




Who Am I - Motivations Survey Activity

In this activity, students will **explore their motivators** and complete the **Motivations Survey** in their **myBlueprint Education Planner** accounts.

This activity is structured into **two parts**:

- **Part 1:** In the first lesson, students will **take the Motivations Survey for the first time**, learning about what is motivation
- **Part 2:** After some time, students will retake the survey to see if their results have changed. They will explore the connections between their key motivation factors and how this insight can help them better understand what drives them. By doing so, they can learn how to leverage this knowledge to stay motivated effectively.

		
Teacher-Led	Requires Computer OR Mobile Device	Requires myBlueprint

New to using myBlueprint? Review our [Getting Started Guide for Teachers!](#)



Please [click here](#) to share any feedback you have about this lesson plan. Your valuable feedback will greatly contribute to our efforts in improving our resources and ensuring they meet your needs and the needs of your students.

Part 1 - First Time Students Complete the Motivations Survey

Learning Goals

1. Students will **understand** the concept of motivation, including its types (intrinsic and extrinsic), and how it impacts personal and academic achievement.
2. Students will **evaluate** their own motivation styles by completing a self-assessment survey and reflecting on their results.
3. Students will **create** a personalized motivation letter that outlines their goals, strengths, and strategies to stay motivated in achieving their aspirations.

Materials

 Student Handouts	<ul style="list-style-type: none">• Who Am I - Motivations Survey - Google Slides
 Technology Requirements	<ul style="list-style-type: none">• Internet• Mobile device, tablet, or laptop

Lesson Instructions

Before the Lesson (Minds On)

1. Start the [lesson slideshow](#)! This will be your guide for the activity.

Introduce the Activity:

- Explain to students that they will need to vote on each of the motivation myth buster statements, after students have voted on each, present the truth about each of these myths that are on the follow-up slides (slides 4 to 23).

During the Lesson (Action)

1. Ask students to log in to myBlueprint's Education Planner and complete the "Who Am I" Motivations Survey.
2. Have students read the report following the completion of the Motivations Survey.
3. Once students have finished the surveys, encourage them to add the survey to the best suited Portfolio (Career and Life, CALM, IPP etc...)
4. Introduce the "Letter to Your Future Self" activity (slide 25) and share the example to provide an overview. Go over the instructions (slide 26) and present the reflection questions to guide them through the process (slide 27). This activity can also be adapted to different formats, such as recording a video or using another medium that best fits your classroom needs.

After the Lesson (Consolidation)

1. Once students have completed their letters, encourage them to share and provide feedback to one another. Afterward, have them add their letters to the most appropriate portfolio.
2. To conclude, have students complete the **exit ticket on Slide 28 using "I Can" statements** to reflect on their learning.


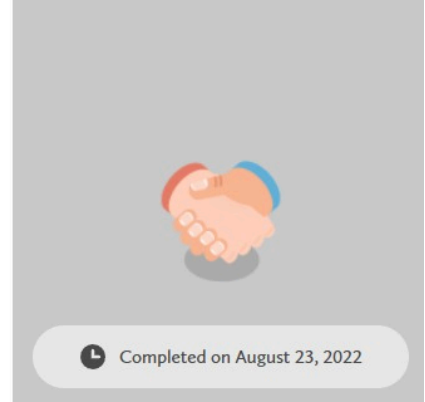
Part 2 - Second Time Students Complete the Motivation Survey

Note: You can check when students last completed their survey by viewing a student in myBlueprint and reviewing their most recent completion date. Before having them retake the survey, ensure they have saved their previous results to a portfolio so they can compare and reflect on any changes.

Motivations

Do you want to make a lasting impact? Is independence important to you? When you know what drives you, you can look for opportunities that fulfill your career objectives.



[View Report](#)
  Add to Portfolio

 Completed on August 23, 2022


Learning Goals

1. Students will **understand** the work theory in which the motivation survey is built upon
2. Students will **gain** insight into their own relationship with motivation by exploring it through various lenses.
3. Students will **develop** a greater appreciation and awareness for the correlation between motivation in our career and lives.

Materials

 Student Handouts	<ul style="list-style-type: none"> • Who Am I - Motivation Survey - Google Slides • Handout (A) • Handout (B)
 Technology Requirements	<ul style="list-style-type: none"> • Internet • Mobile device, tablet, or laptop

Lesson Instructions

Before the Lesson (Minds On)

1. Start the [lesson slideshow](#) (slide 31). This will be your guide for the activity.

2. Engage students in **minds-on activities** through a classroom discussion (slide 33). Start with a discussion and have students share what is a motivator for them in their own words.
3. Present to students the research on which the Motivation Survey is founded, show them the video (slides 34) and present them the 6 key motivators (slides 35-36)
4. Divide students in small groups and have them find as many good career matches and mismatches for each of the 6 key motivators (Handout A). We suggest groups of 3 for 15 minutes.

During the Lesson (Action)

- Have students **retake the Motivations Survey** and **compare their new results to their previous ones**. Encourage them to **reflect on any changes** by adding a **reflection in their portfolio** after updating their results.
- Once students have completed the surveys, prompt them to answer the questions in Handout B and add it directly to their Who AM I Surveys in by clicking on reflection. Note: WAI surveys need to be added to a portfolio to access this function.
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After the Lesson (Consolidation)

1. To conclude, have students complete the **Exit Ticket (Slide 40)** using **"I Can" statements** to reflect on their learning.

HANDOUT [A]

Review each of the 6 key motivators and identify careers that you believe would be the best match, as well as those that would be a poor fit. List as many examples as possible in each category within the allotted time. Be prepared to explain and justify your choices.

Motivators	CareerMatch	Mismatch
<p>Achievement</p> <p>They are driven by setting goals, improving skills, and accomplishing meaningful work. They enjoy challenges and take pride in their success.</p>		
<p>Independence</p> <p>They prefer to work on their own, make decisions, and have control over their tasks. They thrive in jobs where they have freedom and autonomy.</p>		
<p>Recognition</p> <p>They are motivated by being acknowledged for their work, receiving awards, or being seen as an expert in their field.</p>		

<p>Relationships</p> <p>They value social interactions and working with others. They are likely to enjoy team environments and jobs that involve collaboration or helping people.</p>		
<p>Support</p> <p>They thrive when they feel guided and supported by mentors, leaders, or coworkers. They prefer workplaces with strong management and structure.</p>		
<p>Working Conditions</p> <p>They care about factors like job security, salary, work-life balance, and the physical work environment</p>		

HANDOUT [B]

1. Based on my "Who Am I?" survey results, my two main motivators are:

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2. Recall a time when you felt highly motivated. What was it about that experience that kept you energized and driven?

3. Consider different areas of your life and reflect on what motivates you in those contexts:

School	Relationships (family, friendships, romantic)	Outside of school (work, activities, goals etc.)

4. Complete the following sentences
 - In my own words, I am motivated by.....
 - When I'm not feeling motivated, I could...
 - To ensure my pathway aligns with what truly motivates me, I could...
 - To get more energized about my goals, I could...
 - To stay motivated, I could...
5. Reflect on your current post-secondary goals and aspirations. Are your motivators aligned with these goals? If you haven't yet chosen a specific pathway, how could understanding your motivators help guide your research?