



GLOBAL COMPETENCIES

ACTIVITIES

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PRELUDE

This is a compendium of suggested activities for inclusion in the Toronto District School Board Classroom Module. Activities are provided for the ten modules listed below:

- Respect
- Responsibility
- Empathy
- Kindness and Caring
- Teamwork
- Fairness
- Honesty
- Co-operation
- Integrity
- Perseverance

The activity creation was informed by the five Global Competencies:

- Critical Thinking and Problem Solving
- Global Citizenship and Character
- Communication
- Collaboration and Leadership
- Creativity, Inquiry and Entrepreneurship.

Elements from the five pillars are infused within each activity. Additionally, each module has been linked to the following learning skills:

- Responsibility
- Independent Work
- Initiative
- Organization
- Collaboration
- Self-regulation

Some of the activities may only have slight variations to the existing ones, but a strong effort was made to include novel and enhanced activities. Rather than explicitly separate content into individual, classroom, and school, the activities vary and are infused with these elements. Mixed modalities are used to encourage engagement with varied learning styles. Activities include classroom discussion, independent work, physical movement, and group work. A list of required materials is provided for activities when more than basic classroom supplies are needed. Worksheets are required for some activities and are included.



RESPECT

Learning Skills include: Responsibility, Collaboration, Self-Regulation

Respect can be displayed in many different ways. It can be enacted through simple acts such as saying 'please' and 'thank you', and it can be displayed through equitable treatment for all individuals. Treating one another with respect is the root of most prosocial behaviour.

Activity One

Class Activity and Discussion

Provide the students with sticky notes and have them write what respect means to them. Go around the classroom and have the students share what they wrote. Attach the sticky notes to chart paper and hang in the classroom so students can refer to the ideas. Alternatively, use the sticky notes and group them in a way to develop some ground rules for the classroom.

Activity Two

Class Activity and Discussion

Form the students into small groups and have them answer the following questions:

- How do you show respect to your parents?
- How do you show respect to your teachers?
- How do you show respect to your classmates?

Activity Three

Class Activity and Discussion

Form the students into small groups and have them answer the following question:

What are some ways that you show respect for the environment?



RESPONSIBILITY

Learning Skills include: Responsibility, Independence, Collaboration, Organization

Responsibility is important to develop feelings of independence and self-reliance. A sense of responsibility will also help to engage in pro-social behaviour.

Activity One

Worksheet (See following page)

Have the students independently write about their responsibilities. Provide each student with the worksheet to complete. Ask students to share with the rest of the class if desired.

Activity Two

Class Discussion

Hang chart paper around the room with the following titles:

- Classroom
- Home
- Friends

Provide sticky notes to the students and have them write responsibilities they have in each domain. Make sure each student provides a minimum of one example for each domain. Once written, have the students stick the notes to the chart paper.



Activity Three

Class Responsibility

Have the students bring in a vegetable. Tell them they are responsible (with parental supervision, as required) for washing and preparing the vegetable to put into a soup. Combine everyone's vegetable into a crockpot/pot. Highlight and praise the act of responsibility for remembering the vegetable to contribute to the soup.

If desired, tie in the story of Stone Soup found here:

<https://foodgrainsbank.ca/product/story-stone-soup>

with more information here:

https://en.wikipedia.org/wiki/Stone_Soup

RESPONSIBILITY WORKSHEET



Complete the worksheet.

Write about a responsibility you have...

At school:

[illegible]

At home:

[illegible]

RESPONSIBILITY WORKSHEET



Complete the worksheet.

What are your parents' responsibilities?

[illegible][illegible]

EMPATHY

Learning Skills include: Responsibility, Collaboration, Self-Regulation



Empathy is related to self-regulation. In order to be empathetic, it is necessary to assess and reflect on personal needs, and also on the needs of others. Empathy requires being able to recognize your own emotions, and the emotions of others.

Activity One

Class Discussion

Use the following discussion points to engage the class in a discussion. Write down the students comments on a chart.

- Daxton was sick so he could not go to his cousin's birthday party.
 - How might Daxton feel?
- Sophia broke Lucas's favourite pencil.
 - How might Sophia feel? How might Lucas feel?
 - How could Sophia make Lucas feel better?
- Violette just found out her friend is moving away to a new city.
 - How do you think Violette feels?
 - What could Violette do to make herself feel better?

Activity Two

Class Brainstorm Session

Use chart paper to write out examples of what makes students:

- Happy
- Sad
- Mad
- Surprised

Point out to your students that everyone has unique experiences that makes them feel emotions.

Activity Three

Mirror Game

Pair up the students. Have one student be the mover and one student be the mirror. The student who is the mirror follows the movements of the student who is moving. This activity mirrors empathy because both students are in sync with how the other is reacting. Explain how this activity also requires self-regulation to control reactions and collaboration to move in harmony.

Switch roles so students get a turn to be the mover and the mirror.

Activity Four

Select One of the Worksheets (See following pages)

Draw a picture about something that might make someone feel:

- Happy
- Sad
- Mad

Write an example about something that might make someone feel:

- Happy
- Sad
- Mad

EMPATHY WORKSHEET

Empathy is the ability to understand another person's feelings and take their perspective.

Draw a picture about something that might make someone feel happy.

