

Teacher’s Manual for 8A:

Taking Initiative and Persevering

Module Key Learning Target:

- I take the initiative to contribute positively and approach challenges head-on.

Learning Target for 8A:

- I take the initiative to contribute positively and approach challenges head-on.

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*This lesson runs longer than an hour. We advise you to choose one of the two comparable, **highlighted** activities to best serve your students in the timeframe available.

What Do You Think: I Relate To This Quote Because ...

Suggested Timing: 10 to 20 Minutes

Materials: “I Relate To This Quote Because ...” quotes

Facilitation Steps:

1. Have students look around the room and select a quote. Students should rewrite the quote they chose in their own words.
2. Circulate around the room as students are completing their work.
3. Have students complete a Think-Pair-Share with their partner. Give each partner 30-60 seconds to share the quote they selected and the reason why they picked that particular quote. Make sure students understand when to switch.
4. If time allows, have volunteers share their quotes and thoughts with the whole group.

Learning Target

- I take the initiative to contribute positively and approach challenges head-on.

Plus 2 additional slides

Tips for Successful Implementation:



Literacy:

- Some of the quotes might be hard for certain students to read and interpret. If you are concerned that many of your students will be overwhelmed, you might want to pick four or five of the simpler quotes ahead of time and have multiple copies to accommodate all your students.



Time Management:

- Give students a limited amount of time for quote selection — usually no more than two minutes.
- Provide a 30-second warning when students must select a quote and return to their seat.



Accommodation:

- For students who have issues with language proficiency, you may want to use the ELL version of this activity.
- Students with literacy struggles will find it easier to choose from just a few options. By having several students choose the same quote, it will provide a greater opportunity to support interpretation by reading and discussing the quotes as a whole group.
- For students with mobility issues, make sure that they are able to access all of the available quotes by providing them with their own set.

8A - Taking Initiative & Persevering

WHAT DO YOU THINK:
I Relate To This Quote Because ...



DIRECTIONS Look around the room and select a quote that means something to you. Bring the quote back to your seat and complete the following tasks.

Rewrite the quote you selected.

Explain why you selected this quote!

For example:

- Do you agree with it or disagree? Why?
- Does it make you think of something that has happened in your life? Explain.
- Does it make you question some aspect of life? Tell us more.



Assessment:

- Circulate as students select their quotes and write their explanations.
- Look for indicators that students are able to interpret the quote that they have selected.
- Which students seem to have the hardest time finding a quote?

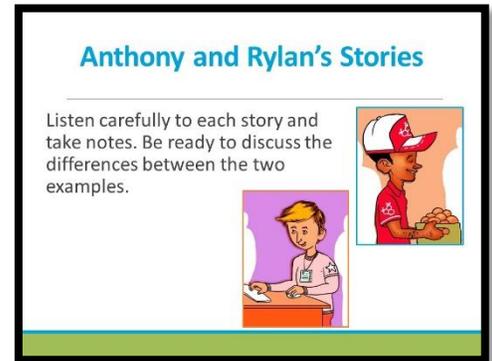
Group Activity: Anthony and Rylan's Stories

Suggested Timing: 15 to 20 Minutes

Materials: Anthony and Rylan's stories

Facilitation Steps:

1. Explain to students that you are going to read two different examples of employees trying to show initiative in the workplace.
2. Ask them to listen carefully and take notes. (Feel free to alter or add to the situations to make them fit the needs of your students.)
3. After you read both situations, ask students to comment about the different ways that Rylan and Anthony showed initiative.
4. Ask students to compare and contrast the two, and explain why the situations had such different responses.
5. Ask students to come up with suggestions for what Rylan could have done differently.
6. Have students complete the definition chart.
7. Ask volunteers to share out their definition to the group.



