

UNIT 1 LESSON 1: BEING PERSISTENT

OBJECTIVES

Students will:

1. define persistence
2. discover how persistence helps individuals overcome obstacles
3. identify one personal example of persistence

MATERIALS

- Computer & projector
- Slide Show 1.1 & Worksheet 1.1
- [Steven Claunch's Overcoming Obstacles Video](#)
- Worksheet 1.1

PROCEDURES

1. Students answer journal prompt: "Why is it important to keep trying and not give up if you face a challenge in school?" [slide 3]
2. Introduce *persistence*. Discuss what it is and when we use it. [slides 4-5]
3. Show Steven Claunch's video and have students complete Worksheet 1.1. [slide 6]
4. Go over answers on Worksheet 1.1. [slide 7]
5. Ask students if they can think of a time they have been persistent.
 - I Do: Provide an example of when you have been persistent. [slide 8]
 - We Do: Encourage students to share times they have been persistent. [slide 8]
 - You Do: Students write about a time they were persistent on their note card and turn it in. [slide 9]

EVALUATION

- Journal Prompt:
"Why is it important to keep trying and not give up if you face a challenge in school?"
- Worksheet 1.1
- Exit Ticket

STANDARDS

CCSS.ELA-LITERACY.CCRA: R.1, W.4, SL.1, L.1

OKELA Standards: 1, 4, 5, 8



UNIT 1 LESSON 1

Name: _____

Date: _____

Watch the video and then answer these questions!

What is the video about?

What are some of the obstacles that Steven Claunch faced growing up?

Did his physical disabilities stop Steven from playing basketball?

What advice did Steven give you about people who tell you that you can't do something?

What was your favorite part in the video?

Steven said, "I focus on what I can do and not on what I cannot do."
Why do you think this is important?

What do you think Steven meant when he said, "Everybody has
obstacles... let the obstacle overcome you or overcome the obstacle."

Steven also said, "...I don't just have a disability, I have an ability."
Give me an example of one of your abilities.

UNIT 1 LESSON 1

Name: _____

Date: _____

Watch the video and then answer these questions!

What is the video about?

This video is about overcoming obstacles and not letting anything hold you back. It is about persevering and pushing through when things get hard and about not letting other people tell you that you don't have the ability to do something.

What are some of the obstacles that Steven Claunch faced growing up? Steven was missing the fingers on one of his hands, and one of his legs was shorter

than the other one. Steven had surgery on his leg to try to make his legs the same length.

Did his physical disabilities stop Steven from playing basketball?

No, Steven's physical disability did not stop him from playing basketball. He practiced and became so good that he became a starter for his basketball team.

What advice did Steven give you about people who tell you that you can't do something?

Steven said that when people tell me I can't do something, I should say that I can do anything I set my mind to if I practice and work hard. I believe I can achieve anything!

What was your favorite part in the video?

My favorite part of the video was when the other team was being mean to Steven and he surprised them by being really good! He did so good that they started double-teaming him!

Steven said, "I focus on what I can do and not on what I cannot do."
Why do you think this is important?

I think focusing on what he could do helped Steven believe in himself. If he had been
more focused on what he could not do, he may not have tried different sports or
gotten good at them. If he had focused on what he couldn't do, Steven would not
have confidence in himself.

What do you think Steven meant when he said, "Everybody has
obstacles... let the obstacle overcome you or overcome the obstacle."

I think Steven meant that there are things that are hard for everyone, but what
matters is how we react when those hard things come up. If we give up when things
get hard, then that obstacle overcomes us. If we persevere and work hard when things
get tough, we can overcome our obstacles.

Steven also said, "...I don't just have a disability, I have an ability."
Give me an example of one of your abilities.

I have the ability to be a friend. I like being nice to other people and helping them. Being
nice and helping others makes me a good friend.