A large, empty rectangular box with a thin black border, intended for a drawing. It occupies the lower two-thirds of the page.

EMPATHY WORKSHEET

Empathy is the ability to understand another person's feelings and take their perspective.

Draw a picture about something that might make someone feel sad.

A large, empty rectangular box with a thin black border, intended for a drawing. It occupies the lower two-thirds of the page.

EMPATHY WORKSHEET

Empathy is the ability to understand another person's feelings and take their perspective.

Draw a picture about something that might make someone feel mad.

A large, empty rectangular box with a thin black border, intended for a drawing. It occupies the lower two-thirds of the page.

EMPATHY WORKSHEET



Empathy is the ability to understand another person's feelings and take their perspective.

Write an example about something that might make someone feel...

Happy:

Sad:

EMPATHY WORKSHEET

Empathy is the ability to understand another person's feelings and take their perspective.

Write an example about something that might make someone feel...

Mad:



KINDNESS AND CARING

Learning Skills include: Responsibility, Collaboration, Self-Regulation

Kindness and caring are prosocial behaviour that encourages inclusivity amongst peers. Prosocial behaviour helps students to feel safe and secure, and is also a predictor of future healthy relationships. It is crucial to model and espouse this type of practice within the classroom environment.

Activity One

Draw a Picture or write a story(See following pages)

Have students draw a picture or write about a time they were kind to someone.

Have students draw a picture or write about a time someone was kind to them.

Activity Two

Class Brainstorm Session

Give each student a few sticky notes to write or draw an example of kindness or caring and then have them all stick to a large piece of chart paper. Hang the chart paper in the classroom.

Suggestions for resources/materials needed:

- Sticky notes
- Chart paper
- Pencils, markers, crayons

Activity Three

Worksheet (See following pages) and Discussion

At some point in the next week, each student needs to complete an act of kindness. Have the student plan the act using the worksheet provided. Alternatively, have the students draw a picture of how they will act with caring and kindness. Start each morning by asking the students in the class who completed their act to share with the rest of the class.

Activity Four

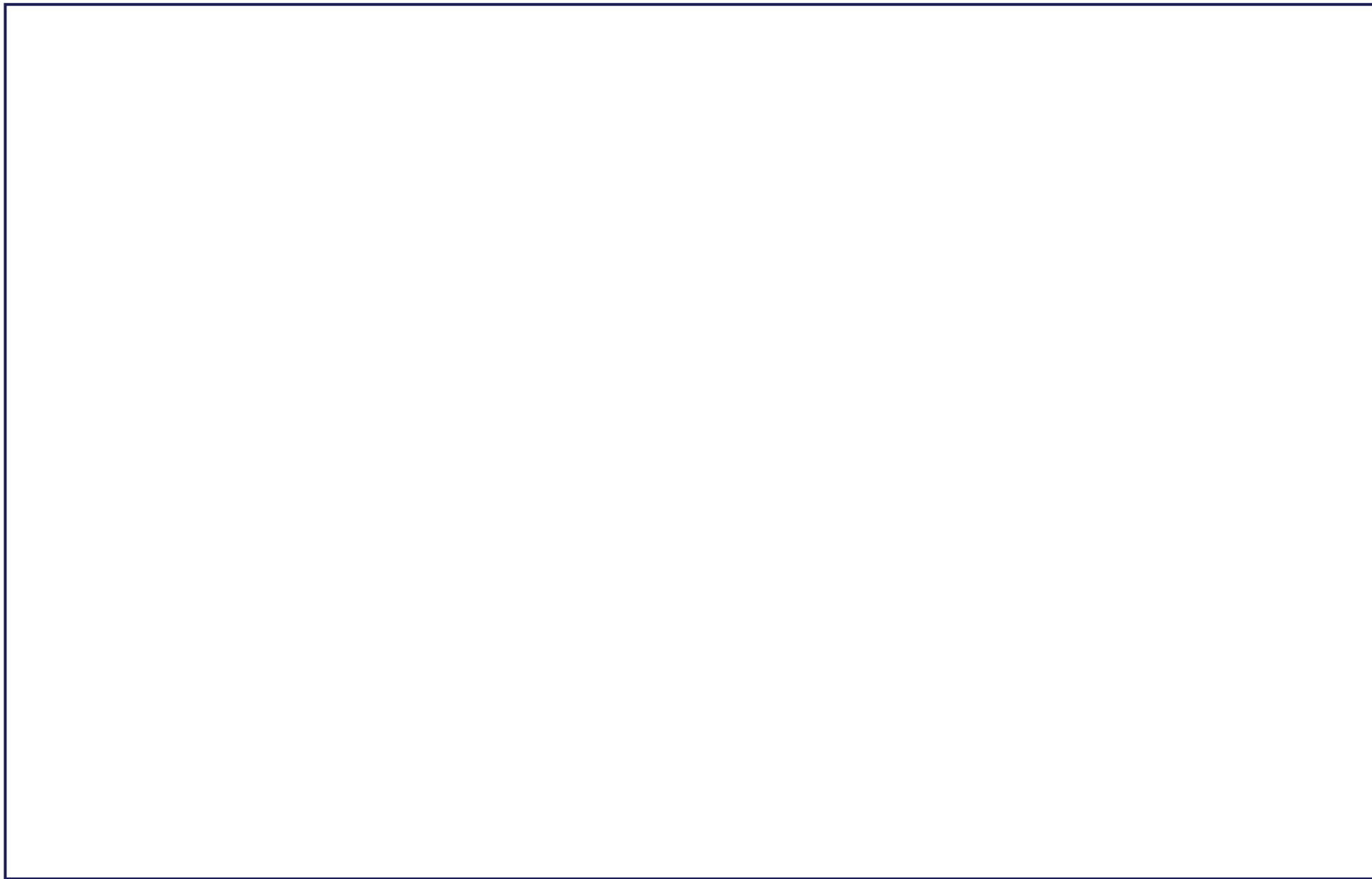
Class Brainstorm Session

Have a discussion about showing kindness online. How can students be nice to one another while online? Is there a way to play online games with kindness? Write out the ideas on chart paper.



