**Consistency: Enduring Skill**

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| Teacher Name:  Ms. Oduro | | | Duration (in minutes):45 -60 |
| Grade Level(s): 5-12 | Subject/Course: | | Unit: Career Skills |
| Resources needed:  On-site people, facilities, tools, technology, materials, community connections | * Laptop * PowerPoint slides (create slides differentiating/explaining motivation and consistency) * Pen and pencil * Notebook, * Ability to write or has a scribe, goal setting sheet. | | |
| Learning Standards: | 6R4; 6w1a. | | |
| Big Idea & Authentic Purpose:  Why does this matter to your students?  How will this be helpful to your students? | Consistency is essential to students’ character whether in school or later in life. Consistency helps students develop a behavior routine that enables them to build trust between them and their friends, employers, colleagues. It allows people to be able to predict and become aware of whether the students can fit the expectations of the company and school culture. It allows students to become more self-aware. | | |
| Type of Career Content  Career skills | Experts: (optional)  Who can you connect with to bring in an outside voice?  Invite either a colleague and/or guest from a field student are interested in. Interview them by asking, how has been consistent improve or help them in their career journey? | | |
| Relevancy:  How does it connect to students' lives? | Students will learn how being consistent can impact their ability to accomplish their goals. Success only comes through a repeated habit. | | |
| **Objectives:** Students will be able to differentiate between motivation and consistency to investigate how goal setting along with consistent practice impact one’s habit. | | **Assessment:** turn & talk, writing, consistency goal setting sheets | |
| Knowledge Construction: How are students going to construct content knowledge and practice it  **Beginning of lesson (5-10 minutes)**  Ask students to write/explain the difference between motivation and consistency   * What is the difference between motivation and consistency? * Think about a time you were motivated to do something * Did you accomplish it? * If yes, why do you think you were successful? * If no, why do you think you were not successful? | | | |
| **Middle of lesson (10 minutes)**  Explain motivation.   * Simply put, motivation gets you started, * Students participates in a turn, talk, & write four reasons why many people feel motivated to start a diet but fails to keep the diet going for a long time? * \*Students share out their responses \*   Explain consistency   * consistency gets you the results and the accomplishment * Students participates in a turn, talk, & write to list five activities/sports that requires is players to be consistent. * \*Students share out their responses   **Activity 1 (5 minutes)**  Play: Motivation or Consistency (student should explain their answer choices).  \*Display a picture of the following activities on your screen and ask students whether the activity requires motivation or consistency or both and why?   * Exercising: motivation or consistency? * Losing weight: motivation or consistency? * Running a marathon: motivation or consistency? * Eating healthy: motivation or consistency? | | | |
| **End of lesson (Total: 25 minutes)**  Explain to students the different ways they can become consistent.   Use this article [here](https://www.thebusybeck.com/the-power-of-consistency-why-consistency-is-better-than-motivation-alone/)    **Activity 2:** **(10 minutes for writing: 5 minutes for share-out)**  (Come up with your own prompt if this is not something your students are interested in)  Explain how motivation and consistency helped Michael Jordan become of the best basketball players.    Explain benefits of being consistent to goal accomplishments. Use this article [here](https://www.thebusybeck.com/the-power-of-consistency-why-consistency-is-better-than-motivation-alone/)    **Activity 3: Goal Setting**  Complete a [goal setting](https://nysemail-my.sharepoint.com/:w:/g/personal/stella_oduro_labor_ny_gov/EWki7nI-rIhMnqLKo6svEZQB-UWooYefRXt84n4sFqXi4Q?email=Amneris.Puscasu%40labor.ny.gov&e=BB0FBw) sheet **(10 minutes; 3 minutes for sharing & 7 minutes for filling out the form)**   * Remind students that they should track their progress throughout the month * It will be collected at the end of the month   Remind students that motivation gets people started on a goal; however, it is with a consistent practice they can accomplish the goal.    **Let’s Build Our Consistency: Goal Setting Sheet**  **Example: Ms. Oduro**   |  |  | | --- | --- | | **Goals:** | I want to be more consist with my physical activity |      |  |  | | --- | --- | | **Small Steps** | Walk everyday afterwork for 15 minutes | | **Accountability Partner** | My workout buddy – Jenna | | **Schedule/deadline** | Start working at 4:15 pm and finish by 4:30 pm | | **Routine** | * **Where**: move around my neighborhood * **When:** every day at 4:15 pm * **How:** walking * **Why:** I want to be more active and physically healthy | | **Weekly Reward** | Eat favorite fruit, blueberries |     **YOUR TURN!**   |  |  | | --- | --- | | **Goals:** |  |  |  |  | | --- | --- | | **Small Steps** |  | | **Accountability Partner** |  | | **Schedule/deadline** | **Start:                                                                       Finish:** | | **Routine** | * **Where**: * **When:** * **How:** * **Why:** | | **Weekly Reward** |  |   **PROGRESS TRACKER**  **Week 1:**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Days of the week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** | | **Track Progress** |  |  |  |  |  |  |  |   **Week 2:**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Days of the week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** | | **Track Progress** |  |  |  |  |  |  |  |   **Week 3:**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Days of the week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** | | **Track Progress** |  |  |  |  |  |  |  |   **Week 4:**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Days of the week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** | | **Track Progress** |  |  |  |  |  |  |  |     You can take it a step further by having your students create a career zone profile and completing the assessment   * Ask them to look at their career results. * Select five occupations that will require consistency if the individual wants to become excellent in it? * Ask them to select one out of the five careers and write about the habit that they would need to develop/ be consistent to achieve that specific job. (This can be an essay or research paper for upper grade students --> 10- 12 graders) | | | |

**Let’s Build Our Consistency: Goal Setting**

**Example: Ms. Oduro**

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| **Goals:** | I want to become more active and physical healthy |

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| --- | --- |
| **Small Steps** | Walk everyday afterwork for 15 minutes |
| **Accountability Partner** | My workout buddy – Jenna |
| **Schedule/deadline** | Start working at 4:15 pm and finish by 4:30 pm |
| **Routine** | * **Where**: move around my neighborhood * **When:** everyday at 4:15 pm * **How:** walking * **Why:** I want to be more active and physically healthy |
| **Weekly Reward** | Eat favorite fruit: blueberries |

**YOUR TURN!**

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| **Goals:** |  |

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| --- | --- |
| **Small Steps** |  |
| **Accountability Partner** |  |
| **Schedule/deadline** | **Start: Finish:** |
| **Routine** | * **Where**: * **When:** * **How:** * **Why:** |
| **Weekly Reward** |  |

**PROGRESS TRACKER**

**Week 1:**

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| **Days of the week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Track Progress** |  |  |  |  |  |  |  |

**Week 2:**

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| **Days of the week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Track Progress** |  |  |  |  |  |  |  |

**Week 3:**

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| **Days of the week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Track Progress** |  |  |  |  |  |  |  |

**Week 4:**

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| **Days of the week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Track Progress** |  |  |  |  |  |  |  |