

Instructions Continued:

1. (5 minutes) Give the students 5 minutes to try to solve the first problem on their own. Many of the students will feel confused and/or that the problem is too difficult to even try to solve. The goal is for students to understand that even though something might seem difficult initially, if they learn the steps they need to follow, ask for help, and don't give up, nothing is as difficult as it appears.
2. (10 - 12 minutes) Now work the first problem with the entire class. After having gone over the first problem, ask the students (by a raise of hands) how many understood how to solve the problem on their own. Why was it difficult? What could have made it easier to solve?
3. (5 - 7 minutes) Have the students complete the second problem independently. (If needed, students should not be discouraged from asking one of their peers for help).
4. (5 - 7 minutes) Work on this problem with the entire class.
5. (5 - 7 minutes) Have students work on problem number 3 on their own for a couple of minutes. It does not really matter whether or not the students were able to finish the problem or if they got it right or wrong. The important thing about this entire activity is to point out how much time students dedicate to trying to solve these problems before giving up and doing other things.
6. Ask the students how many hours they dedicated to learning how to ride a bike. Have the students raise their hands if it took them less than an hour, less than 3 hours, less than a day, less than a week, less than a month, less than a year.
7. Ask the students how many hours they dedicated to playing a video game they like playing. Have the students raise their hands if it took them less than an hour, less than 3 hours, less than a day, less than a week, less than a month, less than a year.
8. Ask the students if they felt that once they learned the basic skills to ride a bike or to play the video game everything became easier.
9. The message we want you to stress with students is that by constantly practicing, never giving up, and asking for help when needed they became pros in that video game or riding a bike. The same thing will happen with their school work.
10. Ask the students to raise their hands if:
 - They felt that the math problems were difficult?
 - They requested help from the teacher or fellow classmate to solve the math problems?
 - Did they give up easily or keep on trying until they solved the problem?
 - Once I solved the first problem with the entire class, did the rest of the problems seem relatively easy?
 - What does this activity show us? (Emphasize that they all can be good in math, science, literature, and/or art if they just apply themselves. If they have the determination they can achieve/become anything they want. College is a reality for them, the only question is how determined are they to go to college/become that famous singer, actor, chef, lawyer, mechanic, carpenter, etc.)
 - After this activity all students should be motivated to not give up so easily, request help from teachers and/or their peers when needed, and have a clear understanding that they can achieve anything they set their mind to accomplish. You don't have to be smart to go to college! Working hard, doing your homework, listening to your teachers and putting effort in school will enable you to go to college.

Class Discussion. Have the students discuss the following:

1. Why it is important to ask for help when you need it?
2. What is the proper way to ask for help?
3. Why it is so important to not give up?
4. Now that you know not to give up so easily, how much time are you going to dedicate to do your homework and to school?

Section 3: Dedication Equals College Lesson Plan

Materials:

Dedication Equals College activity on page 7 of the student workbook

Goals:

This activity will motivate students to not give up so easily, request help from teachers and/or peers when needed, and have a clear understanding that they can achieve anything if they have the will and determination.

Time:

25-35 minutes

Instructions:

Worksheet: Dedication Equals College

Have the students, as an entire class, fill in the (BLANK) with the word that they feel would make the statement true. You don't have to be (BLANK) (Answer: smart) to go to college! Working hard, doing your homework, listening to your teachers and putting effort in school will enable you to go to college. After the students fill in the (BLANK), have them solve the following algebraic problems. Have the students find the value for the symbols that are missing.

$$\text{Water Drop} = 4$$

$$\text{Sun} = 12$$

$$\text{Heart} = \underline{\hspace{2cm}}$$

$$\text{Hexagon} = 8$$

$$\text{Circle} = 9$$

$$\text{Star} = \underline{\hspace{2cm}}$$

$$\text{Square} = 3$$

$$\text{Triangle} = 6$$

$$\text{Asterisk} = \underline{\hspace{2cm}}$$

$$\text{Diamond} = 7$$

$$1. (\text{Triangle} + \text{Circle}) \div \text{Square} = (\text{Hexagon} + \text{Circle} + \text{Square}) \div \text{Water Drop} =$$

$$2. \frac{(\text{Sun} + \text{Circle} + \text{Hexagon} + \text{Diamond} + \text{Square})}{\text{Square}} = \text{Heart}$$

$$3. \frac{(\text{Heart} + \text{Hexagon} + \text{Circle})}{\text{Square}} = \text{Star}$$

$$4. \left(\frac{\text{Heart}}{\text{Sun}} + \frac{\text{Hexagon}}{\text{Sun}} \right) - \frac{\text{Star}}{\text{Sun}} = \text{Asterisk}$$