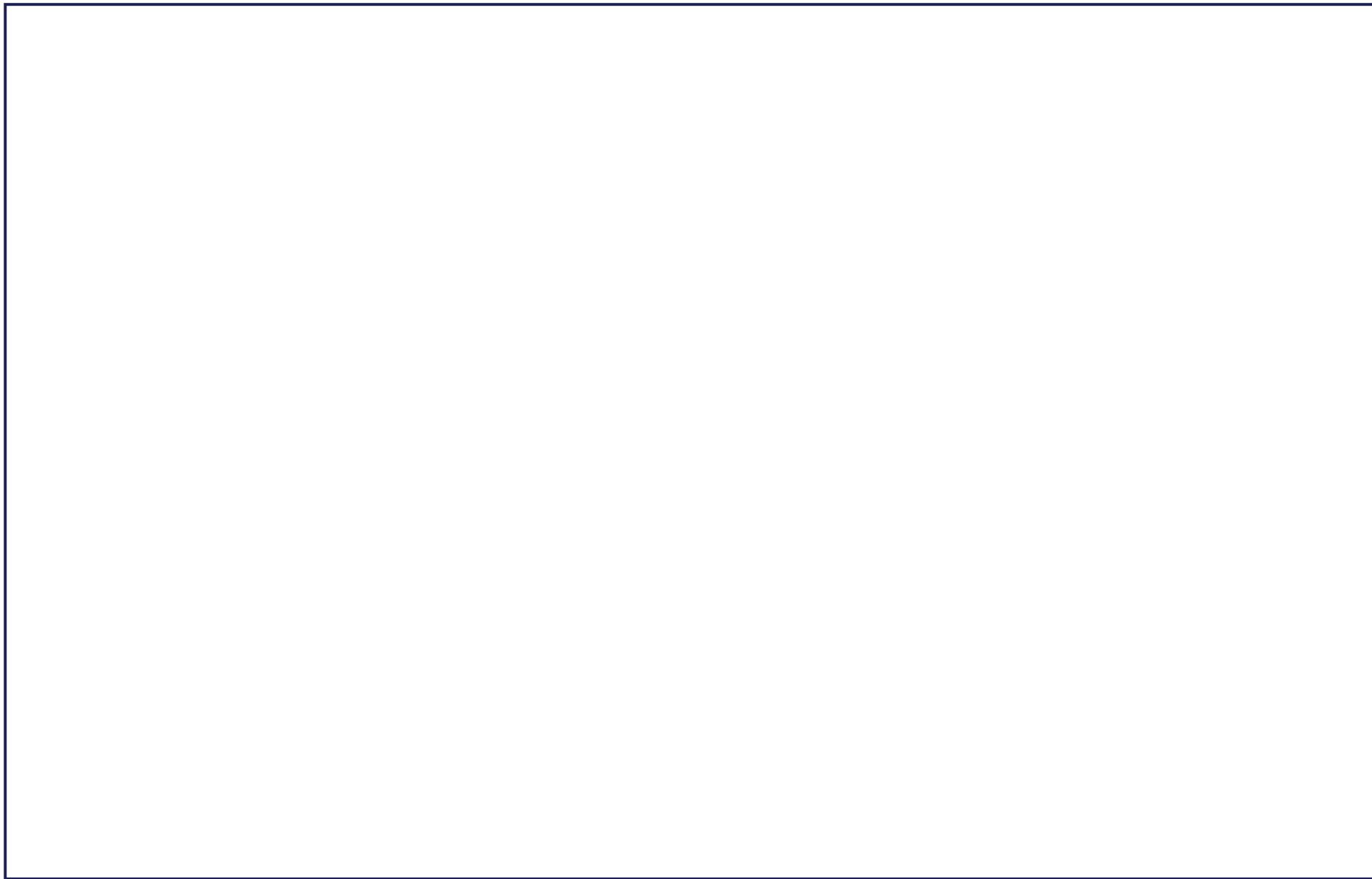
KINDNESS AND CARING WORKSHEET

Draw a picture about a time you were kind and caring to someone



KINDNESS AND CARING WORKSHEET

Draw a picture about a time someone was kind and caring to you.



KINDNESS AND CARING WORKSHEET

Write about a time you were kind and caring to someone.