Plus 1 additional slide

Tips for Successful Implementation:

| | |
|---|---|
|  <p>Time Management:</p> <ul style="list-style-type: none">• Give a 2-minute warning for students to end their discussions. |  <p>Accommodation:</p> <ul style="list-style-type: none">• Many students would benefit from listing the ways each individual showed initiative immediately after each story. Consider creating lists with students after each and then continuing with the evaluative portion, after finishing both stories, using the lists as references.• Consider turning the definition portion into a partner activity to allow students to bounce ideas off each other. |
|---|---|

8A - Taking Initiative & Persevering

Situations: Anthony and Rylan's Stories

DIRECTIONS Listen carefully to each story and take notes. Be ready to discuss the difference between the two examples.

| | Key Information | Questions |
|---|-----------------|-----------|
|  | | |
|  | | |

DIRECTIONS Based on what you learned during the presentation and Anthony and Rylan's stories, complete the definition chart.

| | | |
|--|--|--|
| <p>Initiative</p> <hr/> <hr/> | | |
| <p>Examples</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> | <p>Non-examples</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> | <p>Symbol, picture or personal connection</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> |



Assessment:

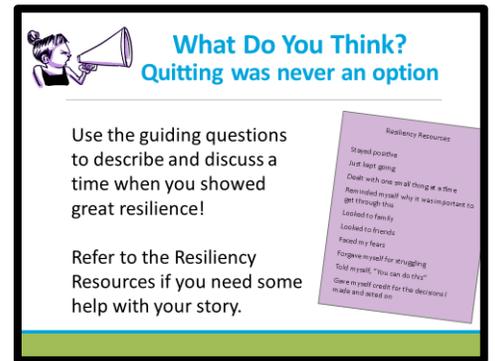
- Do students understand what initiative is and why it may be different in different places?
- Can they name ways Rylan might have handled the situation differently?

What Do You Think: Quitting Was Never an Option

Suggested Timing: 15 Minutes

Facilitation Steps:

1. Have students to complete the What Do You Think page.
2. Encourage students to read the challenge suggestions before deciding on what experience to explore. Remind students to discuss only those experiences they are comfortable sharing.
3. You might also read the Resiliency Resources and encourage students to focus on the one or two main resources they used.
4. In the share-out, ask volunteers to focus on what resources they used and what they learned about themselves.



What Do You Think?
Quitting was never an option

Use the guiding questions to describe and discuss a time when you showed great resilience!

Refer to the Resiliency Resources if you need some help with your story.

Resiliency Resources

- Stand positive
- Just keep going
- Deal with one small thing at a time
- Get through this
- Remember myself why it was important to
- Looked to family
- Looked to friends
- Faced my fears
- Forgave myself for struggling
- Told myself "this can be done"
- Gave my credit for the decisions I made and acted on

Tips for Successful Implementation:

| | |
|--|--|
|  <p>Safe Space:</p> <ul style="list-style-type: none">• Throughout this elective, remind students to discuss only those experiences they are comfortable sharing with others. |  <p>Time Management:</p> <ul style="list-style-type: none">• If time is short, you could have the share out done in partners rather than a whole group. |
|--|--|



8A - Taking Initiative & Persevering

WHAT DO YOU THINK: Quitting Was Never an Option

DIRECTIONS Read through the Challenge Suggestions and the Resiliency Resources. Choose from one of the challenges or use one of your own. Then refer to the questions to describe how you bounced back from a challenging or stressful situation.

Challenge Suggestions

- New people move into your home (new step parent, family came to stay, roommates)
- You get your learner's permit and are now expected to learn how to drive
- Final exams are coming up and you haven't kept up with all the reading and homework
- You have gotten a summer job but haven't worked before and don't know anyone else
- You change schools and need to start over with classes and friends
- You start to apply to colleges and realize how much paperwork there is

Resiliency Resources

- Stayed positive
- Just kept going
- Dealt with one small thing at a time
- Reminded myself why it was important to get through this
- Looked to family
- Looked to friends
- Faced my fears
- Forgave myself for struggling
- Told myself, "You can do this"
- Gave myself credit for the decisions I made and acted on

What happened? Briefly describe the stressful situation.

When did you know that you had made it through? How did that feel?

How did you keep going? What did you rely on? Who did you turn to? If it helps, use the Resiliency Resources idea bank for suggestions.

Take-away
What did you learn about yourself?



Assessment:

- Students should be able to identify both challenges and strategies for overcoming the challenges.

