



S-C Brain Science—4: Staying Motivated

OUTLINE

Objectives: Students will be able to:

- 1) Review frontal lobe, limbic system & stress response functions.
- 2) Apply Growth Mindset Theory to their perceived limitations.
- 3) Discuss correlation of goal-setting and motivation.
- 4) Consider goals for their future.

MATERIALS NEEDED: Handout for S-C Brain Science—4

	<p>Video – S-C Brain Science, Pt 4: Staying Motivated [PLAY] video. Ze has learned the basics of his brain’s functions and is ready to venture out on his own. With the freedom and autonomy of choosing his own path, Ze is enjoying time with friends and relaxing. Ty checks in to ask Ze, “Where are you going... in life?” This big question leads to the benefits of setting long-term goals. Ty and Ze discuss and explore goals Ze may have for his future.]</p>	7 min
<p>Quick Review: S-C Brain Science <small>Applying Knowledge of Brain Anatomy and Function</small></p> <p>Choose a) frontal lobe or b) limbic system:</p> <ol style="list-style-type: none"> 1. The amygdala is in the <u>(b)</u>. 2. The prefrontal cortex is in the <u>(a)</u>. 3. Most rational thought is processed in the <u>(a)</u>. 4. Emotions are usually triggered by the <u>(b)</u>. 	<p>Quick Review: S-C Brain Science [After watching the video, CLICK to next slide and ask students to choose a) frontal lobe or b) limbic system for each statement. CLICK for answers: 1=b; 2=a; 3=a; 4=b]</p>	3 min
<p>Checking Your Baggage <small>Applying Growth Mindset (S-C Lessons 1.5 & 1.2)</small></p> <p>• What do you think the small MATH shirt symbolized? <small>(Ze may have had a negative experience learning math when he was younger and thinks he's not good at math or doesn't like it. He doesn't realize he's carrying it with him—even though he may have outgrown it.)</small></p>	<p>Checking Your Baggage [Ask students:]</p> <ul style="list-style-type: none"> • What do you think Ty meant by “baggage” we carry? [“Baggage” can be both positive and negative things we remember from our past. Sometimes, we don’t realize we’re carrying it or how it affects our perspective.] • What do you think the small MATH shirt symbolized? [Ze may have had a negative experience learning math when he was younger and thinks he’s not good at math or doesn’t like it. He doesn’t realize he may have outgrown it.] 	4 min
<p>Choosing Your Path <small>(What would you do...)</small></p> <p>THINK-PAIR-SHARE:</p> <ul style="list-style-type: none"> • If you’d just gotten a car and your driver’s license, where would you want to go first? Why? 	<p>Choosing Your Path & Time Flying When You’re In the Zone [These next slides speak to the importance of <u>a</u>utonomy, <u>b</u>elonging, and <u>c</u>ompetence—the ABC’s underlying student motivation. Think-Pair-Share:</p> <ul style="list-style-type: none"> • If you’d just gotten a car and your driver’s license, where would you want to go first? Why? • Can you relate to losing track of time when you’re doing something you enjoy? When does time fly for you? 	6 min
<p>Understanding the Stress Response <small>The Stress Response</small></p> <p>What happens during the stress response?</p> <p>Match letters to the numbers:</p> <ol style="list-style-type: none"> Triggers adrenal glands Releases adrenalin & cortisol Beats faster Breathes harder Widens for blood flow Dilates Sweats 	<p>Review: Understanding the Stress Response [See slide for Q & A review of S-C Brain Science, Episode 3.]</p>	3 min
<p>Mapping It Out <small>Applying Goal Setting Strategies (S-C Lessons 1.5 & 7.3 - 7.8)</small></p> <p>When Ty reflected on his younger years, he said, “I got on track eventually, but it was rough. I didn’t realize that not deciding was a decision.”</p> <ul style="list-style-type: none"> • What do you think Ty meant by this? How was not deciding on his long-term goals a decision? 	<p>Mapping It Out [Discuss/Think-Pair-Share questions about setting short- and long-term goals:]</p> <ul style="list-style-type: none"> • Who can relate to having a schedule for finishing your schoolwork? Does having a plan help you feel less stressed? Why or why not? • What do you think Ty meant by “I didn’t realize that not deciding was a decision”? How was <i>not</i> deciding on his long-term goals a decision? • Can you think of a time you were motivated by a goal? How did a goal affect your motivation? • Think-Pair-Share a time you felt good about reaching a goal (e.g., sports, schoolwork, video game, other). • What is something you are looking forward to in your future? 	8 min
<p>Mapping It Out <small>Applying Goal Setting Strategies (S-C Lessons 1.5 & 7.3 - 7.8)</small></p> <p>Ty says, “Each time you reach a goal, your brain can release a jolt of dopamine, the “feel-good” neurotransmitter.”</p> <ul style="list-style-type: none"> • THINK-PAIR-SHARE a time you felt good about reaching a goal (e.g., sports, school work, video game, other). 	<p>Looking Ahead</p> <ul style="list-style-type: none"> • Ze sees a glimmer of something in the distance. Any guess on who/what it might have been? [Stay tuned... to be revealed in a later episode.] 	4 min
<p>Looking Ahead... <small>Applying Goal Setting Strategies (S-C Lessons 1.5 & 7.3 - 7.8)</small></p> <ul style="list-style-type: none"> • Ze sees a glimmer of something in the distance. Any guess on who/what it might have been? 	<p>Wrap Up</p> <ul style="list-style-type: none"> • How can goals for your future help guide and motivate you? <p>[Use S-C Lesson 1.5 and Mod. 7 to continue steps on goal setting & achievement.]</p>	