



**MATA**  
**MARTIAL ARTS**  
**TEACHERS' ASSOCIATION**

**Martial Arts Teachers' Association**  
**Life Skills and Leadership Curriculum**

# MOTIVATION

*"There is enough in the world for everyone to live on happily  
and to be at peace with his neighbor."*

Harry S. Truman

Motivation is this module of success  
in the Martial Arts Teachers' Association Curriculum.

Those who achieve, those who do the most, are those individuals who have developed strong positive internal motivation. Through this form of motivation they have developed the ability to move in the direction they have set for themselves, in goals, in roles, and in life.

These lessons are about motivation, both its sources and how to develop it to help us in our everyday lives. Teaching motivation will be beneficial to you and your school. First of all it will help make you become more knowledgeable about motivation and give you more of the tools you need to succeed. Second, it will help your students within the same capacity. Third, you will be affecting your world, and by affecting your world you are making a better place to live.

For the next six weeks make it a point to develop your motivation in everything you do. By developing your motivation you are increasing the opportunities available to you and, by increasing your opportunities you are increasing your probability of success.

- ☐ Motivation Worksheets
- ☐ Motivation Lesson Quotes
- ☐ Pre-Test Letter
- ☐ Post Test Letter

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# the big picture

## Week 1:

- |                   |                          |
|-------------------|--------------------------|
| <b>Lesson # 1</b> | What is Motivation?      |
| <b>Lesson # 2</b> | Motivation Story / Drill |

## Week 2:

- |                   |                          |
|-------------------|--------------------------|
| <b>Lesson # 3</b> | Two Types of Motivation  |
| <b>Lesson # 4</b> | Motivation Story / Drill |

## Week 3:

- |                   |                          |
|-------------------|--------------------------|
| <b>Lesson # 5</b> | Inner & Outer Motivation |
| <b>Lesson # 6</b> | Motivation Story / Drill |

## Week 4:

- |                   |                                                               |
|-------------------|---------------------------------------------------------------|
| <b>Lesson # 7</b> | Using Your Imagination to Help<br>You Develop Your Motivation |
| <b>Lesson # 8</b> | Motivation Story / Drill                                      |

## Week 5:

- |                    |                                   |
|--------------------|-----------------------------------|
| <b>Lesson # 9</b>  | Positively Pre-framing Your Goals |
| <b>Lesson # 10</b> | Motivation Story / Drill          |

## Week 6:

- |                    |                   |
|--------------------|-------------------|
| <b>Lesson # 11</b> | Motivation Review |
| <b>Lesson # 12</b> | Motivation Review |

## TEST

Recommended study for instructors teaching this course:

Bringing Out the Best in People  
by Alan Loy McGinnis (Augsburg Publishing House)

The Psychology of Human Motivation  
by Denis Waitley (Nightingale-Conant)

## sample pre-test letter

Dear Mr./Mrs. (insert name),

(Insert name) has completed nearly all the requirements for (his/her) next rank and will be testing for (his/her) new belt shortly. In addition to having worked on (his/her) physical skills, (insert name) worked on (his/her) understanding of how motivation plays an important role in (his/her) life.

We feel that everyone should be motivated in everything they do. In fact, we believe it is one of the reason people begin taking Martial Arts lessons in the first place. For the past few weeks your child has been working at becoming more motivated.

We have learned the two types of motivation, internal and external. We also learned that both of these work together to help an individual achieve their goals. Your child now has a much better understanding of how motivation can change (his/her) life.

We're excited that we could be part of sharing such valuable life skills with (insert name) and encourage you to help (him/her) continue to remain motivated in everything (he/she) does for the rest of (his/her) life. In fact, we're hoping that your child's exposure to these motivation lessons will allow (him/her) to attain all of (his/her) desires.

Yours Sincerely,

The Staff at (YOUR SCHOOL)

P.S. Don't forget (insert name) graduation on (date). We look forward to seeing you there!

# sample post-test letter

Dear Mr. & Mrs. (insert name),

Congratulations!

(Insert name) has passed (his/her) examination and, effective immediately, holds the rank of (insert rank). Not only has (insert name)'s improved physically, (he/she) has learned how motivation can contribute to a dynamic and satisfying lifestyle. To us, and we're sure that you'll agree, motivation is one of the major reasons for taking Martial Arts lessons. All of us at (YOUR SCHOOL) are proud to have played a part in helping (insert name) continue to be motivated in everything (he/she) does.

For the next six weeks our curriculum will focus on improving (insert name)'s balance and timing as well as developing another equally important life skill, (insert Life Skill). Over the next few weeks we will work to help your child improve (insert Life Skill). Our lessons and stories will focus on how to improve in this very important area.

When these lessons have been completed, (insert name) will be well on the way toward learning how to apply (insert Life Skill) in (his/her) life. Look out for our (insert Life Skill) Poster and our Quotes of the Month when you stop by the school. Oh, and please remember to do your part at home by encouraging your child to talk about these lessons with you. One is never too young to learn how to enjoy life to its fullest!

Yours Sincerely

The Staff at (YOUR SCHOOL)

PS. As always, if you have any questions at all about our program or your child's progress, please don't hesitate to call us at (insert phone number).

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

*"Action will not always bring happiness, but there is no happiness without action."  
- Disraeli*

week one  
**LESSON 1**

# What is Motivation?



- Students will learn what motivation is.
- By the end of the lesson, the students will be able to describe motivation.

## ages 4-7

**M**otivation is a feeling that helps you take action toward your “want to do’s”. Maybe you want to go out and play with your friends. This is a thought or feeling that you want to play with your friends. But let’s say your mom told you that you needed to clean your room before you go play. So you clean your room. Why? You cleaned your room because you were motivated to go outside to play with your friends. This helped you take the action you needed to do to go outside and play. You cleaned your room. Motivation helps you take action towards your goals.

The same feelings or motivations that help you clean your room can help you achieve any goal you have set for yourself. Motivation is what gets you started toward your goal and keeps you going until you achieve it.

### Ask your students:

- **What is motivation?**  
(Motivation is a feeling that changes our “want to do’s” into action.)
- **What kind of feeling does motivation give us?**  
Feeling that helps us accomplish what we want to do.)
- **Can you give an example of something that can motivate you?**  
(Examples of motivation are: a belt promotion, a special reward such as a trip to the zoo, money, etc.)

**M**otivation is a feeling that helps you take action toward your “want to do’s”. Maybe you want to go out and play with your friends. This is a thought or feeling that you want to play with your friends. But let’s say your mom told you that you needed to clean your room before you go play. So you clean your room. Why? You cleaned your room because you were motivated to go outside to play with your friends. This helped you take the action you needed to do to go outside and play. You cleaned your room. Motivation helps you take action towards your goals.

Do you remember how it felt when you learned to ride your bicycle?

Other kids were riding their bicycles, but you may have been scared. You might have asked yourself “Can I do this? Can I really learn how to ride a bicycle?” You didn’t know if you could learn to ride. But with the help of someone older, maybe your mom or dad or your older brother, you tried and tried until you learned to ride.

Why did you try so hard? It was because you had a feeling or desire that you wanted to learn to ride. You were motivated, really motivated

Motivation is very important for success. The same feeling that helped you learn to ride a bicycle can help you achieve any goal you set for yourself. Motivation is what gets you started toward your goal and helps you keep going to achieve it.

## Ask your students:

- **What is motivation?**  
(Motivation is a feeling that changes our “want to do’s” into action.)
- **What kind of feeling does motivation give us?**  
(Feeling that helps us accomplish what we want to do.)
- **Can you give an example of something that can motivate you?**  
(Examples of motivation are: a belt promotion, a special reward such as a trip to the zoo, money, etc.)

