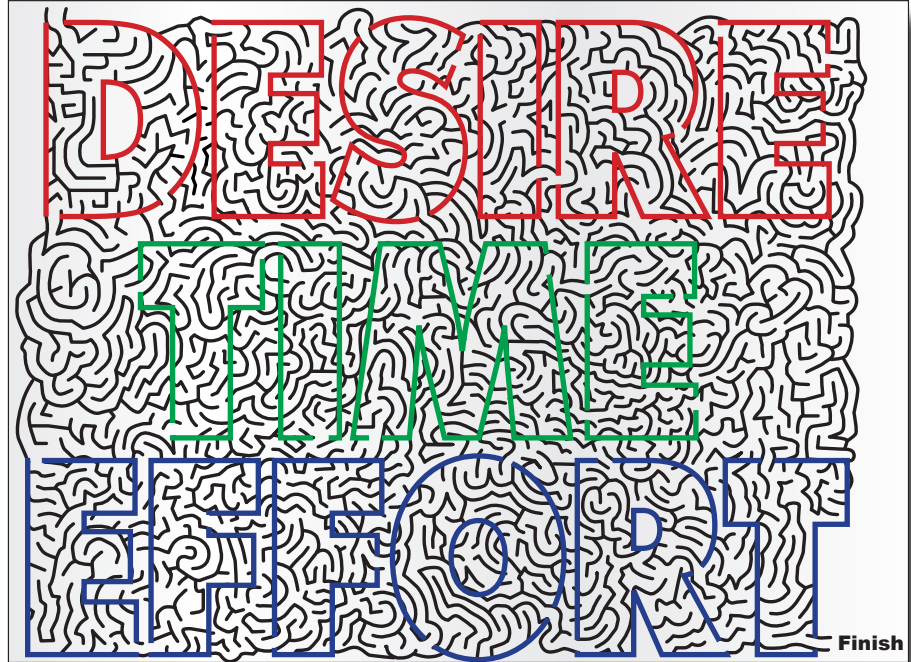


# Desire, Time, & Effort

## 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
- 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.*

## Desire, Time, & Effort

### Lesson Plan: Visual Analogy Walkthrough

#### Point 1: The Maze

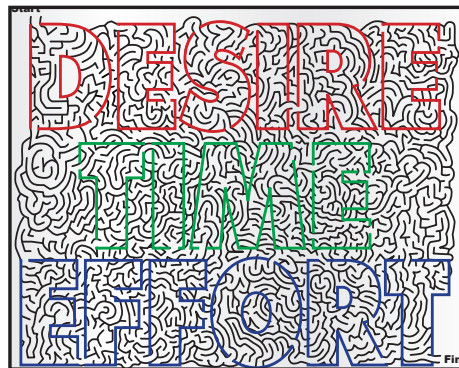
##### Challenge

Give students 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!"

##### Observation

As students work their way through the maze, pay attention to how they respond to the maze. Are they frustrated, confident, confused, or angry? Did they give up or did they keep trying? How long did it take for students to get through 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 students.

If students are having a really difficult time or they can't get through the maze, ask them to take it one letter at a time. For



example, have students start at the first "D," focusing on making it through that letter, and tell you when they get to the letter "E." Then have them tell you when they get through the letter "E" or reach the letter "S." After each letter, keep encouraging them.

Later, you can compare this to overcoming problems. Often we have to break problems down into simple or basic steps to overcome them. Let students struggle for a while to get through the maze. If they can't do it, help them. Later you can discuss with students that getting help from others can be very effective in helping us solve a problem. Most students

should be able to get through the maze on their own. When they do, congratulate them on their success.

##### Discussion

As soon as students finish the maze, be sure to celebrate their accomplishment. Then point out to students that they used three things to get to the end of the maze: Desire, Time, and Effort. First, when you challenged them to finish the maze, they had to have a desire to do it or they wouldn't have done it. When they came to a dead end, they had the desire to keep going. Discuss why they must have the desire to overcome problems and to stop crashing. Second, they used time to get through the maze. It doesn't matter if it took two minutes or 30 minutes; the important thing is that they kept putting in the time until they finished. Discuss the reality that time is often needed to overcome problems and to reach goals. Most things don't happen overnight! Finally, they used effort

to find their way out of the maze. Point out the effort that you observed as they worked through the maze. Especially emphasize the effort they put in even when they were confused or stuck!

