Key Concept:
Anything worthwhile in life requires desire, time, and effort. There are no shortcuts to achieving

Positive affirmation: “I WILL endure life’s difficult and confusing hardships until I succeed!”

Vocabulary
- Focus
- Perseverance
- Desire
- Effort
- Worthwhile
- Accomplishment zone

Personalize the Lesson:
- What do I really want? What am I passionate about?
- How does my desire change, as I get closer to reaching my goals? Why?
- What do I feel is more important: to work hard or to be smart? What does the class think is more important?
- What do I spend most of my time doing?
- How much effort am I putting into my passion?

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 farther than relying on talents and abilities.
Welcome
At WhyTry we believe that it is critical to have positive, upbeat music playing in the classroom as students enter.
For his reason we have built in a mix of WhyTry’s original music that you can find embedded on the slide.

Class Commitments
Our recommended approach is that all students, along with the instructor, recite in unison the four class commitments.

Review from last class
Draw a name from the hat containing the names of the students who were present in the previous class. Click on the icon that represents the metaphor discussed during the previous class. Have the selected student review the core concepts of the metaphor as it relates to their own experience.

If we are currently teaching “Desire, Time, and Effort,” in an open-group setting, click on the picture icon at the bottom of the slide to take you to the previous metaphor for the student to review.

Share and Report
Each student will take 1-3 minutes, depending on the class size, to stand in front of the class and present one key component of the metaphor taught during the previous class that resonated with him or her.

Where We’re Headed
Positive affirmation: “I WILL endure life’s difficult and confusing hardships until I succeed!”
Touch briefly on the positive affirmation by explaining that this statement is the framework of the unit. The goal is, that by the end of the unit, all of us will have the proper perspectives and tools to proclaim and apply this statement in our life.

WhyTry Staircase
If we’re working in a closed group setting, this is the fifth step on the WhyTry staircase.

In an open group setting, this slide simply points out the entire curriculum, with the “Motivation Formula” handrail, and all of the steps that we ultimately will be taking in the program.
If we want to accomplish something, we will need to use desire, time, and effort. We can sit around and hope that someone will come along and give us a lot of money, but we shouldn’t hold our breath. If we want something, we are probably going to have to work for it. The more desire, time, and effort we put into something, the more likely we are to get it.

**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!”

Distribute a copy of the Desire, Time, and Effort maze to each student along with a writing utensil, and tell them to begin working their way through the maze. 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 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.
You can compare completing the maze to overcoming problems. Often we have to break problems down into simple or basic steps to overcome them. You can discuss with students that getting help from others can be very effective in helping us solve a problem. With a little guidance, 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.

Ask, “What did it take to get through this maze?” (Desire, Time, and Effort). First of all, we had to have a desire to even start the maze. Next, we had to invest time to accomplish the task. Finally, this was not an easy task, it took effort to continue to move forward.

The desire, time, and effort used to complete the maze is an analogy for how we can get more opportunity, freedom, and personal strength out of life. Where did our feelings of accomplishment come from after we finished the maze? (The more desire, time, and effort we put into something, the greater our sense of accomplishment will be when we finish the task.)

Ask students to take a few minutes to imagine how they will feel on the day they graduate from high school, complete their treatment program, or get off probation or parole. The reason we feel happiness and a sense of accomplishment after events like these is because we put forth substantial desire, time, and effort.

**TOOLKIT SLIDE**

Refer to the toolkit slide to select a video, song, or activity that reinforces the concept that lifting weights can be difficult and at times, even dangerous, if we don’t know what we are doing. One recommended video is “Weightlifting Mishaps.”

---

**Question**

- What in my life is frustrating or confusing like this maze?

**Discussion**

Answers may be things like probation rules, work requirements, family problems, dealing with negative family or friends, questions about the future, etc.

We seldom have any control over the twists and turns that life throws at us. Simply trying to get through a day, depending on the circumstances, can be both frustrating and confusing. What we do with our confusion and frustration will make all the difference between failure and success.