## adults

**M**otivation helps you change what you want to do from a thought into action. Motivation is a feeling that you want to accomplish something, like going to college or receiving a promotion at work. Motivation is the feeling that helps you accomplish your goals.

Do you remember how it felt when you learned to ride a bicycle?

Other kids were riding their bicycles, but maybe you were a little bit scared. You might have asked yourself "Can I do this? Can I really learn how to ride a bicycle?" You didn't know if you could ride. But with the help of someone older, maybe your mom or dad, you tried and tried until you learned to ride.

Why did you try so hard? It was because you had a desire to learn to ride. You were motivated, highly motivated

Motivation is a key characteristic of accomplishment and success. The same feeling that helped you learn to ride a bicycle can help you achieve any goal you have set for yourself. Motivation is a force within yourself that gets you going and keeps you going toward your goal. Forces outside yourself can influence your motivation, but it always begins inside of you. Since it begins inside of you, you can control it. These lessons on motivation will help you to learn how to control your motivation.

## Topics for Discussion

- What motivates most you at work or at school?
- Does anyone have a specific technique that helps him or her motivate themselves?

*"Great dancers are not great because of their technique, they are great because of their motivation"*  
- Martha Graham

week one  
**LESSON 2**

## What is Motivation?



- Students will learn what motivation is through stories and a drill.
- By the end of the lesson, the students will be able to describe motivation.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is motivation?  
(Motivation is a feeling that changes our "want to do's" into action.)
2. What kind of feeling does motivation give us?  
(Feeling that helps us accomplish what we want to do.)
3. Can you give an example of something that can motivate you?  
(Examples of motivation are: a belt promotion, a special reward such as a trip to the zoo, money, etc.)

## children's story

### A Question Of Motivation

Master Woo began, "Where I grew up there was a very wise old man who people said knew the answer to any question."

"One day a boy from my town, Peter, went to the old man's house. The old man was sitting on his porch in his rocking chair."

"Peter looked at the old man and said, 'I know you know the answer to any question, so I have come to ask you the true meaning of motivation, and what can it do to help me in my life?'"

Master Woo continued, "The old man told Peter, 'Go to the swimming pool in the center of town and put your head under water for one minute. After that come back and talk with me.' The old man then smiled and went back to rocking in his chair."

"Peter went to the swimming pool and asked Jane to time him as he put his head under the water. At the end of a minute Jane tapped Peter on the shoulder and Peter brought his head out of the water. He opened his mouth and gasped for air, sitting next to the pool for a long while catching his breath. He then got up and went back to the wise man's house."

"The old man looked up at Peter, 'What did you want more than anything when your head was under water?' he asked."

"Peter replied, 'Air!' without hesitation."

"The old man then said 'Right! You had a feeling of wanting air very, very badly. The feeling you had is called motivation. It made you want air more than anything else in the world at that moment. That's how we can use motivation. It can give us reasons to achieve our goals, to do anything we set our minds to. It's the same feeling you had for air when your head was under water.' And the old man then returned to rocking in his chair."

### Ask your students:

- **What was the boy looking for?**  
(The true meaning of motivation.)
- **What did the wise man have the boy do?**  
(Put his head under the water.)
- **What did the boy find out?**  
(That he really wanted air.)
- **What is the true meaning of motivation?**  
(It is the feeling you have when you really want to do something, like when the boy really wanted air.)

## Focus On Motivation

How many times as a youngster were you sent outside by your parents to do chores in the yard; mow the lawn, weed the garden, water the plants? Probably more than you care to remember. You would wait as long as possible to get started, and then drag yourself out to get whatever tools you needed, and spend the entire time you were working wishing you were somewhere else.

What happened the first time a neighbor offered to pay you to mow their lawn? You ran for the lawnmower, heart racing, and set about the task with gusto, motivated by the dollar signs dancing in your head. Here you were, doing the same task as always, but with a totally different perspective. This is what motivation does for us. It provides us with the inspiration to perform with enthusiasm and gusto.

As adults, the way to accomplish anything worthwhile, is to find the motivation you have for doing the job, and staying focused on it. Why are you working in your current profession? Is it the potential income? Is it to fulfill a lifetime desire to perform that particular job? Whatever it is, if you stay focused on what motivated you toward that type of work in the first place, you will be able to keep your eye on your goal.

### Topics for Discussion:

- What motivates you the most?
- How can you keep yourself motivated?
- Should money be your only motivator?
- How can you keep yourself aware of your motivation level?

## DRILL

### What Is Motivation?

Equipment needed: Balance Beam

First, put a balance beam on the floor and have your students walk across it one at a time. Ask them, "Was it hard to do?" Most will say no. Ask them, "How many times could you do it without falling if I were to give you five dollars for every time you crossed without falling?" Most will tell you 5 or 10 times. Some might even volunteer to do it on their hands!

Now ask them, "If I put that balance beam between two 50 story skyscrapers and had you walk across, would it be hard?" Most will now say yes! Ask them if they would do it for five dollars. Everyone will say no. Ask them if they would do it for one hundred dollars. The smaller children will answer yes, but everyone else will say no. Ask them, "If the wind was blowing very hard so you couldn't stand up and you had to crawl across, would anyone try it?" The answer will be definitely no!

Tell them, "Let's suppose the skyscraper is on fire. The only way out is across that balance beam, could you do it?" The answer will now change to "yes". Ask them, "Why can you do it now, but not before?" They'll tell you they didn't want to be burned up so they would use the balance beam to get away.

Explain to them, "That's what motivation is. Motivation is the feeling you get when something becomes important to you. It's easy to motivate yourself to do something easy, like going across the floor on a balance beam. It doesn't take much to motivate you. It's not nearly as easy to motivate yourself to go across the balance beam between two skyscrapers with the wind blowing. Most of you won't do it for a hundred or even a thousand dollars. The trick is to learn how to motivate yourself to do the difficult things that can seem as hard as the balance beam between the two skyscrapers. You need to learn how to motivate yourself so you can achieve the goals you set for yourself in life!"

*"I think about hitting home runs."  
- Babe Ruth, when asked about what he  
thought about when he struck out.*

week two  
**LESSON 3**

## Two Types of Motivation



- Students will learn that there is negative and positive motivation.
- By the end of the lesson, the students will know the difference between positive and negative motivation.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is motivation?  
(Motivation is a feeling that changes our "want to do's" into action.)
2. What kind of feeling does motivation give us?  
(Feeling that helps us accomplish what we want to do.)
3. Can you give an example of something that can motivate you?  
(Examples of motivation are: a belt promotion, a special reward such as a trip to the zoo, money, etc.)

## ages 4-7

**M**otivation can be looked at two ways. One way is called positive motivation. Positive motivation is when you have a good feeling about what will happen when you do something. When your parents tell you that you can have ice cream after you finish your vegetables, that's positive motivation. Positive motivation is also when your parents congratulate you on earning good grades on your report card by taking you to the movies.

The other type of motivation is called negative motivation. Negative motivation is when you feel bad about doing, or not doing something. When your teacher puts you in time out for

talking in class, it motivates you to be quiet in class in the future. That is negative motivation. When your parents tell you to clean your room or you won't watch television for two days is also negative motivation. Negative motivation makes us try hard to stay away from a consequence while positive motivation makes us try hard to do a job or task we're given.

You can motivate yourself positively or negatively. You motivate yourself negatively when you tell yourself, "I have to finish my homework or the teacher will give me a bad grade!" You can motivate yourself positively by telling yourself, "By doing my homework, I'll get good grades and my parents and teachers will appreciate my effort!" Your choice is whether you use positive or negative motivation to achieve your goals.

