

Motivation

Syllables

mo•ti•va•tion

Pronunciation

moh-tuh-vey-shuh n

Definition

Giving someone the need or desire to take action.

(The thought of getting another A was the **motivation** Judy needed to study for her test.)

Simply put: I've just gotta!

Related Terms

Enticement: Incentive

Fundamental Question:

How do I motivate *myself*?

Students will investigate the idea that motivation is about making people want to do something (example: work) and is, therefore, important to leaders, but self-motivation (developing one's own set of incentives) is very important, too. It comes from one's desire to achieve something and the belief that one is capable of achieving it.

Objectives

Each student will serve as his or her own motivation coach in effort to reach a student-selected goal.

Before you begin

- Locate and bring to class a football, a basketball, and a sheet of music; and
- Print out a copy of *Coach's Log* for each student.

Suggested Sidebars:

Speaking of Motivation (Discussion Idea)

Discuss: Pick one of the situations below. Pretend that you are a parent or teacher. How would you motivate a seven-year-old to do what you want him or her to do? Evaluate the ideas presented. (Remember: No threatening means of "motivation" are allowed!)

Eat your vegetables.

Do your homework.

Clean your room.

Turn off the TV.

Go to sleep.

Clean the cat box.

Feed the pets.

Take a bath.

Taking It to the Next Level

Write up a plan to help you motivate *yourself* to do something. Begin by identifying what you want to do. This will be your long-term goal. Then, set milestones by breaking your plan into small tasks that you can achieve daily. Think about rewarding yourself after you complete each task. Keep a diary about your experience until you have reached your goal.

Motivation

Procedure

1. Display a football. Ask: “What does a football coach do? How does (s)he help keep the team members motivated?” (Allow time for responses.) Display a basketball. Ask: “What does a basketball coach do? How does (s)he help keep the team members motivated?” (Again, allow time for responses.) Display sheet music. Ask: “What do you think a voice coach does? How does (s)he keep his or her students motivated?” Encourage the children to generate many and varied responses. (Answers in all cases might include ideas such as “defines goals and devises plans,” “breaks goals into manageable steps,” “serves as a cheerleader,” and so forth.)
2. Say: “Suppose you were a *motivation* coach. Your job would be to help someone become *and stay* motivated. What steps would you recommend that your student follow? What tips might you give him or her?”
3. Distribute the *Coach’s Log* sheets and assist your students in completing them.
4. **Follow-up:** Write a play about the adventures of a child who just could not be motivated to get up on time for school each morning. Ask some of your classmates to help you produce the play to show the other students in your room.

Teacher tips:

- Motivation is due in part to one’s perceived needs. See what you can find out about **Maslow’s Hierarchy of Needs**.
- Herzberg developed a list, divided into two sets: necessities for individuals to be motivated (hygiene), and motivation that enhances further motivation. To learn more, read up on **Herzberg’s Motivation and Hygiene Factors**.
- In his theory, David McClelland noted that people are motivated by one of three needs; the need for achievement, power, or affiliation.
- A person who engages in an activity for its own sake, for the enjoyment, knowledge or accomplishment it brings, is intrinsically motivated. One who performs to gain a reward or avoid a punishment is extrinsically motivated. More about this is available using the key words **Intrinsic versus Extrinsic Motivation (Lepper, 1988)**.

Name _____

Reminder: Motivation means giving someone the need or desire to take action.

Coach's Log

Who is the client? Surprise! It's YOU!

Why do people need to be self-motivated?

- To plan a direction for their lives.
- To have the courage to face new challenges.
- To _____
- To _____

What do you want to do? What is your goal? Choose something you really enjoy doing or something you've wanted to try for a long time.

Example: I want to read 10 new chapter books this month.

I want _____

When do you wish to start your plan? Date: _____

How will you motivate yourself to reach your goal? (Check off each one as you complete it.)

- ___ Identify your goal. (You did this one already, so check it off.)
- ___ Break your big goal into smaller steps or mini-goals that you can meet each day.
- ___ Get rid of thoughts and ideas that might get in your way, words like "can't."
- ___ Get advice from others who have already accomplished a goal like yours.
- ___ Make a list of things that motivate you. Respect? Good grades? Stickers?

After you have reached your goal, select two of the following questions and discuss them on the back of this sheet.

How were you able to keep a high level of motivation throughout this project?

What "tricks" did you use to stay motivated?

What did you learn about how motivation affects your ability to reach goals?

How did you feel about reaching your goal?

Today's thought: *Motivation is the art of getting people to do what you want them to do because they want to do it.* — **Dwight David Eisenhower, America's 34th President**