

Unit Topic: Goal Setting

Activity Name: Lesson #1, Intrinsic & Extrinsic Motivators

Objective/Rationale:

1. The students will be able to define and understand the similarities and differences between intrinsic and extrinsic motivation by having a class discussion.
2. The students will be able to determine and apply the intrinsic and extrinsic motivators of their choice to successfully complete a specific task or goal.

Time Frame: 50 minutes

Materials:

- 1-large piece of poster board for each pair of students
- Markers
- Acrostic Poem worksheet, page 3

Directions/Procedure:

1. Define the term, "**MOTIVATION**"- (write out word or have on PP slide) the internal and external forces that make a person want to plan, execute and complete a desired goal or action successfully.
2. Ask students the following questions to promote a class discussion: What does motivation mean to you? What motivates you? How do you motivate yourself?
3. Go over the following terms with the class:

TWO TYPES OF MOTIVATION

Intrinsic Motivators- self-motivated and uses internal rewards.

- Basic needs such as; food, water, shelter, clothing
- Personal fulfillment such as, making a change or trying something new in your life without fear of failure or self-doubt
- Promote positive self-image and worth
- Promote personal satisfaction, self -achievement, curiosity & pride

Extrinsic Motivators-motivated by others and by tangible objects & rewards.

- Careers, promotions, praise, recognition, money, grades, exams, food, threats of failure and/or penalties
- Motivation relies on pleasing others such as, employers, family members, teachers and friends.

4. Next, divide the class into pairs and give them each a large piece of poster board.
5. Have them draw a line down the middle of the poster board and label the left-hand column Intrinsic Motivators and the right-hand column Extrinsic Motivators.
6. Give the class a task/goal they must complete soon and/or have them come up with a class or individual task/goal of their own.



Bridges Lesson Plan

For example: Obtain at least a B on my next math exam, clean my bedroom/apartment, get a summer job, meet with my group to work on the end of the semester science project.

7. Together have each pair of students come up with 5 examples of **Intrinsic Motivators** and 5 examples **Extrinsic Motivators** they could use to motivate them to complete their task/ goal.
8. Have them present their poster boards to the whole class.

Resources & References:

- On Course, Skip Downing, 7th edition, Copyright 2014, 2011 Wadsworth, Cengage Learning
- Essential Study Skills, Linda Wong, 8th edition, Copyright 2015, Cengage Learning
- Lesson created by Suzanne Glazos

Assessment/Evaluation:

1. Poster boards created by students
2. Small & large group class discussions
3. Acrostic Poem worksheet completed by students

Suggested Homework/Extended Assignments:

- Have students create an Acrostic Poem (See page 3). For each letter, students must provide an adjective that describes an **Intrinsic and/or an Extrinsic Motivator**. Share the results in class.
- Bridges Goal Setting Lessons 2 & 3

ACROSTIC POEM

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