## Ask your students:

- **What is positive motivation?**  
(The good feeling you have about doing something.)
- **What is negative motivation?**  
(The bad feeling you have about doing or not doing something.)
- **Who can give an example of positive motivation?**  
(A good grade, a new belt, a reward, etc.)
- **Who can give an example of negative motivation?**  
(Time out, a poor grade, being grounded, etc.)

There are two types of motivation. One is called positive motivation the other is called negative motivation. Positive motivation is when you have a good feeling about what will happen when you do something. When your parents tell you that you can spend the night at your friend's house if you keep your room clean all week, that's positive motivation. If your parents reward you for getting good grades on your report card by letting you go to the movies with your friends this is also positive motivation.

Negative motivation is when you will feel bad about doing, or not doing something. When your coach doesn't let you play in your soccer game for not giving your best effort, it might motivate you to give your best effort in the future. This is known as negative motivation. Another example of negative motivation is when your parents tell you to clean your room or you won't be able to go to your friend's sleepover.

Negative motivation makes us try hard to avoid a consequence, while positive motivation makes us try hard to get something done so we can receive a reward. You can motivate yourself positively or negatively. You motivate yourself negatively when you tell yourself that you have to finish your homework "or the teacher will give me a bad grade!" You can motivate yourself positively by telling yourself, "By doing my homework, I'll get good grades and my parents and teachers will appreciate my effort!"

Whether you use positive or negative motivation on yourself is your choice. Our belief is that using positive motivation is better and longer lasting than using negative motivation.

## Ask your students:

- **What is positive motivation?**  
(The good feeling you have about doing something.)
- **What is negative motivation?**  
(The bad feeling about doing or not doing something.)
- **Who can give an example of positive motivation?**  
(Examples of positive motivation are a good grade, a new belt, a reward, etc.)
- **Who can give an example of negative motivation?**  
(Examples of negative motivation are time out, a poor grade, being grounded, etc.)

## adults

There are two types of motivation; positive motivation and negative motivation. Positive motivation is when you feel good about the result you'll receive when you accomplish something. If your boss tells you that you'll receive a 20% bonus if the project is done on time successfully, that's positive motivation. When your parents congratulate you on getting good grades on your report card by letting you take your friends to the movies in the family car is another example of positive motivation.

Negative motivation is when you feel bad about doing, or not doing something. When your coach benches you for not giving your best effort, it motivates you to give your best effort in the future. This is negative motivation. Working overtime to finish a project to avoid being laid off is also a form of negative motivation. Negative motivation makes us try hard to avoid a consequence, while positive motivation

makes us try hard to get something done so we can receive a reward. You can motivate yourself positively or negatively. You motivate yourself negatively when you tell yourself that you have to finish your homework "or the teacher will fail me!" or you can motivate yourself positively by telling yourself, "By doing my homework, I'll get good grades and be able to apply to the college of my choice!"

Whether you use positive or negative motivation on yourself is your choice. Our belief is that using positive motivation is better and longer lasting than using negative motivation. Positive motivators also give the added advantage of helping you become internally motivated rather than externally motivated. We will talk about inner and outer motivation next week.

## Topics for Discussion

- Who can give an example of positive motivation?
- Who can give an example of negative motivation?
- What type of motivation do you prefer?

*"When I got cut from the varsity team as a sophomore in high school, I learned something. I knew I never wanted to feel that bad again. I never wanted to have that taste in my mouth, that hole in my stomach. So I set a goal on becoming a starter on the varsity." - Michael Jordan*

## Two Types of Motivation

- Students will learn that there is negative and positive motivation through stories and a drill.
- By the end of the lesson, the students will know the difference between positive and negative motivation.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is motivation?  
(Motivation is a feeling that changes our "want to do's" into action.)
2. What kind of feeling does motivation give us?  
(Feeling that helps us accomplish what we want to do.)
3. Can you give an example of something that can motivate you?  
(Examples of motivation are: a belt promotion, a special reward such as a trip to the zoo, money, etc.)
4. What is positive motivation?  
(The good feeling you have about doing something.)
5. What is negative motivation?  
(A bad feeling about doing or not doing something.)
6. Who can give an example of positive motivation?  
(Examples of positive motivation are a good grade, a new belt, a reward, etc.)
7. Who can give an example of negative motivation?  
(Examples of negative motivation are time out, a poor grade, being grounded, etc.)

## children's story

### The Donkey & a Carrot

Master Woo began the story; "A long time ago farmers used donkeys to help plow their fields. One day, while plowing his field, a farmer's donkey decided to stop plowing. The farmer pulled on the donkey, pushed on the donkey and did everything he could do to get it to move. Finally, he picked up a stick and started beating the donkey. The donkey didn't like that and got up and began to plow."

"From that time on, every time the donkey would slow down the farmer would beat him with the stick, but finally, one day the farmer's donkey sat down and wouldn't move any more. No matter how hard the farmer beat the donkey he just wouldn't move. The farmer finally became tired and sat down to rest."

"As he rested, the farmer looked over at his neighbor's farm and saw his neighbor, who

was also a farmer, and his donkey moving up and down the field. His neighbor's donkey worked and worked without ever stopping."

"Finally, the farmer went over to his neighbor and told him his problem. He then told his neighbor that he would pay him \$100 if he could get his donkey to move."

"The neighbor smiled went over to the look at the farmer's donkey. He reached down and picked up the stick the first farmer had left. The farmer said 'I've tried that, it won't work!' his neighbor just smiled, reached into his pocket, and pulled out a piece of string and a carrot. He tied the carrot to the stick with the string and placed the carrot in front of the donkey's nose. With that the donkey got up and started after the carrot."

The neighbor then reached into his pocket again and handed the first farmer five more carrots. 'Give the donkey a carrot every time he starts to slow down.' advised the neighbor. 'Oh, and by the way, you can bring me my money tomorrow.' With that the second farmer walked a way whistling, knowing he had made \$100 for a small piece of string and six carrots.

### Ask your students:

- **What was the negative motivation?**  
(The farmer hitting the donkey with a stick.)
- **Did the negative motivation work?**  
(At first, but finally the donkey learned to ignore it.)
- **What was the positive motivation?**  
(The carrot.)
- **Why do you think it worked?**  
(Because the carrot tasted good to the donkey. He was motivated by something he liked.)

## Positive vs. Negative Motivation

With the up and down activity of the money market in recent years, it is highly likely that you are aware of the fear of losing your job, or you know someone who has already had to deal with that dilemma. The atmosphere of an office or workplace that is experiencing layoffs, is charged with negative motivation. The majority of the employees are working with the knowledge that any mistake could lead to the loss of their position. Often, there is an air of secrecy that is widespread because of a lot of closed-door meetings and hushed discussions. This negative motivation leads to high levels of stress and lack of productivity.

On the other hand, there are employers that realize the importance of maintaining productivity through a financial crisis, while maintaining an air of positive motivation. These employers may call company-wide meetings to inform their employees of the problems they are facing, and inspire the group to work together to solve them. Incentive

programs may be introduced to motivate timely production schedules, or keep down costs of supplies.

It is easy to see what environment would be more conducive to less stress and more productivity. Positive motivation works best in this tense situation.

As children, we were often motivated by negative input; loss of TV viewing due to lack of homework completed, no Saturday night sleepover because of a missed chore, etc. But, as adults, if we focus on positive motivation, we will be able to maintain focus and work toward success.

### Topics for Discussion:

- Do you work better in positive or negative motivation situations?
- What are some examples of the motivation you have in your life at this time?
- What types of positive motivation can you think of that could substitute for the negative motivation you are experiencing?

# DRILL

## What's the Difference?

Special Note: Before you start this drill it is important that all of your students clearly understand that this is only a drill. Explain to them what you are going to do before you start this drill so you don't lose any students.