Presentation: Resilience and Perseverance

***Optional:** This activity reviews resilience and perseverance. However, if students would benefit from using and discussing their own strategies, consider doing the Perseverance Challenge activity instead.

Suggested Timing: 10 Minutes

Facilitation Steps:

1. Have students take notes in their workbooks.
2. Challenge them to focus on finding and recording connections between the information on the slides and their What Do You Think experiences.
3. Ask for questions or comments then turn the focus toward the next activity where students will practice recognizing resilience resources in various situations.

What is Resilience?

- Resilience is the process of adapting in the face of adversity, trauma, or significant stress.
- "Bouncing back" is not an ability that people either do or don't have.
- It involves ways of thinking and acting that can be learned and practiced by anyone.

Plus 3 additional slides

Tips for Successful Implementation:



College Connection:

- Remind students of the important role note-taking plays in college.
- Discuss strategies for how to decide what is important information and how to select examples that help capture or represent important information.
- Ask volunteers to share out their note-taking strategies.



Time Management:

- Some of the follow-up discussion might be tabled until the debrief discussion following the next activity.

8A - Taking Initiative & Persevering

Resilience and Perseverance

DIRECTIONS Use the space below to take notes about what you learn during the presentation.

Key Information

What is resiliency?

What are some strategies around resiliency?

What is perseverance?

What are some strategies around perseverance?

One question I have is: _____

 **Assessment:**

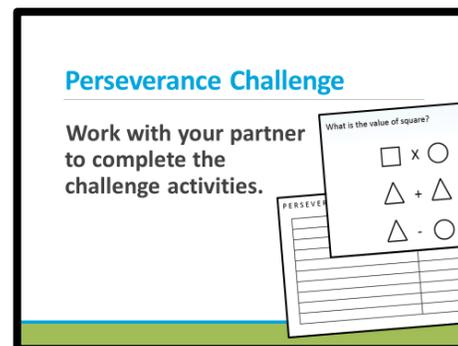
- Students should be taking notes on the main points.
- They should also be able to name connections between the information on the slides and their experiences with resiliency.

Partner/Small Group Activity: Perseverance Challenge

***Optional:** This activity practices students' resilience and perseverance strategies by asking them to engage in different activities. However, if students would benefit from a discussion consider using the presentation instead and taking a deeper dive into self-identified strategies.

Suggested Timing: 20 Minutes

Materials: Stacking cups (6 per small group), rubber bands with four pieces of string tied to each (1 per small group), Final Challenge instruction sheets.



Facilitation Steps:

1. Explain that this challenge has two parts to it: the first one to be completed in pairs and the second one to be completed by two pairs partnering up with another pair (small groups of four).
2. Be clear that this is not a race. That the goal is to have all pairs/groups persevere and complete the challenge.
3. Organize students into pairs and have them work together to complete the first two challenges.
4. As pairs complete the first set of challenges, they should come up to receive their piece of the final challenge.
5. The final challenge has two pieces: 1) a set of 6 cups and 2) a rubber band with four pieces of string tied to it.
6. As each pair finishes the first two challenges, they will either receive a set of cups OR the rubber band with strings. Then they must wait for another pair to finish and receive the complementary component.
7. Groups of four will then proceed with the final challenge in which each person controls one piece of string and they must work together to first unstack the cups from a pyramid to create a straight line, then re-stack them as a pyramid.
8. Have groups complete the debrief questions.

Tips for Successful Implementation:

| | |
|---|---|
|  <p>College Connection:</p> <ul style="list-style-type: none">• It is important to explain that there are times in college when you will need to seek out partners to help you (study group, partner projects). |  <p>Organization/Class Management:</p> <ul style="list-style-type: none">• Ideally, the pairs should randomly find other pairs with whom to work.• If necessary, you can guide certain pairs to work with others for a smoother outcome. |
|---|---|

8A - Taking Initiative & Persevering

**Partner/Small Group Activity:
Perseverance Challenge**

DIRECTIONS Work with your partner to complete these first two challenges then ask your instructor for the next part of this challenge. This is not a competition. It does not matter who finishes first.

