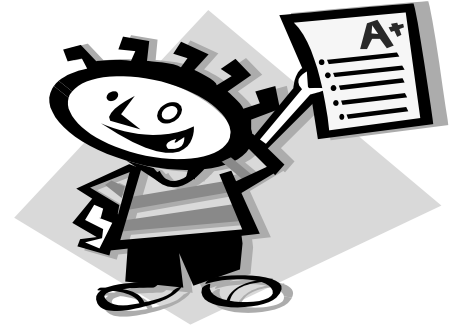




# PERSEVERANCE



## Classroom Activities

### Grade K – 6

1. Have students list tasks they are able to do on their own. List answers on chart paper or the chalkboard for younger students. Have students reflect on how they learned to accomplish these tasks on their own. Ask questions such as,

- "Did someone show you how?"
- "When did you realize you could do it by yourself?"
- "Did you make any mistakes the first time and had to ask for help?"
- "When you do these things now, do you need someone to help you or are you able to do them pretty much on your own?"
- Lead students to understand that their ability to accomplish the tasks on their own is a form of perseverance.

2. Explain to the students that there will be times when they will need to seek help to solve their problems. Discuss how children can decide when they must seek help from others. Have the children recall situations when they have had to seek help in the past. Who helped them? How? What steps did they take to solve their problems?

3. Discuss how students with special needs exhibit self-reliance as they strive to attain independence in completing daily tasks. For instance, how a child that is blind or in a wheel chair moves from place to place, drinks water from a fountain, cooks, gets dressed, etc.

- Explain how students with special needs exhibit a great amount of courage and perseverance.
- Have students role-play how a student with special needs may complete a task to discover the difficulties these children face.

### Grades 7 – 12

1. Select someone in your community who exemplifies the quality of perseverance. Invite this person to speak to your class about his/her own background, any obstacles overcome, and the factors that led to his/her success.

2. Break up into small groups, and conduct a survey in your school, asking questions like these: Where do you want to be in five years, in ten years? What are you now doing to get to where you want to be? What are the most serious obstacles that prevent people from accomplishing their goals? Share what you have learned from this process with the entire class.

3. As a group, research Thomas Edison's life. See what general principles you can glean from his methods and work habits that you can apply to your own studies. Make a list of these principles, and present them in the form of a bulletin board or as a group report.

5. As a group, research resources in your school and in your community that will provide support for students who are having difficulty in their studies. Assemble these resources into a folder and distribute it to all class members. Perhaps share this information with other classes.

6. Pick any question from the discussion questions (above) and write an essay on it.

7. Do you persevere through adversity? For each of the behaviors listed below, write a thorough evaluation of yourself:

- a. I always do my best; I strive for excellence.
- b. I am willing to risk failure to accomplish a higher goal.
- c. I am self-disciplined.
- d. I learn from my mistakes and failures.
- e. I look at the big picture; I think long-term.
- f. I set goals and stay focused.
- g. I don't give up just because things seem difficult.
- h. I don't leave things unfinished.
- i. I don't procrastinate.
- j. I learn from people who have made a habit of all these things.

3. Write about an event in your life in which you succeeded at something which was very challenging. How much did any of the above listed behaviors contribute to your success? What did you learn from that?

4. Make a chart of the things in your studies that are easy for you and those things that seem difficult. Now write out a plan for what you can do to overcome your difficulties.

5. How has negative or positive peer pressure played a role in your successes and failures?

# **PERSEVERANCE**

## **Quotes for Character Education Skills**

These quotes related to our AISD Touchstone of character skills can be used in a variety of ways by the entire campus and in classrooms. The quotes are designed to be used as practical, applicable, and easily modified enhancements to your Character Education plan. They can be used to help you plan a variety of activities that reinforce the character skills in many ways. Remember, effective character education is not a program or an initiative, but rather the continuous and deliberate process and practice of teaching, modeling, and reinforcing these skills to enable each of our students to reach their full potential by putting forth their maximum effort to succeed.

