieve their desired goals.
7. Allow time for pairs to discuss their goals and record on their individual **Step by Step** worksheets the steps needed to achieve their goals.
8. After they complete their worksheets, instruct several students to share with the class their plans for reaching their personal goals.

Note: Use this opportunity to ensure that your students have selected goals that can be achieved in the allotted amount of time.

9. Collect your students' **Step by Step** worksheets. Make one copy of each worksheet to return to the appropriate student. Post the original worksheets on a bulletin board or bind them in a class book so that the worksheets will serve to remind students of the goals they have set for themselves.
10. Throughout the year, repeatedly check in with your students to monitor their progress toward achieving their goals. Consider asking the following questions as you discuss their progress:
 - Has it been difficult for you to remain committed to achieving your goal? Explain.
 - How have you exercised patience as you work toward your goal?
 - What obstacles have you encountered while trying to achieve your goal?
 - Do you believe you will achieve your goal? Why or why not?

Related Vocabulary Words

achieve patience personal

Note: You may consider asking your students to keep a weekly journal of the progress they have made toward achieving their goals.

Step by Step

Name: _____

Directions:

1. Select a personal goal that you would like to achieve before the end of the school year. Remember that your goal should be realistic. Record your goal in the first box.
2. Working with a partner, choose three steps that you must complete in order to achieve your goal. Keep in mind that some of your steps may be combined or related.
3. Record each of the steps in the boxes below, working from Step 1 to Step 3. Be sure that all of the steps are ordered correctly.

My Goal: This year I want to achieve ...

Step 3:

Step 2:

Step 1:

The form consists of four rectangular boxes arranged vertically. The top box is labeled 'My Goal: This year I want to achieve ...'. Below it are three boxes labeled 'Step 3:', 'Step 2:', and 'Step 1:' from top to bottom. Three large, grey, curved arrows indicate a flow: one arrow on the left points from the goal box down to the Step 3 box; a second arrow on the right points from the Step 3 box down to the Step 2 box; and a third arrow on the left points from the Step 2 box down to the Step 1 box.

National Character Education/Life Skills Standards

The following is an outline of the national Character Education/Life Skills standards and benchmarks for the **Patience** lesson/activity. National and state standards for language arts, social studies and health appear online.

Grades 3-5	
Activity	Standards
Patience Step by Step	<p>Self-Regulation</p> <p>Standard 1: Set and manage goals 3. Prepare and follow a schedule for carrying out options</p> <p>Standard 2: Perform self-appraisal 3. Identify personal strengths and weaknesses 4. Utilize techniques for overcoming weaknesses 5. Identify basic values</p> <p>Standard 4: Demonstrate perseverance 2. Demonstrate a sense of purpose 3. Maintain a high level of energy over a prolonged period of time when engaged in tasks</p> <p>Standard 5: Maintain a healthy self-concept 1. Have basic belief in ability to succeed 2. Use techniques to remind self of strengths</p> <p>Thinking and Reasoning</p> <p>Standard 2: Understand and apply basic principles of logic and reasoning 9. Understand that personal values influence the types of conclusions people make 10. Recognize situations in which a variety of conclusions can be drawn from the same information</p>
	<p>Standard 5: Apply basic trouble shooting and problem-solving techniques 1. Identify alternative courses of action and predict likely consequences of each 2. Select the most appropriate strategy or alternative for solving a problem</p> <p>Working with Others</p> <p>Standard 4: Display effective interpersonal communication skills 4. Seek information non-defensively 5. Provide feedback in a constructive manner 14. Communicate in a clear manner during conversations 15. Acknowledge the strengths of others</p>

Source:

McRel: Mid-continent Research for Education and Learning, 2000 – <http://www.mcrel.org>