Puzzle #1: Work together to solve this puzzle - be sure that both would be able to explain how you arrived at the answer.

What is the value of square? $\square =$

$$\square \times \bigcirc = 12$$
$$\triangle + \triangle = 14$$
$$\triangle - \bigcirc = 5$$

Puzzle #2: Taking turns with your partner, come up with at least 20 words made from the letters of PERSEVERANCE. Words must have three or more letters, and you cannot use the "S" to make plurals.

PERSEVERANCE

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Perseverance Challenge - Debrief Questions

DIRECTIONS Read and answer the questions.

1. Now that you have persevered through the challenge, what about it was most difficult, most challenging?
2. How was it different when working with a partner to shifting and working with two other people? Explain. If it wasn't different at all, why do you think that is?
3. Do you think an employer or professor could count on you to push through a difficult and challenging assignment? Why?



Assessment:

- Circulate to help students who may be frustrated by this process
- Are students able to communicate and collaborate to solve all the challenges?

Intentionally Blank

Individual/Group Activity: Perseverance Challenge — Debrief Questions

***Optional:** This activity should be done if time allows.

Suggested Timing: 15 minutes

Facilitation Steps:

1. Have students complete the debrief individually (rather than in groups or pairs).
2. Ask volunteers to share their thoughts as to how their experience with this activity connects to other experiences (either past or anticipated).
3. Ask others to describe what they found challenging in this activity and to speak to how they pushed through. Look for opportunities to hear about what students learned about the nature of perseverance.
4. Finally, ask students to describe any shift in thinking about themselves and their capacity for perseverance.

Debrief Discussion

- Answer the Challenge Debrief Questions.
- Respond to the Experience Debrief Questions.
- Be ready to share and discuss your responses.



Tips for Successful Implementation:

| | |
|--|---|
|  <p>Time Management:</p> <ul style="list-style-type: none">• You may choose to debrief longer depending on the interest of the group. |  <p>Prompting Discussion:</p> <ul style="list-style-type: none">• Ask students to first look to make a connection to other comments before adding new thinking.• Offer a template such as, “I agree with _____ because _____ and would also add _____.” |
|--|---|

Experience Debrief Discussion

DIRECTIONS Now that you have had some time to think through the above questions, we are going to discuss the project as a whole group. Use the table below to help you come up with ideas about what to say.

| | |
|------------------------------------|---|
| Share CONNECTIONS and PREDICTIONS | <ul style="list-style-type: none">• The process of solving different kinds of challenges reminded me of ...• My experience working this way with others connects to ...• When I think about this experience and my own goals, I think ... |
| dig deeper by asking QUESTIONS | <ul style="list-style-type: none">• What aspect of this challenge surprised you the most?• What additional questions can you think of about the nature of perseverance?• What other opportunities do you think will give you a chance to practice perseverance? |
| reflect and wrap-up by SUMMARIZING | <ul style="list-style-type: none">• In participating in this challenge, I was most effective at ...• Before I partnered up, I thought _____, but now I think ...• The most important information I learned about myself was ... |



Assessment:

- Students should be able to discuss their role and the role others played in the challenge activity.
- Students should be able to identify and discuss connections between this activity and anticipated challenges.

Session Wrap-Up

Suggested Timing: 10 minutes

Facilitation Steps:

1. Review Learning Target then have students complete the reflection sheet.
2. Highlight the focus of the top section asking about their current sense of how they might be rated in initiative and motivation as defined by the MA WBLP.
3. Have students rate their mastery of the Learning Target.

Learning Target

- I take the initiative to contribute positively and approach challenges head on.

Plus 1 additional slide

Tips for Successful Implementation:



Dig Deeper/Extensions:

- Discuss the value and use of reflection in terms of workplace learning, personal relationships, schoolwork and goal-setting.
- Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.



Organization/Class Management:

- This reflection could be completed without much of a share-out (given that the Challenge Debrief Questions would have offered the beginnings of similar reflection).

