

Learning Skills Activities

PERSEVERANCE

K/1st

Su Jin Keeps
Trying



TALKING
TO OUR
BRAINS



"Making
mistakes can
help me learn."



Social Emotional Learning

note to the educator

This lesson on **Perseverance** can be used on it's own or as part of larger Learning Skills unit. The activities are truly **developmentally appropriate** for your youngest learners (K/1st) and require zero independent reading.

It's flexibly designed to accommodate any SEL delivery method or schedule.

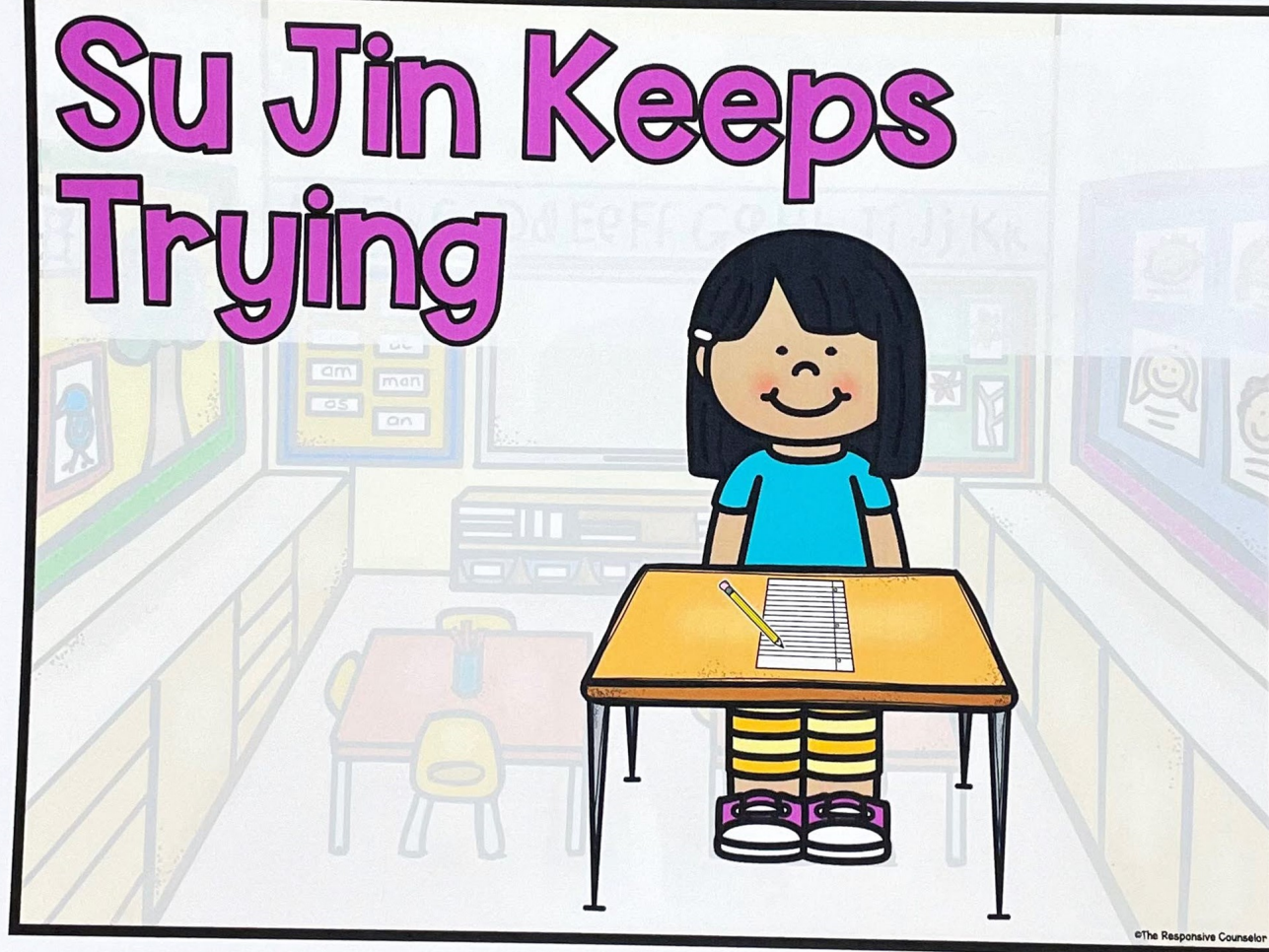
It was also created using SEL **research-based** best practices:

- Focus on 1 or more specific skills
- Includes activities to practice the skill(s)
- Incorporates cooperative learning
- Provides opportunity for self-reflection

resource includes:

- Short story
- Whole group activity
- Small group practice activity
- Closing circle questions
- Extension activity
- Poster/coloring pages
- Recommended book companions

short story



Su Jin learns how to talk back to her brain when work seems too hard or too boring.

short story

Su Jin got started...and didn't like how it looked. It didn't look like me! This looks so bad! And I don't even like it. I don't want to do this any more.



