

Integrity Through Perseverance

This lesson introduces students to the Integrity unit through the use of Pass It On videos that demonstrate people persevering in difficult situations. Students will analyze integrity through the lens of perseverance as they watch and evaluate the difficult circumstances these real-life individuals overcome to achieve their dreams and live a full life.

Integrity Sub-Concept(s)

Perseverance, Kindness

Lesson Timeframe

35-40 minutes

Required Materials

- ❑ Computer or smart board to show videos

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.



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AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.
See last page for details.

Lesson Objective

Students will:

- Analyze integrity through the lens of perseverance.

Teacher Connection/Self-Care

The next promise focuses on how to continue the topic of integrity throughout your day, every day. Promise #3 is, “I promise to teach from bell to bell.” While 5 minutes here and there to grade, lesson plan, or update the newsletter doesn’t seem like a lot, it adds up. You only have these students for a limited time each day, and every day is not guaranteed. Life happens; illness, vacations, transitions, and life struggles all take time away from your time with that student. Five extra minutes daily during guided reading could be just enough to get that struggling reader over the hurdle! Five minutes every day for a week adds up to one more math lesson you could have included, an impromptu field trip outdoors for an alphabet focused nature walk, or even some much needed read aloud time. Every child counts; every minute counts. Use your time wisely to create stronger connections with them.

Tips for Diverse Learners

- If you have students with physical limitations, this could be an opportunity for them to share some of their experience with their classmates, if they are comfortable and willing; this lesson is not about a difference of ability, however, so it’s not necessary to mention anyone who has a difference of ability. It is simply an opportunity if such an opportunity is needed or welcomed.



Share

5-7 minutes

In our Integrity Unit, we have looked at what it means to have integrity through kindness and honesty. Today, we are going to look at what it means to have integrity through perseverance. Let's talk first about perseverance. What does perseverance mean?

Invite student response.

Good! Let's share some examples of times when we were faced with a challenge or a task we had to complete, and we had to persevere through it. I'll start.

Share an example of something you persevered through; the example can be brief and does not need to be overly personal. Model the type of response you are looking for from students.



Inspire

10-15 minutes

In keeping with our theme of this unit so far, we are going to watch two inspirational videos of two people who persevered through challenging circumstances to achieve some amazing things.

Jennifer Bricker (1:30)

<https://passiton.com/inspirational-stories-tv-spots/158-jen-bricker>

Mallory Weggemann (1:00)

<https://passiton.com/inspirational-stories-tv-spots/159-mallory-weggemann>

You can pause after each video to talk about the challenges and feats of perseverance or you can do that after students have seen both videos. Transcripts of the videos are available if you are unable to show the videos to students.

Discussion Questions:

- *What were the physical challenges that Jen and Mallory faced?*
- *What were the mental and emotional challenges they faced?*
- *How did Jen persevere through her challenges?*
- *She mentions an "empowered mindset"; what does that mean?*
- *Do you think happiness is a choice?*
- *How does each of these women show integrity?*



Empower

15-20 minutes

Growth Mindset Explanation

Inevitably we will experience challenges in our lives. And they don't have to be huge challenges. They might actually be really small, like struggling with a math problem or having a fight with a friend or not getting a solo in music class even though we really wanted it. What we do with those challenges, whether we give up or persevere through them, is what will impact our ability to live with integrity. Starting things we finish is also a form of perseverance. How many of you have started something but never finished it because it got too hard or too boring or didn't plan well and ran out of time? I know I have!

Share an example if you can and have time.

Part of perseverance is planning ahead and sticking with something.

A man named Thomas Edison invented the lightbulb. Here is what he said about that experience: "I never failed once when I invented the light bulb. It just happened to be a 2,000 step process."

What do you think this quote means?

Invite student responses.

Here is the thing. We need to believe in the power of YET! Just because something is hard now or we don't reach a goal now, it doesn't mean it won't happen. It means it hasn't happened YET. Just like Edison, we are not failing; we simply need to keep going. Failure and struggle are actually great teachers.

We need to develop what Jen Bricker calls an empowered mindset or what other people call a growth mindset. This is where we regularly remind ourselves of yet. That we can do something or learn something, and if it isn't happening for us today, it simply means it hasn't happened yet. We need to keep going. If we decide we can't keep going, that we will never reach our goals or be good at something, we are stuck. Our mind is in what people call a fixed mindset. We aren't willing or ready to grow yet. This can be a problem because we can't get to yet if we refuse to grow.

Growth Mindset Activity

In order to have an empowered or growth mindset, we need to have words we tell ourselves that help us keep going when things get tough.

What are some things we might say to ourselves when we get stuck or fixed and believe we can't succeed at something?

Invite student responses and write these on the board. Draw a T-chart with "Fixed Mindset" on one side and "Growth Mindset" on the other. Under Fixed Mindset, write what the students say, such as, "I can't do it," "I give up," "I will never be good at this," "No one likes me," and "This is dumb."

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Now, what are some things that help us feel empowered or able to grow and move on?

Invite student responses and write them under Growth Mindset. Ideas include, "I can do this," "This is hard, but I am a hard worker," "I will keep trying," "I can ask for help," and, "I am not done yet."

Do you see the difference in these phrases? Which phrases do you most often say to yourself? The Fixed phrases or the Growth phrases? Which phrases make you feel better?

To end this lesson, I want you to write or draw in your journals (or on a piece of paper) about something here at school that is difficult for you. This could be a subject, a task, or a relationship; it could be anything that is hard for you. Then I want you to write down as many growth mindset phrases, at least three, that you say or think when you are in that situation. Then, when you really are in that situation again, I want you to remember what you wrote and repeat those phrases to yourself or even say them out loud.



Reflect

5 minutes

Invite a few student volunteers to share what they wrote.

I will be listening for growth mindset phrases from you this week. Whenever you are struggling with something and feel like giving up or feel like blaming yourself or believing you cannot succeed, I want to see you change that attitude. It doesn't mean the task will automatically be easier; it just means you are more likely to succeed. Using positive self-talk is very powerful; don't fix your mindset this week. Always remind it to grow!



Extension Ideas

- Students could create growth mindset posters to keep these phrases more visible throughout the room or at home in their bedrooms or family room.
- Invite students to start practicing their growth mindset language and/or "yet" when they are at home with family. Have them report on their experience at morning meeting.
- Read or have students read Wilma Unlimited (Digital story here: https://www.youtube.com/watch?v=Uhu_wuYsmcA) and discuss Wilma's growth mindset. This could also couple with a research assignment; students can research Wilma Rudolph, Polio, life for African Americans in the 1940s, Jim Crow and segregation, or the 1956 and 1960 summer Olympic games in which Wilma participated and ultimately won gold in the 100-meter dash and medaled in other events. There are many cross-curricular opportunities, especially in social studies, with this short work of nonfiction.



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LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) 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/>