**Motivation Formula Online Lesson Plan**

**Lesson Objective(s):**

* Students can explain how challenges can be channeled into motivation.
* Students can explain how positive self talk can help them through their challenges.
* Students can explain who is important in their lives and motivates them to keep pushing through.
* Students can share their passions and interests.

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| **Slide** | **Self Paced Suggestions** |
| Slide : Attention Getter - What is your favorite activity that involves water? | 1. For attention getter questions, encourage students to share their answer with a family member. |
| Slide 2: Video Clip!  Video Clip: Today we are going to watch a video clip of a 13 year old named Virgil Smith. Despite being only 13, Virgil was able to help a lot of people during Hurricane Harvey. As you watch the video pay attention to how Virgil used his challenges to motivate him to turn outward and help others.   * + <https://www.youtube.com/watch?v=7y8HjalvoaM> * Processing Quiz Questions: Ask (using your chat tool - Tip: if this is a live online delivery encourage the chat responses to be visible to all participants to give it more of a classroom feel)   + What challenge did Virgil and others face in this video?   + How did Virgil overcome the challenge?   + Why didn’t he give up?   + How did he help others with the challenges they were facing?   + What lessons can we learn from Virgil that apply to our own lives? * Additional Emotional Check-In Question (For live delivery you may want to convert the Emotional Check-In piece to a Google Form, or Journal Activity that they return to you to protect their response)   + Fill in the blank: My day is going \_\_\_\_\_\_\_\_\_\_ today. Why?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Say: Today we are going to discuss challenges and how we all face them, and have a choice of how we react to them. | 1. Create a clip of you framing the video using the suggested intro from the live instructions.  2. Share the video with students.  3. Put processing questions in a quiz or journal entry for students to respond to. |
| Slide 3: The Motivation Formula   * Say   + In this class we’re going to learn about the Motivation Formula. * Point to red flag 1 and say   + Everyone in this class - in fact everyone in the world - is faced with challenges.   + Challenges often cause us to feel anger, fear and frustration.   + All of these feelings bring energy with them. * Point to red flag 2 and say   + With that energy, we have a choice.   + We can channel it in a positive direction, or a negative one.   + Like a river breaking from its course, using our energy in a negative way puts us in “the flood zone”.   + How do you know when you are in a flood zone? (Pause for responses)   + You know you are in the flood zone when you are hurting yourself or others, you have no self-respect, your energy has died or you are taking the path of least resistance. * Point to red flag 3 and say   + Think about being caught in flood waters.   + One way friends might try to help is by throwing lifelines to you.   + Later in this course we’ll talk about how to identify when a life line is coming your way. * Point to red flag 4 and say   + One way to stop flood waters is to build a dam.   + No matter what your challenge is, what we tell ourselves about a problem often determines the impact that challenge has on us.   + We can use our inner voice to direct our motivation - our energy - in a positive direction.   + We can focus our positive self-talk only on things we can control.   + This can help to hold back those flood waters and to help us feel more in control. * Point to red flag 5 and say   + Think about the people in your life that you care about and respect.   + Would you give up on them when times get difficult? (pause for responses)   + Well if you wouldn’t give up on them, then you need to do the same for yourself.   + We’re going to learn more about not giving up on yourself in this course, even when that means just going through the motions. * Point to red flag 6 and say   + Sometimes motivation will be low - like a river drying up as it runs through a desert.   + In this class, we are going to learn how important it is to focus on your passions during these times. * Point to red flag 7 and say   + To stay motivated and to overcome challenges, we need help from others.   + Developing a strong support system is key - we’ll learn more about finding those supportive people in our lives as we go through this course. * Point to the river after red flag 1 and say:   + Look at the river at the start of this diagram. Describe it. (Pause for responses.) * Point to the river after red flag 7 and say   + Now look at the river at the end. Describe how it is different from where it began. (Pause for responses). | 1. For the entire metaphor walkthrough, film yourself going slide by slide.  2. Every time a question appears in the script, instead you need to explain the question by asking it and then answering it for yourself or give examples to the students. |
| Slide : The Butterfly Story (Optional)   * Show the story of<http://www.hawaiiswim.org/business/TheButterfly/TheButterfly.html> with your students and either read the story outloud, or ask for one or more volunteers to read the story (if live with mics) * Say:   + What this story shows is that sometimes those challenges that make life so hard really do have a purpose: they prepare you for the challenges you’ll face later in life.   + They can strengthen you.   + When you change the way you think about your challenges in this way, they can actually be very motivating. | 1. We suggest providing a video (perhaps as a part of your metaphor walkthrough). In the video show the story and read through it. At the end you can follow the live instructions or you could also form your own questions to have them answer as an assignment. |
| **Journal Art Activity:**  **Show the Nike Motto: Just Do It as a lead-in**  Create your own creed or motto. You can use any art medium to do this (colored pencils, photos, pictures from internet or magazines, etc). It should represent something positive you want to become or achieve. It can be something to tell yourself (positive self-talk) when things are getting intense. Remember you can't control everything that happens; only what you do about it. Put your creed or motto somewhere you will see it every day (locker room, mirror, etc) | 1. For journal entries, you can create an assignment for students to do. You can ask them to either upload assignments, respond within the platform you are using or email snapshots of their work to your email. |
| **Journal Activity:** Write about a time when you used positive self-talk to get through a challenge. How did it help? | 1. For journal entries, you can create an assignment for students to do. You can ask them to either upload assignments, respond within the platform you are using or email snapshots of their work to your email. |
| **Journal Activity Get Plugged In:** Ask a parent, guardian or someone you know what is the biggest challenge they have overcome in their life. Ask them how they overcame that challenge. Try and identify their strategies and compare them to the four strategies we learn through the Motivation Formula of (positive self-talk, character and heart, passions & interests, support systems). | 1. For journal entries, you can create an assignment for students to do. You can ask them to either upload assignments, respond within the platform you are using or email snapshots of their work to your email. |