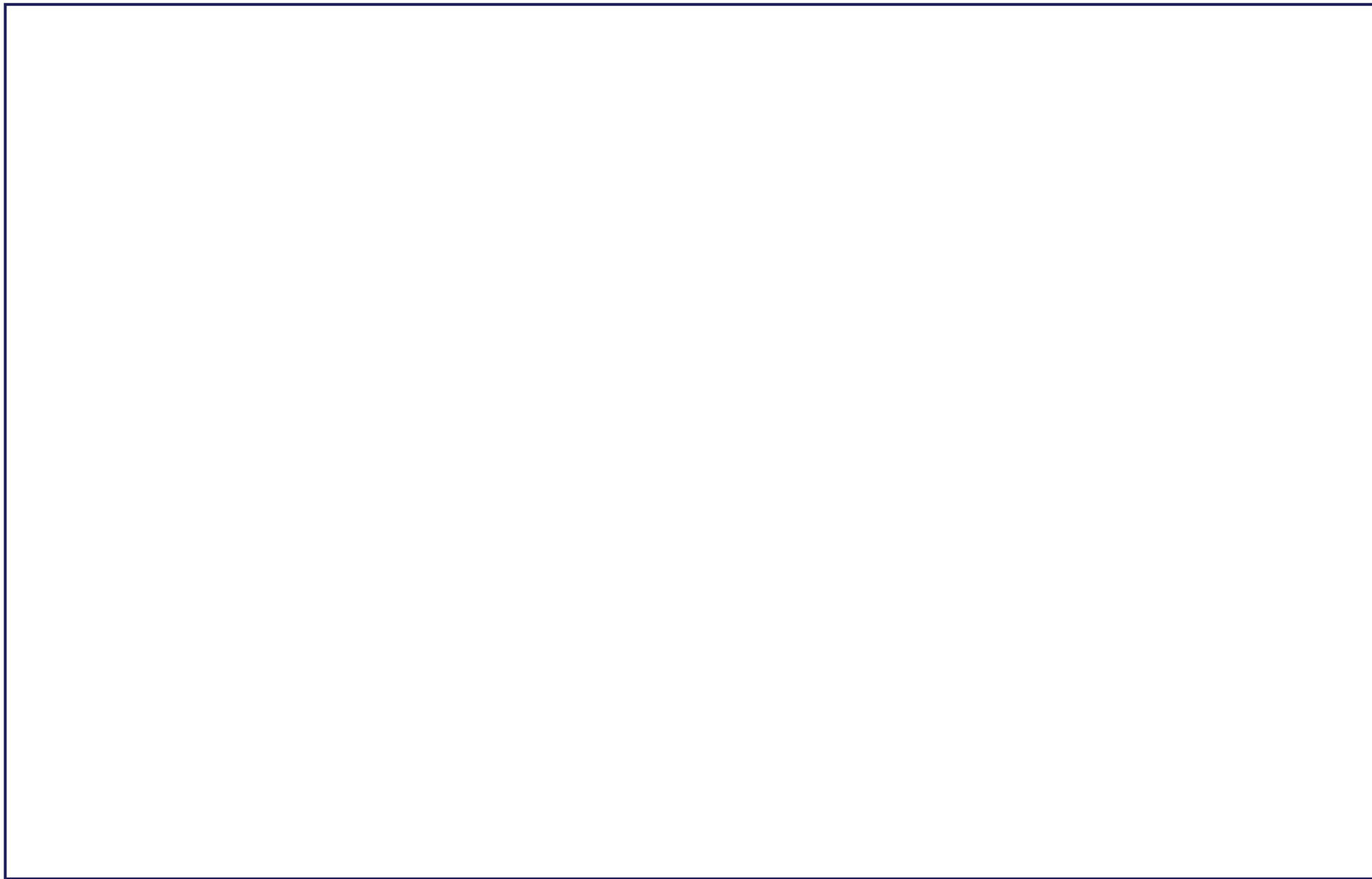
[illegible]

Write about a time someone was kind and caring to you.

[illegible]

KINDNESS AND CARING WORKSHEET

Draw the act of kindness and caring you will complete this week.

A large, empty rectangular box with a thin black border, intended for a drawing. It occupies the majority of the page below the instructions.

KINDNESS AND CARING WORKSHEET

Name one person whom you will act kindly and caring towards.

What will you do and when will you do it?

TEAMWORK

Learning Skills include: Responsibility, Collaboration, Organization, Initiative

Teamwork is helpful when there is a task that would benefit from having multiple perspectives. It is important to be organized and to provide constructive opinions when working with others.

Activity One

Chain of Positive Thoughts

Have students create a chain of positive messages. To complete the activity, provide strips of paper for students to write a positive message. For example, the message could be a positive adjective to describe themselves, or another classmate. Once complete, have students add their loop to the chain. After all students have added to the chain, highlight how everyone needed to do some creative independent work, and through teamwork they created a full chain. Use as a decoration in the classroom.



Activity Two

Plan a Birthday Party (See following pages)

Form the students into pairs to plan a birthday party. Tell the students to work together to answer the questions on the worksheet. Remind them that they'll need to think of the materials they need to provide for the party, the theme for the party, and organize an activity for the party. Alternatively, have the students work in pairs to draw a picture of what they need for a birthday party.

