



High School

National FFA Organization

Lesson HS.22

MOTIVATION FACTORS

Unit. Stage One of Development—ME

Problem Area. How Do I Begin to Grow?

Precepts. C3: Demonstrate courage to take risks.

National Standards. NSS-EC.9-12.4 — Positive and Negative Incentives — Understand that acting as citizens, people respond to incentives in order to allocate their scarce resources in ways that provide the highest possible returns to them.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define motivation.
- 2 Identify factors that increase and decrease one's motivation.
- 3 List the individual factors of motivation.



© 2004 National FFA Organization
It is illegal to reproduce copies of this material
without written permission from the National FFA Organization.
National FFA Organization





Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings Materials, 2003.



Tools, Equipment, and Supplies

- ✓ Colored Construction Paper
- ✓ Markers
- ✓ Masking Tape
- ✓ Overhead Projector
- ✓ Transparencies HS.22.TM.A–C
- ✓ Poster Paper
- ✓ Student Evaluation HS.22.Assess—one per student
- ✓ Student Notebooks
- ✓ What Motivates Me. HS.22.AS.A—one per student
- ✓ Writing Surface
- ✓ Writing Tools



Key Terms. The following term is presented in this lesson and appears in bold italics:

► Motivation



Interest Approach

Read the following names to students: Christopher Reeves, Helen Keller, and Abraham Lincoln.

Ask the following questions:



Who are these people?

Anticipated responses include: famous people, successful people.



What made these people so well known in our society?

Anticipated responses include: they overcame great challenges, they were motivated to succeed.

Instruct students to create a definition for motivation. Pass out sheets of colored construction paper and markers.

Allow 30 seconds for students to capture their own thoughts in their notebooks. Let them work in pairs to share information and create a team definition. Capture the team definition on the construction paper. Have each pair share their definition with the class when called upon. Capture answers on the writing surface.



Wow! You have developed some amazing definitions! Thank you all for sharing. What would our lives be like if we never got up off of the couch to live? Pretty boring. Everything we do is directly related to our motivation. If we do not wish to do something, we probably will not do it. Little else in our lives has such a driving influence over the way we act and react than motivation does. In an effort to become the successes Reeves, Keller and Lincoln have been; we must incorporate the essential quality of motivation to our personalities. Keep those creative juices flowing as we discover what specifically motivates us to do and be.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define motivation.



In an effort to become the successes Reeves, Keller and Lincoln have been; we must develop the essential quality of motivation in our personalities. Using the ideas each pair has generated, let me sum up by developing a class definition for “motivation.”

Have students capture the following content in their notebooks and show HS.22.TM.A.

I. What is motivation.

A. **Motivation:** an innate desire prompting action.

1. Motivation is specific to each individual.
2. Motivation can be external or internal.
 - a. External Motivation: an outside force acting upon one to prompt action.
 - b. Internal Motivation: an internal force acting upon one to prompt action.
3. Motivation is often dependent upon a specific activity.
4. Growth is directly related to one’s motivation.
 - a. The more one puts into a task, the more one will gain.
 - b. Motivation prompts change and experience.

Use the Karaoke Moment strategy to have students assess their knowledge of the content. Offer the following instructions on a public writing surface:

Speech = Let's make sure the song or rap we develop details only what we have discussed so far. Be prepared to share your artwork in five minutes.

Wow, our creativity is jaw dropping! Way to go! Give yourselves a pat on the back. According to the karaoke, it seems like we have a handle on what motivation is. Now let's look at what actually makes us feel more, or less, motivated.



Objective 2. Identify factors that increase and decrease one's motivation.



Give me a “thumbs up” if you have ever seen the attraction at the fair where one's strength can be tested. Great! If you have never seen it, with as much force as one can muster, someone takes a giant hammer and smashes it onto a circular disk that sends a measure up a ruled pole toward the bell at the top. The result is a level of “strength.” The measure will only rise as high as the corresponding smashing force and will then descend back to the base. Only the strongest individuals can get the measure to hit the bell to be named a true “Hercules.”

Explain to students, just like the strength test, one's motivation is subject to rising and falling. Many people and experiences we have in life will send motivation sailing upwards or sinking down. Have the students capture the following content in their notebooks to learn more about those factors. Show HS.22.TM.B and HS.22.TM.C.

II. Factors facilitating motivation: HS.22.TM.B

A. Factors that increase motivation:

1. Positive Feedback.
2. Interest in the Activity.
3. Success.
4. Rewards and Admiration.
5. Respect.
6. Enjoyment.

B. Factors that decrease motivation: HS.22.TM.C

1. Fear.
2. Lack of Energy.
3. Lack of Interest.
4. Negative Feedback.
5. Repeated Failure.
6. Failure to set goals.



Fantastic! Let's maintain the energy and focus by transferring our newly acquired information into a format everyone can relate to... the morning weather report!

Use Bob the Weather Guy Moment strategy for students to develop a summary of the concepts in “weather report” style. Allow 45 seconds for them complete the activity. Have students share their report with their neighbor.

Great work group! It is a pleasure to work with all of you each day! We have been highly engaged in today's discussion and I know we are eager to discover what it is that makes each of us feel motivated, so let's go!



Objective 3. List the individual factors of motivation.

Encourage students to continue to direct the flow of their thoughts and energy to increase their knowledge of “motivation.” Distribute a copy of HS.22.AS.A face down to each student. Provide the following instructions.



