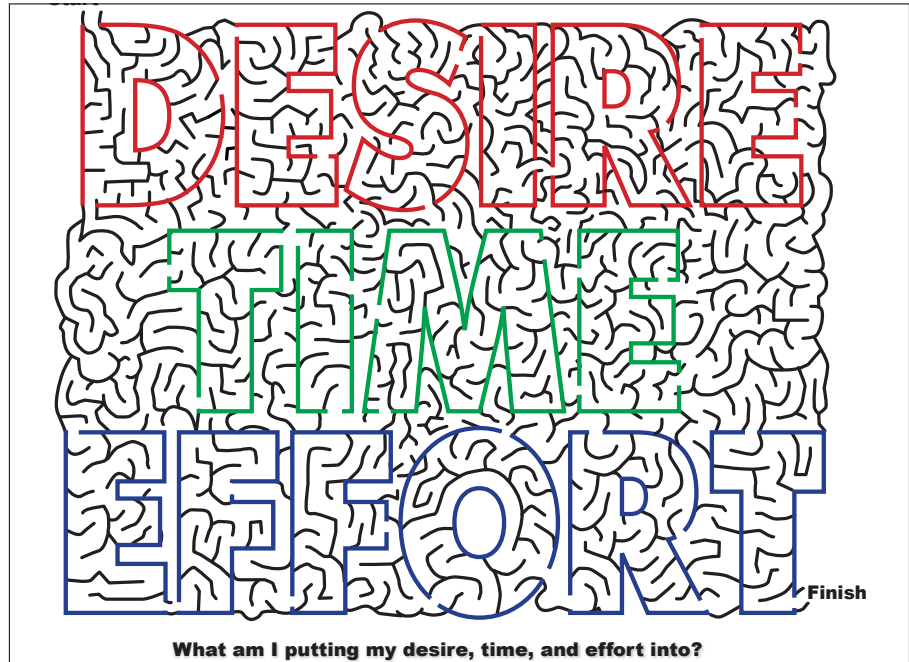


Desire, Time, & Effort

Introduction

Key Concept:

Anything worthwhile in life requires desire, time, and effort. There are no shortcuts to achieving success. You will get much further in life by working hard than by simply relying on your talents and abilities.



Vocabulary

- Focus
- Perseverance
- Desire
- Effort
- Past
- Present
- Future
- Worthwhile
- Accomplishment zone

Secondary Concepts:

- We should focus our desire, time, and effort on positive goals.
- Our desire increases as we get closer to our goals.
- To achieve our goal, we must learn from the past, look to the future, and make the most of today.
- The effort we apply into our goal will get us further than relying on talents and abilities.

Personalize your Lesson:

- How does your desire change as you get closer to reaching your goals? Why?
- Do your students feel it is more important to work hard or to be smart? You might ask them and find out why.
- What do your students spend most of their time doing?
- What are your students passionate about? How much effort are they putting into their passion?

Activity:

To introduce this lesson, complete the attention activity “Stretch Higher.” (See the “Learning Activities” section under “Desire, Time, and Effort.”)

Desire, Time, & Effort

Lesson Plan: Introducing Desire, Time, & Effort

If you want to accomplish something, you will need to use desire, time, and effort. You can hope that you will get taller, smarter, better-looking, or that someone will come along and give you a lot of money, but don't hold your breath. If you want something, you are probably going to have to work for it. The more desire, time, and effort you put into something, the more likely you are to get it

Give students the worksheet

with the maze and give them the following challenge: "This is a complicated and confusing maze, and I want to see if it is possible for you to get through it!"

If the students are really having difficulty getting through the maze, ask them to take it one letter at a time. For example, first focus on the "D," then the "E," and so on. Later you can compare this to overcoming problems; often we have to

break the problems down into simple or basic steps to overcome them.

Let the students struggle for a while to get through the maze. If they can't do it, help them. Later you can discuss with the youth that getting help from others can be very effective in helping us solve a problem. If and when students get through the maze, congratulate them on their success.