Activity Three

Build a Structure

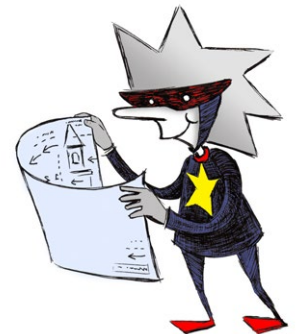
Give groups of 3-5 students some rolled up newspaper material, toilet and or/paper towel rolls, straws, and masking tape. Have them devise a plan to build the strongest and highest structure as possible.

Suggestions for resources/materials needed:

- rolled up newspapers/flyers
- toilet and or/paper towel rolls
- straws
- masking tape
- space for the groups to complete the task, could be indoors or outdoors

Post activity discussion ideas:

- Highlight the importance of collaboration and teamwork.
- Have students reflect on what they contributed to the activity, and what another student contributed to the activity.
- Ask the students why organization was important during the task?
- Ask the students for an example of initiative related to the task.



Activity Four

Scavenger Hunt (See following pages)

Make a list of items for students to find. You can use the sample list provided if you do not wish to make your own. Be sure to place items to be found somewhere that they will be easily visible.

Put students into teams (team names optional) of 3-4 and set them off on a scavenger hunt. Give a time limit and tell students to find as many items as they can in the time allotted. You'll want to make sure to set the teams off in different directions so they aren't all in the same area. Stay indoors or use the outside grounds.

Once all teams have returned, debrief with the students by asking the following questions:

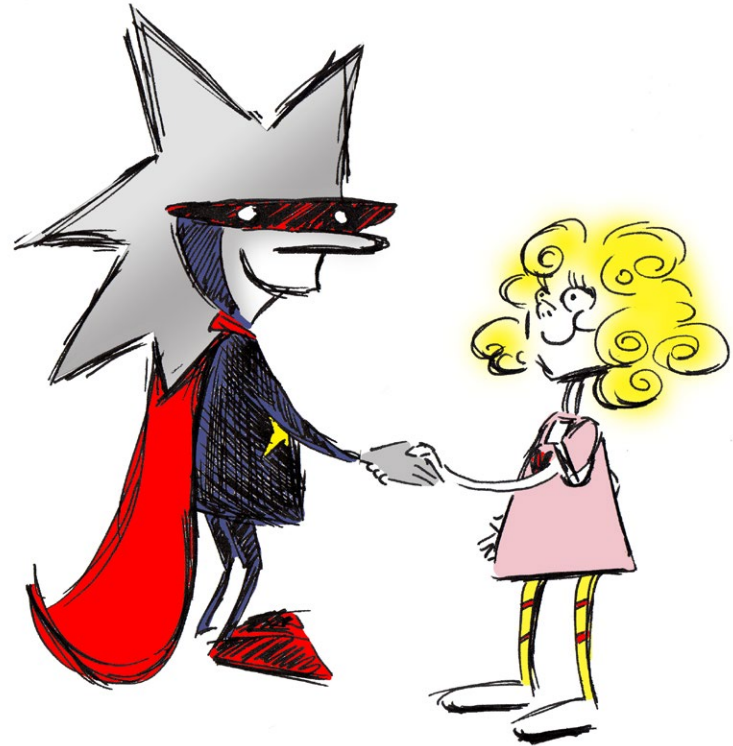
- What challenges did your team have?
- What worked well for your team?
- Did everyone have a chance to contribute equally?

Activity Five

Human Bingo (See following pages)

Provide the handout to the students or make your own. Make sure that they have the student who fits the criteria fill in the square. The idea is to have the students interacting and asking each other questions.

At the end of the activity, highlight how teamwork was needed to fill in the bingo cards. The activity could not have been completed without initiating conversations and collaborating with others.



TEAMWORK WORKSHEET

Plan a birthday party! Write what you need to do to throw a party for a friend.

List the things you will need to buy:

Who will you invite?

[illegible][illegible]

TEAMWORK WORKSHEET

Plan a birthday party! Write what you need to do to throw a party for a friend.

Will there be a theme at the party?
If so, what will it be?

[illegible]

What kind of things will you do at the birthday party?

[illegible]

TEAMWORK WORKSHEET

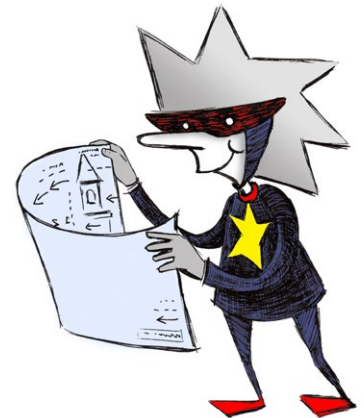
Plan a birthday party! Draw a picture of the things you need for a birthday party.

A large, empty rectangular box with a thin black border, intended for drawing a picture of the things needed for a birthday party.

SCAVENGER HUNT

Set out with your team to find these items

- ☐ A blue pen on the window sill
- ☐ An envelope with a letter inside
- ☐ Someone else who has the same first letter in their name as one of your team mates (i.e., Anthony and Andie)
- ☐ A picture drawn by your teacher
- ☐ A Dr. Seuss book
- ☐ Markers with mismatched lids
- ☐ A scarf hanging in a tree (visible through a window)
- ☐ Pencils somewhere they don't belong
- ☐ A binder with the numbers 123 on it
- ☐ A new poster hanging in the hallway
- ☐ A stuffed animal sitting in a chair
- ☐ A Canadian flag



TEAMWORK WORKSHEET

HUMAN BINGO

Fill your bingo card by asking classmates to write their name in a square that describes them.

