

**CBA Elementary Core Curriculum Activity**  
**Jump Start**  
**A Lesson on Motivating Ourselves**

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<b>Target Population(s)</b>	All students	<b>Grade(s)</b>	3–5
<b>Length of Session</b>	Class period (30–45 minutes)	<b># Sessions</b>	Determined by Counselor

**CBA Competency Statements**

<b>Competency Statements (As a result of participating in this activity, students will: )</b>	<b>Opportunities We Provide Students to Learn What is Expected of Them</b>	<b>Assessments Used with Each Competency Statement</b>
Acquire knowledge about intrinsic and extrinsic motivation	Brainstorming Class discussion	Analysis of Completed Motivation Monitoring Tool
Identify their personal intrinsic motivations	Motivation Monitoring Tool-Part A	
Connect their intrinsic motivations to their learning processes and outcomes	Motivation Monitoring Tool-Part B	

**CBA School Counseling Student Standards Addressed**

The CBA student standards are provided in Section 1, “Introduction,” of this document.

<b>Construct(s)</b>	<b>Sub-Construct(s)</b>	<b>School Counseling Contexts</b>
Motivation	Intrinsic Motivation	Academic Support

<b>Motivation</b>			<b>Self-Direction</b>			<b>Self-Knowledge</b>			<b>Relationships</b>		
<b>M1</b>	<b>M2</b>	<b>M3</b>	<b>SD1</b>	<b>SD2</b>	<b>SD3</b>	<b>SK1</b>	<b>SK2</b>	<b>SK3</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>

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## Supporting Research

Enter research that supports the benefits of this type of activity to student learning and achievement. Include at least one idea that caught your attention and that you feel will make a difference in the way you approach and deliver this activity.

- A website from Scotland called A Journey to Excellence provides a good summary of self-motivation (intrinsic and extrinsic). Source:  
<http://www.journeytoexcellence.org.uk/resourcesandcpd/research/summaries/rsselfmotivation.asp>
- Thought from the website to be considered: “Children’s natural motivation to learn needs to be nurtured and stimulated rather than controlled.”

## Preparations

Complete the following preparations prior to introducing the activity to students.

- Use search engines to find a) definitions for key concepts and vocabulary, b) how others are teaching students to become intrinsically motivated about learning, c) locate research supporting the importance teaching intrinsic motivation, and d) examples of where teaching about intrinsic motivation to students has been determined to be evidence-based practice. Conduct your searches for a variety of mediums (e.g. YouTube videos with kids’ songs related to intrinsic motivation). Are you intrinsically motivated to find out more about intrinsic motivation?
- Some recommended concepts/vocabulary you may wish to introduce are the following: intrinsic and extrinsic motivation, enjoyment, incentive, satisfaction. Although this activity focuses on intrinsic motivation, it is useful to make the distinction between intrinsic and extrinsic motivation here, and then inform students that extrinsic motivation will be discussed in more details at another time. This will help students stay focused on their intrinsic motivations and avoid mixing motivations related to external factors (e.g., reward, punishments) from confusing the discussion.
- Personal anecdotes. Be prepared to share examples of what intrinsically motivates you and why you think you are motivated to do them without anyone asking or telling you that you have to do them. For each of the questions this activity suggests you ask students, think about how you would answer them for yourself, and be prepared to share your answers with your students. This can help generate discussion or enable students to explore their self-reflections more deeply.
- We cannot rely on simply asking students to understand their intrinsic motivations through knowledge acquisition (cognitive processes). It is equally important to provide a learning environment that is conducive to helping students identify and make adjustments to the processes through which they are intrinsically motivated. Consider how your classroom or other learning environments can be structured so that students feel comfortable looking inside themselves and watching their motivation at work. Using a variety of approaches to communicate ideas in addition to talking (e.g., games, songs, technology, role playing) can be very beneficial in helping students understand their motivational factors.

- Reproduce any materials that will be used as handouts.
- Confirm use of a computer lab if students are entering information into computers as part of this activity.

**Resources**

The following resources are used in this activity:

- Jump Start Student Worksheet handout
- Jump Start Student Worksheet Assessment Tool
- YouTube Video with elementary students singing about metacognition:  
 + <http://www.bing.com/videos/search?q=metacognition+song&FORM=VIRE1#view=detail&mid=C7158F5EA5568DEE5D6CC7158F5EA5568DEE5D6C>
- Flip chart, markers

**Session Activities**

#	Who	Action Steps
1	Counselor	<ul style="list-style-type: none"> <li>– Introduce the purpose of the lesson and what students are expected to know and do as a result of their learning.</li> <li>– Inform your students that this activity is about metacognitive awareness and the development of metacognitive skills. That is, this lesson will focus on developing the ability to think about ourselves thinking. By understanding this, we are able to change the way that we think and behave in order to become better learners.</li> <li>– Tell students you are going to introduce the notion of “metacognition” and why knowing about it is good for them. Metacognition is a process that enables us to observe our thinking and behavior patterns and to act to improve them.</li> <li>– Metacognitive awareness is being aware that these patterns exist and that we have the power to change them to improve our learning. The ability to think about how we learn and then improve it is an essential metacognitive skill that can help students achieve and succeed.</li> </ul>
2	Counselor and Students	<ul style="list-style-type: none"> <li>– You may wish to use another medium for engaging students in learning about metacognition, such as the videos of elementary school students singing about metacognition. The links to the YouTube website are provided in the resources section of this document.</li> </ul>

