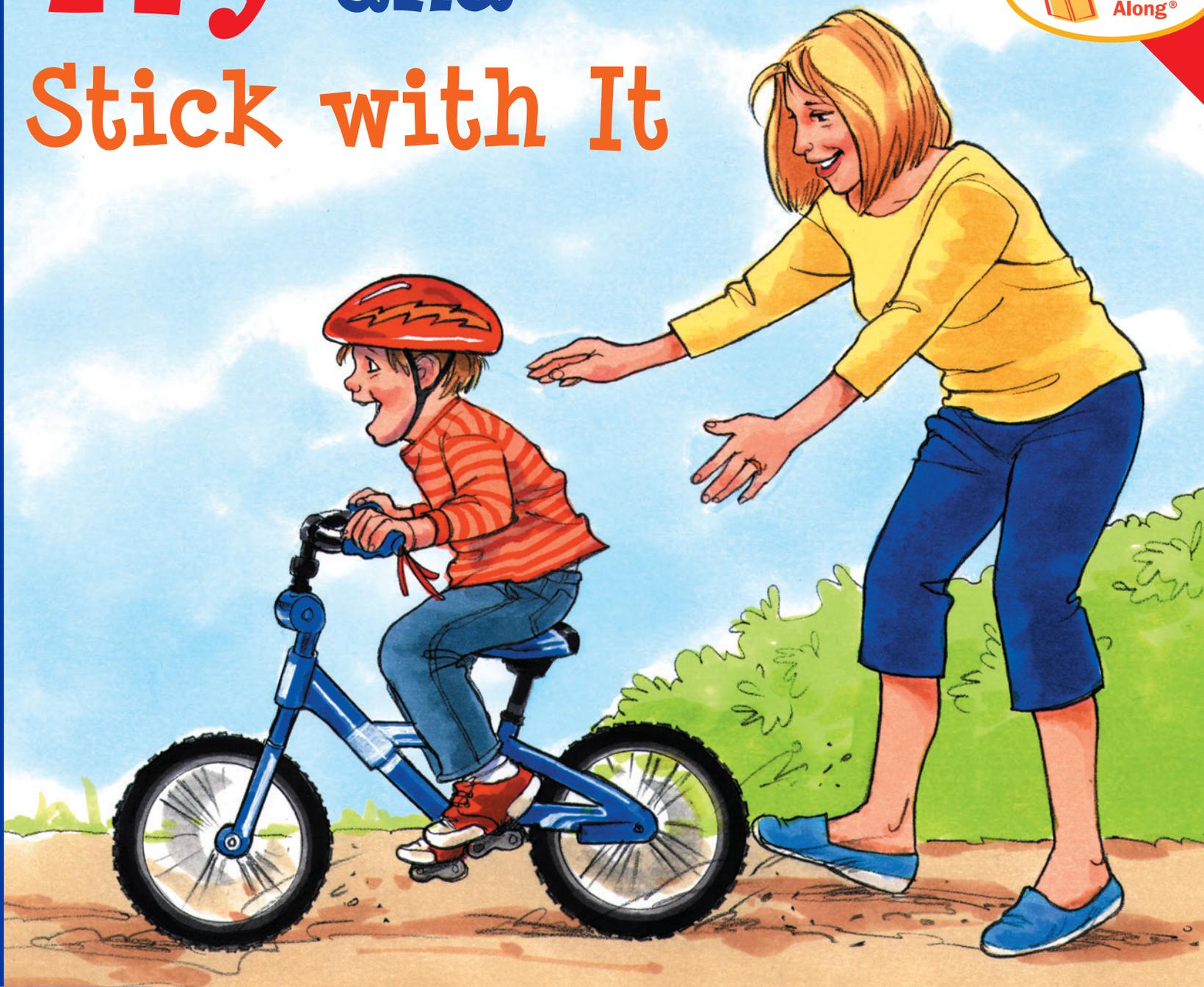


# Try and Stick with It

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—**Dr. Stephen R. Covey, Author, *The 7 Habits of Highly Effective People***



# Try and Stick with It

Cheri J. Meiners, M.Ed.