UNIT 1 LESSON 2:

PERSISTENCE IN SCIENCE

OBJECTIVES

Students will:

1. define persistence and identify ways to develop persistence
2. research the persistence of a scientist
3. self-evaluate their characteristics of persistence

MATERIALS

- Computer & projector
- Slide Show 1.2 & Worksheet 1.2
- [A Pep Talk from Kid President to You Video](#)
- Computers/tablets for students

PROCEDURES

1. Students answer journal prompt: "Why is it important to keep working hard to reach a goal?" [slide 3]
2. Show the Kid President video and review his three main points. [slides 4-5]
3. Define persistence and discuss ways to improve persistence. [slides 6-7]
4. Introduce students to the six scientists. [slide 8]
 - I Do: Introduce one of the scientists and demonstrate how to research the scientist on a student-friendly website such as [Britannica Kids](#).
 - We Do: Help students help identify facts about the scientist and their contributions to science. Discuss how they demonstrated persistence.
 - You Do: Students choose one of the remaining five scientists, conduct their own research, and report their findings on Worksheet 1.2.
5. Engage students in the a discussion about how their scientists demonstrated perseverance. [slide 16]

EVALUATION

- Journal Prompt: "Why is it important to keep working hard to achieve a goal?"
- Worksheet 1.2

STANDARDS

CCSS.ELA-LITERACY.CCRA: R.1, R.2, W.2, W.4, W.7, L.1, L.2

OKELA Standards: 1, 3, 4, 5, 6, 8



UNIT 1 LESSON 2

Name: _____

Date: _____

Choose a scientist from the slideshow.
Then answer these questions about your scientist!

Which scientist did you choose?

What is your scientist most famous for?

Give an example of how your scientist persisted.

What would have happened if your scientist had given up before their major breakthrough or invention? How would society be different?

Can you identify a time you or someone close to you persisted?

UNIT 1 LESSON 2

Name: _____

Date: _____

Choose a scientist from the slideshow.
Then answer these questions about your scientist!

Which scientist did you choose?

I chose Thomas Edison.

What is your scientist most famous for?

He is famous for inventing the light bulb.

Give an example of how your scientist persisted.

Thomas Edison persisted because he couldn't find the best materials for the filament in the light bulb. He kept trying different things, and he finally found one that worked.

What would have happened if your scientist had given up before their major breakthrough or invention? How would society be different?

If Thomas Edison had given up, we might not have light bulbs. Or we may not have had light bulbs until a lot later. We also may not have had any of the other inventions he had because he would have given up inventing.

Can you identify a time you or someone close to you persisted?

My sister persisted because she just graduated from high school. She had to study a lot to get good grades. We are very proud of her, and she is going to college soon.

UNIT 1 LESSON 3:

PERSISTENCE THROUGH MUSIC

OBJECTIVES

Students will:

1. identify strategies to stay motivated to work on a difficult task
2. identify songs that show persistence and help motivate
3. analyze song lyrics for examples of persistence

MATERIALS

- Computer & projector
- Slide Show 1.3 & Worksheet 1.3
- Music player for each student (e.g., phone, tablet, computer)
- Headphones for each student

PROCEDURES

1. Students answer journal prompt: "What are some ways you can stay persistent, or motivated, when things get tough?" [slide 3]
2. Discuss and review description of what persistence is and have students discuss in pairs. [slides 4-5]
3. Students to brainstorm ways they can stay motivated when challenged. [slide 6]
4. Discuss the motivating nature of music. [slide 7]
5. Share a song that motivates you to persist. Students share songs that motivate them to persist. Use these songs to create a motivational playlist. [slides 8-9]
6. Students select a song to analyze. [slides 10-11]
 - I Do: Explain how a song shows persistence and motivates you to persist.
 - We Do: Encourage students to share how this and other songs motivate them. Display lyrics and collaboratively identify lyrics that show persistence.
 - You Do: Have students choose a song and complete Worksheet 1.3.

EVALUATION

- Journal Prompt: "What are some ways you can stay persistent, or motivated, when things get tough?"
- Worksheet 1.3

STANDARDS

CCSS.ELA-LITERACY.CCRA: R.1, R.2, R.4, W.4, W.9, SL.1, L.1, L.2, L.5

OKELA Standards: 1, 3, 4, 5, 6, 8

UNIT 1 LESSON 3

Name: _____

Date: _____

Persistence means being firm in your course of action despite difficulties or obstacles.

What songs gets you hyped up to persist when you are facing an obstacle?

Song:

Artist:

How does this song show persistence?

Identify specific lyrics in the song that show persistence.

Why does this song motivate you to persist?

PERSISTENCE

UNIT 1 LESSON 3

Name: _____

Date: _____

Persistence means being firm in your course of action despite difficulties or obstacles.

What songs gets you hyped up to persist when you are facing an obstacle?