First, have all the students line up. Tell them you're going to show them an example of negative motivation. Have them do center punches in a horse back stance. Once they're in the horse back stance tell them "If you don't stay in that horse back stance I'll make you do 50 pushups! Stay in that stance!"

Once they've been in the stance for 20 to 30 seconds have them do the center punches. Tell them "You're not kiaping loud enough. You need more force in your punches!"

Now, ask them if they liked negative motivation.

Next, divide the class into two groups. Tell them you want to see which group can do center punches in a horse back stance with the most enthusiasm and the loudest kiap. As they begin the horse back stance ask them "Who here can hold the best horse back stance? Johnny's stance is excellent, so is Mary's!" Now, have them start do the punches. "Ask them, "Who can give me the most enthusiastic punches? Who can give me the strongest kiap?"

Ask them if they liked positive motivation.

At the end of the drill ask:

Could you see the difference between positive and negative motivation?

Which would you rather have?

If you were the teacher, which one would you use?

*"Success is to be measured not so much by the position one has in life as the obstacles that one has to overcome while trying to succeed."*  
— Booker T. Washington

week three  
**LESSON 5**

## Inner & Outer Motivation



- Students will discover the difference between inner and outer motivation.
- By the end of the lesson, the students will know how to use inner and outer motivation.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is motivation?  
(Motivation is a feeling that changes our "want to do's" into action.)
2. What kind of feeling does motivation give us?  
(Feeling that helps us accomplish what we want to do.)
3. Can you give an example of something that can motivate you?  
(Examples of motivation are: a belt promotion, a special reward such as a trip to the zoo, money, etc.)
4. What is positive motivation?  
(The good feeling you have about doing something.)
5. What is negative motivation?  
(A bad feeling about doing or not doing something.)
6. Who can give an example of positive motivation?  
(Examples of positive motivation are a good grade, a new belt, a reward, etc.)
7. Who can give an example of negative motivation?  
(Examples of negative motivation are time out, a poor grade, being grounded, etc.)

## ages 4-7

**M**otivation can be put in two groups. These groups are inner motivation and outer motivation.

Inner motivation is the “want to” inside of all of us to grow and to use our talents to the best of our ability. Inner motivation is when we want to do something well because of the great feeling we’ll get inside. Remember when you learned your favorite Martial Arts move? How you would practice it over and over again just to be doing it? Or perhaps you got a new set of rollerblades

and you kept riding around on them. You got a good feeling inside of you just for doing what you wanted to do. You were motivated from the inside, which is called inner or internal motivation.

Outer motivation comes from outside of us. It is when we behave in a certain way because of a reward or punishment that comes from outside of us. If you decided to enter a Martial Arts competition because you want to earn a trophy, you were motivated from the outside or externally motivated. If you started to practice rollerblading so you could play on a roller hockey team you were also outer or externally motivated. When you clean your room to avoid being punished you are also being externally motivated. Our belief is that your ultimate goal should be to become internally motivated. This is also known as self-motivation.

### Ask your students:

- **What are the two types of motivation?**  
(The two types of motivation are inner and outer motivation.)
- **What is inner motivation?**  
(Inner motivation is motivation that comes from inside of you.)
- **What’s an example of inner motivation?**  
(Practicing your Martial Arts moves just because you would like to become better.)
- **What is outer motivation?**  
(Outer motivation is motivation that comes from outside of you.)
- **What’s an example of outer motivation?**  
(Keeping quiet in class to avoid getting a time out.)

**M**otivation can be placed into two groups. They are inner motivation and outer motivation.

Inner motivation is the “want to” or desire inside of each of us to grow and to use all our talents to the best of our ability. Inner motivation is when we want to do something well because of the great feeling we’ll get inside. Remember after you learned your favorite Martial Arts move? How you would practice it over and over again just so you could get better at it? Or maybe you got a new set of rollerblades and you kept riding around on them. You got a good feeling inside of you just for practicing. You were internally motivated or motivated from the inside.

Outer motivation is when we behave in a certain way because of a reward or punishment that comes from outside of us. If you decided to enter a Martial Arts competition for the chance to earn a trophy, you were motivated from the outside. If you started to practice rollerblading so that you

could play on a roller hockey team you were also outer or externally motivated. When you clean your room so you can go to a sleepover on Friday night you are also being motivated externally. We believe that your ultimate goal should be to become internally motivated. This is also known as self-motivation.

## Ask your students:

- **What are the two types of motivation?**  
(The two types of motivation are inner and outer motivation.)
- **What is inner motivation?**  
(Inner motivation is motivation that comes from inside of you.)
- **What’s an example of inner motivation?**  
(Practicing your Martial Arts moves just because you would like to become better.)
- **What is outer motivation?**  
(Outer motivation is motivation that comes from outside of you.)
- **What’s an example of outer motivation?**  
(Keeping quiet in class to avoid getting a time out.)

## adults

All human motivation can be divided into two broad classifications; the first is inner or intrinsic motivation. This is the built-in drive you have inside of you to grow and to use whatever talent and information you have. This is motivation that comes from the nature of the activity. Remember after you learned to ride a bicycle? How you would practice over and over again just to be doing it? You were internally motivated. Internal motivation is when we want to do something because of the feeling we receive inside of ourselves.

The second type of motivation is known as outer or extrinsic motivation. This is the tendency to behave in a particular way because of an externally offered reward or penalty. When motivation arises from an outside experience it is external or outside motivation. If you started riding your bicycle competitively in a triathlon you were externally motivated.

External motivation is when we receive a reward or punishment for doing something. Studying to receive good grades or driving the speed limit to avoid a ticket are also examples of external motivation. Our belief is that your ultimate goal should be to become internally motivated. This is also known as self-motivation.

## Topics for Discussion

- Who can name an example in their life of something that internally motivates them?
- Who can name an example of something that externally motivates them?

*"Champions aren't made in the gyms. Champions are made from something they have deep inside them - as desire, a dream, a vision. They have to have last-minute stamina, they have to be a little faster, they have to have skill, and the will. But the will must be stronger than the skill." - Muhammad Ali*

## week three

# LESSON 6

## Inner & Outer Motivation



- Students will discover the difference between inner and outer motivation through stories and drills.
- By the end of the lesson, the students will know how to use inner and outer motivation.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is motivation?  
(Motivation is a feeling that changes our "want to do's" into action.)
2. What kind of feeling does motivation give us?  
(Feeling that helps us accomplish what we want to do.)
3. Can you give an example of something that can motivate you?  
(Examples of motivation are: a belt promotion, a special reward such as a trip to the zoo, money, etc.)
4. What is positive motivation?  
(The good feeling you have about doing something.)
5. What is negative motivation?  
(A bad feeling about doing or not doing something.)
6. Who can give an example of positive motivation?  
(Examples of positive motivation are a good grade, a new belt, a reward, etc.)
7. Who can give an example of negative motivation?  
(Examples of negative motivation are time out, a poor grade, being grounded, etc.)
8. What are the two types of motivation?  
(The two types of motivation are inner and outer motivation.)
9. What is inner motivation?  
(Inner motivation is motivation that comes from inside of you.)
10. What's an example of inner motivation?  
(Practicing your Martial Arts moves just because you would like to become better.)
11. What is outer motivation?  
(Outer motivation is motivation that comes from outside of you.)
12. What's an example of outer motivation?  
(Keeping quiet in class to avoid getting a time out.)

## children's and adult's story

### The Importance of Inner Motivation

Three construction workers were all working at the same construction site when a curious passerby wandered by. The passerby was an older man, with much time on his hands. He went to the first construction worker and asked 'What are you doing here?'

"The first worker replied with a growl, 'Are you blind? I'm lifting these stones and cutting them to help with this construction site and so I don't get fired! So stop talking to me before the boss comes over here and gets rid of me!' The old man quickly left him alone and went to the second worker."

