

Make An Effort

SINGLE LESSON – Teacher Facilitation Guide

Grades 8-12



ACTIVE LEARNING
FOCUS

ABOUT THIS RESOURCE

Effort is an essential skill that helps students succeed well beyond their time in school, and in many facets of life. In our [Work Skills](#) framework, we define the skill “**make an effort**” like this:

- Put effort into the work you do.
- Take initiative, make your work your own, and work hard to achieve goals.
- Create something you’re proud of.
- Identify when it is time to move on even if work products do not feel perfect.

LESSON OBJECTIVE

Facilitate a lesson on effort. Motivate and equip students to gain more independence in their life by understanding effort requires hard work and initiative.

LESSON PLAN OVERVIEW

This lesson on the skill of “making an effort” includes collaborative work, brainstorming, and a quick write activity. First, students work in pairs to create a definition of what “make an effort” means to them. Next, they look for action words in their definitions and discuss the connection between effort and action. Then, they view a video about Michael Jordan’s high school career, highlighting the effort he took to make the varsity team. After the video, students read a short quotation and complete a two minute quick-write, then move on to generate a list of examples of what “making an effort” looks like in the classroom. Finally, students review a short list of steps they can take to ensure that they are making an effort regularly and consistently.

HOW TO PREPARE

1. Preview the Lesson Framework that follows. Preview the resources listed above. Take note of any additions or changes you would like to make.
2. Make a copy of the [Make An Effort slide deck](#) and [Exit Ticket](#). Edit for your needs.
3. Create a Padlet (or other resource for students to collaborate) for Activity 3. Link the padlet in Slide 4 for sharing with students. View a Padlet Tutorial for Teachers [video](#) if needed.
4. Several activities ask for you to facilitate discussions. See this resource for strategies to structure productive [discussions](#).
5. Consider sharing exemplary student work related to a past assignment or upcoming assignment.

RESOURCES

- [Make An Effort](#) (Google Slides)
- [Make An Effort Exit Ticket](#) (Google Form)

ACTIVITIES

JUMP TO

[Activity 1 \(slides 2-5\): Activate Prior Knowledge and Background Discussion](#)

- [Slide 2](#)
- [Slide 3](#)
- [Slide 4](#)
- [Slide 5](#)

[Activity 2 \(slide 6\): Quick Write Activity - Individual Practice](#)

- [Slide 6](#)

[Activity 3 \(slide 7\): Class Brainstorming Activity](#)

- [Slide 7](#)

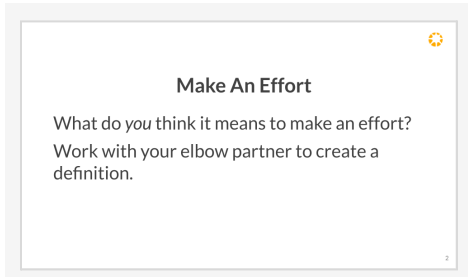
[Activity 4 \(slides 8-9\): Wrap-Up](#)

- [Slide 8](#)
- [Slide 9](#)

LESSON FRAMEWORK

ACTIVITY 1: ACTIVATE PRIOR KNOWLEDGE AND BACKGROUND DISCUSSION (SLIDES 2-4)

Slide 2



Make An Effort

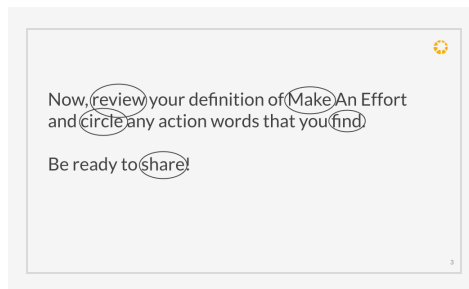
What do you think it means to make an effort?
Work with your elbow partner to create a definition.



ACTIVE LEARNING

Invite students to turn and talk to a partner first, and then take a couple of minutes to generate a student definition of the phrase “make an effort.”

Slide 3

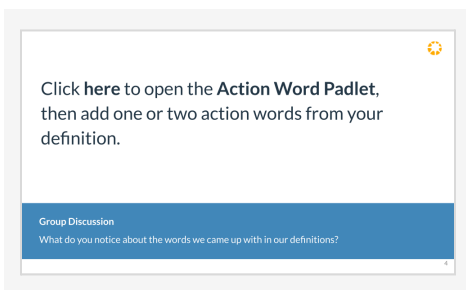


Now, review your definition of Make An Effort and circle any action words that you find.

Be ready to share!

Continue with the activity by asking the pairs to identify and circle the action words in their definitions.

Slide 4



Click [here](#) to open the **Action Word Padlet**, then add one or two action words from your definition.