NOTE:

Pay attention as the students work through the maze. Are they frustrated, confident, confused or angry? Did they give up or keep trying? How long did it take to finish the maze? What did they do when they came to a dead end? How did they react or respond when they finished the maze? Did they smile and seem proud of their accomplishment? Did they tell everyone? This information will be helpful as you discuss the maze with the youth.

Desire, Time, & Effort

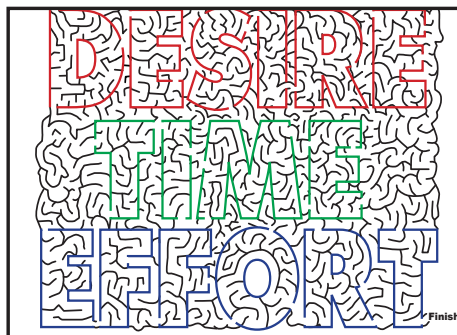
Lesson Plan: Visual Analogy Walkthrough

1. Poster

Discussion

Put up the "Desire, Time, Effort" poster and discuss with students.

Point out that they used three things to get to the end of the maze: Desire, Time, and Effort.



- First, when you challenged them to do the maze, they

had a desire to do it or they wouldn't have done it.

- Second, they used time to get through the maze. It may have taken some two minutes, some 20, but everyone had to continue putting in time until they finished.
- Finally, they used effort to find their way out of the maze. Especially emphasize

the effort they put in when they were stuck or confused.

Question

What did you do when you came to a dead end in the maze? Did you give up or did you keep trying?

Discussion

Point out that, just like there were dead ends in the maze, there will be challenges (dead ends) in life that will make students feel like giving up.

These dead ends or challenges will usually only take them on a detour as long as they don't give up! Going on a detour may not seem fair, but sometimes the detour can be better than where they were headed before the challenge!

Ask students how they felt as they finished the maze. Stress that if there were no dead ends or challenges in the maze, there would be no feeling of accomplishment when they finished it. If the maze was too

easy for them, they felt little or no accomplishment. If the maze was difficult and required a lot of desire, time, and effort to get through it, their feeling of accomplishment was likely much greater

Remind them of the feeling of accomplishment they felt when they finished the maze. The desire, time, and effort used to complete the maze must also be applied to getting more opportunity, freedom, and self-respect out of life.

2. Desire

Question:

Why did you finish the maze and not just quit and throw it in the garbage? (You had a desire to finish it.)

Discussion:

Sometimes life can be confusing, frustrating, and hard; just like the maze. It's normal to feel this way. Everyone does at some time. Often when we feel confused or frustrated we want to give up and quit. When we are confused or frustrated it is easy to choose a negative



defense mechanism or give up. However, successful people may be just as confused, but they put desire, time, and effort into getting help or working through the confusion.

You have to have a desire to get through any challenge. If you focus on your passion, purpose, or interest it can help you have a desire to finish and not quit.

Write

On the poster, next to "Desire," write, "Passion, Purpose, or Interest."

For example: "You have a passion for basketball. You try out for the school team and get cut. Instead of giving up you focus on your passion.

Your passion for basketball gives you the desire to keep working hard at practicing and playing ball. The next year you try out again, and this time you make the team."

NOTE:

To clarify this concept, you may want to explain that overcoming challenges is like climbing a mountain. We may not realize why the hike was worth it until we get to the top and see the view. The desire to keep climbing the mountain when we are tired usually comes from envisioning the sense of accomplishment we will feel at the top.

3. Time

Question:

While going through the maze, how did you spend your time? Did you focus your time on the maze? Did you spend time getting help? Did you spend time doing something else?

Discussion:

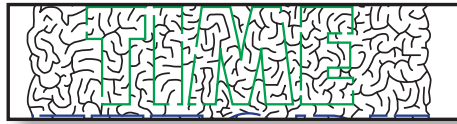
Time is always passing. The reality is, you can't stop or slow down time. The only thing you can do is use time in positive or negative ways.

It is important to spend our time in a well-balanced way. You should spend time working hard and spend time playing. You should do things for yourself and spend time helping others. The amount of time you put into something will equal what you get out of it.