He asked the second worker the same question, to which the second worker replied with a faint smile on his lips, "I'm working everyday with these stones so I can earn a living and feed my family. It's hard

work but it's honest and I can save a little to send my children to college." With that he went back to work and the old man walked over to the third worker."

"The third worker was so involved in his work he didn't notice the old man as he came up behind him. The old man stood and watched him work for a few minutes, noticing how very happy the man looked. Then he tapped him on the shoulder and asked his question. The third worker smiled broadly with his teeth shining brightly and sweeping his hands toward the sky with enthusiasm replied, 'What am I doing? I'm building a cathedral! This church will be 20 stories high and, although it will take many years to complete, I proud to have a small part in it's construction!'

And this is the moral of this story, when you are motivated from the inside you too will be like the third laborer. For no matter what you do in life, you too will be building a cathedral, a beautiful work of art, with your life.

### Ask your students:

- **Which of the workers were externally or outer motivated?**  
(The first and second workers were externally motivated.)
- **Which of the workers were internally or inner motivated?**  
(The third worker was externally motivated.)
- **Which of the workers do you think liked his job the most?**  
(The third worker liked his work the most.)

### Topics for Discussion

- **Which construction worker do you more closely relate to?**
- **How can you channel your focus to reflect a motivation that is more positive?**

## **Motivation Times Two**

To begin this drill, have your students line up and ask them to do a move, any move that you prefer. The first time they do it is just to make sure that they can.

Now, tell the students that you want them to do their very best because you're going to give the student who does the best a special reward. The reward will be having them come up in front of the class and demonstrating the technique to everyone, but don't tell them that until after they all do the move.

Next, tell the students that you want them to do their best just so they can tell themselves they have tried their very best today. Have them all do the move.

Explain to the students that when they were competing for a reward they were being externally motivated. When they did the move simply for trying to do their best they were internally motivated.

Now, tell them, "If you always try your best you will always become the best you can be. So inner motivation, trying your best, is what you should always try to do."

[illegible]

*"I hope to desire more than I can accomplish."  
- Michelangelo*

week four  
**LESSON 7**

## Using Your Imagination to Develop Motivation



- Students will discover how to use their imagination to help them develop their motivation.
- By the end of the lesson, the students will know how to use their imagination to help them develop their motivation.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is motivation?  
(Motivation is a feeling that changes our "want to do's" into action.)
2. What kind of feeling does motivation give us?  
(Feeling that helps us accomplish what we want to do.)
3. Can you give an example of something that can motivate you?  
(Examples of motivation are: a belt promotion, a special reward such as a trip to the zoo, money, etc.)
4. What is positive motivation?  
(The good feeling you have about doing something.)
5. What is negative motivation?  
(A bad feeling about doing or not doing something.)
6. Who can give an example of positive motivation?  
(Examples of positive motivation are a good grade, a new belt, a reward, etc.)
7. Who can give an example of negative motivation?  
(Examples of negative motivation are time out, a poor grade, being grounded, etc.)
8. What are the two types of motivation?  
(The two types of motivation are inner and outer motivation.)
9. What is inner motivation?  
(Inner motivation is motivation that comes from inside of you.)
10. What's an example of inner motivation?  
(Practicing your Martial Arts moves just because you would like to become better.)
11. What is outer motivation?  
(Outer motivation is motivation that comes from outside of you.)
12. What's an example of outer motivation?  
(Keeping quiet in class to avoid getting a time out.)

## ages 4-7

**Y**our imagination is a very powerful tool. You can use it to look at your past, or to practice things you want to do in the future. How you use your imagination is up to you. What's important to remember is your imagination is the starting place of everything you'll do in your life.

Your imagination can be used to look at past failures or successes. By choosing to look at past successes you build an image of yourself as someone who can get things done. For example, let's say you did really well learning a kick or a punch in class. The next time you want to learn a kick or punch, or even a block, use your imagination to think back to when you learned that kick or punch. This will help your imagination see you doing the new kick or punch well. Using your imagination this way helps you accomplish future successes.

Using your imagination to see future successes is called **imaging**. Another way to use your imagination is to help you achieve your goals. If your goal is to have your next belt one month from now, imagine your instructor putting your new belt around your waist. Feel how excited you are and hear the applause of your parents and your classmates. If you want to get a good citizen award at school use your imagination to see yourself receiving the award. Imagine how proud your parents will be when you bring the award home.

Using your imagination to help you achieve your goals is called **visualization**. That's a big word that means seeing a picture in your mind. It's one of the best ways for you to achieve all your goals.

### Ask your students:

- **What is using your imagination to achieve your goals called?**  
(Using your imagination to achieve your goals is called Visualization.)
- **How can you use visualization to motivate yourself?**  
(You can use visualization by seeing yourself as already accomplishing your goals.)
- **Does anyone have a goal they can see in their mind?**

**Y**our imagination is a powerful tool. Using your imagination you can revisit what you have done in the past, or practice what you would like to do in the future. How you use your imagination is up to you but the way you use your imagination is the starting place for everything you accomplish in life.

When you use your imagination to look at the past, you can choose to look at past failures or successes. Choosing to look at your past successes builds an image of yourself as a doer and achiever. Let's say you have done very well in your Martial Arts class, especially in learning your kicks. You can use your imagination to look at these past successes to give you the confidence to learn other things in your Martial Arts school and at your regular school too. This is one way that you can use your imagination to build future achievements.

You can use your imagination to see future successes also. This is called imaging. Imaging is a kind of laser beam of the imagination, a beam of mental energy that pictures our goals and desires so vividly that our minds accept it as if we have already accomplished it. If you have a goal to become a Black Belt, imagine yourself in front of a class with your Black Belt. Imagine how you feel, how others look up to you. Imagine how great it

will be when your parents and your friends watch you receive your Black Belt. This is using imaging in a way that draws you to your goals. To help your imagination read inspirational stories, watch uplifting movies, or listen to good news. You can use your imagination to put you into these scenes and help you see yourself as good, happy and successful.

## Ask your students:

- **What is using your imagination to achieve your goals called?**  
(Using your imagination to achieve your goals is called Visualization.)
- **How can you use visualization to motivate yourself?**  
(You can use visualization by seeing yourself as already accomplishing your goals.)
- **What tools can you use to help you visualize your goals?**  
(Tools that can help you visualize your goals are reading inspirational stories, watching uplifting movies and listening to motivational tapes.)
- **Does anyone have a goal they can see in their mind?**

## adults

**Y**our imagination is a powerful tool. It can return you to the past, rehearse the future or take you away into fantasyland. How you use it is up to you. The way you use your imagination is the starting place of all of your life's outcomes.

When you use your imagination to look at the past, you can choose to look at negative or positive outcomes. Choosing to look at your past successes builds an image of yourself as a doer and achiever. This builds a solid foundation for future achievement.

When we use our imagination for future accomplishments, we can use it to see the type of future we want to have. This is called imaging. Imaging is a kind of laser beam of the imagination, a beam of mental energy that pictures our goals and desires so vividly that our minds accept it as fact. Research shows the people who are most

likely to achieve their goals are strongly motivated by clear images of exactly what they want to achieve. In other words, to achieve your goals you need to imagine them exactly as they will be and as if you had already accomplished them.

Every successful Olympic athlete uses imagination or visualization to see themselves achieving the goals they have set for themselves. Professional athletes use their imagination also. Jack Nicklaus calls imaging "going to the movies". He says he never hits a shot, not even in practice, without first seeing it in his imagination.

To help our imagination, we can choose to read inspirational stories, watch uplifting movies, or listen to good news. We can use our imagination to put us into these scenes and help us see ourselves as good, happy and successful.

