



# Tutorial Lesson #9: Motivation Formula Walkthrough

## Lesson Summary:

This lesson will introduce the Motivation Formula metaphor. You will use video, activities and resilience boosters to help teach this lesson. This lesson plan will be structured a little differently to give you practice with the core competency State Changes.

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## 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)
- Make sure the Autistic Teen's Hoop Dreams video in the Lesson Plan works and is cued ready to go. Practice sharing the video and stopping it at key moments.
- For Elementary, read through and practice the Activity: Mind Over Matter if you have never used it before. For secondary, read through and practice the Activity: The Great Escape if you have never used it before.
- Have the supplies necessary for the Observation Booster.

**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.

Share a simple outline for the day which includes you are excited to discuss challenges today as well as prove that all of them are magicians!

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## **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. Because STATE CHANGES requires FLEXIBILITY, in this lesson we are not going to tell you exactly when to implement the learning activity or the video. Instead, we recommend you become very familiar with both of those components and look for the right time to use those components during your lesson.

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## **VIDEO (5 – 7 minutes): Autistic Teen's Hoop Dreams**

Show the video called Autistic Teen's Hoop Dreams from this lesson's webpage. Remember to use the competency of Using Videos Effectively to find moments to pause the video, ask questions and process the video afterward. Here are a few example processing questions that could be used both during and after the video:

- What were some of the challenges Jason probably dealt with while he was growing up?
- How did he face those challenges?
- What skills or strategies did you see in the video that correlate with what we've talked about in the Motivation Formula?
- In what ways did different people support Jason? Who and how?
- What can we learn from this story?

## **LEARNING ACTIVITY: Mind Over Matter (Younger age) & The Great Escape (Older age)**

Choose the appropriate activity for your age group and students you are working with. Be familiar with both activities listed and decide which one is better for your group of students. Follow the instructions for each activity found either on the webpage for this lesson or as listed down below. Don't forget to process the activity with the students and how it relates to the Motivation Formula. This should be a thorough discussion.

We are using the competency of STATE CHANGES to read your students' engagement level with the lesson as well as learning how to give effective instructions. Use that competency to best decide when that should take place during the lesson. A natural place in the lesson we would recommend doing both the activity and the video is during Discussion Point #3; however, it is for you to decide as you are developing the competency.

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### **LEARNING ACTIVITY #1: Mind Over Matter (younger age)**

#### **Introduction:**

A lot of our success in achieving goals depends on our ability to put "mind over matter." We have more power in our minds than we ever use. There is a term called a self-fulfilling prophecy, which means that what we think is what will take place. This is similar to the benefits of "positive self-talk" and "believing in change." This activity is designed to help students realize the power of the mind in accomplishing goals, and the effect the mind can have on our actions and abilities.

#### **Activity Details:**

**Spatial Requirements:** Regular classroom setup: little or no space required

**Activity Type:** Group

**Group Size:** 2 or more

**Time:** 5 minutes

#### **Materials:**

1 15-inch piece of string per student

1 Lifesaver candy per student

#### **Activity Instructions:**

Give each student a 15-inch piece of string with a Lifesaver tied to one end. Have each student hold their string up in front of their face so that the Lifesaver hangs about six inches from their eyes. Their arms, elbows, and hands must not be touching anything, such as a desk or a chair. Now have them stop the Lifesaver from swinging by using their other hand to stop its motion. Tell them that they are going to make the Lifesaver start to swing by just using their mind power. Have them focus carefully on the Lifesaver and think, "left, right," while imagining it moving from left to right. While they are doing this, you will be saying slowly, "Left, right, left, right." Repeat this phrase over and over until the Lifesavers start to swing back and forth. Most of the students will have their Lifesavers moving left and right. This is because the mind sends signals to the hand to move the Lifesaver in the same direction as the command you are giving. Success depends on the fine motor development of the students as well as how hard they are concentrating. If you really want to amaze them, change the commands from "left to right" to "front, back" or "around and around" and have them focus on the same movement. For advanced students, you can start the Lifesavers moving in a circle and then change the direction and make the Lifesaver move in a circle in the opposite way.