Session Wrap-Up

| | |
|--|---|
| <p>Motivation and Initiative are employability skills in the MA WBLP. Based on your performance, you can receive a 1 to 5 score, where 1= Improvement plan needed and 5=Advanced. Use the space below to plan how you could receive a strong rating.</p> | |
| <p>Criteria for Motivation and Initiative rating</p> | <ul style="list-style-type: none"> The ability and desire to apply full effort to tasks from beginning to end Asking for new tasks as soon as you have successfully completed your current work |
| <p>Two components that you are strong in ...</p> | |
| <p>One area that you need to work on and some possible strategies ...</p> | |

| Target Check-In | | | | |
|---|--|---|---|--|
| <p>Read the learning target and check the rating that best matches how you feel.</p> |  1 Not sure ... |  2 Working on it ... |  3 Almost there ... |  4 I can do it! |
| <p>I take the initiative to contribute positively and approach challenges head-on.</p> | | | | |

I feel this way because ...



Assessment:

- Are students able to reflect on their learning and possible growth?
- Circulate to help struggling students think through their processes.

Resources for Module 8A in Teacher’s Manual

| | Standard Resources | Page |
|----|---|------|
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| 2. | Anthony and Rylan’s Stories | 30 |
| 3. | Final Challenge Instruction Sheets | 31 |

| | English Language Learner Accommodation | Page |
|----|---|------|
| 1. | What Do You Think: I Relate To This Quote Because ... | 33 |

“I Relate To This Quote Because ...”

“The beautiful thing about learning is no one can take it away from you.”

~ BB King (Musician)

“Our greatest glory is not in never falling, but in rising every time we fall.”

~ Confucius (Eastern thinker and social philosopher)

I am still learning.

~Michelangelo, (Artist)

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

~ John Quincy Adams (U.S. president)

“Our lives improve only when we take chances — and the first and most difficult risk we can take is to be honest with ourselves.”

~ Walter Anderson (Author)

“Opportunity may knock only once, but temptation leans on the doorbell.”

~ Anonymous

“To the question of your life, you are the answer, and to the problems of your life, you are the solution.”

~ Joe Cordare (Author)

“Choose people who lift you up.”

~Michelle Obama, (First Lady of the U.S. and Lawyer)

“Those who are brutally honest are seldom so with themselves.”

~ Mignon McLaughlin (Journalist and author)

If you knew how much work went into it, you would not call it genius.

~Michelangelo, (Artist)

“If you aren’t sure who you are, you might as well work on who you want to be.”

~ Robert Brault (Poet)

“They always say time changes things, but you actually have to change them yourself.”

~ Andy Warhol (Artist)

“You will never come up against a greater adversary than your own potential, my young friend.”

~ Michael Piller (Scriptwriter and producer)

“Be a first-rate version of yourself, not a second-rate version of someone else.”

~ Judy Garland (Actress and singer)

Until you make peace with who you are... you'll never be content with what you have.”

~ Doris Mortman (Author)

I like criticism. It makes you strong

~LeBron James (Basketball player)

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

~ Albert Einstein (Physicist)

“Don’t wait for good things to happen to you. If you go out and make some good things happen, you will fill the world with hope, you will fill yourself with hope.”

~ Barack Obama (U.S. President)

“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

~ Maya Angelou (Poet)

People, even more than things, have to be restored, renewed, revived, reclaimed and redeemed; never throw out anyone.

~Audrey Hepburn (Actress)

To avoid criticism say nothing,
do nothing, be nothing.”

~Aristotle (Philosopher)

Every day may not be good but
there's something good in
every day

~Alice Morse Earle (American historian and author
from Worcester, Massachusetts.)

Nothing is impossible; the word
itself says 'I'm possible!'”

~Audrey Hepburn (Actress)

It always seems impossible
until it is done.

~ Nelson Mandela (South African president, anti-
apartheid revolutionary, political leader)

I hated every minute of training, but I said, “Don’t quit. Suffer now and live the rest of your life as a champion.”

~Muhammad Ali (American boxer)

“Folks who never do any more than they get paid for, never get paid for any more than they do”

~ Elbert Hubbard (Author)

Good habits formed at students make all the difference.

