Lesson Title: Crossing the Finish Line: Understanding Motivation and Personal Accountability in order to Remove Barriers to Success

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Major Sections	Content
Lesson Overview	**Overall Purpose:** The purpose of this unit of study is for students to grapple with and determine how they are going to meet their goal of completing a degree and transferring to a 4-year institution. **Estimated Timeframe:** 4 Class Sessions- 1 Hour Each **Courses for Implementation**: ACA 122 **Format: (Seated, Online, Hybrid)** This lesson is made for a seated class but can easily be adapted for a hybrid or online course. **Key Terms:** - Priority - Motivation - Purpose - Goals **Skills Addressed:** **Academic:** asking questions, reflection, motivation theories **Technical:** online scheduling/calendars, Canvas **21st Century/Employability:** scheduling, promptness, prioritization, success, self-reflective **Learner Outcomes:** - Students will be able to analyze their goals and hone in on what they can do today to set their goals into motion. - Students will be able to time block using an online calendar. - Students will be able to create a presentation on their 6 goals and how they will stay motivated.
Equipment/Materials	**List of Materials/Equipment/Texts:** **Texts:** - [The One Thing by Gary Keller Chapter 2](#) - [The One Thing Purpose Guide](#)

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Major Sections	Content
	- Canva account (free) - [Domino Cards](#) (one copy per student) - Dominos

Discussion	**Industry/Real-world Scenario:**
	    Students taking this course are first year students who will be transferring, more than likely, to a 4-year institution. It is important that students learn how to manage their time and understand what they can do to set themselves up for success in order to accomplish their goals not only at the community college but in future endeavors such as transferring to a 4-year institution.
	
	    Beyond the course, students need to know how to juggle all that is asked of them be it at home, work, school, etc. When we understand how to prioritize and human motivation, we can begin to make small changes that enable us to be more productive and take back our time.
	
	Integrated Content - Possible Knowledge/Skills Overlap:
	- Google Calendar or Microsoft Calendar
	- Research
	- Motivational theories

Instructional Strategies	**Proposed Teaching Strategies:** In this 4-part lesson series, students will be challenged to create a plan of action in order to consistently reach their goals. They will participate in group discussions, research, readings, and a culminating project that will aim to create new habits.
Activities/Lesson Procedure	**Activity Preparation:** **Instructor** **Class 1** - Post or have ready [this article](#) for students to read. - [Blob man tree picture](#) to project on board. - Sticky notes **Class 2** - Dominos - Panel of 3 to 5 people for students to speak with/hear from **Class 3** - Emotion grid to project on the board.

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	- Scenario to be able to project onto the board.
	- Google Calendar or Microsoft Calendar account and knowledge of how to use it
	Class 4
	- Knowledge of how to use the basics within Canva and various options within Canva that students can use
	Learner *(Assignments for the class should be done prior to the class they are listed for. For example: Chapter 2 should be read before coming to class on the second-class session day.)*
	Class 1 – No prep needed for the first class
	Class 2 – Students will need to read chapter two from *The One Thing* and complete *Step 1 of The One Thing Guide.*
	Class 3 - Students will complete Step 2 Exercise 1 which will have them research about someone who is doing or has done something similar to what they would like to accomplish/do. Students will present their findings in a Microsoft PPT that will be linked to their course page in the LMS. Students will also need to come to class with a computer/device.
	Class 4 - Students will complete at least a week of time blocking on a calendar and take a screen snip. The screen snip will be submitted on the school LMS.
	Activity Steps/Lesson Procedure:
	Class 1
	- **SEL Opener:** Blob Man Tree, project onto the board and ask students to share which blob they are today.
	- Introduction: Ask students to brainstorm times when they have procrastinated or have felt overwhelmed. Have students write these down each idea on a sticky note. Once students have had time to individually brain storm, place students into groups. Within their groups, students will organize their sticky notes into categories based off of the patterns that they notice. Students will share out with a class discussion about the trends they noticed.
	- **Content:** Students will need a computer. They will read this article with a partner. The goal while they are reading is to think about what contributes the most to motivation.
	- **Discussion:** Students will discuss as a class what they think is the biggest factor of motivation based upon the article and their own personal experiences.
	- **Next Steps:** Students will need to read chapter two from *The One Thing* and complete *Step 1 of The One Thing Guide.*
	Class 2
	- **Opener:** As students come into class, they will take a domino and place it on the table one after the other. Once all students have arrived to class, the instructor will topple over the dominos. Each student should get a sticky note. Have the students write down in 10 words or less what they learned from chapter 2. Take a few minutes to have students share out.
	- **Introduction:** Watch video about the domino effect and the Statue of Liberty. Discuss how this had to do with the reading and what implications it could have for our lives/world.
	- **Content:** Today students will listen to a panel of people (5 or so people) talk about their previous experiences with juggling everything and figuring out how to prioritize. Students will have a chance to ask questions.
	- **Next Steps:** Students will complete Step 2 Exercise 1 which will have them research about someone who is doing or has done