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. Remind

them of the feeling of accomplishment they felt when they finished the maze. They can feel that more often if they apply desire, time, and effort to their home life and school life. Have students identify past accomplishments or things they are proud of in their life. Then discuss how desire, time, and effort played a role in these positive accomplishments. Ask students to take a few minutes

and imagine the day they graduate from high school. How will they feel that day? Students are often very happy and feel a sense of accomplishment on graduation day because they used desire, time, and effort to get their diploma. Give examples from your own life and how desire, time, and effort helped you.

## NOTE:

For your information, the way through the maze goes forward through the word "desire" and backwards through the word "time," winding through the letter "E," then the letters "M," "I," and "T." It then goes through each letter in "Effort."

## Point 2: Accomplishment Zone

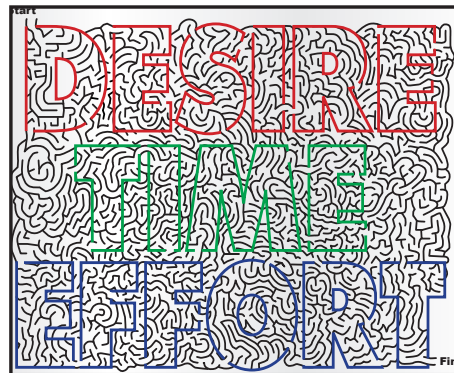
### Question

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!

Give the following example: You try out for the basketball team and get cut. You decide



not to give up, but to use this detour as a motivation to work even harder. A year later, because of your effort, you are a better athlete than you might have been if you had made the team the first time. With desire, time, and effort, this detour (challenge) helped you create new options and make you stronger! This principle of the detour can be applied to any 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!

### Challenge

Point out the reality that applying desire, time, and effort can be harder than doing the easy thing and giving up. Why apply desire, time, and effort if it's harder? Challenge students to discover this answer for themselves. One way they can find the answer to this question is to identify at least two major priorities or things that are important to them that could help their future, and apply desire, time, and effort to achieving these priorities.

### Point 3: Desire

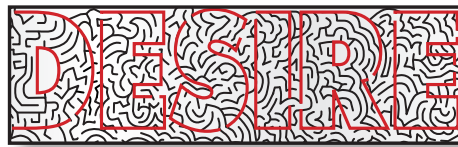
#### Question

What in life is confusing or frustrating like this maze? (Answers may be things like school or a certain class, family problems, rules, dealing with peer pressure, questions about the future, etc.)

#### Discussion

Discuss some of the challenging and confusing aspects of life. Compare life to going on a trip. If you don't have much desire to go on the trip, you are not likely to have a good time. You will also likely be frustrated and confused if you didn't take the time and effort to plan out how to get there and what you will be doing.

Point out that when we feel frustrated or confused, it is easy to choose negative de-



fense mechanisms or give up. Discuss how using more desire, time, and effort can help them be less confused. Explain that feeling confused is a normal feeling. Everyone feels confused sometimes. Some people give up right away when they feel confused.

Successful people, on the other hand, may be just as confused, but they put desire, time, and effort into getting help or working through the confusion. One great way to deal with confusion is to keep a good attitude and go through the motions until things work out. One of the best things to clear up confusion is time! The important thing is to not give up while the

time passes. Ask students to think about a time when they were confused, but they worked through the confusion. For example, they may have been confused with a math problem. Perhaps the first few times it was explained, they didn't understand, but they didn't quit, and after some time and effort, the confusion cleared up!

#### Challenge

Encourage students not to give up when they feel confused or at a dead end. Overcoming challenges is similar to climbing a mountain. We may not realize why the hike was worth it until we get to the top and see the view. Compare this with the desire to succeed that you observed as they worked through the maze. Especially emphasize the effort they put in even when they were confused or stuck!

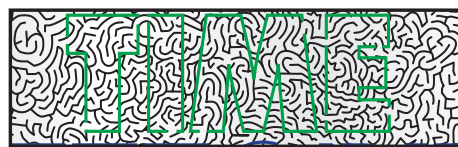
### Point 4: Time

#### Question

How is your time being spent? Is it hurting you or helping you? (You may want students to only answer this question honestly to themselves.) Remind students that time is always passing. The reality is that you can't stop or slow time down. The only thing you can do is use time in positive or negative ways.

#### Discussion

Point out to students the importance of spending their



time in a well-rounded way, being productive. They need to spend some time working, some relaxing, and some socializing or building relationships with others. Point out that they need to spend time taking care of themselves physically and emotionally by playing and having fun. They also need to balance their time spent doing things for themselves with time spent help-

ing others. All of these things are part of being well-rounded with their time.

Help students understand what they can better do with their time. Teach them the importance of taking control of their present time or the time that they have today! Time can be divided into the past, the future, and the present. The following are things they can do with their past, future, and present time.