#	Who	Action Steps
3	Counselor	<ul style="list-style-type: none"> <li>– Define motivation, intrinsic and extrinsic:               <ul style="list-style-type: none"> <li>+ Motivation is what drives us to do something. It is the impetus or stimulus that causes us to act. We can be motivated at different levels, from no motivation at all (totally uninterested) to exceedingly motivated (can't wait to get started and succeed).</li> <li>+ Motivation is necessary if we want to learn. Our level of motivation and whether it comes from inside or outside of us has a strong influence of how engaged and aggressive we are in doing something. If we love doing it, we are going to work harder to do it right.</li> <li>+ Motivation is like a car battery. We get in our car with the intent to go somewhere. The car's battery (motivation) might be fully charged so that the car starts and takes us all the way to our destination. A car with a low battery, however, will be hard to get started and may require assistance before reaching the destination. Or, worse yet, the battery might be dead and the car may seem impossible to start. We are stuck because we have nothing to get us moving. It is always wise to have a fully charged battery when attempting to go anywhere. If our batteries are dead, we need to jump start them. This activity will help you look at your own motivations for learning and help you jump start your learning processes when your motivational batteries are low.</li> </ul> </li> <li>– Intrinsic occurs inside. Nobody tells us to do it. We simply enjoy and feel satisfaction in what we do. We act without regard to the outside (extrinsic) world.</li> <li>– Extrinsic occurs outside. Someone or something is requiring us to do something. (Examples of these external factors are things like rewards, punishments, recognition, desire for money and grades.)</li> </ul>
4	Counselor	<ul style="list-style-type: none"> <li>– Complete the “Inside and Outside Motivators” exercise.               <ul style="list-style-type: none"> <li>+ Describe the purpose of the activity as helping students identify what motivates their actions, both intrinsically (inside) and extrinsically (outside. Define the words <i>motivation</i>, <i>intrinsic</i> and <i>extrinsic</i>.</li> <li>+ Use two sheets of flip chart paper, one with the heading of “Inside” and the other with “Outside.”</li> <li>+ Invite your students to brainstorm the difference between their intrinsic and extrinsic motivators. Document their ideas on the flip chart paper, ensuring that responses end up under the appropriate heading. Provide common examples to generate discussion.</li> <li>+ This exercise is for brainstorming. Student responses may or may not be linked to learning at this time.</li> </ul> </li> </ul>

#	Who	Action Steps
5	Counselor and Students	<ul style="list-style-type: none"> <li>– Distribute the “Jump Start Student Worksheet” handout.</li> <li>– Explain to students that they will now turn their focus to their personal intrinsic motivators.</li> <li>– Invite them to complete Part A of the handout, which asks them to list those things they are motivated to do just because they love doing them and not because someone has told them they have to do it. Tell them to think about things that are fun, make them happy, give them joy, a sense of fulfillment or accomplishment or satisfaction for having successfully done something well. This exercise looks only at intrinsic motivators.</li> <li>– Answer questions for the whole class to hear so everyone can benefit from the guidance.</li> </ul>
6	Counselor	<ul style="list-style-type: none"> <li>– Introduce Part B of the handout. Now that students have identified what they are intrinsically motivated to do, it is time to make the connection to how they learn. The first step is for students to determine their level of intrinsic motivation when it comes to performing key tasks essential to effective learning.</li> </ul>
7	Students	<ul style="list-style-type: none"> <li>– Complete Part B of the handout.</li> </ul>
8	Counselor and Students	<ul style="list-style-type: none"> <li>– Conduct a quick tally of some or all of the learning tasks. This can be accomplished with a simple show of hands for each of the four codes. The total for each code can be recorded on a flip chart so students can see the results.</li> <li>– Discuss with students what they learned about how they learn and what they feel they need to do to improve their learning processes.</li> <li>– Ask each student to select at least one of the learning tasks in Part B, which they assigned a low number, and decide what steps they need to take to become intrinsically motivated to do a better job at completing the task.</li> </ul>
9	Counselor	<ul style="list-style-type: none"> <li>– Remind students that improving the way we learn by motivating ourselves from the inside is one of the most important skills everyone needs to learn.</li> <li>– Note that you will be collecting the handouts because they will be using them again in the future when they reassess their motivation levels to see whether they are improving. Make sure students have their names of the handouts.</li> <li>– More fully analyze the information on the handouts and use them to determine additional activities to support building students’ capacity to be self-motivating.</li> </ul>