Here are some specific suggestions for using these quotes:

- Read or have students read a quote each day as part of the announcements for the skill you are teaching.
- For our younger students, paraphrase the quotes so they can understand the meaning.
- Make bulletin boards featuring the character skill of the month.
- Use the quotes as banners, posters, coloring sheets, bumper stickers, and/or computer screensavers.
- Print quotes in the newsletters and in communications to parents.
- Post the quotes on the school web site and on the school marquee.
- Have students compose their own character quotes, songs, raps, bumper stickers, poems, etc.
- Use character quotes for student writing prompts and/or journal writings.
- Use the quotes for classroom discussion.
- Have students create their own classroom/campus character pledge.
- Create a Character Quote mural or collage by having students do drawings or bring pictures from magazines that illustrate the quotes.
- Have students create a character message or story using several of the quotes.
- Have students do a report on the people quoted in the character quotes and explain what character skills these people demonstrated in their lives.
- Ask students to bring in songs that are related to the specific character skills in the quotes and play the songs along with the quote.

**Remember, "People of character are the conscience of society." Ralph Waldo Emerson**

# PERSEVERANCE

2005-2006

April-May

- "Perseverance is another name for success." *Anonymous*
- "To succeed – do the best you can, all the time you can, where you are, and with what you have." *Oscar Arias*
- "Perseverance shows not only in the ability to persist but in the ability to start over." *F. Scott Fitzgerald*
- "When you come to the end of your rope, tie a knot and hang on." *Franklin D. Roosevelt*
- "Perseverance is patience concentrated." *Thomas Carlyle*
- "Many of life's failures are people who did not realize how close they were to success when they gave up." *Arabian Proverb*
- "Character cannot be developed in ease and quiet. Only through the experience of trail and suffering can the soul be strengthened, ambition inspired, and success achieved." *Helen Keller*
- "I do the best I know how – the very best I can; and I mean to keep on doing so until the end." *Abraham Lincoln*
- "It's not whether you get knocked down. It's whether you get back up again." *Ralph Waldo Emerson*
- "The price of success is perseverance." *Anonymous*
- "The difference between the possible and the impossible lies in a person's determination." *Tommy Lasorda*
- "Keep trying. It is only from the valley that the mountain seems high," *Anonymous*
- "Never, never, never give up!" *Winston Churchill*
- "Effort only reveals its reward after a person refuses to quit." *Napoleon Hill*
- "The journey of a thousand miles starts with a single step." *Chinese Proverb*
- "The harder you work, the luckier you get." *Gary Player*
- "The difference between the ordinary and the extraordinary is that little extra effort called perseverance." *Chinese Proverb*
- "In the middle of difficulty lies opportunity." *Albert Einstein*
- "Failure usually follows the path of least resistance." *Anonymous*
- "Perseverance is the greatest of all teachers." *Arabian Proverb*
- "You are never a loser until you quit trying." *Mike Ditka*
- "A jug fills drop by drop." *Buddha*
- "Perseverance is not a long race; it is many short races one after another." *Walter Elliott*
- "You win some, you lose some, and some get rained out, but you gotta suit up for them all." *J. Askenberg*
- "Determination is the wake- up call to the human will." *Anthony Robbins*
- "Perseverance is the benchmark for one's strength of character." *Duane Hodgkin*
- "Life's challenges present us with three choices: give in, give up, or go on." *Duane Hodgkin*

# PERSEVERANCE

Inappropriate Behaviors Related to Specific Character Skills in the  
AISD Touchstone

- Failure to comply
- Failure to pay attention
- Helplessness
- Hypochondria
- Incomplete/missing assignments