Your imagination is a powerful force in developing your motivation. Choose to use it to pull you towards success.

## Topics for discussion

- Have you used imaging to achieve any goals? What were they?
- Can you see how the proper focus on past achievements is so important?
- Do you focus on past successes or failures?

*"For it is the feeling and force of imagination that makes us eloquent."*  
— Marcus Fabius Quintilianus

week four  
**LESSON 8**

## Using Your Imagination to Develop Motivation

- Students will discover how to use their imagination to help them develop their motivation through stories and drills.
- By the end of the lesson, the students will know how to use their imagination to help them develop their motivation.

Discuss the following questions during warm up to remind the students of the pervious lessons.

1. What is motivation?  
(Motivation is a feeling that changes our "want to do's" into action.)
2. What kind of feeling does motivation give us?  
(Feeling that helps us accomplish what we want to do.)
3. Can you give an example of something that can motivate you?  
(Examples of motivation are: a belt promotion, a special reward such as a trip to the zoo, money, etc.)
4. What is positive motivation?  
(The good feeling you have about doing something.)
5. What is negative motivation?  
(A bad feeling about doing or not doing something.)
6. Who can give an example of positive motivation?  
(Examples of positive motivation are a good grade, a new belt, a reward, etc.)
7. Who can give an example of negative motivation?  
(Examples of negative motivation are time out, a poor grade, being grounded, etc.)
8. What are the two types of motivation?  
(The two types of motivation are inner and outer motivation.)
9. What is inner motivation?  
(Inner motivation is motivation that comes from inside of you.)
10. What's an example of inner motivation?  
(Practicing your Martial Arts moves just because you would like to become better.)
11. What is outer motivation?  
(Outer motivation is motivation that comes from outside of you.)
12. What's an example of outer motivation?  
(Keeping quiet in class to avoid getting a time out.)
13. What is using your imagination to achieve your goals called?  
(Using your imagination to achieve your goals is called Visualization.)
14. How can you use visualization to motivate yourself?  
(You can use visualization by seeing yourself as already accomplishing your goals.)

## children's story

### Seeing With Your Mind

Note: Prior to telling this story, it might be helpful if you found a picture of the statue to show the students.)

A young artist was looking for a piece of marble, a hard stone used to make statues. One day while walking he finally found one that had been discarded in the scrap heap. The young man bought it for a very small price.

The young man took the piece of stone to his workshop and began to work. First he cut the stone into a rough shape, and then he chiseled it into a form of a man. Next he polished and smoothed it, until it was like no other statue anyone had ever seen before.

After he was finished, people couldn't believe their eyes. Here was a statue of David that was so beautiful it almost made them cry. The young artist was Michelangelo, one of the best artists of all times.

When asked how he could make a statue so beautiful, he told them it was because he could see the completed form in his imagination. Before he ever made the first cut he knew what the result of his work would be. That's why as he walked past the piece of marble he could tell that this was the perfect piece for the statue.

We motivate ourselves with our imaginations. Our imaginations can help us do great things. It can find beauty in a rejected stone. It can help us make our lives into things of beauty.

### Ask your students:

- **How did the artist use his imagination?**  
(He used his imagination to make the statue of David.)
- **Did the artist cut the stone to see what would happen or did he already know?**  
(He already knew in his imagination what the statue would look like.)

## Play Only One Hole At A Time

Tom Kite, the former U.S. Open championship golfer, wrote the following golf tips with Dr. Bob Rotella that can be used by golfers and non-golfers alike - in business and personal situations.

"You can play only one hole at a time. That's the first step towards how to think like a pro. An important key to a successful game is staying in the present. Here are a few ways Doc and I recommend to help you focus on your game and keep you from getting ahead of yourself."

"Resist the urge to add it up. If you anticipate your score, you'll be distracted from the task at hand. Avoid thinking about a personal record or blowing a lead."

"Focus. Concentrate on hitting great shots rather than worrying about bad ones or what others will think if you miss. Visualize the ball going to your target. If your mind wanders, take a moment to refocus and start over again."

Keep your mind on the hole you're playing. Don't worry about the shot you just missed, or how you're going to play the 18th. Taking care of the present lets the future take care of itself."

## Topics for Discussion

- How can you utilize the tips in this story to improve your personal life, your work, or your family life?
- Are there any other areas that these tips can be applied to?

# ***DRILL***

## **Developing Your Imagination**

To begin this drill, have the students sit on the floor. Have them relax for a few seconds. Tell them look at all the objects in the room. Now, have them close their eyes and try to recall as many objects from the room as possible.

Tell them as they recall the objects to try to remember the color, shape, texture and size. A key point to developing the imagination is to recall the object by its image, not by its name. By using this drill they are developing the ability to have a clear, vivid imagination.

With small children, have some training equipment in the front of the room. Tell them to look at the equipment, then to close their eyes. Ask the children to raise their hand if they can remember what one of the pieces of equipment were. Tell them as they recall the objects to try to remember the color, shape, texture and size. Help them a little to verbalize their thoughts as they go through the drill.

*"If you think you can or you think you can't - you're right." - Henry Ford*

week five  
**LESSON 9**

# Positively Pre-framing Your Motivation

- Students will learn to positively pre-frame their goals.
- By the end of the lesson, the students will know how to positively pre-frame their goals.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is motivation?  
(Motivation is a feeling that changes our "want to do's" into action.)
2. What kind of feeling does motivation give us?  
(Feeling that helps us accomplish what we want to do.)
3. Can you give an example of something that can motivate you?  
(Examples of motivation are: a belt promotion, a special reward such as a trip to the zoo, money, etc.)
4. What is positive motivation?  
(The good feeling you have about doing something.)
5. What is negative motivation?  
(A bad feeling about doing or not doing something.)
6. Who can give an example of positive motivation?  
(Examples of positive motivation are a good grade, a new belt, a reward, etc.)
7. Who can give an example of negative motivation?  
(Examples of negative motivation are time out, a poor grade, being grounded, etc.)
8. What are the two types of motivation?  
(The two types of motivation are inner and outer motivation.)
9. What is inner motivation?  
(Inner motivation is motivation that comes from inside of you.)
10. What's an example of inner motivation?  
(Practicing your Martial Arts moves just because you would like to become better.)
11. What is outer motivation?  
(Outer motivation is motivation that comes from outside of you.)
12. What's an example of outer motivation?  
(Keeping quiet in class to avoid getting a time out.)
13. What is using your imagination to achieve your goals called?  
(Using your imagination to achieve your goals is called Visualization.)
14. How can you use visualization to motivate yourself?  
(You can use visualization by seeing yourself as already accomplishing your goals.)

## ages 4-7

The way we think about our goals makes a big difference in how they turn out. Positively pre-framing or thinking "I can do it!" about our goals, will make a big difference on the emotions, or the feelings, we have about our goals.

We can choose to use fear or desire for motivation. As you probably know, fear is being afraid of something. The word desire means wanting to do or accomplish something. Pre-framing means thinking about your goals in one or the other of these emotions.

If a soccer player is trying not to lose the ball so she won't get benched, she is being motivated by fear. She is afraid of failing. This is also known as failure avoidance. On the other hand if she passes the ball to her teammate because she feels her teammate can score a goal, she is using desire. In this case the desire is to score a goal. She is using positive pre-framing.

When you tell yourself, "I sure hope I don't mess this up." you're thinking negatively. You've set yourself up for failure. When you tell yourself "I'm sure excited about giving this my best effort!" you're letting yourself think successfully. You're using your emotions to help you achieve a successful outcome. You're positively pre-framing your mind for success.