**Question**

- What did I do when I came to a dead end in the maze?
Discussion

The answer is obvious, considering this is an activity completed on a piece of paper; we back up and try another route. When we come to a “dead end” in real life, how often do we keep walking down the same dead-end paths in life over and over again?

Point out that just like there were dead ends in the maze, there will be dead ends in life (lost jobs, broken relationships, unforeseen accidents, etc.) that will make us feel like giving up. But don’t give up, these dead ends or challenges will usually only take us on a detour. These detours may not seem fair, but sometimes the lessons learned and events experienced during the detour can be better than our original route! For example: I interview for a job, but don’t get hired. I decide not to give up, but to use this detour as a motivation to work even harder. A few weeks later I interview for a better job and this time I got the job. With desire, time, and effort, this detour (challenge) helped me create new opportunities for myself and made me stronger! This perspective, along with patience and staying open to options during life’s detours, can be applied to any challenge.

Question

• How does this maze paint a basic picture that is similar to my life?

Discussion

Ask students how many of them felt like quitting or giving up while trying to get through the maze. Did any of the students actually quit and not finish the maze?

How many finished the maze? How did you feel once you finished it? Explain to the students that if the maze had been too easy for them, they would have felt little or no accomplishment. Because this maze is difficult and requires a lot of desire, time, and effort to get through, their feeling of accomplishment was likely much greater! This success is what we call “The Accomplishment Zone.”

Challenge

Ask the class for examples where they have experienced “The Accomplishment Zone” in their life. If the students are unable to share any examples, be prepared to share an example from your own life.

WEAK THINK/STRONG THINK

Students will be introduced to “INSTANT GRATIFICATION” and “DIAMONDS.” It is recommended that one volunteer from the class read the Instant Gratification Weak Think concept and another volunteer read the Diamonds Strong Think concept.

Discussion

Open brief discussion and invite students to share examples of when and where they have done either of these in their life.
Point 1: Desire

Question
• What do I DESIRE to change today/this week/this month/within this next year?

Discussion
Desire is defined as “a strong feeling of wanting something.” It’s important to remember a key concept of our positive self-talk -- it must remain focused only on those things that we have control over. Surely there are a lot of things that we would like to be different than what reality presents us.

Remember: We should focus only on changing those things that we have control over. We cannot change other people! Nevertheless, there are always things we can say and do that are within our control that have a direct bearing and influence on how things turn out.

For example, if we find ourselves surrounded by people who moan and groan and complain all the time, the best way to change, or influence, that sort of environment is to become a source of positive energy and brightness. Focus on the strengths of others and the positive things that happen around us. Telling people that they need to change and stop their griping will never be effective in circumstances like this. Instead, showing others a different perspective is the best chance we have at changing our environment.

Question
• What do I DESIRE for my family/ my friends/ my employer to see in me?

NOTE:
If the class has already gone through “Tearing Off Labels,” remind them of the core teaching surrounding the “The Real Me”, and the importance of showing that to others.

Discussion
It’s important to remember that if we have behaved poorly or shown other people our negative labels over an extended period of time, it will take time for them to see the positive changes in our behavior.
Once again, having patience with others and ourselves is critical. We must be very careful about just not talking the talk; we must walk the walk.

**Question**
- Does what I DESIRE line up with creating greater opportunity, freedom, and personal strength in my life?

**Discussion**
Think back on the “Weak Think” concept of instant gratification and the “Strong Think” concept of Diamonds. It’s essential that we remain on the constant lookout for quick and easy fixes and shortcuts that may promise opportunity, freedom, and strength in the short term, but ultimately put us at risk of losing in the long term. We must keep our desire focused on the slow, steady pace of creating real “long-term” opportunity, freedom, and personal strength.

