

# The Student Success Curriculum

## Topic 8: Motivation

Students are motivated to go to school for a number of reasons. Some don't like their current career. Some want to provide a better life for their families. Some want to live at a certain income level or long for success in a career they find exciting. No matter the reason, motivation prompted them to start school, and further motivation will be necessary to complete school.

Motivation rarely comes from the outside. Frequently friends, family members, bosses, and partners pull the student away from school and school activities. There is no one pushing students toward their school goals; they must generate and maintain that energy themselves. A student who pursues academic goals with integrity may find that motivation is easier to maintain. This topic looks at motivation and its relationship to integrity.

### Teaching Strategies:

Lecture

Self-Assessment

Large Group Discussion

Small Group Discussion

Mood Check (optional)

## Time Frames

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The implementation time for this material is approximately two hours. The implementation time can be shortened if the teacher does not use the Mood Check exercise. It can be further shortened if the discussion questions are assigned as journal homework.

## Instructor Preparation

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- ✓ Read Topic 8: Motivation in the *Student Success Guide*
- ✓ Review the PowerPoint slides side-by-side with the lecture outline for Topic 8.
- ✓ Complete Worksheet 8-1 and assess your own motivation. Determine if you have any good teaching stories on this topic.
- ✓ Make copies of the discussion questions for each of your planned breakout groups.
- ✓ Make a laminated Six Families of Emotion chart (optional).

## Resources

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Locate and read any of the following resources to support an understanding of the topic.

- ✓ *Attitude is Everything: Change Your Attitude and You Change Your Life* by Jeff Keller. INTI Publishing and Resource Books.
- ✓ *Great Motivation Secrets of Great Leaders* by John Baldoni. McGraw-Hill.
- ✓ *Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others* by Jim Cairo. Career Press.
- ✓ *Why We Do What We Do: Understanding Self-Motivation* by Edward L. Deci and Richard Flaste. Penguin Books.

## Supplies & Equipment

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- ✓ *Student Success Guides* (one per student)
- ✓ Group Discussion Questions (one copy for each group)
- ✓ Mood Check Chart (optional)
- ✓ Whiteboard and markers, or chalkboard and chalk
- ✓ LCD/DLP projector, laptop, and PowerPoint presentation, or printed overheads and an overhead projector.

## Learning Objectives

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- ✓ After reading Topic 8: Motivation and completing the worksheets associated with this topic, each student will:
- ✓ Define the word *motivation* and describe one goal that he or she was motivated to reach.
- ✓ Define *integrity* and explain how integrity and motivation are linked.
- ✓ Evaluate personal integrity in the pursuit of goals.
- ✓ Identify the motivational factors that caused the student to enter and continue in massage school.
- ✓ List two things he or she does to be successful each day.
- ✓ Explain how understanding motivation might support the student in meeting massage school challenges.
- ✓ Describe two benefits of doing a mood check.

### Tip!

Plan ways to track and celebrate student accomplishments on a regular basis to improve student motivation.

## Lecture Outline

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This lecture outline is meant to be used in combination with the *Student Success Guide* and the PowerPoint slides included with this teaching kit. The information in this lecture/activity follows the information presented in the *Student Success Guide* with page numbers of the associated materials provided to the right of the heading in parentheses. Instructors are encouraged to add or delete slides and information as they deem appropriate to meet the particular needs of their student groups. The PowerPoint slides can be shown with an LCD projector or printed onto transparencies for overheads.

### Slide 1: Title Slide (p. 96)

Introduce the topic (Motivation) and direct students to page 96 in the *Student Success Guide*. Ask student to give input on what the term *motivation* means to them. Ask them to give examples of times when they were very motivated to achieve a goal.

### Slide 2: Goals of this Lecture

The goals of this lecture are to better understand the nature of motivation and to explore the relationship between motivation and integrity.

### Slide 3: Motivation Defined (p. 96)

Define the term *motivation* and discuss the characteristics of a motivated person versus an unmotivated person. Ask students to describe a time when they didn't feel motivated, even though they had a goal to meet. Identify why the goal was not motivating.

### Slide 4: Motivation Assessment (p. 97)

Ask students to turn to page 97 in their *Student Success Guide* and complete the Motivation Assessment (Worksheet 8-1). Discuss each question and its relationship to motivation.

**Tip!**

Regularly remind students to check their motivation level and to question times of lower motivation. Ask students to look at their integrity levels as the training program progresses.

**Slide 5: Motivation—Where Does it Come From? (p. 96)**

People are motivated by what's important to them. The way they pursue a goal demonstrate their values, beliefs, and integrity. For example, some people just want to be rich. They don't care if they participate in illegal activities or treat other people badly. The goal is money and they don't care how they get it. Ask students to think about a time they may have taken a shortcut to a goal or treated another person badly to achieve their own ends. How did they feel about the goal when it was achieved at the expense of others, or without a complete and committed effort?

**Slide 6: Integrity and Motivation (p. 98)**

Define the word *integrity* and discuss the characteristics of a person with integrity.