### Ask your students:

- **What does "positively pre-framing your goals" mean?**  
(To think about your goals with a "Can Do!" attitude.)
- **What are the two emotions or feelings that influence motivation?**  
(The two emotions are fear, being afraid and desire, wanting to do or accomplish.)
- **What is failure avoidance?**  
(Trying to keep from failing by not making a mistake.)
- **Which emotion do we use for positive pre-framing?**  
(The emotion we use for positive pre-framing is desire, expecting to win.)

Use positive pre-framing. You'll find that you have a much better chance of achieving your goals.

**H**ow you think about your goals makes a tremendous difference in the way they turn out. By positively pre-framing or thinking “I can do it!” about your goals, you make a big difference on the emotions, or the feelings, you have about your goals.

There are two emotions, or feelings, that motivate you. These emotions are fear and desire. Fear makes you afraid of making mistakes. Fear keeps you from achieving anything great. Desire, on the other hand, helps you to use more and more of your abilities. You can choose to use either fear or desire for motivation. Pre-framing is just choosing one or the other of these two types of emotions. Trying to avoid losing, when you are motivated by fear, is called failure avoidance. Expecting to win, when you are motivated by desire, is called positive pre-framing.

If a receiver in a football game is trying not to drop the ball to keep from being benched, he is using failure avoidance. If he is trying to catch the ball to win the game he is using positive pre-framing. If a volleyball player is trying not to hit the ball into the net to lose a point, she is using failure avoidance. If she is trying to spike the ball so her team can regain the serve, she is using positive pre-framing.

Using positive pre-framing is a more useful way to achieve your goals. When you tell yourself “I’m sure excited about giving this my best effort!” you’re letting yourself think successfully. You’re using your emotions to help you achieve a successful outcome. You’re positively pre-framing your mind for success.

By using positive pre-framing you’ll have a much better chance of achieving your goals.

## Ask your students:

- **What does “positively pre-framing your goals” mean?**  
(To think about your goals with a “Can Do!” attitude.)
- **What are the two emotions or feelings that influence motivation?**  
(The two emotions are fear, being afraid and desire, wanting to do or accomplish.)
- **What is failure avoidance?**  
(Trying to keep from failing by not making a mistake.)
- **Which emotion do we use for positive pre-framing?**  
(The emotion we use for positive pre-framing is desire, expecting to win.)

## adults

**H**ow we pre-frame our expectations for our life's outcomes and goals makes a tremendous difference in the results we receive. Positively pre-framing our expectations, thinking "I can do it!" about our goals, will have a tremendous affect on our emotional condition, or feelings, of motivation. Of course, how we feel about our goals will directly affect the results we receive.

There are two major conditions that motivate us through emotion, fear and desire. Fear makes us afraid of making mistakes, keeping us from achieving anything great. It forces us to focus on our past failures. Desire, on the other hand, frees us to use more and more of our abilities. It helps us to see ourselves already achieving our goals and dreams.

We can choose to use fear or desire for motivation. Pre-framing is just choosing one or the other of these two types of emotional influences. Trying to avoid

losing, when you are motivated by fear, can be described as failure avoidance. Expecting to win, when you are motivated by desire, can be described as positive pre-framing.

An example of positive pre-framing versus failure avoidance can be easily seen through sports illustrations. If a receiver is trying not to drop the ball to keep from being benched, he is using failure avoidance. If he is trying to catch the ball to win the game he is using positive pre-framing. If a volleyball player is trying not to hit the ball into the net to lose a point, she is using failure avoidance. If she is trying to spike the ball so her team can regain the serve, she is using positive pre-framing.

Using positive pre-framing is a more useful way to achieve your goals. In fact, using failure avoidance only sets you up to fail at your goals. When you tell yourself, "I sure hope I don't blow this presentation." you're putting negative expectations into your mind. You've set yourself up for failure. When you tell yourself "I'm sure excited about giving this presentation" your letting yourself think successfully. You're using your emotions to propel you toward a successful outcome. You're positively pre-framing your mind for success.

Using positive pre-framing you'll greatly increase the probability of achieving all your goals.

## Topic for Discussion

- Can anyone give an example of failure avoidance?
- Can anyone give an example of positive pre-framing that's worked in his or her life?

*"A man is what he thinks about all day long."  
- Ralph Waldo Emerson*

week five  
**LESSON 10**

# Positively Pre-framing Your Motivation

- Students will learn to positively pre-frame their goals through stories and a drill.
- By the end of the lesson, the students will know how to positively pre-frame their goals.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is motivation?  
(Motivation is a feeling that changes our "want to do's" into action.)
2. What kind of feeling does motivation give us?  
(Feeling that helps us accomplish what we want to do.)
3. Can you give an example of something that can motivate you?  
(Examples of motivation are: a belt promotion, a special reward such as a trip to the zoo, money, etc.)
4. What is positive motivation?  
(The good feeling you have about doing something.)
5. What is negative motivation?  
(A bad feeling about doing or not doing something.)
6. Who can give an example of positive motivation?  
(Examples of positive motivation are a good grade, a new belt, a reward, etc.)
7. Who can give an example of negative motivation?  
(Examples of negative motivation are time out, a poor grade, being grounded, etc.)
8. What are the two types of motivation?  
(The two types of motivation are inner and outer motivation.)
9. What is inner motivation?  
(Inner motivation is motivation that comes from inside of you.)
10. What's an example of inner motivation?  
(Practicing your Martial Arts moves just because you would like to become better.)
11. What is outer motivation?  
(Outer motivation is motivation that comes from outside of you.)
12. What's an example of outer motivation?  
(Keeping quiet in class to avoid getting a time out.)
13. What is using your imagination to achieve your goals called?  
(Using your imagination to achieve your goals is called Visualization.)
14. How can you use visualization to motivate yourself?  
(You can use visualization by seeing yourself as already accomplishing your goals.)
15. 15. What does "positively pre-framing your goals" mean?  
(To think about your goals with a "Can Do!" attitude.)
16. What are the two emotions or feelings that influence motivation?  
(The two emotions are fear, being afraid and desire, wanting to do or accomplish.)
17. 17. What is failure avoidance?  
(Trying to keep from failing by not making a mistake.)
18. Which emotion do we use for positive pre-framing?  
(The emotion we use for positive pre-framing is desire, expecting to win.)

## children's story

### Expect Success

Henry 'Hank' Aaron hit more home runs than any other baseball player in the history of the sport. He did it in spite of the fact that he was a black man that had to put up with a great deal of prejudice. Many people didn't want him to pass 'Babe' Ruth's home run record.

Despite the prejudice Hank Aaron accomplished his goal. He hit more home runs than Babe Ruth. When asked by a reporter how he hit so many home runs, Hank replied, "Whenever I go up to the plate I expect to hit a home run." Hank Aaron always positively pre-framed his motivation for success.

Hank could have told himself, "I sure hope I don't strike out this time."

Because besides hitting more home runs than anyone else, Hank Aaron also struck out more than anyone else. But he didn't fear striking out, he desired to hit a home run. He could have told himself, "I hope I hit the ball!" But that's not what he wanted. Hank told himself "This is going to be a home run!" every time he went up to bat.

What does this mean for you? It means you get what you expect. You can choose to go for your goals. You can go for the record books, to set your sights on the stars. You can also choose a life of being afraid of making mistakes. You can choose to avoid failure. By choosing to positively pre-frame your motivation, you are setting yourself up for success in everything you do.

### Ask your students:

- **How can you apply Hank Aaron's motivations technique's in your life?**  
(Approach studying for a test with an "A" in mind, etc.)
- **Does expecting to be successful every time mean that you will be?**  
(No, but those failures can be learning experiences that will help you to reach your goals.)
- **What made Hank Aaron's success even more impressive?**(He kept his positive motivation despite prejudice.)

