

# Tutorial Lesson #14: Desire Time and Effort Walkthrough

## Lesson Summary:

This lesson will be very different from other lessons you have taught so far. This metaphor will not rely upon a sequential explanation of the metaphor. Rather, the metaphor will be explained through the actual activity of going through the MAZE, or the metaphor itself.

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## Learning Objectives:

- I can explain the importance of desire, time, and effort in achieving goals.
  - I can explain how hard work is necessary to accomplish something, and that looking for shortcuts doesn't pay off.
  - I can justify the position that hard work is just as important, if not more so, than talent nor ability.
  - I can explain how desire increases after putting time and effort into something.
  - I can share lessons I've learned from the past, goals for my future, and create an action plan for the present.
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## Lesson Tools:

- Lesson plan PowerPoint deck (Windows)
- Lesson plan Keynote deck (Mac)
- Make sure the Kung Fu Panda and video in the Lesson Plan works and is cued ready to go. Practice sharing the video and stopping it at key moments.
- Make sure you have printed copies of the metaphor for each student (the MAZE).
- Have the supplies necessary for the DTE Journal Booster #11.

**Note: these resources can all be accessed on this lesson's webpage.**

## ATTENTION GETTER / SETTING THE CLASS (5-10 minutes)

As students come in, choose a song to be playing. You could pull a song from the Suggested Playlists in the Desire Time Effort toolkit or you could play a popular song to build atmosphere. Either way, this is also a great moment to Surrender the One Up by greeting students by name and talking and asking them about things outside of school that you know about them.

Check-in with your students by following the same protocol you established last time by giving your students an opportunity to say how their day is going on a scale from 1-10 (poor to awesome). A student can also say pass if they don't want to say. They also have the opportunity to share why they rated it the way they did.

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## METAPHOR WALKTHROUGH / MAZE ACTIVITY (25 – 30 minutes)

**Metaphor Introduction:** Hand out copies of the metaphor to each student, keeping them face down. Instruct students to turn the Maze over and say: As you can see this is a Maze with the words Desire, Time, and Effort inside. 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. It usually takes people around 15 minutes. Let's see if you can make it through. On your mark, Get set, Go!

As people go through the maze, I play music and watch them work. As students work their way through the maze, pay attention to how they respond to the maze. Write notes on a clipboard if it helps you remember what you observe:

- 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?
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Additionally, as you 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. SIDE NOTE: If you are worried how any of your students would react to this, you can also say STOP right before the first person finishes. Note their reaction and wait a few seconds before saying. Just kidding, everyone keep trying to finish the MAZE within the time limit.

You will begin to notice people finishing. As they finish, congratulate them. Continue to cheer others on. You can even give some hints and help out a little bit. When almost everyone has finished or after your set period of time, say stop. Ask everyone to turn their maze over and write down what they were thinking and saying aloud at the start, during, or after they finished the maze. Have students share their answers.

## METAPHOR WALKTHROUGH / MAZE ACTIVITY (continued)

### Discussion:

This conversation is impossible to script. You will want to use a combination of students' answers as well as the observations you made to bring up some key points regarding DESIRE, TIME, EFFORT. Here are some of the discussion points you should try to surface through processing the activity:

- You were excited to get started but became frustrated.
- You were motivated by the people getting into it.
- You didn't want to do the maze, but after you started you wanted to finish it.
- You were really excited when you finished.
- When I stole the maze (or said time was up), you were really upset.
  - *Why were you upset?*
    - Because you wanted to finish what you had started.
- As you got closer to the end of the maze, you could sense you were getting close and became more excited.
- We call that the Accomplishment Zone
- Some of you didn't want to do the Maze at all, but you ended up starting the Maze and finishing.
  - *Why?*
    - As you put in some Time and Effort, your desire increased.
- Some of you were not done with the MAZE when I said that time is up and we started discussing it.
  - *Why did you ignore my instruction and keep working on the MAZE?*

**SPECIAL NOTE:** These are only some of the responses in the discussion that you could have. The important elements to bring up are:

- As we put TIME and EFFORT into something, our desire will grow.
  - Even if we had DESIRE at the beginning of something, frustration can come, but if we continue to try we can get through the MAZE.
  - To finish the MAZE, you didn't have to be skilled at doing puzzles and mazes, with enough TIME and EFFORT you will accomplish the goal.
  - The ACCOMPLISHMENT ZONE is a real thing: the closer you come to finishing something, the more you will feel the excitement and gratification of finishing. This is called the ACCOMPLISHMENT ZONE. It feels good and it is what helps us achieve things in life.
  - To accomplish tasks and goals, there are no shortcuts. You have to put in the work.
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### VIDEO (5 minutes) Kung Fu Panda

Prepare to show the video Kung Fu Panda to your students. Before you start the video explain that the Kung Fu Panda is going to learn some very wise words. Listen for the wise saying and try to figure out what it means.

## **VIDEO: Kung Fu Panda (continued)**

Show the video clip in its entirety and ask the following questions. Feel free to substitute or add questions of your own:

- What did Cifu say that was so important?
  - Why do you think what Cifu said is so important?
  - What does the phrase, the present is a gift, mean?
  - Why is now so important to your life?
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## **RESILIENT BOOSTER: Journal Booster (5 – 10 minutes)**

We recommend using the DTE Journal Booster #11 for this session.

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## **AFTER THE LESSON**

Say goodbye to students as they leave your class. Thank them for participating and tell them you are excited for next time! You may even want to have music from the suggested playlist or other music playing as they exit your room or transition to new content.

Reflect on your lesson: Ask yourself what went well? What didn't go as planned? Did any of your students respond in surprising ways? If you were to do the same lesson again, what would you consider doing differently?