**WEAK THINK/STRONG THINK**
Students will be introduced to “EXAGGERATE” and “MEASURE TWICE.” It is recommended that one volunteer from the class read the Exaggerate Weak Think concept and another volunteer read the Measure Twice Strong Think concept.

**Discussion**
Open up brief discussion and invite the students to share examples of when and where they have done either of these in their life.

**TOOLKIT SLIDE**
Refer to the toolkit slide to select a video, song, or activity that reinforces the importance of keeping our focus on the positive things that we really want. Our recommended activity is “Keep Your Eye on the Ball.”

**Point 2: Time**

**Questions**
- When I’m awake, how much time do I spend really focusing on doing productive things?
- Where can I find time to work on a new goal?
- What would those around me say I spend most of my time on?
- If I were to document how I spend my time 24/7 in a typical week, what would it reveal?
Discussion

Time is always passing. We can't stop or slow time down. The only thing we can do is use time in either a positive or a negative way. How is my time being spent? Is it hurting me or helping me? In order for students to answer these questions honestly invite them to either think about them silently or write them down on a paper to themselves.

We live in a time and culture where we are being constantly barraged with images of entertainment, relaxation, and having fun; this can make it hard for us to manage our time. It is important that we spend some time working, some time relaxing, and some time socializing and building relationships with others. We need to take the time to care of ourselves physically and emotionally. We should strive to find a balance between doing things for ourselves and helping others. All of these things are part of being well rounded with our time.

Time can be divided into the past, the future, and the present. The following are things we can do with our past, future, and present time.

The Past

- Think about the past. Reflect on the past by remembering the pain to others and ourselves due to our past mistakes, as well as remembering the good feelings and rewards that came from good decisions that we made.
- Learn from the past. Experience and knowledge often come from things that have happened in the past. A lot can be learned from both previous trials and good experiences.
- Identify past successes. As we reflect on past successes we can focus on how those successes can be repeated in the future. Past success can be a motivation in the present.

The Future

All of us have the capacity to create our own crystal ball, formulating a clear vision in our minds of what we want in the future. This vision can become a road map for us to follow, remembering that it is OK to have some detours. The future is created by the decisions made today. Many basic, everyday decisions will affect our future. Some of these decisions include going to work, using drugs, choosing who we hang out with, and so forth. What may seem like a basic and trivial decision can end up being extremely important to the future. Our future goals and dreams should be our motivation. Sometimes we may wonder, “Why should I try?” When we feel this way, our dreams and goals can help us to not give up and to find the desire to work hard.

The Present

The present is the most important time because it is where we are right now. Unlike the past and the future, the present is the only time that we have direct control over. 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.

_I must control myself in the present_. I can take control of the next second, minute, half-hour, hour, half-day, day, week, month, year. Everything starts with controlling myself now. It’s a big mistake to think, “I can be out of control today and it won’t affect tomorrow.” Decisions made today that will affect tomorrow include, not getting out of bed, not going to work, or not eating right.
I can mold today. The reality of time is that I am always in the present. I can decide today whether I will repeat past mistakes. I can reflect on the past and dream about the future, but I should direct today’s decisions in ways that help others and myself. A lot of different forces try to influence me every day, but ultimately, only I can decide how I will be shaped or molded by these influences.

I can make needed changes. It’s important to do something different in the present. Doing something differently than I have done in the past can help make changes happen quicker. Change usually starts with attitude. I will ask myself the following questions: What type of attitude do I need today to make changes? How is my current attitude about making changes affecting me right now?

ACTIVITY: 24-HOUR DREAM SCHEDULE

Complete this activity and process with students.

Point 3: Effort

Questions

• What specific EFFORT can I improve with my family?
• What specific EFFORT can I improve at work?
• What specific EFFORT can I improve in with my studies?
• What is all my EFFORT actually producing for others and myself?
• How is my EFFORT being focused only on things I can control?

Discussion

It’s one thing to DESIRE something and to understand that it takes TIME for us to achieve it, but we will never get what we want or where we want to go without putting forth significant EFFORT.

