



# Rio Grande Educational Collaborative Before and After School Program Lesson Plan

TITLE OF LESSON: Patience... huh? DATE: \_\_\_\_\_

SITE NAME: \_\_\_\_\_ CLASS SIZE: \_\_\_\_\_

NAME(S) OF INSTRUCTOR: \_\_\_\_\_

CREDIT: (ie: website, pinterest,) \_\_\_\_\_

**NM COMMON CORE: (SEL Standard):** Regulation 3B. Student recognize life stressors and has strategies to manage them. "I can recognize situations that make me feel stressed and take appropriate steps to change them"

## LEARNING OBJECTIVES:

**Students will understand the following:** (What students will be learning)

1. \_\_\_ Students will be able to identify stressful situations that may cause frustration or heightened emotional response.
2. Students will be able to describe patience.
3. Students will be able to practice patience skills with the support of an educator/adult.

## ACTIVITY:

**Instructional Sequence:** (Step by step instructions, should another instructor pick up and teach the lesson successfully)

1. \_\_\_ Lesson can be done in a circle
2. What does the word patience mean? **Patience: To wait calmly for something or someone without complaining.**
3. What does patience "look" like?
4. When a student is showing patience, how would we know?
5. When have you shown patience? Some examples: waiting patiently if you have a question and another student is in line, not talking when another student is talking, not interrupting: You can connect to earlier lesson about waiting for someone to stop talking before they talk – that takes patience
6. Next ask your class for times that it is very challenging to wait. Examples include lunch, recess, going to a friend's house, answering a question that you know the answer to, opening a gift
7. It takes patience not to get too excited and tear into a gift before its time or patience not to run down the hall when it's time for recess.
8. Invite students to complete these sentences as you close the lesson/circle. You can do as many as you have time for in this lesson
  1. A patient person is someone who
  2. A patient person tries to
  3. I am a patient person when I
9. \_\_\_ In closing give students a tootsie pop explaining the experiment of practicing patience. This activity can be done together in class or as a take home activity.
10. \_\_\_ Invite students to interview parents/ family and/or school staff about why they practice patience. Use the last three prompts from the lesson as an interview guide. After students complete the interview, discuss their findings as a whole class.

## MATERIALS:

**The following materials or equipment needed for this lesson:** (Include special equipment request)

1. \_\_\_ Tootsie pops (Optional Supports sensory motor integration skill development too)
2. Patience cards.

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**SITE SUPERVISOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**INSTRUCTOR'S REFLECTION:**

**Reflection on the lesson given:**

1. How many students participated in the lesson given? \_\_\_\_\_
2. Name(s) of instructors participated. \_\_\_\_\_
3. How long did your lesson take? (Amount of time) \_\_\_\_\_
4. How did the students feel about the lesson? \_\_\_\_\_
5. Did the students like the lesson? \_\_\_\_\_
6. What part of the lesson did the students like? \_\_\_\_\_  
\_\_\_\_\_
7. What part of the lesson did the students not like? \_\_\_\_\_  
\_\_\_\_\_
8. Were the students interested in the topic of the lesson? \_\_\_\_\_
9. Was the content of the lesson difficult for the students? \_\_\_\_\_
10. What could you have changed to make the lesson interesting? \_\_\_\_\_  
\_\_\_\_\_
11. Did you have any trouble getting your lesson together? (Idea & Materials) \_\_\_\_\_  
\_\_\_\_\_
12. How do you rate your lesson? (1-10) Why? \_\_\_\_\_  
\_\_\_\_\_

**SITE SUPERVISOR'S REFLECTION:**

**Reflection on the instructor's lesson:**

1. How many students participated in lesson? \_\_\_\_\_
2. How many instructors participated in lesson? \_\_\_\_\_
3. Did the students enjoy the lesson? \_\_\_\_\_
4. What part did the students enjoy? \_\_\_\_\_  
\_\_\_\_\_
5. What part did the students NOT enjoy? \_\_\_\_\_  
\_\_\_\_\_
6. What could have been changed to make the lesson interesting? \_\_\_\_\_  
\_\_\_\_\_
7. Was the content of this lesson difficult for students to understand? Why? \_\_\_\_\_  
\_\_\_\_\_
8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)  
\_\_\_\_\_  
\_\_\_\_\_