We have already learned about the factors that increase and decrease our motivation. Now, we will discover how those factors relate to our individual factors for motivation. When I say, “Go,” turn the activity sheet over and read through each question. Respond honestly to each statement. Complete the survey based on what motivates you. Turn your paper face down when you are finished, signaling your readiness to continue. Ready, Set, Go!

Allow one minute for students to read through the activity sheet and respond. Encourage students to keep working by giving them time warnings. Periodically say things like, “Hurry! Hurry! Hurry!” and “Step on it!” Once time is up, break students into five groups by shirt color; each representing a different question on the survey. Supply each group with poster paper and markers. Have the students turn their papers back over and listen to the following:



Many of us responded differently to each question posed. As a team, develop a list of motivational factors for the assigned question. Use the responses each of you generated on the survey and include more if time permits.

Spend one minute with this activity, assessing each group’s progress by checking in regularly. Call on each group to quickly present their findings to the class. Hang each poster up around the room for all to see.



Way to go everyone! Take your seats. Looking at the posters, let’s create a list of factors that effect our motivation.

Capture student responses on the writing surface and have the students capture the content in their notebooks. May show HS.22.TM.D if necessary:

III. What factors affect my motivation?

- A. Desire to try new things.
- B. Initiative.
- C. Determination.
- D. Self-confidence.
- E. Setting Goals.



We will be making connections between those factors affecting our motivation and the growth we experience in our lives. Consider today’s discussion, as you brainstorm situations where one exercises motivation and how that motivation translates into personal growth. Don’t hold back! Be as creative as possible!

Divide students into pairs or groups of three. Give the following instructions:



 Select one idea and develop a 60-second skit complete with actions and dialogue. Everyone must participate in the skit. You have ten minutes to prepare your skit.

Check with each group to assess their progress. Call on each pair or group to present their skit to the class.

 Bravo! We have many budding actors in our midst. You were terrific! As we go on through our day, reflect on the new understanding we have gained on motivation. Much of what we do falls within our desire to be motivated. What choice will you make? I know you will choose to do great things!

Review/Summary

Have students respond to the following prompt using a Me-You-Us Moment. Allocate one minute for the me, you, and us phases of the e-moment.

 Explain how your growth is affected by your motivation.

Application

► Extended Classroom Activity:

Have students interview three other people and find out what factors motivate them. Present their findings in a half page paper, comparing and contrasting the motivation of others to their own.

► FFA Activity:

Encourage students to try one new FFA activity to actively practice and strengthen their motivation.

► SAE Activity:

Have students think of one thing they have wanted to improve on their SAE but have been too busy or tired to start. Encourage them to attack that point and make those improvements.

Evaluation

A written test is included to measure Objectives 1, 2, and 3. HS.22.Assess.

Answers to Assessment:

Part One: True or False

1. True



2. False
3. True
4. False

Part Two: Short Answer

5. Two of the following:
 - Positive Feedback
 - Interest in the Activity
 - Success
 - Rewards and Admiration
 - Respect
 - Enjoyment
 - Pride
6. Two of the following:
 - Fear
 - Lack of Energy
 - Lack of Interest
 - Negative Feedback
 - Boredom
 - Repeated Failure
 - Failure to set goals
7. Two of the following:
 - Desire to try new things
 - Initiative
 - Determination
 - Self-confidence
 - Setting Goals



MOTIVATION FACTORS

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” in the blank beside the statement.

- _____ 1. Motivation is an innate sense prompting action.
- _____ 2. Everyone has the same motivation.
- _____ 3. Motivation causes one to change.
- _____ 4. Motivation has very little to do with one’s growth.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions.

5. List two things that increase motivation.
6. List two things that decrease motivation.
7. List two factors that affect your motivation.



WHAT IS MOTIVATION.

◆ **Motivation: an innate desire prompting action.**

◆ **Motivation is specific to each individual.**

◆ **Motivation can be external or internal.**

→ **External Motivation: an outside force acting upon one to prompt action.**

→ **Internal Motivation: an internal force acting upon one to prompt action.**

◆ **Motivation is often dependent upon a specific activity.**

◆ **Growth is directly related to one's motivation.**

→ **The more one puts into a task, the more one will gain.**

→ **Motivation prompts change and experience.**



FACTORS THAT INCREASE MOTIVATION

- ◆ **Positive Feedback**
- ◆ **Interest in the Activity**
- ◆ **Success**
- ◆ **Rewards and Admiration**
- ◆ **Respect**
- ◆ **Enjoyment**



FACTORS THAT DECREASE MOTIVATION

- ◆ **Fear**
- ◆ **Lack of Energy**
- ◆ **Lack of Interest**
- ◆ **Negative Feedback**
- ◆ **Repeated Failure**
- ◆ **Failure to set goals**



WHAT FACTORS AFFECT MY MOTIVATION.

- ◆ **Desire to try new things**
- ◆ **Initiative**
- ◆ **Determination**
- ◆ **Self-confidence**
- ◆ **Setting Goals**



WHAT MOTIVATES ME.

► **Instructions:**

Write a brief, honest response to each question in the space provided.

1. What drives me at my schoolwork.
2. What drives me during my recreation.
3. What drives me at my SAE.
4. What drives me at my FFA activities.
5. What drives me at my job.

2. What drives me during my recreation.

3. What drives me at my SAE.

4. What drives me at my FFA activities.

5. What drives me at my job.

