

Lesson Title

Say Hello To Motivation

Learning intention

- Teach pupils the ability to discover that motivation isn't something we feel, it's something we get
- Educate all pupils in the knowledge that, even though they don't always know it, they are already motivated.
- Make pupils aware of what they love about their role models and see if there are any similarities in their life.
- Enlighten pupils on why their "why" is so important in relation to motivation.

Resources Required

Smart board/Projector and screen

Laptop with internet connection to Education Scotland site or resources downloaded Paper (A4 or A3)

Pens (*preferred but not essential: coloured/felt tips*)

Lesson Plan

Teachers require only minimal input to the lesson but are encouraged to participate with their own knowledge and use personal examples where possible.

Starter - 5 mins

Welcome pupils and ask the starter questions to encourage a discussion around mental health:

- 1. What is motivation? Motivation can be simply described as the want to do something.**
- 2. Where do you get motivation?** *The teacher is encouraged to start this discussion by revealing any appropriate motivation they have for any activities, hobbies or interests that they love to do. There are many interesting discussion points here for the class, for example;*
 - Can they spot that when they say they aren't motivated to do school work that they are motivated to play their PlayStation/Xbox or to make a TikTok?
- 3. Why do you have motivation for some things but not others?** Motivation is driven by the word "Why" and the why needs to be strong enough to get us moving.

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An interesting discussion point could be that sometimes our why isn't positive e.g. motivated so we don't get into trouble. If we feel bad enough we will often do something to stop feeling bad

Video Content #1

Play video from beginning - video length 13m 44s

Activity

The teacher can decide if this activity would be best delivered as a group or individual activity. Due to the nature of the exercise, we would encourage group but understand some groups may be better served doing it individually

NB: Mark mentions a worksheet in the video, there isn't one! A plain sheet of paper is perfect for this

What motivates you?

Pupils pick a role model e.g. YouTuber, Sports Personality, Pop Star (teachers can encourage pupils to also look closer to home e.g. parents, grandparents etc.) and guess at what makes that role model 'tick'. They should look for about 5 things.

Where relevant, the teacher should push pupils to look beyond money being a motivator as most successful people rarely chase financial gain as a primary motivator. Passion, Being the Best, Achievement, Success etc. are much more likely.

Once the list is complete, the teacher can then facilitate a simple discussion with pupils about how they can be more like their role models and how the whole class is motivated by different things. Some people may want academic success while others want fame, the question is are they motivated enough to get it or will they let the fear of not getting it stand in their way. The teacher is not expected to delve deep into this philosophical point more leave it as a thought for the pupils on their responsibility for their own success.

Once complete the teacher should take examples and feedback. Feel free to question how things work and, if there any exceptional examples that you would love to have up on the HeadStrong Social Media then email them to brian@headstrongminds.com and we will, of course, give full credit and acknowledgement to the school and the class.

Video Content #2

Play video from pause point (the small break is 20 seconds long and Mark will kick back in at 14m 05s). Second video length 1m 00s.

Lesson Close

Teachers should reaffirm that you don't feel motivated, you get motivated so don't wait on it. Remind pupils that they all have motivation (use examples from the class if necessary).

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Success Criteria

- Pupils are aware that motivation isn't something we feel, it's something we get.
- Pupils have the knowledge that, even though they don't always know it, they are already motivated.
- Pupils are aware of what they love about their role models and see if there are any similarities in their life.
- Pupils understand why their "why" is so important in relation to motivation.

Experiences & Outcomes

I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a**

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a**

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. **HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a**

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a**

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. **HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a**

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a**

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