~Aristotle (Philosopher)

“To be nobody but yourself in a world that is doing its best to make you just like everybody else means to fight the greatest battle there is to fight and to never stop fighting.”

~ E. E. Cummings (Poet, painter, essayist, author and playwright)

Anthony & Rylan's Stories

Anthony's Story

Anthony has been working as an intern in a health care clinic for a couple of months. Recently, he noticed that one of the supply carts is kept in an awkward location. He thinks maybe it should be moved to a different spot where patients, and even some doctors and nurses, will be less likely to bump into it.

Today, just as Anthony was taking his usual break, he saw a patient bump into the cart. The patient was not hurt, but was clearly embarrassed, and sterile supplies were scattered all over the hall. Anthony quickly reassured the patient and cleaned up the mess.

At the end of his shift, Anthony asked his supervisor if she had a moment to talk. He told her about the problem he had noticed and his idea to improve the situation. His supervisor was very pleased with his idea and thanked him.

Rylan's Story

Rylan started working as a front-desk person at a hair salon. He wants to prove to his employer that he is a good worker. Sometimes he helps customers by himself.

Today the salon is busy. Donna, a customer, stops by the front-desk. She is unhappy with her haircut. She wants to get her money back. Rylan does not know what to do. His manager is on break. He tells Donna to come back tomorrow for a free haircut and gives her a gift certificate. Donna thanks him and leaves the salon happy.

Rylan's boss soon finds out what he has done. She is upset that he gave a customer both a free haircut *and* a gift certificate.

Perseverance Challenge (page to accompany cups)

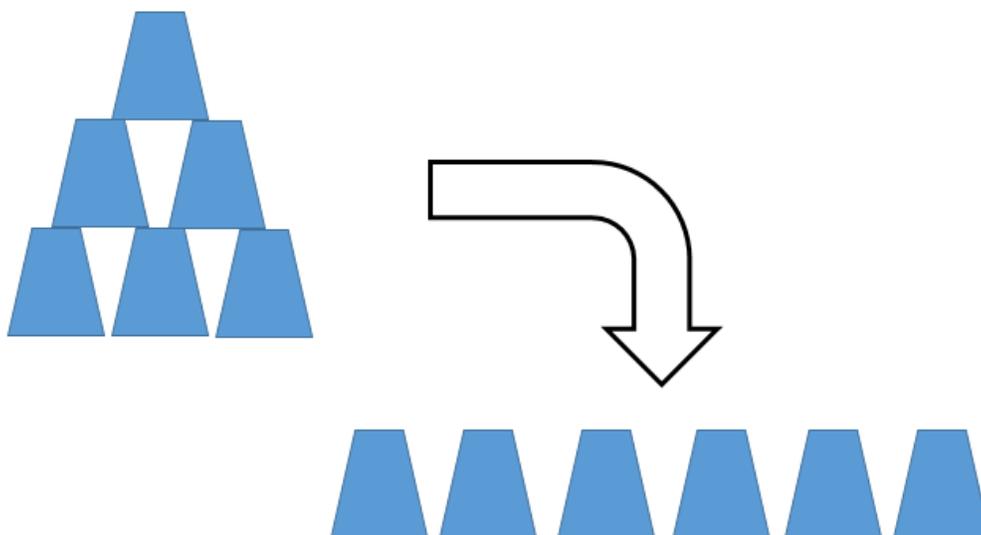
Directions: You and your partner must find a partner pair with a rubber band and strings and ask them to work with you to complete the two last challenges. You may need to wait for the needed partner pair to become available.

Rules:

- Stack the cups into a pyramid
- Each of you may hold on to one string only.
- You may use both hands on the string – but cannot touch the rubber band.
- You may talk to each other as you work to complete each challenge.
- The partner pair with the cups have instructions for the first challenge.
- The partner pair with the rubber band and strings have the instructions for the second and final challenge.
- You need to complete the challenges in order.
- You must have a teacher/instructor confirm that the first challenge has been completed before starting to work on the second challenge.

CHALLENGE #1

Using the rules above, move the cups from a pyramid into a row.



