

## Skill 1: ***Motivate Yourself***

**Students will be able to (SWBAT):**

1. Define the skill ***Motivate Yourself*** and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill ***Motivate Yourself***.

**Provided Materials:** Skill 1: ***Motivate Yourself*** – Development Plan

**Skill Definition:** ***Motivate Yourself*** means working hard, showing enthusiasm, exceeding expectations, and continuously striving to improve oneself.

**Warm Up Brainstorm (5-10 minutes):** Ask students to identify characteristics of a motivated person. Write their responses on the board or ask a student to do so; the class should also record the responses in their notebooks. Some characteristics that students might say:

- Hardworking Enthusiastic
- Goal-oriented
- Completes tasks to the best of his/her ability
- Opportunity-seeking
- Not lazy
- Feels a driving force to accomplish something

After the brainstorm, write the provided skill definition on the board for students to record in their notes and explain that the characteristics from the discussion are essential for personal motivation.

**Guided Activity (25 minutes):** Choose three volunteers. One volunteer will act as an employer hiring someone to work in an office as a salesperson for a paper company (think of the TV show “The Office”). Independently, assign the other volunteers the roles of ‘**motivated applicant**’ and ‘**unmotivated applicant**.’ Be sure the class does not know who the motivated applicant is and who the unmotivated applicant is. Instruct the motivated applicant to demonstrate characteristics discussed in the previous activity and then instruct the unmotivated applicant to act in the opposite manner. Using the interview questions below, the employer will interview each job applicant in front of the class.

**At their completion, each student in the class should write down which applicant they would want to hire and why;** after they’ve written their responses have students vote by raising their hands. Ideally, the students will have chosen the ‘motivated applicant’, but be sure to allow discussion if there is disagreement.

Ask students to explain what helped make their decision and how this applies to real life situations like college interviews, job interviews, renting an apartment, etc. Conclude by reminding students that motivated people are much more likely to ‘get the job.’

**Interview Questions**

1. Why do you want this job?
2. What are two of your qualities that you think will be valuable to this office and in your role as a salesperson here?
3. What are your professional goals for the next five years?
4. How do you see your position in this office helping to achieve those goals?
5. If I asked your previous colleagues to tell me about their experience working with you in the past, what do you think they would say about you?

\*The student playing the employer can ask a few other questions at his/her discretion if s/he chooses, or you can add additional questions to make the situation seem real.

**Independent Practice (5-10 minutes):** Students complete the **Skill 1: Motivate Yourself – Development Plan.**

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 1 in their initial **Student Skills Assessment.**

**Extension Activities:**

- Provide rewards for students who are not lazy and demonstrate superior motivation.
- Encourage students to keep a log of their goals, steps they plan to take to accomplish their goals, and “reflection” on how it feels when they have finished their goals.
- Create community goals as a class that everyone can work towards together.
- Assign students to learn about successful people in all industries (business, entertainment, athletics, government, etc.) and give brief presentations to their classmates about what has specifically made those individuals successful; call the series “Profiles in Motivation” and have students put the pictures of their success stories around the room as well.

**Skill 1: *Motivate Yourself – Development Plan*****Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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