**Desire, Time, Effort Lesson Plan**

**Lesson Objective(s):**

* Students can explain the importance desire, time and effort has with achievement.
* Students can explain why desire increases after we start something and put in time and effort.
* Students can explain why shortcuts are not a part of the puzzle, and that the only way to push through a challenge is through hard work.

|  |  |
| --- | --- |
| **Slide** | **Time** |
| Slide : Attention Getter - What is something you have always wanted to do, but have not been able to do yet in your life? | 1. For attention getter questions, encourage students to share their answer with a family member. |
| Slide : Activity - The Maze   * Special Note: This is the one metaphor and activity which will be difficult to do online and stay true to the original experience in an in-person lesson. You will need to walk through the metaphor by following the prompts below and then as a part of the activity - ask them to do the Maze with an older family member or the whole family to understand the activity. * Say   + The maze is an metaphor about what is required to accomplish something. Whether it is an assignment, task, chore, goal… the lessons you learn by going through the maze can also be applied to working hard toward something. * Show the maze. Say:   + When someone goes through the maze I give them these instructions: you have to start in the upper left corner and finish in the lower right corner. There is only one way to successfully complete the maze. Notice that the letters are part of the maze. You’re not allowed to go over the lines of the letters. You can only cut through when there is a gap.   + Let’s see how fast you can make it through. On your mark, Get set, Go! * Say   + As people go through the maze, I put on some music and watch them work. I’ll look for those who become frustrated and get excited. I will look for those different emotions because when we work at something, different emotions come up.   + As I notice some people getting close to finishing the maze, I will walk up and take the paper from them. Usually this causes them to become upset, frustrated, angry. After a few seconds of them venting or reacting… I will give them back the maze and let them finish-but not until I see those emotions.   + Once everyone has finished completing the maze, I process the experience.   Slides : Desire, Time, and Effort maze   * Reveal the completed maze. * Say:   + This lesson is about the importance of working hard and putting effort into important things that are key to our success.   + Notice the three words on the maze: Desire, time, and effort. * Point to the word “Desire.” Say:   + Sometimes when students start this maze, their desire to complete it is very low. Did your desire to complete it change as you worked through it? How?   + Did any of you go down paths that led to a dead end? Did you ever feel frustrated when that happened?   + Is life ever like that? Do we ever feel like giving up when things get hard or difficult?   + How did some of you react when I stole the Maze from you? Why did you react that way?   + There is something inside each of us called the “Accomplishment Zone.” It’s the feeling we get when we accomplish something we’ve put a lot of hard work into. You’re frustrated because I just robbed you of that.   + To experience the Accomplishment Zone in life, we have to put our desire, time, and effort into things that are worthwhile. There are no shortcuts! Even in this small maze, we were able to get a taste of the good feelings that come when we put work into a goal.   + Have any of you ever watched a big sports event like the NBA finals or the Super Bowl? If so, you know that the winning team goes crazy with excitement when the final buzzer goes off. They’re experiencing the Accomplishment Zone in a big way. They’ve been putting desire, time, and effort into that moment for years. | 1. You will follow the same method as the live online instructions other than you will have to be very good at modeling what the activity looks like for the students because they won’t be able to ask you questions. Make sure you practice the script and understand what you are trying to get across.  2. As you explain the Maze and ask the processing questions, you will have to model and metacognitively answer those questions as if you were a student answering so that they can learn from it. |
| * Point to the word “Time.” Say:   + Let’s talk about time. We can look at time in three ways: the past, the present, and the future.   + Why is it important to look to the past? Why, for example, do we study history? * Say:   + It’s also important to have a goal or vision for the future. What do you want to accomplish in 5, 10, or 15 years? If you can focus on your goals for the future, the things you do today become more important. If you fail to plan, you plan to fail!   + We don’t live in the past or the future, we live in the here and now, so most of our time and effort should be devoted to today -- working toward our future goal and taking the necessary steps. |  |
| * Point to the word “Effort.” Say:   + Where are you applying your effort?   + On a day to day basis, are you working toward the things that bring you closer to your future goal? |  |
| **Plugging in activity:** If you are able to make sure your students have a copy or copies of the Maze. Ask your students to do the Maze activity with a family member (or members) and report back on how they responded as a journal assignment, or with a voice message or video (if they have that capability). Along with the Maze give the following instructions as either an electronic document or paper copy along with the maze:   1. Make sure the person or persons participating has a paper copy of the maze and something to write with or show them the maze and have them trace the path they take in their mind while following it on the computer screen with their finger or something like the back of a pen. (Note: You may want to use the simplified maze if you are doing this on the screen to make it easier for the person completing it. Both versions will be included in the lesson materials) 2. Say to the person(s) doing the maze: You have to start in the upper left corner and finish in the lower right corner. There is only one way to successfully complete the maze. Notice that the letters are part of the maze. You’re not allowed to go over the lines of the letters. You can only cut through when there is a gap. I’m going to time you to see how fast you can make it through. On your mark, Get set, Go! 3. When someone is close to finishing, take the paper (or screen) away and watch how they react! If they ask you why you took it away, try and keep a straight face and say, “Hmmm… interesting!” If they seem upset, can say, “you seem upset, what’s wrong?” After they respond you can say, “I’m just kidding, You can finish it.” and let them complete the maze if they want to. 4. After they have had a chance to finish the Maze ask the following questions and report those answers back as part of the journal or video response:    1. Did your desire to complete the maze change as you worked through it? How?    2. Did you ever hit a dead end? Did you ever feel frustrated when that happened?    3. Is life ever like that? Have you ever felt like giving up when things get hard or difficult?    4. How did you react when I stole the Maze from you? Why did you react that way? 5. If you can, explain what the accomplishment zone is to your family member(s). See what they think about this lesson. |  |
| **Video:** Here is a video of a great athlete training and putting in desire, time and effort toward something. Watch for examples of all three in this video:  <https://www.youtube.com/watch?v=n8aAaGDNosQ>   * Processing Quiz Questions: Ask (using your chat tool - Tip: if this is a live online delivery encourage the chat responses to be visible to all participants to give it more of a classroom feel)   + What are you putting your time and effort into?   + What is the payoff when we put effort into something?   + How can we increase the effort we put into the things that are important? * Additional Emotional Check-In Question (For live delivery you may want to convert the Emotional Check-In piece to a Google Form, or Journal Activity that they return to you to protect their response)   + Fill in the blank: Today I am feeling \_\_\_\_\_\_\_\_\_. Why?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. Create a clip of you framing the video using the suggested intro from the live instructions.  2. Share the video with students.  3. Put processing questions in a quiz or journal entry for students to respond to. |
| **Journal Prompt Reflection:** Identify something you have accomplished: How did you feel when you accomplished it? How can that feeling help you accomplish more? Did you ever feel like giving up...? How did you push through those feelings of wanting to give up? What is something you want to accomplish in the future? How will Desire, Time, & Effort help you accomplish it? | 1. For journal entries, you can create an assignment for students to do. You can ask them to either upload assignments, respond within the platform you are using or email snapshots of their work to your email. |
| **Journal Prompt Art:** Your Personal Watch: Many people wear a wrist watch in order to help manage their time wisely. Often watches reflect an individual’s taste and personality. Design your dream watch, one that reflects something you would like to accomplish with your time. | 1. For journal entries, you can create an assignment for students to do. You can ask them to either upload assignments, respond within the platform you are using or email snapshots of their work to your email. |