OWNERSHIP OF LEARNING

9-15 ▲ STICK WITH IT

**LEARNING GOALS/OUTCOMES**

* Increase understanding of goal setting.
* Differentiate between long- and short-term goals.
* Define perseverance.
* Develop action plans to achieve goals.
* Recognize perseverance in peers.

**MATERIALS NEEDED**

* **Student Handouts:**
* Journal Page
* **Picture cards** for activity
* **Blank paper: white and colorful cardstock** for activity
* **Large highlighters (variety of colors)** for activity
* **Large butcher paper** for activity

**CLASSROOM ACTIVITIES**

1. **Ask the group to think about a time something was really hard or challenging.**  What did they have to do to successfully complete the task? The word “persevere” will likely emerge but if not share with students that perseverance is one of the most important qualities they will need to develop in order to be successful in achieving their educational goals.
2. **Divide students into groups of four or five.** Divide these small groups in half again and label one side as the “What” team and the other side as the “Who” team.
3. **“What” team members need to brainstorm descriptive words to define perseverance and write each individual descriptor on a different piece of brightly colored cardstock.** “Who” team members brainstorm famous figures that are role models for perseverance and right each of these individual people down on one piece of cardstock.
4. **Begin a matching game.** “Who” team members hold up a famous figure and “What” team members hold up the descriptors that apply. Use this order for a few rounds and then as students “get the hang of the game”, reverse the order and start with the “What” and have the “Who” team members respond.
5. **Hold a class discussion and ask students:**
* What did you learn about these famous people?
* What did you learn about perseverance?
* Who are people you know that are not famous but have had great perseverance? What helped them achieve their goals?
* Where will you need to use perseverance to reach your goals?
1. **To conclude, ask students to free write for 5 minutes about a situation in which they persevered on the attached *Journal Page*.** Based on the earlier class discussion, ask students to identify which famous figure has a story of perseverance most like them. If there is time or in a later class, allow students to share what they discovered about themselves. Plan to use this journal as a part of the student portfolio for the student-led conferences.

**STUDENT PRODUCTS**

* **Completed *Journal Page***

 **ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**

Adequately defining and understanding perseverance is a key to student success. The lesson uses a set of short steps to help students create a definition of perseverance in their own language.

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LESSON 9-15 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 9-15 | *STICK WITH IT***

***Q1:*** Describe a situation in which you persevered.

***Q2:*** Identify a famous person with a story of perseverance similar to yours.

***Answers:***