

NEVER GIVE UP ACTIVITIES

Based on *Try Some More* - written by Hayley Apelt and Luana Olsen

These activities are designed to be completed from Activity 1 in sequence to Activity 9. However, you could choose to just do a few from each section.



ACTIVITY 1 – NEVER GIVE UP WORDS

- Recall words and phrases from the book about never giving up. For example: positive, achieve, improve, carried on, practise, try some more, persisted, kept going, continued, patience, willpower, new attempt, didn't give up, preserve, I got there in the end, wasn't a race, it may take longer, it could be a long road ahead, learning could take a while. Brainstorm any other words or phrases that were not mentioned in the book and add to your list.
- Create posters for displaying around the classroom:
 - Write/type individual words or phrases on a page and allow students to decorate them. [Some examples are provided below.](#)
 - You could also allocate each student/pair/group a word to write themselves and decorate.
 - Capable students could draw examples of the word/phrase. Less capable students could use the colouring in pages provided.
- Create pages with words written at the top of them, for example: perseverance, mistakes, challenges, persistence etc. Ask students to write one or more of the following underneath: the definition of the word, what it means to them and/or a time when it was relevant to them. They can decorate the page, possibly by drawing themselves in a way that reflects the word.

ACTIVITY 2 – SELF-ENCOURAGEMENT

- What is self-encouragement? For example: believing in yourself, not giving up, using positive self-talk.
- Refer to the list of words about never giving up from Activity 1. Could you say these words to yourself when faced with a challenge or something new? Talk about how the internal dialogue you have with yourself affects your attitude and willingness to persist and try new things. Change these words into statements which could be said to yourself, for example: positive – If I am positive, I can achieve.
- Throughout the story, the characters use positive self-encouragement. Can you remember or find phrases that demonstrate this? Some of these are written in third person but demonstrate self-encouragement. Answer:
 - I got there in the end.
 - I had to preserve.
 - I'm really proud.
 - I tried, tried and tried some more, Then I did things I couldn't before.
 - If he carried on, he'd soon grasp what to do. The boy climbed eagerly onto the seat. He would practise balancing and pedalling his feet.
 - If she persisted, she'd soon make it through. The girl stood up keenly and stretched to the top. She would practise swinging; hoping not to drop.

- If he kept going, he'd soon gain the skills too. The boy chose a story from off the shelf. He would practise reading all by himself.
- Could you use some of these phrases? Can you think of others?
- Ask students to draw a picture of themselves in the middle of a page. Draw speech bubbles or lines radiating out of the image. Within each speech bubble or at the end of each line, students write positive words or phrases that they could say to themselves. For example: I can always improve, mistakes help me learn, I can persevere even when I am frustrated, I can help other people to succeed, I like challenging myself, putting in effort makes a difference, I should never say that I can't. They could be displayed around the classroom or stuck to their individual desks and referred to when appropriate.
- Engage students in a regular, quick class discussion about positive self-encouragement and things they can think or say when faced with challenges or something new. You could make prompt cards and ask a student to randomly select one for the daily discussion. Examples: Do you think mistakes help you learn? Does failing mean you will never achieve? What could you do if someone makes you feel like you can't do something?
- Create a list of thoughts and sort them into positive self-encouragement (or things I should tell my brain) and negative (or things I should not tell my brain) self-talk. Discuss the importance of positive self-encouragement in achieving goals. [A template is provided below.](#)
- Give students a list of phrases with the headings "Instead of saying" and "I can say". Provide a negative phrase and ask students to write a more positive, self-encouraging alternative beside it. [A template is provided below.](#) You could also use the words from the previous activity.

ACTIVITY 3 – Y CHARTS

- Have you ever tried something new and challenging? Create a Y chart about what it *looks like*, *sounds like* and *feels like* when you can't do something or when you try something new and fail.
- Create a Y chart about what it *looks like*, *sounds like* and *feels like* when achieving something new.
- If both Y charts were completed, they can be compared and contrasted.