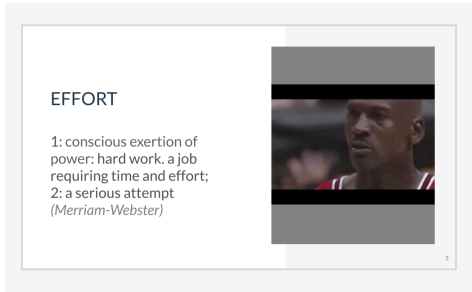
Group Discussion
What do you notice about the words we came up with in our definitions?

Share a Padlet link (or other collaborative space) with students and ask them to add one to two action words from their definition. Students will most likely come up with similar action words.

Once students have all contributed, facilitate a group discussion.

NOTE: Students should begin to connect the idea of effort to action and the realization that it's easy to identify someone who is making an effort and someone who isn't.

Slide 5



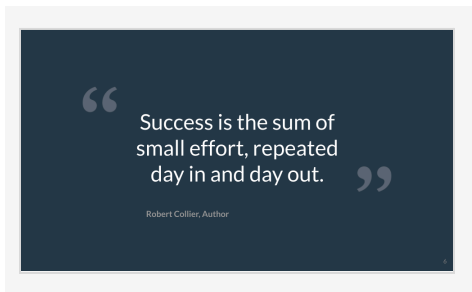
First, review the definition on the slide, and ask students what they know about Michael Jordan.

Then, play the short clip about Jordan's high school basketball career.

NOTE: It might be worth mentioning that Kobe Bryant modeled his career/work effort after Jordan.

ACTIVITY 2: QUICK WRITE ACTIVITY - INDIVIDUAL PRACTICE (SLIDE 6)

Slide 6

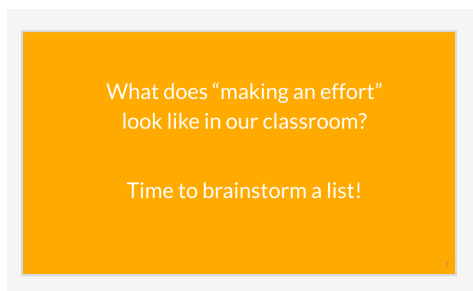


Ask students to read the quotation and complete a two minute [quick-write](#).

After the quick write, lead the class in a short discussion about how effort must be continuous in order to be successful.

ACTIVITY 3: CLASS BRAINSTORMING ACTIVITY (SLIDE 7)

Slide 7



Facilitate a brainstorming session. Ask students to consider what making an effort looks like in the classroom setting and generate a list of examples together.



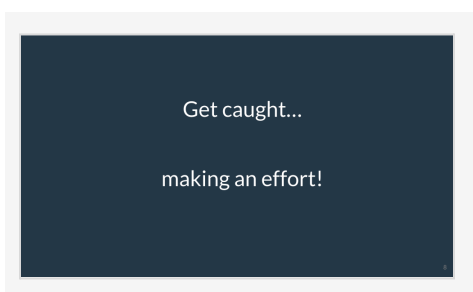
ACTIVE LEARNING

Option 1: Ask students to work in small groups to brainstorm short lists on large poster paper. As each group shares out, compile a whole class list together.

Option 2: Graffiti board: Cover a table with butcher paper or other large paper. Write the question “What does making an effort look like in this classroom?” in the middle of the paper. Ask students to silently add their examples and ideas to the paper with markers. As they see connections or patterns, they can draw arrows, lines, or other symbols to connect them.

ACTIVITY 4: WRAP-UP (SLIDES 8-9)

Slide 8



Wrap-up your discussion by asking students to “catch” each other making an effort over the next one to two weeks.



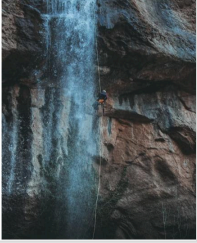
ACTIVE LEARNING

Create a physical space where students can give each other shout outs or share work samples that show how a classmate has made an effort. This space could be as simple as a dedicated white board space with markers and sticky notes, or an entire bulletin board/wall with the “Make an Effort” heading.

Slide 9

Steps: Make An Effort

1. Take Initiative
2. Make Work Your Own
3. Create Work That Makes You Proud
4. Work Hard
5. Know When To Say "Done"



As a class, read the steps for making an effort. Share the link to an exit ticket similar to this [Google Form](#). In the exit ticket students will reflect on one step they already do well and one step they plan to work on. ***The Google Form is just an example for how you can collect student exit tickets. You will need to make your own form ahead of time if you want to do this.***

Google Form: <https://forms.new/>

Get more resources like this at www.opportunityeducation.org/resources