

Getting Motivated

Dictionary

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mo·ti·va·tion

noun

the reason or reasons one has for acting or behaving in a particular way.
"escape can be a strong motivation for travel"

Similar: [motive](#) [motivating force](#) [incentive](#) [stimulus](#) [stimulation](#) [inspiration](#) [▼](#)

- the general desire or willingness of someone to do something.
"keep staff up to date and maintain interest and motivation"

Similar: [enthusiasm](#) [drive](#) [ambition](#) [initiative](#) [determination](#) [enterprise](#) [▼](#)



Intrinsic (internal – inside of you).

✓ Check the aspects of intrinsic academic motivation that apply to you (may differ from course to course – write the name of the course where it is relevant)

I push myself to learn because of:

- ☐ My own curiosity
- ☐ My own interest
- ☐ Wanting to prove something to myself
- ☐ My own love of the subject
- ☐ My belief in relevance of the subject to the real world
- ☐ My own desire to get a credit
- ☐ My own desire to go to post-secondary and/or work towards a career

Psychologists say that intrinsic motivation is more self-sustaining . This means people are more likely to maintain it on their own without outside involvement. We call this self motivation.

Extrinsic (external – learning is dependent on factors outside of yourself)

✓ Check the aspects of extrinsic academic motivation that apply to you (may differ from course to course – write the name of the course where it is relevant)

I learn because of:

- ☐ Marks
- ☐ Expectations of others (including parents, friends, other students, teachers)
- ☐ Fear (of failing, of falling behind, etc.)
- ☐ Desire to get into a post-secondary destination like everyone else or due to pressure/expectations from family

Psychologists say that extrinsic motivation can distract students from learning because it often depends on the use of rewards and punishments which can become the focus more than the learning 🙄. This is the opposite of self-motivation.



Think of an example of when reward or punishment didn't work for you.

Answer:

I got a reward for _____ but it didn't work because ...



Activity - Try this to think through some issues you might be having with motivation. Take time to reflect. Discuss your answers with a trusted friend, or family member, your guidance counsellor, or Ms. Gluskin.

1 Start by identifying a general goal for the near-ish future (e.g., improve my marks, get a part-time job during school, pass all my credits this semester, pass math class, take a year off and work, go to college, get a job in the animation industry).

For each category below (a to h), relate the information to your near-ish future goal: Jot down some ideas that come to mind when you read the info and reflect in order to answer the questions.



Goal: _____

Turn the page

a) Long-term thinking

- as opposed to short-term thinking in the moment (which is often driven by impulses - actions that happen without thinking)
- if you're thinking long-term you might be more motivated to take action now because you see a path toward your goal

Relation to future goal:

- Do you tend to think about the long term?
- How does this help connect you to motivation to reach your goal?

b) Procrastination

- leaving things until the last minute
- you may tell yourself you can only get motivated if you wait until the last minute

Relation to future goal:

- How will you be able to reach your goal if you don't take action now?
- Be honest with yourself about your delaying tactics.

c) Rewards and punishments

- rewards work best, but they aren't self-sustaining because they often have to be increased to make them effective
- punishments don't tend to produce good results

Relation to future goal:

- Do you use rewards in an effective way?
- Do your parents/guardians?
- Is receiving your reward becoming more important than the goal? It's a problem if it is. Change tactics.

d) Risks

- often people are afraid of taking a risk for fear of failure
- It's a somewhat normal thing but it should paralyze you: effort is always worth it!!!

Relation to future goal:

- Do you fear taking action because you might not succeed?
- How else will you get results if you don't take action?

e) Avoidance

- some people deal with lack of motivation by not doing any work

Relation to future goal:

- How will you reach your goal if you aren't doing anything productive to move closer to it?
- Who can you ask for help to make it easier to start working? Teacher, parent, friend, peer tutor, guidance counsellor, Ms. Gluskin.

f) Persistence

- hang in there – things may be tough but you will get through if you have a growth mindset (you believe effort is worthwhile because you improve through practice)

Relation to future goal:

- Sometimes it's hard to do something new or difficult. But that doesn't mean you shouldn't try, does it?
- If you don't try, how will you reach your goal? Don't give up.

g) Stress

- The more stress you feel, the less motivation you might feel. Stress robs you of dopamine (a chemical in your brain) so you might not have enough dopamine to be as motivated as you want.

Relation to future goal:

- Stress is a normal part of life. How are you coping with stress? What [stress management strategies](#) are you using? Click the link to find some from the YMCI guidance website.

h) Control

- you are more likely to be motivated if you feel you have control over a task. Control is also more likely to lead to **intrinsic** motivation. You need to be able to manage things on your own. You might make the wrong choice and flop. But you are capable of learning from experience. You need to develop some independence.

Relation to future goal:

- How can you start learning from experience?
- Making mistakes is a normal part of life. You can learn from mistakes. Are you?