Illustrated by Meredith Johnson

free spirit  
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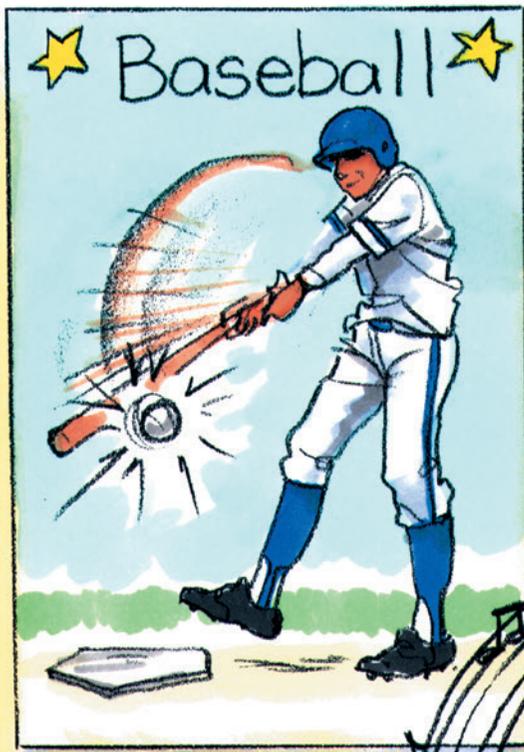
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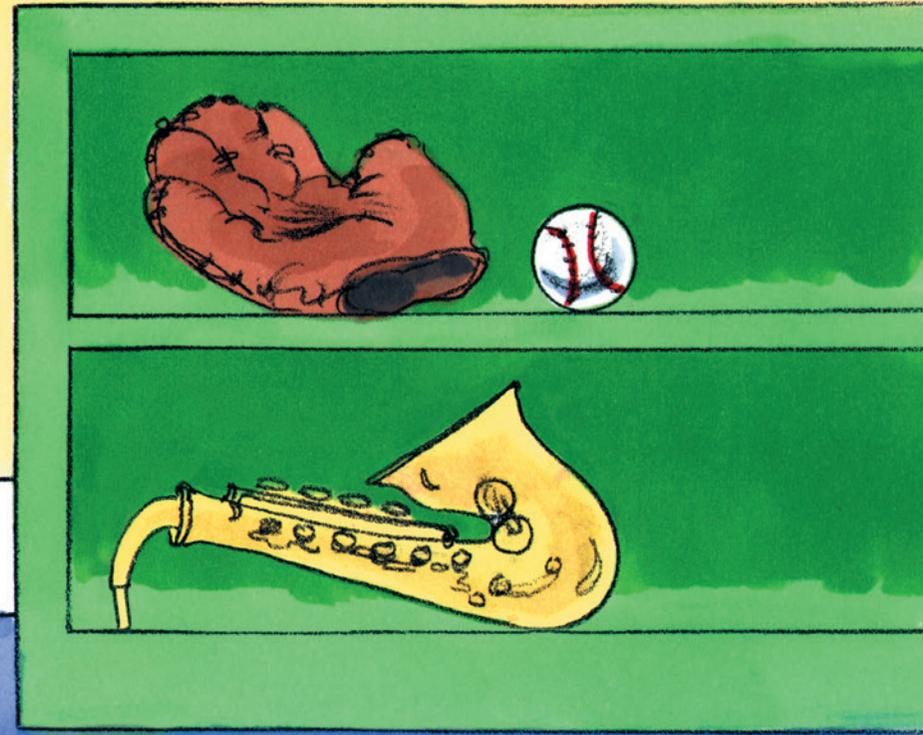
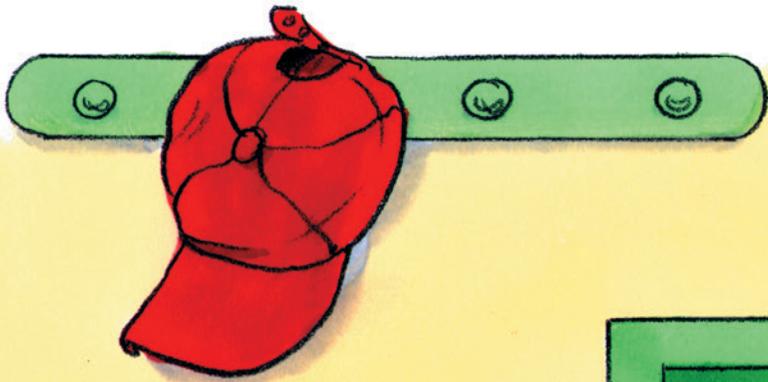