ACTIVITY 4 – LEARNING DOESN'T STOP

- Do you stop learning when you have achieved something? What happens next?
- Imagine there is more to the story after *Try Some More* ends. What do you think could happen next for each of the four children? Do you think they stop learning or could they gain even more skills? For example:
 - The boy could learn to ride up hills, faster, at a skate park or with his hands off the bars.
 - The girl could try more complicated equipment at the park or higher monkey bars.
 - The boy could read longer or more challenging words and books.
 - The girl could learn other skills relating to getting dressed like doing up her buttons.
 - Each of them could set another goal for a new skill to learn.
- Discuss times when students achieved something and what the next step was or things that they may like to learn and what the next step would be after achieving it.

ACTIVITY 5 – GOAL SETTING

- Open the book to the last double page. Why do you think the phrase, “Try, try and try some more then you’ll do things you couldn’t before” was written at the end of the book with children trying a range of activities? Discuss what the children on these pages are learning to do.
 - Which of these things can you do?
 - Which of them are you learning at the moment?
 - Which would you like to learn?
 - Students could place the skills in chronological order of things they have achieved, are working on now and want to achieve.
 - Have you set any goals to achieve any of the things on this page?
 - What things would you like to learn that are not included on the page?
- What steps are needed to achieve something new or challenging? Have a discussion around giving up. When was a time you gave up? Did you learn how to do it then? When was a time you kept going? Could you eventually do it? What steps did you take?
- Give students a piece of paper divided into three columns – “I can’t...”, “But I can...” and “I would like to...” [A template is provided below](#). Complete the sentences and/or draw a relevant picture.
- Create a table with three columns – students write and/or draw something they would like to learn, what steps they need to do to achieve it and how they will feel when they achieve their goal. [A template is provided below](#).
- Give students a page divided into five parts, one for each day of the week. At the start each day, ask them to write or draw something new that they are going to try. Reflect on how they went with the task at the end of each day. Was it easy? Was it hard? Did you require several attempts? The same task could be added for the next day if it wasn’t achieved. [A template provided below](#).
- Students draw a picture or write one or more things that they would like to learn. Around the picture/s, they write words that they will need to achieve it or things to say to themselves if they fail.
- Students think of something that they would like to learn and draw themselves doing it on a small card or piece of paper. Words/phrases could also be added, for example: try some more, I can do it, keep going. They display the card somewhere that they will see often (like on their desk or beside their bed at home) as a reminder that it may take time but if they keep trying, they will eventually achieve.
- Ask students to write the words “I can’t do it... yet!” in the middle of the page. They are to draw or write things that they cannot do... yet (such as cut with a knife, swim, ride a skateboard, make a bed, make lunch, dance, write a story). Discuss how they will eventually learn if they persist.
- In the book, the mother mentioned skills that her son had already learnt (crawling and walking). Students write or draw things that they have learnt to do, such as sitting, crawling, walking, talking, climbing etc. Discuss as a class. Did you learn them on your first try? Can you do them now? Did you give up? Compare experiences with learning new skills. What was the common link? Was it that everyone kept trying and didn’t give up? Did someone help?
- Discuss the time and/or steps involved in learning new skills. Think about ones which are very quick to master and others that take a lot longer. Perhaps create a continuum and place skills in order of time taken to learn. Why do some things take much longer than others? Do some require you to learn other skills beforehand (for example: learning to walk before you can run)?