#	Who	Action Steps
10		<ul style="list-style-type: none"> <li>– Maintain the handouts between sessions. Redistribute the handouts each time you want the students to reassess their levels of motivation. It is important not to let too much time elapse between reassessments, as the results will not be as useful in helping students to change their thinking and behavior patterns.</li> <li>– Have students complete the Reassessment (RA#) columns at the end of each month on the Intrinsic Motivation Monitor. Following any discussion, collect the handouts from the students and maintain them until the next reassessment.</li> </ul>
11		<ul style="list-style-type: none"> <li>– Following the final reassessment, crunch all the data and report on the impact of trying to improve students’ self-motivation by focusing their attention on critical learning tasks that must be completed to improve learning processes and outcomes.</li> <li>– Provide students with feedback on how well they are doing in meeting your expectations for them to become more proficient at learning and achieve learning outcomes at higher levels.</li> </ul>

### **Student Assessments and Data Reporting**

To understand what and how to assess the impact of this activity, begin with the results students are expected to achieve. This activity has three competencies in which students are expected to demonstrate proficiency: acquisition of relevant knowledge about the way we learn (thinking and behavior patterns), identification of how these processes manifest in each student, and making a connection between intrinsic motivation factors and essential learning processes/tasks.

More specifically, it is expected that students will emerge from this and other metacognitive-related activities:

- Aware that they have personal thinking and behavior patterns that heavily influence how they learn.
- Understanding that motivation is central to our ability to learn, and that we are influenced by both intrinsic and extrinsic motivating factors.
- Knowing they have the power to improve their learning processes and thus their learning outcomes.
- Utilizing a process to monitor on an ongoing basis, their intrinsic and extrinsic motivators to nurture their potential for becoming highly motivated learners

The results established for this activity cannot be effectively measured immediately. However, the Jump Start student handout can be used to gather and organize information generated by students related to understanding their personal motivators and making connections between essential learning tasks and self-motivation. In short, did students learn about their intrinsic motivators and define steps to take to become better learners.

# Motivation Monitoring Tool—Part A

Student \_\_\_\_\_ School Counselor \_\_\_\_\_ Teacher \_\_\_\_\_

## Part A: Inside and Outside

### Factors from Inside Ourselves

Make a list of things you are intrinsically motivated to do in the left column. For each item in the left column, tell what motivates you in the right column. Here are some intrinsic examples.

I am intrinsically motivated to:	I want to do these things because:
Read a book a week Go shopping Play games on my computer	I enjoy a good story I get really excited about a good sale I like the challenge of winning

### Now Make a List of Your Own Personal Intrinsic Motivators

I am intrinsically motivated to:	I want to do these things because:

### Factors from Outside Ourselves

Make a list of things you are extrinsically motivated to do in the left column. For each item in the left column, tell what motivates you in the right column. Here are some extrinsic examples.

I am extrinsically motivated to:	I want to do these things because:
Get good grades Work hard to complete tasks Do what I am told	Good grades are needed to please my parents I will be recognized by others as smart I will be punished for breaking the rules

### Now Make a List of Your Own Personal Extrinsic Motivators

I am intrinsically motivated to:	I want to do these things because:

# Motivation Monitoring Tool—Part B

Student \_\_\_\_\_ School Counselor \_\_\_\_\_ Teacher \_\_\_\_\_

## Part B: Am I Intrinsically Motivated to Learn?

For each of the items in the table below, enter the number (1–4) that most accurately reflects your level of intrinsic motivation for successfully performing the task. The table is set up for an initial assessment at the beginning of the school year (First) and three additional times you will be asked to complete the monitoring tool (Second, Third, Fourth), The fourth one will be conducted at the end of the school year.

**1 = Not motivated, 2 = Sometimes motivated,  
3 = Most of the time motivated, 4 = Always motivated**

Essential Learning Tasks and Behaviors	First	Second	Third	Fourth
Listening in class				
Following instructions				
Respecting others				
Completing homework				
Studying at home				
Studying in study hall				
Doing online searches related to coursework				
Staying current with new and emerging trends				
Playing educational games				
Watching children’s educational television				
Getting enough sleep.				
Eating properly				
Having a positive academic self-image				
I am confident I will graduate from high school.				
Am confident that I will succeed in life.				



## CBA Student Standards

The CBA student standards are generally listed in every activity. For the purpose of these activities, the standards are only provided on this page.

<b>Constructs</b>	<b>#</b>	<b>Standard Statements</b> [As a result of the school counseling program, students are expected to know and do the following by the time they graduate from high school.]
Motivation	M1	Describe how their own motivation structure and patterns affect their current and future lives.
	M2	Articulate a positive vision of their future that motivates present behavior.
	M3	Consistently apply effective self-motivational techniques.
Self-Direction	SD1	Assess the factors responsible for their academic success and challenges and adjust their behavior accordingly.
	SD2	Demonstrate the self-direction, initiative and skills necessary for achievement and success.
	SD3	Maintain focus despite stress, anxiety and set-backs.
Self-Knowledge	SK1	Describe how their unique characteristics impact their current and future lives.
	SK2	Demonstrate how their skills and talents contribute to their success.
	SK3	Discuss how their values and interests inform their decisions and actions.
Relationships	R1	Engage in collaborative and mutually beneficial relationships to promote individual and group success.
	R2	Assess when they need help from others and seek assistance.
	R3	Demonstrate fairness, respect and equity in relationships with others.