**Slide 7: Kathy & Sarah: Self-Esteem and Motivation (p. 98–100)**

Use this slide to introduce the story of Kathy and Sarah. This example shows how self-esteem is supported by integrity and that motivation comes from higher self-esteem. This slide shows the first assignment. The following slide shows the actions of Kathy and Sarah.

**Slide 8: Kathy & Sarah's Actions on Assignment #1 (p. 98)**

This slide illustrates the actions that Kathy and Sarah took on assignment #1.

**Slide 9: Kathy & Sarah's Self-Esteem/Motivation as a Result (p. 98–99)**

This slide illustrates the way that Kathy and Sarah feel as a result of the project. It helps students understand how self-esteem and motivation result from integrity.

**Slide 10: Assignment #2 (p. 99)**

This slide describes assignment number 2.

**Slide 11: Kathy & Sarah's Actions on Assignment #2 (p. 99–100)**

This slide illustrates the actions that Kathy and Sarah took on the assignment.

### **Slide 12: Kathy & Sarah's Self-Esteem/Motivation as a Result (p. 99–100)**

This slide illustrates the way that Kathy and Sarah feel as a result of the project.

### **Slide 13: Discussion**

It's easy to see how a lack of integrity begins to erode self-esteem and motivation. Ask student to discuss the integrity and motivation of Kathy and Sarah. These questions may help:

- Are Kathy's grade and Sarah's grade likely to be different? If they are both getting approximately the same grade, why does Kathy feel motivated and Sarah doesn't?
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- What do you think Kathy and Sarah's classmates think of each of the women? Why?
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- Why would Kathy be more likely to remain in the massage profession than Sarah?
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- Sarah thinks massage school is stressful and disappointing. What needs to change for Sarah to enjoy school?

### **Slide 14: Integrity Check**

Ask students to take a moment to evaluate their own integrity. Ask them to think about times they acted with integrity and how they felt afterwards. Ask them to think about times they acted without integrity and how they felt afterwards. People often adopt habits that go unchallenged, but it's never too late to decide to act with integrity and make choices that reflect your best self.

### **Slide 15: Process Motivation**

To conclude the lecture, ask students to describe how they feel about motivation as a result of the lecture. Explore student attitudes to integrity and motivation and discuss any areas of resistance. Ask students to explain how this understanding might change their classroom experience.

## Activity: Group Motivation Discussion

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**Directions:** Break students into groups of four, or conduct a large group discussion (depending on the number of students in the class) with everyone seated in a circle. The students will need to refer to their completed Motivation Assessment (Worksheet 8-1) during the discussion. Hand out the questions to each group or ask students to use the question in the box on page 101.

**Goal:** The goal of this discussion is to explore the responses each student gave on the Motivation Assessment (Worksheet 8-1). Sometimes answers seem self-explanatory, but reveal much deeper meanings on careful examination. This exercise promotes self-awareness, emotional intelligence, and resilience, as discussed in previous topics. Sometimes the answer another gives helps us to understand ourselves better.

## Handout: Motivation Assessment Questions (worksheet 8-1)

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**Question One:** Assess your answer to question number one and share it with the group when it is your turn. If you are very clear about why you are studying massage, and what you want to do with your massage credentials when you graduate, you are probably motivated to attend class and complete homework assignments. If you don't know why you are in massage school, it may be difficult to feel motivated. Take some time to ponder your path through the future and visualize yourself as a massage professional.

**Question Two:** Think about question number two for a moment and the actions you take to be successful every day. Share these activities with the group. What does it mean to be successful on a daily basis? How do you know when you have had a successful day? Often feeling successful has a lot to do with setting clear goals for the day, week, month, and year. This way a person can gauge his or her motivation and compare it to the achievement of a goal. If you don't feel motivated about achieving a goal, it's a good idea to ask yourself why, and reevaluate the importance of the goal.

**Question Three:** This question points out the difference between intention and motivation. Many students intend to participate fully and attend every class, but then fail to motivate themselves to get out of bed in the morning, or make it to class after a day at work. Sometimes students show up for classes in a bad mood and want to sit out during activities. While everyone feels unmotivated sometimes, it's important to identify strategies that keep you going day to day. How will you motivate yourself if you are in a bad mood? How will you motivate yourself when you feel tired from work or don't want to get out of bed?

**Question Four:** How ready do you feel to learn new study skills and apply them to class assignments? Perhaps you signed up for school and never thought about the homework. Perhaps you thought massage school was just about getting a free massage every week. Now, it is likely that you understand the academic nature of massage school, and recognize that it's fairly challenging. Evaluate your willingness to learn. Do you feel excited and motivated to learn? Discuss these feelings with the group.

**Question Five:** Do you have specific expectations for yourself around how you complete massage school? For example, you may say, "I want to complete massage school with a 3.5 grade point average." Alternately, you might say "I want to complete massage school with the fewest possible interruptions to my family life." Goals can sometimes feel like they are just about the end point.