- Students draw a picture of themselves in the middle of a piece of paper. Above this, they draw pictures or write words for what they have achieved so far in their life and below their self-portrait, what they want to achieve. Examples include: crawling, walking, reading, using a knife, learning to skip. Initiate a class discussion about how they achieved what they have so far and how they will be successful with new things, for example: not giving up, practising, having multiple attempts, asking for help. [A template is provided below.](#)
- Complete the 1, 2, 3, 3, 2, 1 sheet. Ask the students to write or draw: 1 thing they are proud of, 2 things they have learnt, 3 things they are thankful for, 3 things they want to get better at, 2 ways to achieve their goals, 1 thing they want to try. Regularly refer to what they wrote or drew to see how they are progressing. [A template is provided below.](#)
- Create a poster with this phrase at the top: “If I try, try and try some more, then I’ll do things I couldn’t before!” Students add a picture of themselves attempting to do things that they would like to learn. Display them as a reminder to keep trying. Celebrate class successes when the students achieve their goals, perhaps by adding a star or another element to the poster once achieved. [A template is provided below.](#)

ACTIVITY 7 –WRITING

- Students write a recount of a time when they were trying something new.
- Write a narrative about a person or an animal not being able to do something the first time, but they never give up and keep trying different ways to achieve their goal and eventually they learn.

ACTIVITY 8 – REFLECTING ON ACHIEVEMENTS

- Once a week, have a sharing circle. Students share times they achieved a goal or did something without giving up over the past week.
- Have an achievements box. Ask students to draw or write when they achieve a goal. Share the contents of the box regularly and ask the students to discuss how they achieved the goal, how long it took and how it made them feel.
- Place a folder in the classroom that is accessible to all students. As they achieve a goal, they draw a picture of it and write their name. The folder can be read by children regularly and occasionally shared with the class so achievements can be celebrated.

ACTIVITY 9 – LEARNING FROM THE STORY

- Now that you have discussed never giving up and trying new things, re-read the book.
- Discuss the message:
 - What do the authors want you to know?
 - Why do you think the authors wrote this book?
 - Why do you think the authors felt the message was so important?
 - What is the main thing that you learnt from reading this story?
 - What was the most important part of the story for you?
 - Has the book and activities made you think differently about learning something new?
- Draw one thing you learnt from the story and write a sentence to match.

BE
RESILIENT

PERSEVERE

KEEP

GOING

NEVER

GIVE UP

I CAN

DO IT

TRY
SOME
MORE

PERSIST

POSITIVE SELF-ENCOURAGEMENT AND NEGATIVE SELF-TALK

Sort the words into positive self-encouragement and negative self-talk.

I need to hurry so that I finish first.	I am not very good at this.
I can change my plan.	I give up.
My effort is more important than my result.	I learn from my mistakes.
I can always improve.	I'm too stupid.
This is too hard.	I can't do hard work.
Learning is fun.	I won't give up.
I don't need to practise.	I will keep trying.

POSITIVE SELF-ENCOURAGEMENT AND NEGATIVE SELF-TALK

Turn negative self-talk into positive self-encouragement.

Instead of saying...	I can say...
I am not good at this.	
I give up.	
I will never understand this.	
I don't want to make a mistake.	
I can't do this.	
They are better at this than me.	
That will do. It's good enough.	
This is too hard.	
This is too easy.	
This is taking too long.	
My work isn't good enough.	

GOAL SETTING

Complete the table by writing a sentence and/or drawing a picture.

I can't...	But I can...	I would like to...

GOAL SETTING

Complete the table by writing a sentence and/or drawing a picture.

I would like to...	I will achieve this by...	When I achieve my goal, I will feel...

GOAL SETTING

At the start each day, write or draw something new that you are going to try. At the end of each day, reflect on how you went with the task. You could add that same task the next day or think of a new one if you have achieved it.

	Monday	Tuesday	Wednesday	Thursday	Friday
My goal today is...					
How did I go? Was it easy? Hard? How many attempts did I make?					

WHAT I HAVE LEARNT AND WANT TO LEARN

Draw a picture of yourself in the middle and fill in the top and bottom sections.

Things I have learnt so far...

Me!

Things I would like to achieve...

1, 2, 3, 3, 2, 1 CHART

I am proud of...						
I have learnt...						
I am thankful for...						
I want to get better at...						
Ways to achieve my goals...						
I want to try to...						

If I try, try and try some more,
Then I'll do things I couldn't before!