



# Persistence Passport

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## Materials:

- Passport worksheet
- Passport stamp station

## Directions:

Print four or five scenarios to post around the room. Each student will travel through different “stops” with real-life stories about persistence in collecting stamps (stickers or check marks) as they discuss each scenario. The students can participate in a gallery walk interactive learning structure for this activity. In a small group, students will discuss each scenario and answer the following questions:

- *What challenge(s) did the person face?*
- *How did they show persistence?*
- *How can you apply this to your lives?*

Have students share one takeaway about persistence in a small group or whole class.

- 1. A Student Struggles in Math** – Doba keeps making mistakes on her multiplication test. She wants to give up but decides to ask for help, she practices, and she tries again.

**Reflection:** *Why is it important to keep trying even when schoolwork is hard?*

- 2. A Girl Scout Selling Cookies** – Anisa gets turned down by several neighbors when selling cookies. She doesn’t quit and keeps asking politely; soon, she sells all her boxes.

**Reflection:** *What does this teach us about confidence and perseverance?*



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- 3. A Student Learns to Ride a Bike** – Kofi falls off his bike repeatedly, but instead of quitting, he keeps trying until he finally rides on his own.

**Reflection:** *How does persistence help when learning new skills?*

- 4. A Scientist's Experiment Goes Wrong** – A scientist's experiment doesn't work the first five times. Instead of giving up, she changes one thing and finally finds the solution.

**Reflection:** *Why do scientists need persistence?*

- 5. Thomas Edison's Invention Failures** – Edison tried over 1,000 times before inventing the light bulb. He said, "I have not failed. I've just found 1,000 ways that won't work."

**Reflection:** *Why did Edison say, "I have not failed, I've just found 1,000 ways that won't work"?*



# Interactive Learning Structure – Gallery Walk

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## Materials:

- Pens/Pencils
- Paper

## How to Do It

1. Students display recently completed small-group work or brainstormed lists on the walls around the classroom.
2. Direct students to walk around and look at all of the items displayed.
3. Give a focus for the Museum Walk. For example, if students are viewing ways their actions might have an impact on others, you might ask them to pay attention to which responses are similar and different between the age groups or to note characteristics that surprised them.
4. Encourage students to take notes on what they notice.
5. Optional: After a few minutes, gather the group together and ask a few students to share their observations.