Perseverance Challenge (page to accompany rubber bands)

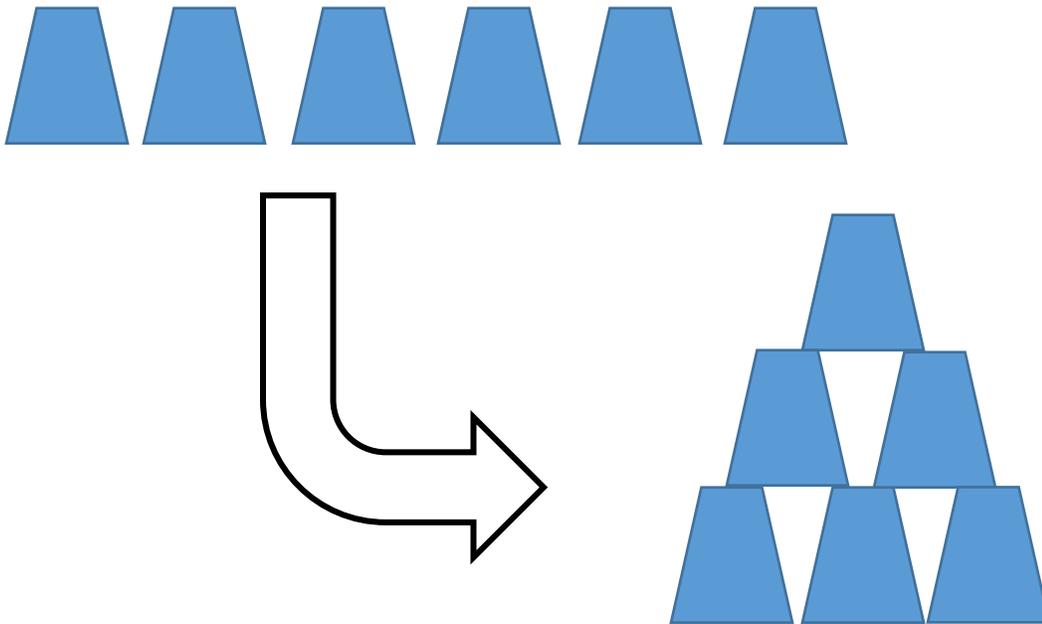
Directions: You and your partner must find a partner pair with cups and ask them to work with you to complete the two last challenges. You may need to wait for the needed partner pair to become available.

Rules:

- Each of you may hold on to one string only.
- You may use both hands on the string – but cannot touch the rubber band.
- You may talk to each other as you work to complete the challenge.
- The partner pair with the cups have instructions for the first challenge.
- The partner pair with the rubber band and strings have the instructions for the second and final challenge.
- You need to complete the challenges in order.
- You must have a teacher/instructor confirm that the first challenge has been completed before starting to work on the second challenge.

CHALLENGE #2

Using the rules above, move the cups from a row into a pyramid.



What Do You Think:

I relate to this quote because...

Directions: First, take a moment to add a picture, symbol, or word that reflects something you learned about yourself in the last session.

Read each quote. Complete the sentences below.

Quote A

All things are difficult



BEFORE

they are easy.



- Thomas Fuller

Quote B

I am still learning.



- Michelangelo, artist

I like quote _____ better because _____

This quote reminds me of _____

What Do You Think

I Relate to this Quote Because...

Directions: First, take a moment to add a picture, symbol, or word that reflects something you learned about yourself in the last session.

Read each quote. Complete the sentences below.

| Quote A | Quote B |
|--|--|
|  <p>“Our greatest glory is <u>not in never falling</u></p> <p>but in <u>rising</u></p>  <p>every</p> <p>time we fall.”</p> <ul style="list-style-type: none">- Confucius (Eastern thinker and social philosopher) | <p>“Don’t <u>wait</u> for good things to happen to you.</p> <p>If you <u>go out and make</u> some good things happen, you will fill the world with hope.</p>  <p>You will fill yourself with hope.”</p> <ul style="list-style-type: none">- Barack Obama, US President |

I like quote _____ better because _____

This quote reminds me of _____