# **PERSEVERANCE**

## **Classroom Management Strategies**

- Increase positive interactions (greet students as they enter the room, talk quietly with one or two students as they walk in the hallway, discuss work with students individually during independent work time, engage students in tasks like putting up bulletin boards before or after school or during lunch or recess).
- Teacher organizes the daily schedule to reflect consistency and variety with academic lessons that are clearly focused and relevant to students.
- Teacher establishes smooth, efficient classroom routines and procedures.
- Teachers interact with all students in a positive, caring manner.
- Teachers provide incentives/recognition/rewards to promote excellence.
- Teachers set clear expectations/standards for classroom behavior and apply them fairly and consistently.
- Teacher engages students in helping solve classroom problems.
- Teacher moves around room for increased proximity to students.
- Teacher visually scans the room for opportunities to acknowledge responsible behavior.
- Teacher makes eye contact with students and smiles.
- Teacher acknowledges responsible behavior verbally or with tangible rewards (like a written note from the teacher). Teacher sends a written note to parents about the responsible behavior.
- Teacher establishes a positive attitude about the potential for success for every student.
- Teacher models and reinforces the expected behaviors.
- Teacher provides opportunities for positive practice of expected behaviors.



# PERSEVERANCE

## Classroom Level Interventions

- Teacher places hand on student's shoulder to remind and show support.
- Teacher gives a verbal reminder to redirect behavior.
- Teacher corrects behavior errors in a manner that provides instruction.
- Teacher makes accommodations in areas such as daily schedule, class structure, physical arrangement of classroom to increase the student's chance of success.
- Teacher develops lessons to help students manage situations that cause difficulties. Some examples are: transitions between lessons and activities, how the rules relate to various activities in the classroom, conflict resolution strategies, and study strategies.
- Student is given quiet time to think about behavior.
- Student and teacher discuss better choices.
- Student is given time-out in the room.
- Teacher and student develop a signal to help the student realize when he/she is engaging in inappropriate behavior.
- Teacher uses a pre-correction to help a student avoid an inappropriate behavior when there seems to be a good chance of the inappropriate behavior occurring based on prior history.
- Teacher ignores behavior to deprive student of desired attention.
- Teacher contacts parent.
- Teacher consistently praises expected behavior and/or gives consequences for inappropriate behavior (such as loss of recess time, loss of other privileges, etc.).
- Teacher follows through on problem behavior with predetermined consequences.
- Teacher changes student's seat in the room or physical arrangement of the room to enable teacher to respond consistently to minor misbehavior, to prevent misbehavior from escalating, and to engage more frequently in positive interactions with students.
- Have student fill out a Behavior Improvement Form.



# **PERSEVERANCE**

## **Service Learning Projects**

"To develop character, students need opportunities for moral action." Thomas Lickona

We want our students not only to learn about 10 character skills in our touchstone but also to have the opportunity to internalize them by practicing them through community service and/or service learning. In the purest design for service learning, students should be given the opportunity to reflect on their service, identify what they have learned from the service, and to celebrate their contributions to the community. It is best to allow students to identify a campus or community need or issue that focuses on a particular character skill and plan a project to address that need or issue. The more ownership we give our students in these projects, the stronger their leadership will become. Below are some suggestions for service learning opportunities for each of the character skills to help you in getting started:

- Create a "Hands of Perseverance" display. Have students survey their classmates, family members, and members of the community to find out which words best describe perseverance to them. Have students write these words that describe perseverance on hand-shaped cutouts and place them on the display. Some words might be committed, firm, steadfast, determined, resolved, sure, positive, etc.
- Discuss and decide on a community service project that would demonstrate perseverance. Some ideas would be, work to get a community improvement project done such as getting a traffic light at a dangerous intersection, getting the neighborhood association to host a litter clean up event, painting house numbers on the curbs so emergency vehicles can locate calls for help, landscape an area in the community, etc.
- Have students create PSAs on "Perseverance is..." Giving examples from today and from history of people who set their goals and struggled to achieve them. Some examples might be Martin Luther King, Jr., Lance Armstrong, etc.
- Have students create a community mural of community members who demonstrate perseverance, illustrations of perseverance, and examples of determination.