## LEARNING ACTIVITY #1: Mind Over Matter (younger age) continued:

### Processing the Experience:

- How many of you were able to make the Lifesaver follow my commands?
  - How powerful is our mind (positive self-talk)?
  - How do our words and thoughts influence our actions?
  - In what kinds of activities do your thoughts or “self-talk” impact your behavior?
  - How can our thoughts and self-talk impact our goals?
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## LEARNING ACTIVITY #2: The Great Escape (older age)

### Introduction:

By using character and heart as well as support systems, we can overcome their challenges in life and help others overcome their challenges. This activity will illustrate this principle as students try to help each other “break free.” When group members learn the solution, they will share their knowledge with others, illustrating the importance of turning outward and sharing our skills and knowledge with those around us.

### Details:

- **Spatial Requirements:** Classroom with moderate space required
- **Activity Type:** Movement/group
- **Group Size:** 2 or more (even number)
- **Time:** 15 minutes
- **Materials:**
  - One 3-foot length of rope per student

### Activity Instructions:

Demonstrate the following with two people in front of the group: Pair two people up and have a person tie the rope around the wrists of his/her partner so that each wrist is connected to the rope. There should be a length of rope between the wrists. (See pictures.) Now tie the rope around one wrist of the second person. Before tying the rope on the second wrist, take the loose end of the rope and put it between the wrists of his/her partner and around the partner’s rope, and tie it to the wrist of the second person. Each person will then be linked together by the rope. (See pictures.)

Once everyone is connected to a partner by the rope, give the following instructions: “Your challenge is to disconnect from your partner without untying the rope or slipping the rope off your wrist.” Let them work on the challenge for four or five minutes. When the frustration level is high and they want to give up, challenge them to “think outside the box” and come up with another way to face the challenge. One hint might be: “The answer has more to do with what you do with the rope than it has to do with you climbing through the rope.” A second hint might be: “Under the rope and around the wrist.” A third hint might be, “A key goes through a…” If the teams still cannot figure it out, you as the facilitator might go up to one of the pairs and show them how. Once they know the solution, have them teach the other pairs one at a time. Continue the process until each pair that learns the solution goes individually to the next pair and shows them how. Continue until everyone learns the solution.

## LEARNING ACTIVITY #2: The Great Escape (older age) continued:

### Solution:

One of the partners will take the loop of rope between his/her wrists and slip it under the rope of the wrist of his/her partner, being careful not to twist it in the process. (This is important!) With the loop of rope that is under his/her partner's hand, move it over the hand of the partner to the opposite side of his/her partner's hand. You are now disconnected.

### Processing the Experience:

- Why was this a hard challenge?
  - How did you solve this challenge?
  - Did some of you give up? Why?
  - When one team figured it out, how did they help the other teams?
  - How can turning outward and serving others be win-win for both parties?
  - Do we ever give up on challenges we have in life? Why?
  - What support systems do you have in your life?
  - What does overcoming a challenge do for you?
  - What challenges have you overcome in your life?
  - How did you overcome your challenges?
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## METAPHOR WALKTHROUGH (35 minutes including video and activity)

**Metaphor Introduction:** Say: Today we are going to start off by talking about water! Create a space in front of the room where students can come up front and write down how water affects our lives in positive ways and how it affects our lives in negative ways. One way we recommend doing this is having two markers and having students pass the marker silently to people with their hands raised. When someone receives the marker they can go up front and write down an answer and then pass the marker. It is done in complete silence. This is a great way to use silence to engage students as well as a different way to communicate thinking. After you are done writing answers, review what everyone wrote.

Discuss that water can provide life and energy — like water that's channeled into a dam — but that it can also be devastating. Show pictures or videos of the destructive effects of floods, hurricanes, or other natural disasters related to water. Show the visual metaphor. Explain that our life's challenges are like this river. We can choose to channel these challenges in positive ways that give us opportunity, freedom, and self-respect, or in destructive ways that will plummet us into the flood zone. The dams this river flows through represent the positive ways we can increase our motivation and face our challenges.