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	something similar to what they would like to accomplish/do. Students will present their findings in a Microsoft PPT that will be linked to their course page in the LMS. **Class 3** - **Opener:** Students will share one word about how they are feeling regarding accomplishing their goal using a grid. - **Introduction:** Students will be presented with a scenario: In the upcoming week you think about everything you need to do/have going on. You have two tests, need to workout at least twice this week (that New Year's Resolution is looming over your head), you have to take your sister to dance practice, there's an extra credit opportunity but you will have to volunteer at the animal shelter for 2 hours for that, you need to get your oil changed for an upcoming trip, you have fallen behind in math and really need to go to tutoring, and you agreed to pull an extra shift for a friend this week at work. How are you possibly going to get all of this done? – Have students discuss with a group how they would approach this situation and how the situation makes them feel. - **Activity:** It was possibly difficult for students to determine how the person in the scenario was going to juggle everything. The instructor will pass out a set of 6 paper dominos to students, all different sizes so that they could be lined up to make progressively bigger dominos. The instructor will have a conversation with students about setting a 5-year goal, then a one year, then a monthly, then weekly, daily, and a right now goal so that all of the goals when they are lined up will "topple" over and lead to the five-year goal. - **Content:** The instructor will show the students how to time block and use Google Calendar or Microsoft. - **Next Steps:** Students will complete at least a week of time blocking on a calendar and take a screen snip. The screen snip will be submitted on the school LMS. **Class 4** - **Opener:** Use the blob man tree to ask students how they are currently feeling about prioritizing their goals. Discuss this as a class. - **Content:** Students will be presented with their "portfolio" piece that they will be working on for the module/previous three lessons. The students will use Canva, it is a free resource, to present their goal and how they will ultimately accomplish that goal. The students will need to use what they have learned about motivation and time blocking to come up with a reasonable implementation plan. They will need to also consider what roadblocks might get in the way and how they will plan to stay motivated. They will have a rubric to follow. Students can choose any format within Canva that they would like to use. The instructor will show students how to use Canva. - **Remaining Class Time:** The remaining class time will be spent allowing students to brainstorm and work on their "presentation". On the rubric, there is a place for students to evaluate their work. Students should reflect on their work/assess themselves before submitting their "presentation" to the forum. - **Next Steps:** Students will complete their "presentations" and post them to a forum on the LMS. Students and the instructor will then respond to each other's posts.

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	Expected Results/Learner Products: - Online Calendar - Final Presentation using Canva **Extension Options:** - This unit should be completed at the beginning of the course. In doing this, the instructor can then work with students to implement the strategies learned. - The instructor could follow-up with students at the halfway point and the end of the course to have them reflect on how they are doing with accomplishing their daily, weekly, and monthly goals.
Faculty Resources	**Background Material:** - *The One Thing* by Gary Kelly (it is available on Amazon and possibly at your local library) **Handouts and Supplemental Materials:** - The One Thing Purpose Guide **Suggested Website Links:** - The basics of how to use Canva - How to use Microsoft Outlook Calendar basics - How to use Google Calendar for beginners
Assessment	**How will students demonstrate what they have learned?** Students will complete a Canva. **Learner Products/Assessment Tools or Processes:** - Canva - Students will begin the work in class for the 4th class session. They will then complete the work outside of class and respond within the LMS on a forum. **Rubric:** - Canva multimedia assignment rubric.

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