Su Jin thought that seemed a little strange but she gave it a try. She told herself "It's not my favorite but I can keep trying." Su Jin was surprised this helped her feel better, and she kept working until her self-portrait was done.



It's not my favorite but I can keep trying.



Su Jin picked up the pencil again. Her brain was telling her, "This is too hard. You can't do it." Su Jin thought about what Ally said to her. "Even if it's hard, I can try my best," she said back to her brain. Su Jin got back to work on her math worksheet.



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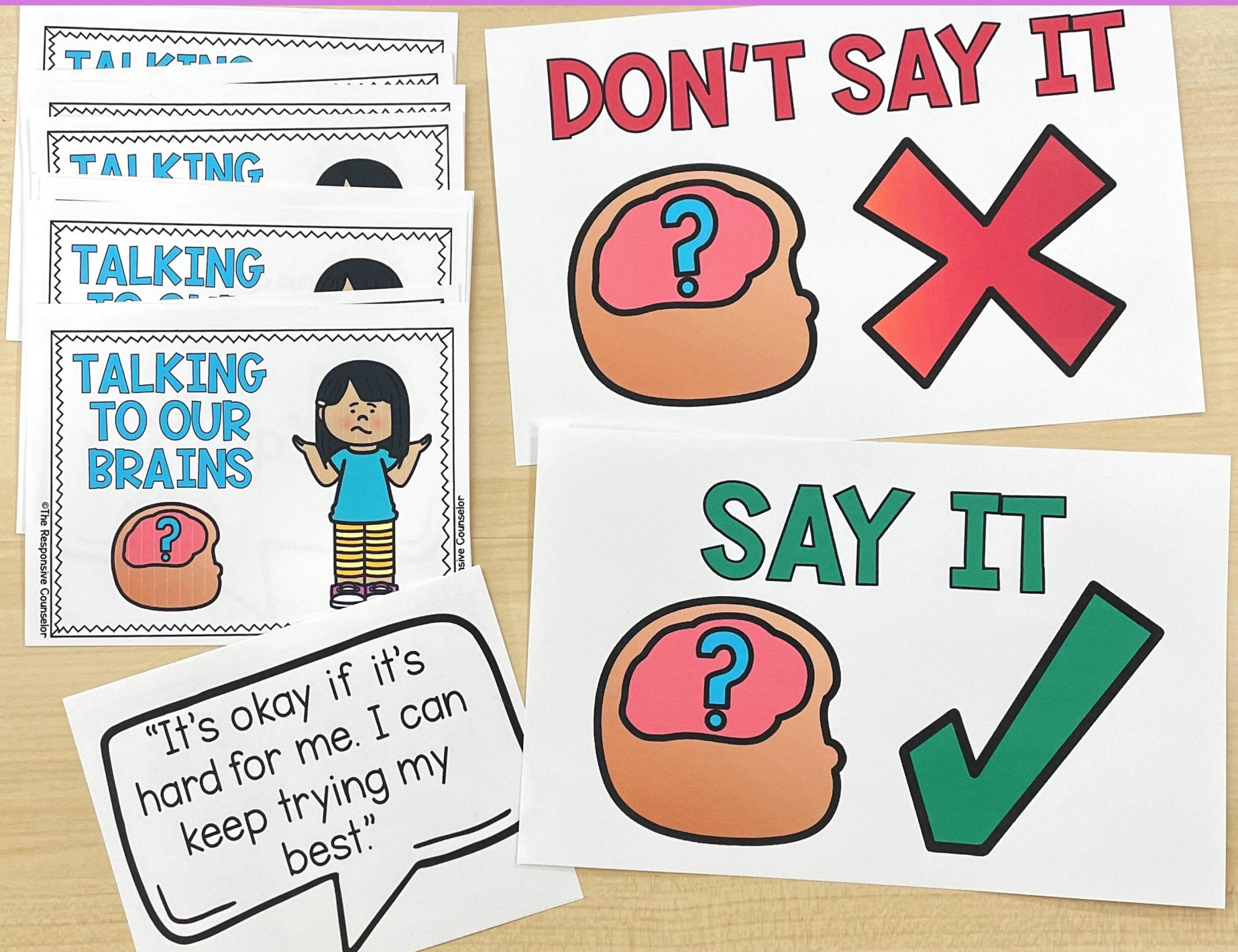
12 pages



"Keep going," Kiara encouraged. "Even when you get bored or don't feel like doing it anymore, you can keep going." Su Jin told her brain "Even if I want to play, I can keep working". She picked up her book and read some more.

