



Tutorial Lesson #10: Motivation Formula Follow-up

Lesson Summary:

This lesson will introduce the Motivation Formula metaphor. You will use video, activities and resilience boosters to help teach this lesson.

Learning Objectives:

- I can explain how challenges can fuel motivation.
 - I can explain ways I can help others face their challenges.
 - I can identify potential ways challenges can negatively impact my life (carry me to the flood zone).
 - I can explain what positive self-talk looks like and implement different strategies.
 - I can explain what having character and heart means in the face of adversity.
 - I can list passions and interests that I have which inspire me.
 - I can list people who can help me with my challenges.
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Lesson Tools:

- Lesson plan PowerPoint deck (Windows)
- Lesson plan Keynote deck (Mac)
- Read through and practice the Activity: Emergency Response (will have to be modified for younger students) if you have never used it before.

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 Motivation Formula toolkit or you could play a popular song to build atmosphere. Remind students as they walk in to have their Observation Booster prepared or if they haven't completed it, prompt them to pull it out and think about it. 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.

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.

Invite students to share what they were able to learn from doing the Observation Resilience Booster from last time!

CORE COMPETENCY ALERT: State Changes

STATE CHANGES is all about understanding how your class is engaging with the lesson and whether or not you are losing them. Often referred to as pacing, it is important to learn how to read your class. It is our responsibility to engage our students in a way that optimizes their ability to learn and this competency is critical in making that happen.

METAPHOR WALKTHROUGH CONTINUED (20 minutes)

Metaphor Introduction: Say: Last time we learned all about the Motivation Formula and how we have a choice of responding to challenges in a positive way or a negative way. In order to face our challenges, there are certain skills we can use to help us through those hard times and turn our challenges into success. Each one of these dams represents one of those skills. Today we are going to go through those four skills and then put them to the test!

Discussion Point #4: Say: The first skill or strategy is Positive Self Talk. Ask: What do you think that means? Discuss no matter what your challenge is, what we tell ourselves about a problem often determines the impact that challenge will have on us. We can use our inner voice to direct our motivation (energy) in a positive direction. Ask: Do any of you currently use positive self-talk during hard things and what does that look like? Discuss with students ideas they have as well as be prepared to share your own. Some of those ideas could be the following:

- During physical activity, I tell myself to keep going.
- Everyday I wake up and do mindfulness exercises
- When a negative thought enters, I replace it with a positive one.
- Daily mantras
- I look in the mirror and tell myself I can do hard things.

METAPHOR WALKTHROUGH CONTINUED

SPECIAL NOTE: It is a great idea to create activities within class that model and teach students to use positive self-talk. During learning activities in WhyTry—look for moments where you see positive self-talk being used and point it out. Don't forget to model it as an adult role model as well.

Discussion Point #5: Point and Say: The next skill we use to face our challenges we call Character and Heart. Read through the description of what that means on the metaphor. After students have had a moment to read the indicators, ask: Why do you think this strategy is titled Character and Heart? Discuss sometimes life gets tough and you can't answer the question "Why try?" It is in these times that you can tap into character and heart. That means you keep going through the motions, not giving up out of respect for yourself and for people you care about. Relationships can be the greatest motivators when dealing with challenges.

Discussion Point #6: Point and Say: The third strategy we use is Passion, Purpose or Interest. I'd like to share one of mine, if that's okay with you. Show a small presentation on something you are passionate about, interested in, or consider a hobby. As you show them pictures, slides, artifacts or demonstrations, they will see your own passion. Share how your interest in this subject has helped you face your own challenges in life. If this is done heartfelt and genuine, they will feel the importance of having a passion and will understand the significance of why this is a strategy for facing challenges in life. Ask what is your passion? Allow for a brief sharing of different passions that students have in class and also say it is possible you haven't found a passion yet. It is very possible you haven't discovered one yet, but it can happen!

Discussion Point #7: Point and Say: The last strategy is Getting Plugged In to your support system! There is a whole unit of lessons we will use to talk about this but to put it simply... you should find people to help you when times get tough! Discuss how all of us need people in our lives helping us along the way. Assure them that if they think they don't have someone, they are wrong. You, as their teacher, is just one person that is there trying to help them. Relate the strategy back to the Reality Ride and the support structure along the Harder But Worth It Track.

LEARNING ACTIVITY: EMERGENCY RESPONSE (15-20 minutes)

Follow the Emergency Response instructions found below. After the activity, don't forget to use the processing questions to discuss how the activity relates back to the discussion you have had about the Motivation Formula and the strategies we use to face our challenges.

Introduction:

In large-scale disasters and everyday life problems, it is important for individuals to look beyond themselves. They must tap into their character of heart and utilize positive energy to think of solutions that will benefit the group or community. In this activity, students will learn the importance of doing just that, even when difficult and stressful situations arise.

LEARNING ACTIVITY: EMERGENCY RESPONSE (Continued):

Activity Details:

- **Spatial Requirements:** Gym/outdoor space required
- **Activity Type:** Movement/group
- **Grades:** 3-12
- **Group Size:** 8-10
- **Time:** 15-20 minutes
- **Materials:**
 - 2 blindfolds
 - 1 slip of paper or 3×5 card for each student. Some of these slips of paper should contain a range of injuries that could be sustained in an earthquake; others should contain disadvantages that someone could have prior to the earthquake. A few of the papers can be left blank so that some students will be in full health. Each paper should contain instructions to the student on how to act with their various injuries.
 - 1 sheet of letter-size paper per student
 - Cotton balls

Activity Instructions:

Explain to the group that there has been a major earthquake, and many of the group members have sustained injuries. Each student will then draw a slip of paper. Someone who is deaf would be instructed to stuff cotton balls in their ears; another person may be blind and required to wear a blindfold. Someone who is unconscious could lie on the ground; another may have a broken leg and would be required to hop on one foot. Someone might have a broken arm and would not be allowed to use it.

After everyone has received their injury or handicap and followed the instructions on their slip of paper, you will announce that our area is experiencing aftershocks and the group must move to safety. Designate a safe area at least twenty yards away. Between this area and the danger zone, set up a series of obstacles ahead of time such as tables, overturned chairs, and other objects. The group's goal is to move everyone through these obstacles to safety without causing any further injury. This is done by giving each student a piece of paper and telling the students that they must be stepping on the paper at all times on their way through the danger zone. Students will have to share their papers and pass them back to help others. They will have to pay special attention to the students who have handicaps to make sure they are safe. If anyone touches an object or steps off their paper, they have to return to the end of the line. After this occurs three times, the entire group must start over. As a variation for older students, have everyone start over every time someone touches an object or steps off their paper. The activity is over when everyone has successfully passed through the danger zone.

Processing the Experience:

- Did anyone have to start over along the way?
- In what areas could your group have improved?
- How would one person giving up have affected everyone else?
- How did you feel when you were helping others?
- How did it feel when you knew others cared enough to help you?
- How can thinking of others give you opportunity, freedom, and self-respect in life?

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! Encourage them to bring their own songs that remind them of choosing positive defense mechanisms and if appropriate, share them in class!

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?