Really, a goal is about the journey. As we saw in the example with Sarah and Kathy, the way in which you work toward your goal counts. Discuss your thoughts on this topic with the group.

**Question Six:** Some people really like going to class and doing homework. For these individuals, learning is fun. Are you one of these people? Discuss this topic with the group.

**Question Seven:** Do you view yourself as a highly motivated person? If yes, what motivates you? If no, what holds you back? What are the criteria you will use to determine if you are a successful massage therapist? Why do you feel it would be important for a massage therapist to be a highly motivated person?

**Question Eight:** Change can feel very unnerving and scary. In massage school it is likely that you will change simply because you will be exposed to a variety of new ideas and approaches to life. Think about a time when you made a significant change in your life. What were the difficulties you faced during that change? What were the results of that change? How do you feel about the change as you look back on it now? Discuss these events with the group and describe what you learned.

**Question Nine:** It is not uncommon to have fears and doubts about a new undertaking. People who explore and examine their fears are much more likely to overcome them for good. What does it mean to you to explore fear? How do you know when you are afraid? What does your body feel like when you experience fear? Discuss this topic with the group.

**Question Ten:** Do you like who you are? If yes, what do you like? If no, what do you dislike about yourself and what are your plans to change it? Do you like where your life is going? If yes, where do you see yourself two years from now? If no, where do you want your life to go, and what are your plans to take it there?

**Concluding Question:** In conclusion, think about how you defined motivation before you did this exercise and think about how you define motivation now. Did you learn anything new about yourself while completing the questionnaire? If not, what stops you from understanding yourself more fully? Did you participate fully when it was your turn to share? If not, what stopped you from participating fully?

### Tip!

Use the Mood Check activity presented here when it seems like people are starting to lose motivation for school.

## Activity: Mood Check

This activity was adapted from *Quick Emotional Intelligence Activities for Busy Managers* by Adele B. Lynn. American Management Association.

**Introduction:** Students don't always realize that bad moods are contagious and that one very stressed-out student can impact the classroom experience of everyone. This is a good exercise to use when the collective mood and motivation levels of the class drop.

**Goal:** This exercise helps students develop more awareness of their moods and the impact of their moods on others. It also promotes a better understanding of emotions and the willingness to explore and share emotional states with other people. Through the identification of mood states, students are better able to redirect their energy and regain their motivation.

**Directions:** Make a large "Six Families of Emotion" chart. It works well to produce this chart on a large poster board and laminate it. This way it can be erased and used over and over again. A sample chart is provided at the end of this kit.

1. Ask students to sit in a circle with the chart at the top of the circle. Introduce the topic by asking students to think about a time they were able to sail through homework because they were excited by a project and in a great mood. Now ask them to reflect on a time when even the smallest homework assignment seemed overwhelming.
2. Ask students to look at the chart and identify their present emotional state, or the state in which they started class.
3. One by one, have students go up to the laminated chart and use a colored marker to make a dot next to the emotion that best describes how they feel.

4. When all the students have made their dots, discuss the findings. Here are some key questions.
  - ✓ As we look at the board and where people have placed their dots, what patterns do we see?
  - ✓ How might these emotional patterns affect the classroom experience today?
  - ✓ How aware of your mood were you when you walked through the classroom door?
  - ✓ How aware were you of the moods of your fellow classmates when you walked through the door?
  - ✓ Did anyone in the class influence your mood when you walked through the door? How?
  - ✓ What can we do to change the classroom mood to make it more productive?
5. At the conclusion of the exercise, go on with regularly scheduled classroom activities. At the end of the class, ask students to describe how assessing their moods at the beginning of the class improved or worsened the rest of the classroom experience.

## Six Families of Emotion Chart (Sample)

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<b>Happy</b> Content Ecstatic Joyous Pleased Cheerful Blissful Exultant Delighted Jovial	<b>Depressed</b> Sad Suicidal Melancholy Grieving Gloomy Miserable Heartbroken Distressed Apathetic	<b>Surprised</b> Shocked Dumbfounded Startled Astonished Amazed Stunned Flabbergasted Astounded Taken Aback
<b>Anxious</b> Fearful Worried Concerned Nervous Uneasy Restless Fretful Frightened Panicky	<b>Angry</b> Enraged Sarcastic Annoyed Furious Irritated Irate Livid Incensed Cross	<b>Creative</b> Imaginative Resourceful Artistic Inspired Innovative Ingenious Inquisitive Playful Pioneering

# Motivation Milestones Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

0 = The student does not have this skill.

1 = The student sometimes demonstrates this skill.

2 = The student almost always demonstrates this skill.

0	1	2	
			Attends school: Meets exam dates and homework deadlines.
			Practices integrity in everyday life and in classroom activities.
			Demonstrates the willingness to learn and embraces new skill sets.
			Views self as highly motivated. When motivation is low, seeks to find the source and make changes.
			Verbalizes goals and dreams. Takes daily steps to achieve goals and dreams.
			Conducts personal mood checks and is able to improve mood as needed to get the most from classes.
			Verbalizes goals and action plans without prompting.