#### The Past

Think about the past. Reflect



on the past and keep the good memories.

Learn from the past. Experience and knowledge often come from what happened in the past. A lot can be learned from the hard challenges and good times.

Identify past successes. They 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**

Students can create their own crystal ball, formulating a clear vision in their minds of what they want in the future. This vision becomes the road map to follow, but it is OK to have some detours. Understand that the future is created by today's choices. Discuss with students that many basic, everyday decisions will affect their future. Some of these decisions include attending school, using drugs, choosing who they hang out with, and so forth. What seems like a basic decision can be extremely important to their future. They should let their future goals and dreams be their motivation. Tell stu-

dents that sometimes they may wonder, "Why should I try?" When they feel that way, their dreams and goals can help them to not give up and to find the desire to work hard.

### **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. Challenge students to take control of the next second, minute, half-hour, hour, half-day, day, week, month, and year. Everything starts with controlling themselves 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 to 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. Challenge students to decide today whether they will repeat past mistakes.

Make needed changes. Reinforce the importance of doing something different in the present. Doing something differently than they have done in the past can help make change happen quicker. Change usually starts with attitude. Ask students the following questions: What type of attitude do you need today to make changes? How is your current attitude about making changes affecting you right now? Who chooses your attitude?

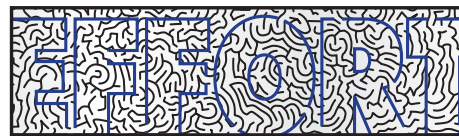
### *Challenge*

Challenge students to ask themselves one of the following questions at the end of the day: "How did I use my time today to create the future I want?" "How did I use my time today to feel good about myself?" "What is one thing different I can do with my time tomorrow to get on or stay on the track to opportunity, freedom, and self-respect?"

## **Point 5: Effort**

### *Question*

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



### *Discussion*

Emphasize that no matter what the problem is, they need to apply effort to solve

it! Discuss with students why they should apply effort to their challenges. The following are some reasons why effort is needed: (Brainstorm other reasons why they need to apply effort to their current situations.)

- Putting forth effort gives us more control over our lives. If we don't try in life, we will feel like life is controlling us, and that we are just along for the ride.
- Applying effort to a challenge can sometimes lower our anxiety and frustration. It can change how we feel about the problem.
- Seeing even a small change that results from our effort will give us more energy and motivation.
- Effort can help make difficult situations bearable.
- We may not see any solutions to our challenges until we attack them with effort. Effort will help us see new options and solutions more clearly.
- Just like other people's efforts affect our lives, our efforts can have a positive impact on people we care about. (For students, some examples of people whose efforts affect their lives are parents working so they can eat, and teachers putting forth effort so they can learn.)
- One of the greatest feelings in the world is feeling like we are making a difference. To get this great feeling, we must apply effort.
- Most of the things that we enjoy were created by

someone who put effort into creating them. (Point out some examples, such as the chair you are sitting in, their clothes, their lunch, their TV, cars, airplanes, computers, etc.)

- Persistence + effort = self-respect.
- There is always a consequence for not applying effort, and too often that consequence is the CRASH!
- We can only fail completely if we don't apply effort. (Example: You get a "0" on a test but you tried 100%. The reality is you failed the test, but you will still have some self-respect because you put effort into the test.)

Tell students that it is important to prioritize the things they put effort into. Give them the following priorities for guidelines: First, only put effort into things that you have control over. Putting effort into things you cannot control only creates frustration and leads to giving up and getting the same results over and over. Second, put effort into this moment! Put your efforts into the things today that will help things go better tomorrow. Third, prioritize relationships, especially with family and friends. Make it a priority to put effort into

things that affect how you feel about yourself. And fourth, identify behaviors that hurt you or make you feel bad about yourself, and make it a priority to put effort into stopping those behaviors.

Help students identify the priorities that they want to apply more effort towards. Remind them again that they can choose any priority as long as it doesn't hurt themselves or others. One great way to create more opportunity, freedom, and self-respect is to put effort into priorities that help others.

### *Challenge*

Ask students to write down all of the people they have observed or know who work hard and apply effort. Some examples would be parents, teachers, heroes, athletes, firemen, policemen, doctors, construction workers, the trash man, or the mailman. Challenge students to observe what happens to people when they don't apply effort consistently. Another challenge could be to have students think about how they will use desire, time, and effort to improve their home life, school life, and future. Emphasize that even a good strategy will never work unless they apply desire, time, and effort to make it happen!