



Resilience and Perseverance

Materials:

- Students' completed Worksheets from SMART Goals 1 & 2
- Worksheet

Brainstorm

In the previous lessons, we talked about SMART goals and you each set personal goals and developed an action plan to achieve those goals. In this lesson, we're going to continue working on those action plans by talking about resilience and perseverance. What comes to mind when you think of those two words?

Discuss

When developing our action plans, two important factors to consider are the obstacles or barriers we might hit on our path and ways to overcome them. You have to have resilience and perseverance to overcome challenges. What are the qualities that someone who has resilience and perseverance shows?

Dive in!

Resilience is the ability to bounce back from challenges, setbacks, and adversity. You may also remember that adversity refers to difficult situations that might include disappointment, loss, or negative life changes. Many of you probably think of someone who is resilient as a person who doesn't let setbacks keep them down or someone who copes with challenges or adversity with a positive attitude and strength. This doesn't mean that people who are resilient don't feel unpleasant emotions when bad things happen. Many people feel those things, but people who are resilient don't get stuck on their unpleasant emotions. People who are resilient understand that just because something bad has happened doesn't mean that they have a bad life, and they think of ways to overcome their situation rather than give up. You could say that people who are resilient have a realistic and optimistic view of their situation. **Perseverance** is persistence and continued effort despite difficulties. There are many examples of people who have persisted despite great odds and have made incredible achievements. It seems that although they may have skills in various areas, the common theme is their drive to stick with it and keep trying.



High School

Activity

Ensure students have the worksheets they completed for Lessons SMART Goals 1 and 2 handy. Distribute one copy of the Worksheet to each student. Instruct students to review the goal they set and the action plan they started to achieve their goal. Then, complete the rest of the steps for their action plan. If time permits, call on student volunteers to share their responses. Students should keep the worksheets for all three lessons for the next lesson.

Reflect

Have students respond to the prompt at the bottom of the worksheet: In the book The Little Prince, author Antoine de Saint-Exupéry writes, “A goal without a plan is just a wish.” Do you agree with this statement? Explain.

Interdisciplinary

To see examples of educators developing students’ capacity to persevere in a math classroom, check out the University of Texas at Austin Charles A. Dana Center’s website and videos: www.insidemathematics.org/common-core-resources/mathematical-practice-standards/standard-1-make-sense-of-problems-persevere-in-solving-them

Professional Development

Are there ways you build students’ ability to persevere and resiliency in your classroom?