Someone who plays hockey.	Someone who has been on an airplane.	Someone who has a dog.	Someone who writes with their left hand.
Someone who has a birthday in April.	Someone who speaks a second language.	Someone who has curly hair.	Someone who has a blue jacket.
Someone who saw a movie at the movie theatre this month.	Someone who went out to a restaurant this week.	Someone who moved houses this year.	Someone whose name has more than 7 letters.
Someone who takes dance classes.	Someone who has a cat.	Someone who has a brother.	Someone who walks to school.

FAIRNESS

Learning Skills include: Responsibility, Collaboration, Self-Regulation

Fairness is about treating everyone as equals without favouritism or discrimination. Fair treatment ensures a sense of belonging and safety within the classroom.



Activity One

Worksheet (See following pages)

Have students complete the worksheet attached. There is an option to draw or write about examples of fairness.

Activity Two

Trivia Game

Use a deck of age appropriate trivia questions. Randomly divide the class into 3 teams, let the groups choose a team name. Rotate which group gets to answer the question. When a team gets an answer wrong the next team goes. The first team to 10 completes the game.

Explain how this group requires fairness because students (1) need to take turns, (2) the groups are randomly designed, (3) the questions are shuffled and randomly asked.

Activity Three

Fair or Unfair Game (See following pages)

Provide each student with a fair or unfair card. Read out scenarios one at a time. Tell students to flash the card to indicate if the scenario is fair or unfair. Alternatively, you could have students raise their hands to vote on whether it is fair or unfair.

FAIRNESS WORKSHEET

Fairness is about treating everyone as equals without favouritism or discrimination.

Draw a picture of someone treating you with fairness.

A large, empty rectangular box with a thin black border, intended for a child to draw a picture illustrating fairness.

FAIRNESS WORKSHEET

Fairness is about treating everyone as equals without favouritism or discrimination.

Write a story about a time someone treated you with fairness.



FAIR OR UNFAIR GAME

Read these examples to the class one at a time or make up a list of your own examples.
Have students vote with the cards on the next page.

FAIR

Julie's friend gets served a bigger slice of cake

Emmet's older sister stays up later than him

Raj has to do all his homework before watching a show

Ginny's soccer team can't play because they are short too many players

UNFAIR

Suzie never gets to pick the show to watch

Gerald is always the first person to pick the good toys

Marie has to clean up someone else's mess

Erik never participates in group activities

FAIR OR UNFAIR GAME

Make copies of the cards and cut them out.

FAIR

UNFAIR

HONESTY

Learning Skills include: Responsibility, Self-Regulation

Honesty is about more than just not telling lies. It is about behaving in a way that is ethical and in alignment with societal values. It is critical that students start to develop an understanding of the implications of honest and dishonest behaviour.



Activity One

Class Discussion

Tell the stories below to the class, or write the stories on the board for the class to read. Pose the options to the class and have a class discussion about the implications of the possible decisions.

1. Reagan and her younger sister Jemmah were at home with a baby-sitter. Their parents' left a list of rules for the baby-sitter, but the parents were in a rush and forgot to write down what time the girls were supposed to go to bed. The baby-sitter asked Reagan what time Jemmah usually went to bed.

What should Reagan say:

- A) The usual time, which was 7:00pm
- B) 8:00pm, so they could stay up later

What might happen if Reagan is honest and says 7:00pm?

Possible answers:

- Reagan's parents would trust her to be responsible when they go away
- They won't be tired the next day
- The babysitter won't get in trouble for keeping the girls up late
- Reagan could feel proud of herself for being helpful

What might happen if Reagan is dishonest and says 8:00pm?

Possible answers:

- Reagan's parents would not trust her to be responsible when they go away
- They might be tired the next day
- The babysitter could get in trouble for keeping the girls up late
- Reagan might feel bad about lying

2. Yasmin was using SnapChat to message with her friend. She accidentally messaged the wrong number and started messaging with a stranger.

What should Yasmin do?

- A) Continue messaging with the stranger, no one will know.
- B) Just delete the messages.
- C) Stop messaging and let an adult know what happened.

Answer: C. Honesty is more than just not telling a lie, it is about making responsible decisions. Yasmin makes sure she is safe because she lets a trusted adult know.



3. Pascale and his friend Hamed, were using his parents' cell phone to send hurtful messages to their classmate Suelen. After Hamed left, Pascale's parents saw the mean messages on the phone. They asked Hamed about the mean messages.

How should Hamed respond?

- A) He should tell his parents that him and Pascale were sending mean messages to Suelen.
- B) He should say that only Pascale was sending mean messages to Suelen.

What might happen if Hamed is honest with his parents?

What might happen if Hamed is dishonest to his parents?

Note: Could prompt for some ideas to apologize and make Suelen feel better. This would tie in elements of empathy.

Activity Two

Small Group Play

Form the students into small groups to create two plays.

One play should be about honesty, and the second play should be about dishonesty.

Activity Three

Classroom Discussion

Hang up chart paper at two ends of the classroom. On one piece have 'Honesty' and on the other have 'Dishonesty', Give the students sticky notes to write a few words that they think of when they hear 'Honesty' and 'Dishonesty'. Tell the students to stick their ideas on the chart paper. Discuss a few examples from the chart paper with the class.