Example: If you take the time to train a puppy, you will have a much more pleasant, happy, and enjoyable dog for a pet.

Write:

Explain that time can be divided into Past, Future, and Present. (Write these words next to "Time" on the poster.)



Discuss and define:

The Past:

- Think about the past. You can reflect on the past and keep the good memories.
- Learn from the past. Everything we know we learned from past experiences. A lot can be learned from the hard challenges and good times.
- Identify past successes and accomplishments. We can remember past successes and focus on how those successes can be repeated in the future. Past success can be motivation to try in the present.

The Future:

Goals and dreams are our motivation. Create your own crystal ball. You need to create a clear vision in your minds of what you want in the future. This vision becomes the road map to follow. Understand that the future is created by today's choices.

Discuss with students that many basic decisions that they make every day will affect

their future.

The Present:

Emphasize that the present is the most important time because it is where we are right now. If we put most of our effort and time into dealing with the present, we will overcome the past and take control of our future.

- Control yourself in the present. Let what you learned from the past and what you want in the future help you to control how you will spend your time today. It's a big mistake to think, "I can be out of control today and that won't affect tomorrow." (Discuss decisions made today that will affect tomorrow, like not doing tonight's homework, not eating right, or not sleeping.)
- Mold Today. The reality of time is that we are always in the present. Ask students to think about the past and dream about the future, but direct today's decisions in ways that help them. They have many influences each day, but only they decide how they will shape or mold these influences.

NOTE:

Encourage students to ask themselves the following questions: "How did I use my time today to create the future I want?" or "How did I use my time today to feel good about myself?" or "Am I spending my time in a way that will give me more freedom, opportunity and self-respect?"

4. Effort

Question:

Did it take effort to complete the maze? What else do you need to put effort into?

Write

Next to the word “Effort” on the poster, write, “No matter what the problem or challenge is, we must apply effort to solve it.”

Discussion:

Putting forth effort gives us more control (freedom) over our life. If we don’t try in life, we will feel that life is controlling



us and that we are just along for the ride.

Applying effort to a problem can lower our anxiety and frustration about the problem.

For example, they may have had a time when they were confused by a math concept like multiplication. The first few times it was explained, it might have been hard to understand. But when they put time and effort into learning

and practicing them, they became less scary and frustrating. Now they may seem easy.

Seeing even a small change that results from effort will give us more energy and motivation (self respect). Another example is a baby learning to walk. We may not see any solutions to our challenges until we attack them with effort. Effort can help us to see new options (opportunity).

Only put effort into things that you have control over.

5. Conclusion

Discussion:

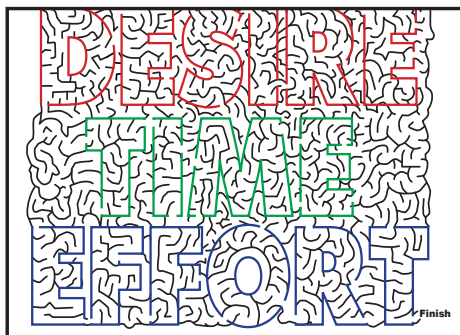
Remind students that breaking the problem down into basic steps can make it easier to overcome (one letter at a time) and that getting help from oth-

ers (support system) can be very effective in solving problems.

Activity:

In their WhyTry Journals on the Introductory Activity page, have students write about and

draw a picture of someone they have observed or know who works hard and applies effort. Some examples would be parents, teachers, heroes, athletes, firemen, policemen, doctors, construction workers, the trash man, or the mailman.



6. Review Lesson

Vocabulary

For the review lesson, have students define the vocabulary words listed in the introductory page of this chapter in their WhyTry Journals. This will help increase understanding of the analogy and give you an opportunity to assess comprehension and retention from the overview lesson.

Visual analogy

In their WhyTry Journals, students have a copy of the visual analogy. Have students use this to do a review/walk-through of the analogy. Have them make notes, answer questions, or use a personal example to explain the concept.

7. Reflection Question

Until the next WhyTry class, ask students to consider the Desire, Time, and Effort reflection question:

What am I putting my desire, time, and effort into?