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whole group activity



Movement-based activity to identify what we *should* and *should not* to our brains.

small group activity



Students play simplified dominoes to practice saying "It might be hard to _____ but I can keep trying."

extensions

Book Companions



This lesson can be used without any stories, but the following picture books would make for great companions. Click on the covers to find them on Amazon.



Reinforcing Perseverance

Your students just received a lesson about KEEP TRYING EVEN IF IT'S HARD OR BORING. Below is an extension and reinforcement activity you can use with your class to make their learning stick!

Have students practice positive self-talk or "saying things to their brain". Divide students into pairs. Provide students with one of the following statements, then have them turn and talk with their partner about what they could say to their brain instead.

Name: _____

I can keep trying.



Name: _____

I can keep trying.



I can keep trying.

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how to use

Use for one lesson or multiple lessons.

Can also be used for small group/tier 2 support.

PACING GUIDE (25-30 minute lesson)

- Story (7-10 minutes)
- Whole group activity (choose just 4-6 scenarios – 5 to 7 minutes)
- Introduce small group activity (5 minutes)
- Small group practice activity (7-10 minutes)
- Closing circle question: (3-5 minutes)

PACING GUIDE (45 minute lesson)

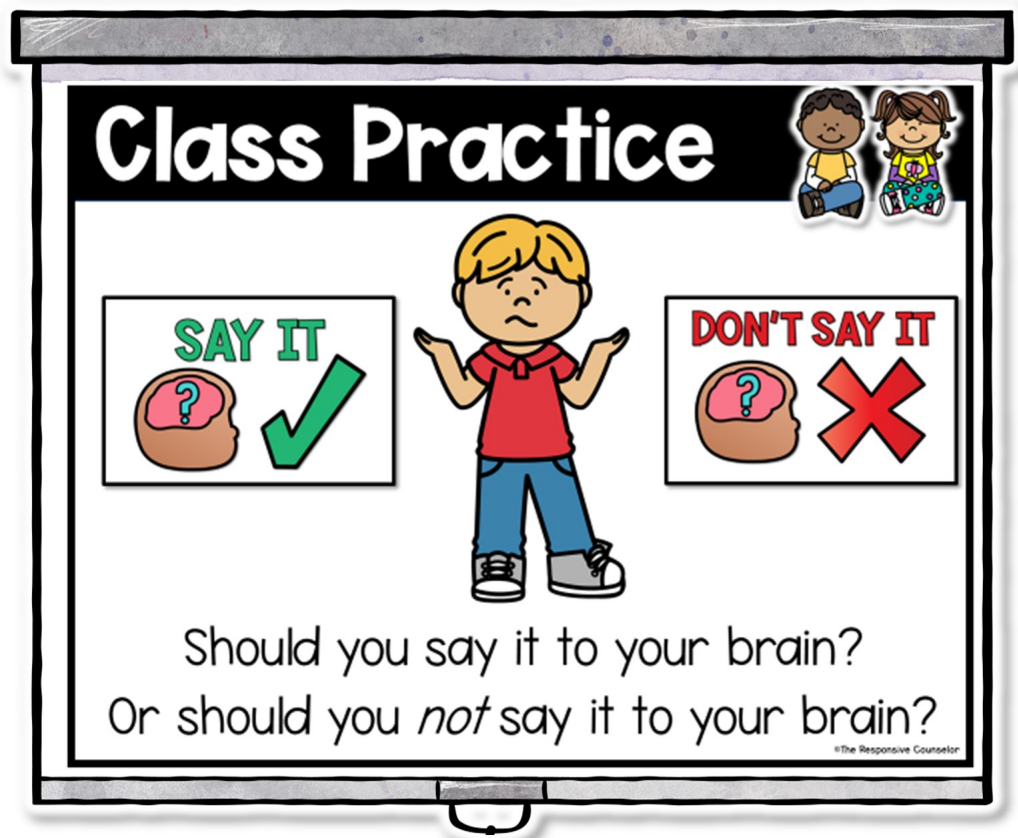
- Same as above, but use all of the cards scenarios for the whole group activity
- Students color the "I can" page
- Read a recommended book companion

PACING GUIDE (super mini lessons, weeklong)

Mon	Read and discuss story
Tues	Whole group activity
Wed	Small group practice activity
Thurs	Extension activity + 1 recommended read aloud
Fri	Color "I Can" page + closing circle

how to use

Love technology?
Use the included
slideshow to guide
the activities.



Want a tech-free
option?
Everything can be
done screen-free
with printables.

Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.



Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling & Mental Health

Experience

I'm a school counselor from a large southeastern school district with a wonderfully diverse group of students. I create and implement a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. I also share my ideas and resources to reach students and help educators across the world!

Let's
Connect:

