

Persevere to Your Goal!

This lesson focuses on perseverance and how it connects to honesty. Students will work to create a personal math goal and identify the steps to reach that goal. Note: Goal setting can take time. You may wish to break this activity up into two separate lessons by ending after the Inspire section.

Integrity Sub-Concept(s)

Perseverance, Kindness

Lesson Timeframe

45 minutes

Required Materials

- SMART goal graphic organizer for each student
- Pledge Sheet for each student
- Pencils

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



**DESIGNATED BY CASEL
AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.**
See last page for details.

Lesson Objective

Students will:

- Establish a personal goal related to math.
- Use perseverance to accomplish a goal.

Teacher Connection/Self-Care

The final promise within your classroom relates back to our first concept this year: Respect. Promise #4: “I promise to show respect to my students at all times.” This may seem obvious. Of course we respect our students! If we are to be truly honest with ourselves, we can recognize that there will always be some students that are a struggle for us in one way or another. We may have opposite personalities, they may struggle to be in a group setting, there may be behavioral challenges, etc. Regardless of the reason behind it, you must work to ensure the same level of respect for them as for the rest of the class. Take some time with this week’s promise. Examine exactly HOW you show respect to every student. Do your words and actions both inside and outside the classroom convey respect with regards to every student? When discussing difficult matters related to a student, are you able to do so in an honest, yet respectful and compassionate, manner? Do you continue to advocate for your students even when the level of respect you are giving is not reciprocated by the student and/or family? Integrity starts with you. Say what you mean and mean what you say. Your kind words and actions make all the difference!

Tips for Diverse Learners

- Assign students into pairs and allow them to help each other identify steps.
- Allow students to dictate their steps to a peer or the teacher if writing is a struggle.
- Allow students to draw pictures for each step if needed.



Share

5-7 minutes

Play 20 questions, but adjust the number of questions to equal your class size. Pick one item in the classroom as the focus for this activity (desk, class pet, flag, etc.). Ask each person in the class to ask you a question. Once the class has identified the item, have them shout it out as a group. If you finish the first round quickly, repeat the game again with a more challenging item. If they are unable to identify your item after everyone has asked a question, reveal the correct item.

Ask the class: *Were you able to figure out the item? Did asking questions help you? If so, you used perseverance to find out the answers!*



Inspire

What is Perseverance?

5 minutes

Explain that perseverance is when we keep trying, even when something is difficult. It means we refuse to give up! Have you ever struggled with something new? Maybe when you learned how to read, write, or play an instrument? All of those skills take practice, because practice makes perfect! Whenever we have to practice something, we are using perseverance. Sometimes new things are very, very hard for us to learn. We might feel like giving up because we will never learn how to do it. When you feel this way, KEEP GOING! You can use perseverance to learn that new skill. Kind words from your friends, help from your parents, or compassion from me as your teacher can all help you keep going. We can all help you to persevere and reach your goals!

Perseverance in Sports

5-7 minutes

Write *Perseverance* on the board. Ask the class for the name of their favorite sport. Whichever sport is the most popular will be your focus for the activity. Draw a simple symbol to help the entire class understand which sport you are discussing. Ask the following questions to highlight perseverance. Write answers down in simple bullet form on the board:

- How do you play this sport?
- What must you do to become great at this sport?
- What specific things must you practice if you are going to get better?

Learning a new sport can be extremely challenging. Not only do you have to learn and understand the rules, you also have to practice new skills and set goals for getting a little better each day. All of this takes perseverance!



Empower

30 minutes

Today we will make personal goals related to math. We will persevere to accomplish these goals over the next several weeks. As we are brainstorming our goals we will remember the acronym SMART. (Pass out the SMART Goal graphic designer for students to follow along.)

S= Specific. Each of us needs to pick a very specific goal. Let's think about some goals. "I want to be better at math." Is that specific? What type of math? This is too vague! "I will memorize all of the 3 multiplication tables in two weeks." This is very specific!

M= Measurable. We need to be able to measure our goals. How will we know when we are done? If we say, "I want to be better at math," that doesn't give us enough information to know if we have accomplished our goal. "I will memorize all of the 3 multiplication tables," shows exactly what we will be measuring: the 3's multiplication tables.

A= Attainable. This means you can accomplish this goal by the deadline you assign. "I will memorize all multiplication tables from 1-15 in one week," is not attainable. It will take more time than that. If that happens, narrow down your goal. "I will memorize the 3's multiplication tables in one week," is a goal you might actually be able to accomplish!

R= Realistic and Relevant. "I will fly to the moon next month," is not realistic. Are you currently an astronaut? Obviously not, so this goal is not realistic. Your goal should also be something you really feel motivated to accomplish. Every person can improve in some area in math. This will be our focus today.

T= Time Sensitive. A SMART goal has a time attached to it. You know exactly when you expect to accomplish your goal because you specify it. "I will memorize the 3's multiplication tables," does not tell us when we expect to finish the goal.

Let's take some time to brainstorm what we are learning in math. (This will depend on your curriculum. Some ideas might be borrowing, multiplication, fractions, etc.).

Write these concepts down on the board. If you have students that are in remedial math, try to add lower level concepts as well so they feel included.

- Look at our list carefully. Which area would you like to get better at? Write that in the box next to the S for specific.
- How long do you think this goal will take? Write the answer in the box next to the M for measurable.
- With hard work and perseverance, will I be able to accomplish this goal in the time allowed? Write your answer in the box next to the A for attainable. If your answer is no, you will need to go back to the top and start over.
- Is your goal realistic and relevant? This is the part of your goal where you write HOW you will reach your goal. Maybe you will use flashcards or practice with a friend, or play a math game on the computer. List all of the steps you will take to get better and better towards reaching your goal.

- How long will it take you to accomplish your goal? We want to pick goals that will take 1-2 weeks. Learning how to read takes years. However, understanding fractions or learning about even and odd numbers can be accomplished in a shorter time frame. Write the amount of time you will allow yourself in the box next to T for time sensitive.
- After you have filled out your planner, transfer your SMART goal to your pledge sheet.

NOTE: This assignment can be very challenging, even for many adults. Do not harp too much if students end up with a MART goal, a SMAT goal or even an ART goal. Some students are not quite developmentally ready to grasp all five concepts required to create a SMART goal.



Reflect

5 minutes

- *Have you ever made a goal for yourself? If so, how did it feel to accomplish it?*
- *How might we reward ourselves once we accomplish our personal goals?*
- *What can we do if we are working towards our goal and we realize it was too hard right now?*

Perseverance helps us learn new things. Every single person in this room has actually already accomplished a goal! Think back to the beginning of 3rd grade. What seemed confusing or scary back then that you can now do without my help? If we are honest about needing help and use perseverance to reach our goals, anything is possible!



Extension Ideas

- Have the children repeat this process with a personal goal of their choice.

RAK Notebook Prompt (See RAK Notebook Project in the Respect unit for more details):

- Rewrite your goal on an additional pledge sheet and glue it into your notebook.
- List your steps below and add boxes next to them.
- Check off each step to show your progress.
- Use perseverance to stay focused and reach your goal!



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The Collaborative for Academic, Social, and Emotional Learning (CASSEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

RANDOM ACTS OF KINDNESS
FOUNDATION®

S.M.A.R.T. GOAL PLANNER

SPECIFIC	What <u>exactly</u> do I want to happen?	
MEASUREABLE	I will know I have reached my goal when...	
ATTAINABLE	With perseverance, is it possible to reach this goal by the deadline?	
REALISTIC AND RELEVANT	My goal is important enough for me to put a plan into action. I will follow this specific plan to reach my goal:	
TIME-BOUND	I will reach my goal by:	