Song:

"Roar"

Artist:

Katy Perry

How does this song show persistence?

It shows persistence because it talks about standing up for yourself and not giving up.

Identify specific lyrics in the song that show persistence.

It says, "I used to bite my tongue and hold my breath, scared to rock the boat and

make a mess. You held me down, but I got up already brushing off the dust. You hear

that sound like thunder, gonna shake the ground. You held me down, but I got up. Get

ready cause I've had enough."

Why does this song motivate you to persist?

It tells me I can stand up for myself and overcome the fears I might have. It tells me

that I don't have to let others tell me I can't do something. I like that it that I can face

my challenges and keep going even if it's hard.

PERSISTENCE

UNIT 1 LESSON 4:

PERSISTENCE IN THE CLASSROOM

OBJECTIVES

Students will:

1. discuss what persistence is and what it looks like in school and home settings
2. practice their persistence skills through a tower-building activity
3. reflect on their own understanding of persistence

MATERIALS

- Computer & projector
- Craft sticks
- 3 oz plastic cups
- Sticky notes

PROCEDURES

1. Students answer journal prompt: "Why is it important to make mistakes?" [slide 3]
2. Ask students to think of something difficult they have done, then discuss how they overcame the challenge with a partner. [slide 4]
3. Discuss why it is important to be persistent and have students share one way they can demonstrate persistence today. [slide 5]
4. Distribute cups and craft sticks to students for tower-building activity. [slides 6-8]
 - I Do: Demonstrate how to use the cups and craft sticks to build a tower.
 - You Do: In small groups and within 5 minutes, students will work together to build the tallest tower, the most unique tower, and the tallest tower with the fewest cups.
5. On a sticky note, students write how their group practiced persistence while building their towers.

EVALUATION

- Journal Prompt: "Why is it important to make mistakes?"
- Exit Ticket

STANDARDS

CCSS.ELA-LITERACY.CCRA: SL.1, SL.2, L.1

OKELA Standards: 1, 5, 6

UNIT 1 LESSON 5: BEING PERSISTENT

OBJECTIVES

Students will:

1. identify specific resources & strategies to stay motivated while completing a difficult task
2. create a personalized persistence plan

MATERIALS

- Computer & projector
- Slide Show 1.5 & Worksheet 1.5

PROCEDURES

1. Students answer journal prompt: "Tell me about a time when you worked hard to accomplish a goal." [slide 3]
2. Review Unit 1 Lessons and introduce Persistence Plans. [slide 4]
3. Engage students in discussion about situations that may require persistence as well as strategies and resources that may help them persist. [slides 5-10]
4. Hand out Worksheet 1.5. Explain that students will be creating a Persistence Plan with a partner. [slide 11]
 - I Do & We Do: Model completing the Persistence Plan and encourage students to contribute using ideas generated in the discussion.
 - You Do: Students create their own Persistence Plan while working with a partner.

EVALUATION

- Journal Prompt: "Tell me about a time when you worked hard to accomplish a goal."
- Worksheet 1.5

STANDARDS

CCSS.ELA-LITERACY.CCRA: W.4, SL.1, L.1, L.2

OKELA Standards: 1, 2, 3, 5, 6

MY PERSISTENCE PLAN

Name: _____

Date: _____

START

What is a situation in which you may need persistence?

What problems could you face in this situation?

How can you stay motivated to persist?

What strategies can you use to overcome this challenge?

Who can you ask to help you?

Why is it important for you to stay persistent in this situation?

MY PERSISTENCE PLAN

Name: _____

Date: _____

START

What is a situation in which you may need persistence?

When I am learning something new in math, I get overwhelmed if it is hard.

What problems could you face in this situation?

I feel stressed and overwhelmed when I don't know how to do the work. I feel like I'm not smart enough.

How can you stay motivated to persist?

I can listen to music that pumps me up.

I can talk my friends or family.

I can take a break.

I can talk to my teacher.

What strategies can you use to overcome this challenge?

I can take the problem one step at a time instead of trying to do the whole thing at once.

I can ask for help.

I can keep practicing and studying.

Who can you ask to help you?

I can ask my parents and family members.

I can ask my friends or classmates.

I can ask my teachers.

I can ask a tutor.

Why is it important for you to stay persistent in this situation?

If I practice and study, I will get better at math.

There are lots of people who can help me if I ask for help. I want to get better at math.