CO-OPERATION

Learning Skills include: Initiative, Collaboration, Self-Regulation

Co-operation is a prosocial skill that allows students to work together in a positive way. It is also required when following directions from others. Ideal co-operation occurs when conflict is minimized when two or more individuals are working together.

Activity One

Complete a Puzzle

Have students work in groups of 2 to complete a puzzle. Highlight how co-operation is needed to work on this task.

Activity Two

Story-Telling

Have students form a circle, and provide each student a unique picture of an object, animal or some other type of image. Start the story by incorporating your own image, and then have the students continue the story by incorporating their photo.

Activity Three

Desert Island

You and your classmates were chosen to go on an exciting field trip! The trip is to Vancouver, so you will need to take a plane. The plane runs out of gas and needs to do an emergency landing on an island. You and your classmates now need to figure out how to stay alive until you are rescued. What 6 items would you want to have with you to ensure survival?

Divide students into groups of 4, have them create a list of 6 items they would need to have on a deserted island. And how they would use these items to ensure survival until they are rescued.

Activity Four

Build a Robot (See following pages)

Form the students in to groups of 3-4. Have the teams use the worksheet for planning purposes. Provide students with materials to draw and write about a robot, or to build a prototype using cardboard, tape, pipe cleaners, paper towel rolls, egg cartons, among other craft supplies. Tell the students their robots need to excel at one function. Highlight how it is important to co-operate to brainstorm, design, and create.

Activity Five

Interview Your Classmates (See following pages)

Form the students into pairs or small groups and have them interview each-other. Tell each student to create four questions that they'd like to ask the other student(s). Highlight that co-operation is needed because each student needs to complete a task and answer the questions.



CO-OPERATION WORKSHEET

Work with your classmate to design a robot.

What's the name of your robot?

What will your robot do?

Draw what your robot will look like.

Figure 1 consists of nine scatter plots arranged in a 3x3 grid. The rows represent three countries: USA (top), Canada (middle), and Australia (bottom). The columns represent three years: 1990 (left), 2000 (middle), and 2010 (right). Each plot shows the relationship between the number of children in the household (x-axis) and the number of children in the family (y-axis). The x-axis ranges from 0 to 10, and the y-axis ranges from 0 to 10. The plots show a positive correlation between the two variables. The USA plots show a steeper slope than the Canada and Australia plots. The 1990 plots show a steeper slope than the 2000 and 2010 plots. The 2010 plots show a steeper slope than the 1990 plots.

Country	Year	Number of children in the household	Number of children in the family
USA	1990	0	0
		1	1
		2	2
	2000	0	0
		1	1
		2	2
	2010	0	0
		1	1
		2	2
Canada	1990	0	0
		1	1
		2	2
	2000	0	0
		1	1
		2	2
	2010	0	0
		1	1
		2	2
Australia	1990	0	0
		1	1
		2	2
	2000	0	0
		1	1
		2	2
	2010	0	0
		1	1
		2	2

CO-OPERATION WORKSHEET

Come up with questions to ask a classmate. Co-operate and answer each other's questions.

Name of the classmate you are interviewing:

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Question 4:

Answer:

INTEGRITY

Learning Skills include: Responsibility, Independent Work, Self-Regulation

Integrity is about doing the right thing even when no one is looking. Integrity is about personal values and ethics, it allows you to feel the difference between right and wrong. To act with integrity is to practice prosocial and confident behaviour.

Activity One

Quotes about Integrity (See following pages)

Find a quote about integrity and write or draw a picture about what the quote means to you.

Activity Two

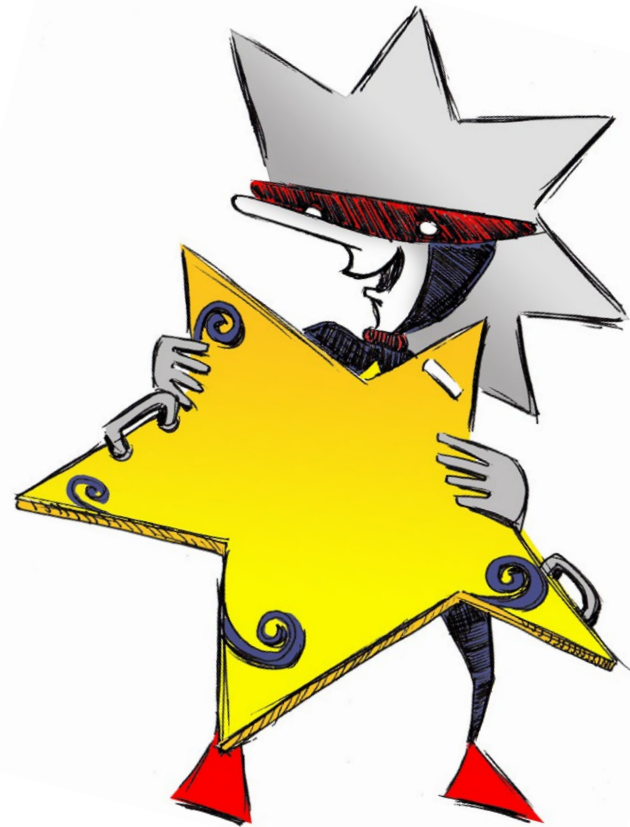
Self Reflection (See following pages)

Gandhi said "We must be the change we want to see". Write a paragraph about the change you would like to see in the world, and how you could act to help make this change happen.