An old Japanese proverb states: “Vision without action is just daydreaming. Action without vision is busywork. Vision with action (specific effort) can change the world.”

The questions connected to effort in this metaphor ask for specific detail. This is very deliberate. If relationships at home and with our family need to improve, simply stating or thinking, “I’ll try to get along better with people at home,” is not specific enough. We need to break this down into, “What are some specific things that I can do that will improve my relationships at home?” The same follows with, “What specifically do I need to do to make improvements at work and with my studies?”
No matter what the problem is, we need to apply effort to solve it! The following are some reasons why effort is needed:

- Putting forth effort gives us more control over our lives. If we don’t try in life, it’s easy to 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 can give us more energy and motivation.
- Effort can help make difficult situations more 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. (Some examples of people whose efforts affect our lives are, spouses who work so that they can pay the bills, or teachers who put forth effort so students can learn.)
- One of the greatest feelings in the world is feeling productive, or like we are making a difference. To get this great feeling, we must apply effort.
- Someone put in a great deal of effort to create many of the simple things we enjoy each day. (Some examples include the chairs we are sitting in, our clothes, our lunch, TV, cars, airplanes, etc.)
- There is always a consequence for not applying effort, and too often that consequence is weakness!!
- We can only fail completely if we don’t apply effort. (Example: we get an “F” on a test but tried 100%. The reality is we failed the test, but we will still have some personal strength because we put effort into the test.)

**TOOLKIT SLIDE**

Refer to the toolkit slide to select a video, song, or activity that reinforces the concept that in order to become really skilled and great at something takes desire, time, and effort. Our recommended video is “The Kid’s Got Game: Jordan McCabe.”

**PERSISTENCE + EFFORT = PERSONAL STRENGTH**

Briefly discuss with students this formula and any personal meaning it may have for them.

**WEAK THINK/STRONG THINK**

Students will be introduced to “SCREW IT” and “CARE.” It is recommended that a volunteer from the class read the Screw It Weak Think concept and another volunteer read the Care Strong Think concept.
Discussion
Open brief discussion and invite the students about examples of when and where they have done either of these in their life.

Review Desire, Time, and Effort
Draw a name from the hat of class participants. The person chosen will review the concepts of “Desire, Time, and Effort.”

Discussion
Encourage the student to recall to the best of their ability the basic concepts of this metaphor.

Remind students that by the beginning of the next class, everyone should have reviewed for themselves the core concepts of “Desire, Time, and Effort” and be prepared to share what they learned as their name may be drawn out of the hat at the beginning of the class.

Looking Ahead
Discussion
Point out to the participants that in their “Game Plan” journal there is space provided for them to document their thoughts, experiences, and perspectives related to the entire “Desire, Time, and Effort” metaphor. Emphasize that this will need to be completed before next week’s class.

Next, direct the participants to the narrative surrounding the “Weak/Strong Think” exercises pertaining to the “Instant Gratification/Diamonds,” “Exaggerations/Measure Twice,” and “Screw It/Care.” Emphasize that this will also need to be completed by next week.

Participants will also need to document responses to the weekly “Motivation Question” and “Action Step” outlined in their “Game Plan” journal.

Last Slide
Show the cover slide once again, playing music to send students off until the next class.
Spatial Requirements: Classroom with moderate space required
Activity Type: Movement/group
Group Size: 8 or more
Time: 15-20 minutes

Introduction: This activity will help participants keep focused on their goals and dreams even when things get chaotic and busy. Trying to keep a lot of balls in the air at the same time is not an easy thing to do, but with time and practice, it can be done.

Materials:
• 4 tennis balls, hacky sacks, or rubber balls
• 1 ball that is not the same as the 5 balls (different kind, color, or size)

Activity:
Have the group form a circle and space themselves so they can throw and catch a ball. The ball is to be passed in the same pattern and order every time, beginning with the designated starter. He or she will always throw the ball to the same person, who then will pass it to someone else in the circle. The pattern will be complete when everyone has caught and thrown the ball once.