## **METAPHOR WALKTHROUGH Continued:**

**Discussion Point #1:** Point and say: This stormcloud is adding water to this river. It represents the challenges that we face in our lives. Everyone has and will always have challenges coming at them. Explain that the water in this metaphor represents the energy and motivation we have to go about our lives and deal with the challenges that face us. Explain that the storm cloud represents the challenges that come at us in life. Ask and review what are some of the challenges kids your age face in life? If needed, refer back to the Reality Ride lesson when you discussed challenges. You may want to resurface that discussion, have students reflect on their own, or process as a class or in groups. Ask a followup question: How do we feel in the face of those challenges? What feelings surface when hard things come our way? Discuss their answers and highlight the strong emotions of fear, anxiety, anger as well as others that accompany challenges. Point out that in the metaphor just as the storm adds water and energy into the river, challenges add energy into our lives through those strong emotions. How we respond to that storm cloud and new emotional energy is a choice!

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**Discussion Point #2:** Point and say: When energy emerges from challenges and emotions, we have a choice. We can channel that energy in a positive direction and you can see that in the metaphor as it goes through this river. You see these dams which represent skills and strategies we use to control the emotions from those challenges or we choose to channel that energy in a negative direction to the 'flood zone'. Ask: Why do you think it is called the flood zone? And What do you think it looks like to be in the flood zone? Students will respond. Use those responses to help you facilitate a dialogue and surface a description of what it looks like to be in the flood zone. Here are a few key points that are written on the metaphor:

- Hurting Self or Others
- Less self-respect
- Energy dies (lack of desire to do anything)
- Easy – Path of Least Resistance

Continue the dialogue by asking if they have ever known anyone in the Flood Zone. To help generate the conversation and alleviate anxiety, share people close to you and even you yourself have been in the Flood Zone at times. Acknowledge that life can be hard at times, and there are moments when we all feel like we are in the Flood Zone because of our challenges. End the discussion with a positive by saying: But the great news is that you can get out of the Flood Zone.

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**Discussion Point #3:** Point and say: One way out of the flood zone is by grabbing a lifeline. There are people in our life who want to help. Infact, if you didn't realize it, I am one of those people. It feels good to help others and one way we can help others is by being there for them, helping them understand their challenges and most importantly helping them realize they can overcome their challenges! Ask the following questions: What are your lifelines? Who can help you out of the flood zone at home? At school? Among your peers?

**SPECIAL NOTE:** As you teach the WhyTry curriculum, there will be times when you are helping your students become peer mentors. When you are in a position where you are helping them become lifelines for other people, you will want to introduce the concept of Surrendering the One Up to your students. However, this should only be done in that situation.

**Ending Part One of the Metaphor Walkthrough:** Say: Look at the entire picture. How does the river change from the beginning to the end? Discuss at the beginning of the motivation formula, we are generally seeing our challenges with anger. As we use our energy to move in a positive direction, however, our perspective changes. We “flip the switch” and begin to see our challenges differently. Each one of the dams in this picture represents a different strategy we can use to help us funnel the water in a positive direction and face our challenges in a positive way. It helps us filter the negative feelings that accompany our challenges. Next time we will be discussing what those five skills and strategies are going to be!

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### **RESILIENCE BOOSTER: Observation Booster (5 minutes)**

Provide access to their observation booster. This can be done by either printing out the PDF from the online toolkit, providing it electronically, or having them write down the prompts. We recommend using the Observation Booster in the Online Toolkit for the Motivation Formula. You will need to give them instructions and point out that part of it is to be done between now and next WhyTry class! You will use the start of next class to discuss their Observation Booster.

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### **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?

Reflect on how you incorporated state changes in your classroom: What went well? Could you read how your students were responding to the lesson? Were your activity instructions clear and easy to follow?