Activity Three

Biographical Account

Have students select a political leader, celebrity, or a honourable individual, who has demonstrated integrity. Ask students to indicate why this individual acts with integrity, and provide some examples and background information to justify why the individual has integrity.



INTEGRITY

Quotes that exemplify the trait of integrity

Make sure to select quotes that are appropriate for the age group in your classroom.

*An * indicates quotes that may be more appropriate for younger ages.*

In the end you should always do the right thing even if it's hard.*

(Source: Nicholas Sparks, <https://www.goodreads.com/quotes/tag/integrity>)

Be good to your work, your word, and your friend.*

(Source: Ralph Waldo Emerson, <https://www.goodreads.com/quotes/54395-be-good-to-your-work-your-word-and-your-friend>)

Integrity is doing the right thing, even when no one is watching.*

(Source: C.S. Lewis, <https://everydaypower.com/integrity-quotes-2>)

True heroes are made of hard work and integrity.*

(Source: Hope Solo, <https://www.goodreads.com/quotes/707575-true-heros-are-made-of-hard-work-and-integrity>)

Integrity lies in doing what one speaks; speaking what one does.*

(Source: M. K. Soni, <https://www.wow4u.com/integrityquotes/>)

Openness, respect, integrity - these are principles that need to underpin pretty much every other decision that you make.

(Source: Justin Trudeau, https://i.brainyquote.com/quotes/justin-trudeau_857636?src=t_much)

I try to make music with emotion and integrity. And authenticity. You can feel when something's authentic, and you can feel when it's not...

(Source: Jay-Z, https://www.brainyquote.com/quotes/jayz_786005?src=t_authenticity)

Integrity is telling myself the truth. And honesty is telling the truth to other people.

(Source: Spencer Johnson, <https://www.goodreads.com/quotes/23477-integrity-is-telling-myself-the-truth-and-honesty-is-telling>)

Integrity is making sure that the things you say and the things you do are in alignment.

(Source: Katrina Mayer, <https://www.goalcast.com/2018/05/17/21-integrity-quotes/>)

Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not.

(Source: Oprah Winfrey, https://www.brainyquote.com/quotes/oprah-winfrey_386951?src=t_integrity)

INTEGRITY WORKSHEET

Find a quote about integrity and draw a picture about what the quote means to you.

Quote:

A large, empty rectangular box with a thin black border, intended for drawing a picture related to the quote.

INTEGRITY WORKSHEET

Find a quote about integrity and write about what the quote means to you.

Quote:

What does this quote mean to you?

INTEGRITY WORKSHEET

Gandhi said “We must be the change we want to see”.

Write a paragraph about a change you would like to see in the world, and how you could act to help make this change happen.

PERSEVERANCE

Learning Skills include: Responsibility, Independent Work, Initiative, Self-Regulation

Perseverance requires initiative to start a task and self-regulation to stay focused. Perseverance is an important skill to have because it helps students complete challenging tasks.

Activity One

Classroom Discussion

Share the story below with the class and answer the questions below.

Gillian is training for a 5km race. Last year she ran the race in 49 minutes and 3 seconds. This year she wants to run it in 45 minutes and 30 seconds. She is practicing every day after school to meet her goal. She is almost running 5km in 47 minutes and 50 seconds!

Yesterday, she noticed that her leg was starting to have a slight ache. Gillian was concerned the pain could get worse. So she asked her gym teacher Mr. Ellis about how to prevent a worse injury. Mr. Ellis told her to rest her leg for a day and make sure to stretch before running. Gillian follows his advice, and adds 10 minutes of stretching before running.

In this example point out when Gillian:

- Sets a goal and monitors progress towards achieving it.
- Seeks clarification or assistance when needed.
- Assesses and reflects critically on her needs.
- Identifies strategies to achieve goals.
- Perseveres and makes an effort when responding to challenges.

Activity Two

Classroom Discussion

Share the story below with the class and answer the question below.

Every night, Alphonso watches a television show, does his homework, and then has dinner. He thought his homework was difficult tonight, but he still finished 30 minutes before dinner was ready.

If Alphonso wants to show initiative he should:

- A) Sit quietly at his desk
- B) Complete extra reading from his library book
- C) Tell his parents to cook faster

Answer: B

By doing extra reading Alphonso is showing initiative and working hard to complete a challenging task.

Activity Three

Small Group Activity

Form the students into small groups and have them research a 'hero' who demonstrates perseverance. Some examples of people could be: Terry Fox, Rick Hansen, Laura Secord, Greta Thunberg, etc.

The students should answer the following questions:

- What did/does the person you are researching accomplish?
- Why was/is it hard for them to complete their goal?
- What helps/helped them to complete their goal?

Activity Four

Worksheet (See following pages)

Have students draw or write about a time they showed perseverance, or about a time they should show perseverance.



PERSEVERANCE WORKSHEET

Draw a picture of a time you have or when you should show perseverance.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture illustrating perseverance. The box occupies the majority of the page below the instruction text.

PERSEVERANCE WORKSHEET

Write about a time you have or when you should show perseverance.

When and how did you show perseverance?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.