You also cannot pass the ball to the person right next to you on either side.

You, the facilitator, start the group with one ball and have them learn and practice the pattern. Their goal is to not drop the ball as it goes through the sequence. Then introduce a second ball and start it about five seconds after the first ball has been passed. After they have completed two balls, give three more balls for a total of four balls. Start each ball about five seconds after the ball before it. Count how many times they drop the balls.

Now introduce a brand new ball that is not the same kind, color, or size. Tell the group this is a very important ball and must not be dropped. Say, ‘Whatever you do, don’t drop this ball. Keep focused on this ball. Try not to drop the other balls, but it’s OK if you do.’ Have the special ball in the middle of the rotation, as either the third or fourth ball. Let the group know when that ball is starting by saying, ‘Here comes the special ball.’ The goal of the task is to focus on that ball and not drop it. This special ball represents their goals, dreams, opportunities, and the harder path that leads to the accomplishment zone.

Processing the Experience:
• What do the four balls represent in your life? (Priorities/How you spend your time)
• What does the special ball represent in your life? (The top priority)
• What was the key to not dropping the special ball?
• How can concentrating and focusing on our top priorities help us to keep moving forward in the maze of life?
Learning Activity: 24-Hour Dream Schedule

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Group
Group Size: 2 or more
Time: 15 minutes

Introduction: Often how we spend our time contrasts greatly with how we wish we were spending our time. This activity allows students to think about changes they can make to their current lifestyle, replacing wasted time with healthy and valuable time.

Materials:
• 3 copies of a blank daily page from a day planner for each student (See following page)
• Pens or pencils

Activity:
1. Everyone come up and grab a schedule handout (There should be three blank schedules titled “Schedule 1” “Schedule 2” and “Schedule 3” attached in the handout).
2. Schedule 1 – Write on top line of schedule, “My Dream Schedule”
3. If you could create a perfect weekly schedule where you had all the time you wanted for the things you like the most, what would that schedule look like?
4. Let’s share what our “Dream Schedule” looks like... (Process)
5. Schedule 2 – Write on top line of schedule, “My Real Schedule”
6. Document what your actual and real weekly schedule looks like.
7. Let’s share what the differences are between our “Dream” and “Real” schedules... (Process)
8. Schedule 3 – Write on top line of schedule 3, “My Ideal Schedule”
9. Document what your “Ideal” schedule would look like as you consider your actual responsibilities and the time it would take to care for yourself and others who are important in your life...
10. What would it take for your “Ideal” schedule to actually become a reality in your life? (Process)

Processing the Experience:
• Processing the activity is built into the steps of the activity itself.
<table>
<thead>
<tr>
<th>Time</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Later</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Later

Current Day

Dream Day

Working toward my dream
Spatial Requirements: Regular classroom setup: little or no space required  
Activity Type: Movement/group  
Group Size: 1 or more  
Time: 5 minutes

Introduction: This simple activity demonstrates that all of us generally have a little extra effort in us when we truly focus on bringing it out. In order to accomplish life’s goals and dreams, we may need to put forth that extra effort, give it everything we have!

Materials:
• None

Activity:
1. Have everybody stand up, spread out, and give themselves plenty of arm room.
2. Have everybody place their arms over their head and direct them to, “Stretch as high as you can!”
3. Arms down, rest for a few seconds.
4. Arms back up: This time direct the participants to, “Concentrate and stretch as high as you possibly can. Hold nothing back. Go as high as you possibly can onto your tippy-toes.”

Processing the Experience:
• How many of you stretched higher the second time?
• Why did you stretch higher the second time when I asked you to stretch as high as you as you could the first time?
• Do you have goals, responsibilities, or dreams in life that you feel are difficult to accomplish? Do you think they are possible if you “stretch higher” through desire, time, and effort? Why or why not?