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There are lots of things I want to try.



Some things are easy for me.



## Ways to Reinforce the Ideas in *Try and Stick with It*

*Try and Stick with It* teaches *perseverance*, a process that helps children develop assertiveness, courage, patience, determination, and persistence. If you wish, explain the term *persevere* to children: to keep practicing and working at something until you can do it. Here is a quick summary of perseverance skills, most of which are mentioned in the children's text:

1. Decide to finish what you start.
2. Imagine yourself doing it.
3. Learn about how other people do it.
4. Remember things you already do well.
5. Try it a new way.
6. Take a break and try again later.
7. Try a little bit longer.
8. Learn from mistakes you make while trying.
9. Take a deep breath.
10. Remind yourself to stick with it.
11. Do it one step at a time.
12. Ask for help if you need it.

### As you read each page spread, ask children:

- What's happening in this picture?

### Here are additional questions you might discuss, referring to the list of skills above as needed:

#### Pages 1–3

- What are some things this boy might want to try?
- What things are easy for you? Were they ever hard? Why are they easy now?

#### Pages 4–5

- What is the boy trying to learn? Will it take lots of practice?
- What are some other things that need lots of practice?

#### Pages 6–7

- Have you ever tried something even though you didn't think you'd like it? What happened?

#### Pages 8–11

- Why is it sometimes hard to learn something new? (Responses might include: "It might take a lot of time." "I might get hurt." "I might not like it.")
- What does it mean to imagine? (Children may suggest pretending or the idea of "make believe." It might be helpful to talk in terms of "picturing yourself" or "making a picture in your head.") What is something you can imagine (picture) yourself doing now? when you're older?

#### Pages 12–15

- How can you help yourself keep trying? (Ideas might include trying a new way, taking a break and trying again, trying a little longer, remembering things you already do well.) How will that help?
- What can you tell yourself the next time something is hard? (Encourage all reasonable responses. Some answers might include: "I can do it if I keep trying." "It will be fun once I know how to do it." "I can ask for help if I need it." "It's okay to make a mistake.")

#### Pages 16–19

- Have you ever wanted to quit because something was really hard? What happened?
- Why is it important to keep trying?
- Who depends on you to finish what you start? Who knows you'll stick with it?
- How does sticking with something help you get along with other people? (Other people are happy when they know they can count on you to do what you say you'll do and finish what you start. It's nice to be able to count on other people, too.)

#### Pages 20–25

- Do you know (know about) someone who tried hard to do something? What did the person learn to do? Do you think it was hard?
- Who can help you when something's hard?

#### Pages 26–31

- What is something you can help other people do? How did you learn to do that?
- (point to featured boy) What did the boy learn to do? How did he learn?
- What is something you worked hard to be able to do? How did you learn to do it?
- What is something you haven't tried that you would like to try?
- What is something you want to be able to do someday?

## Perseverance Games

Read this book often with your child or group of children. Once children are familiar with the book, refer to it when teachable moments arise involving both positive behavior and problems related to trying new things and persevering. In addition, use the following activities to reinforce children's understanding of how to try something new or difficult and stick with it (adapting them as needed for use with a single child):