

Self-Management

Video Title: Darion

Lesson Title: I Have Control

Grade Level: High School



Project and Purpose

Students will discuss motivation and aspirations.

Essential Question

What motivates people to do well and be successful?

Discussion Questions

Interactive reflection questions:

1. Darion speaks of a “mindset”. How would you define a mindset? Why is a mindset so important?
2. Darion’s mother discusses the importance of changing the narrative. Describe a culture or group that you would like to learn more about. Why is it important to learn more about other groups that are different from our own?
3. As students grow older, they begin to have more control and choices, but also more responsibility. How do you rate yourself on making decisions that reflect your values? Why do you rate yourself that way?
4. Compare intrinsic and extrinsic motivation and discuss if there is a belief that one type of goal is more important than the other.
5. Is intrinsic or extrinsic motivation more powerful? Why?
6. What is it about your intrinsic (internal) motivation that drives you?
7. Discuss your answers to the previous question with your parents or a trusted adult. What areas of agreement did you have? What disagreements? What can you learn from this conversation?

Materials

- Paper and writing utensils or devices with note taking software
- Devices with presentation software (optional)
- 3"x5" Notecards
- In a remote environment, meeting software will need to have “breakout room” and “raise hand” or similar functions enabled allowing for small group discussions

Procedure

1. What do you think motivates Darion to be successful?
2. What are the things that motivate you to be successful?
3. Based on your knowledge of student, split students into groups of 2, 3 or 4. Give each group a stack of cards or open presentation software.
4. Ask each group to brainstorm things that might motivate them [or use a term such as “life goal” or “aspiration”]. Have groups place each idea they come up with on a different card or slide. If students struggle to come up with ideas, facilitator may wish to frame discussion towards the trusted adults in students’ lives. What do those adults do or have?

Based on your knowledge of student, split students into groups of 2, 3 or 4.

1. Ask each group to brainstorm things that might motivate them [or use a term such as “life goal” or “aspiration”]. Have groups place each idea they come up with on a different card or slide. If students struggle to come up with ideas, facilitator may wish to frame discussion towards the trusted adults in students’ lives. What do those adults do or have?
2. After students have had time to write several different items on cards/slides, ask each group to consider the priorities and rank items from most important to least important. It is possible that many groups may not be able to come to consensus. Groups should come up with extrinsic motivations like money and intrinsic motivations like healthy relationships.
3. Give students only a minute or two to discuss and then ask students to think about how each item motivates them. Briefly describe intrinsic and extrinsic goals and ask students to label each the item each card/slide as intrinsic or extrinsic.
4. Ask students to compare intrinsic and extrinsic motivation on their cards/slides and discuss if there is a belief that one type of goal is more important than the other.
5. Have each group share their priorities list to the larger group. Ask probing questions about what goals and aspirations each group presents.

Probing questions could include:

- Is intrinsic or extrinsic motivation more powerful?
- Why do you say so?
- What is it about your intrinsic (internal) motivation that drives you?

Conclusion

Debriefing Questions

- Was Darion motivated by intrinsic or extrinsic goals?
- Why do you think that people who focus on intrinsic goals are usually happier over a lifetime compared to those who are motivated extrinsically?

Notes

[illegible]