### Focus On The Positive

Earl Nightingale, the late Dean of Personal Development, told a story about how a friend of his improved his golf game through positive pre-framing. This same technique could help someone in any area of his or her life.

What his friend did was when he was in a foursome, with money and perhaps some ego at stake, he pretended he was a well-known professional golfer playing a major tournament, such as the Master's. This made the game very important to him in his mind. He imagined there was a tremendous crowd on hand with many thousands of people watching his every move on the course and millions watching on TV at home. When he teed up it was the game of the year.

By pretending he was a big named professional he checked his grip, his stance and made sure his head was down. He wanted to appear professional in front of the millions watching. By doing this he usually won all the money.

Earl's friend told him that this system has helped him improve his game while bringing down his handicap every year. This shows the importance of positive pre-framing. When you pre-frame yourself for success, whether it be on the golf course imagining yourself as a professional, or in a meeting at school or at work, you greatly can greatly improve your performance.

So the next time you need to do something well use Earl's friend's method. Make it important to you and see yourself doing a great job.

### Ask your students:

- How does this story relate to the old saying, "First impressions are lasting impression"?
- Is pre-framing the only thing that is necessary to success?
- How has a positive frame of mind helped you? How can you condition yourself to having a positive pre-frame consistently?

# DRILL

## You Get What You Expect

Equipment: Re-breakable boards

In this drill you will have all your students break re-breakable boards.  
(This can be a good opportunity for you to merchandise re-breakable boards at the same time.)

Special note: With very small children you will need to set the board strength as light as possible. The re-breakables from Macho can be set to easier levels by either not pushing the tight or by removing some of the teeth by inserting the boards together off center.

Ask the students, "Who thinks they can break a board?" Some if not most of the students will raise their hands. Tell your students that they are going to break boards today.

Tell them, "The thing to remember is if you think you can you can, if you think you can't you can't. I want everyone to use their imaginations to positively pre-frame themselves to break a board. Close your eyes and see yourself breaking the board in your imagination. Tell yourself 'I can do this! I can break this board!' See yourself breaking the board quickly and easily."

Now, have each student break the board. Have one or two of your strongest students hold the boards to insure success. If any student doesn't break the board on the first try loosen the board and have them try again. The purpose of this drill is to get your students to positively pre-frame their emotions so success is a must.

At the end of the drill remind the students that they succeeded because they believed they could succeed. They have given themselves a good example of positive pre-framing for success.

*"Footprints in the sands of time are never made by sitting down." – Anonymous*

week six  
**LESSON 11**

## Motivation Review

- Students will review the lessons of motivation.
- The students will review the information they have learned about motivation.

Discuss the following questions during warm up to remind the students of the pervious lessons.

1. What is motivation?  
(Motivation is a feeling that changes our "want to do's" into action.)
2. What kind of feeling does motivation give us?  
(Feeling that helps us accomplish what we want to do.)
3. Can you give an example of something that can motivate you?  
(Examples of motivation are: a belt promotion, a special reward such as a trip to the zoo, money, etc.)
4. What is positive motivation?  
(The good feeling you have about doing something.)
5. What is negative motivation?  
(A bad feeling about doing or not doing something.)
6. Who can give an example of positive motivation?  
(Examples of positive motivation are a good grade, a new belt, a reward, etc.)
7. Who can give an example of negative motivation?  
(Examples of negative motivation are time out, a poor grade, being grounded, etc.)
8. What are the two types of motivation?  
(The two types of motivation are inner and outer motivation.)
9. What is inner motivation?  
(Inner motivation is motivation that comes from inside of you.)
10. What's an example of inner motivation?  
(Practicing your Martial Arts moves just because you would like to become better.)
11. What is outer motivation?  
(Outer motivation is motivation that comes from outside of you.)
12. What's an example of outer motivation?  
(Keeping quiet in class to avoid getting a time out.)
13. What is using your imagination to achieve your goals called?  
(Using your imagination to achieve your goals is called Visualization.)
14. How can you use visualization to motivate yourself?  
(You can use visualization by seeing yourself as already accomplishing your goals.)
15. What does "positively pre-framing your goals" mean?  
(To think about your goals with a "Can Do!" attitude.)
16. What are the two emotions or feelings that influence motivation?  
(The two emotions are fear, being afraid and desire, wanting to do or accomplish.)
17. What is failure avoidance?  
(Trying to keep from failing by not making a mistake.)
18. Which emotion do we use for positive pre-framing?  
(The emotion we use for positive pre-framing is desire, expecting to win.)

## ages 4-7

**M**otivation is a feeling that you want to accomplish something, like learning Martial Arts. The feeling you have to learn is called motivation.

Positive motivation is when you have a good feeling about what will happen when you do something. Negative motivation is when you feel bad about doing, or not doing something.

Inner motivation is when we want to do something well because of the great feeling we'll get by doing it. This is also known as self-motivation. Outer

motivation is when we behave in a particular way because of a reward or punishment that comes from outside of us.

Using your imagination to help you achieve your goals is called visualization. Visualization means seeing a picture of yourself accomplishing your goal in your mind. Positive pre-framing is thinking, "I can do it!" about your goals. By combining visualization with positive pre-framing you can achieve your goals much more easily.

## Ask your students:

- **What kind of feeling does motivation give us?**  
(Motivation gives us the feeling that helps us accomplish what we want to do.)
- **What are the two types of motivation?**  
(The two types of motivation are inner and outer motivation or positive and negative motivation.)
- **How can you use visualization to motivate yourself?**  
(By seeing yourself as already accomplishing your goals.)
- **What does "positively pre-framing your goals" mean?**  
(To think about your goals with a "Can Do!" attitude.)

**M**otivation is a feeling that you want to accomplish something, such as learning Martial Arts or going to college so that you can become a doctor. The feeling you have to learn or to go to school is called motivation.

You can motivate yourself positively or negatively. Positive motivation is when you have a good feeling about what you will accomplish when you do something. Negative motivation is when you have a bad feeling about doing, or not doing something.

Inner motivation is when we want to do something well because of the great feeling we'll get. This is also known as self-motivation. Outer motivation is when we behave in a particular way to avoid a punishment or to receive a reward that comes from outside of us.

We can use our imagination to see future successes. Using your imagination to help you achieve your goals is called visualization or imaging. Imaging is a kind of laser beam of the imagination, a beam of mental energy that pictures our goals and desires so vividly that our minds accept it as if we have already accomplished it.

We can choose to use fear or desire for motivation. Trying to avoid losing or when you are motivated by fear can be described as failure avoidance. Expecting to win or when you are motivated by desire can be described as positive pre-framing. Positively pre-framing, thinking, "I can do it!" about your goals can help you achieve them more easily. When combined with visualization, it's one of the best ways for you to achieve all your goals.

## Ask your students:

- **What kind of feeling does motivation give us?**  
(Motivation gives us the feeling that helps us accomplish what we want to do.)
- **What are the two types of motivation?**  
The two types of motivation are inner and outer motivation or positive and negative motivation.)
- **How can you use visualization to motivate yourself?**  
(By seeing yourself as already accomplishing your goals.)
- **What does "positively pre-framing your goals" mean?**  
(To think about your goals with a "Can Do!" attitude.)

## adults

**M**otivation helps you change what you want to accomplish from a thought into action. Motivation is a feeling that you want to do something, like learning Martial Arts or getting a better job or position. The feeling you have to learn or to be promoted is called motivation.

Your motivation can be either positive or negative. Positive motivation is when you have a good feeling about what will happen when you accomplish something. Negative motivation is when you have a bad feeling about doing, or not doing something.

Inner motivation is when we want to do something well because of the great feeling we'll get by accomplishing it. This is also known as internal or self-motivation. Outer motivation is when we behave in a particular way because we either desire a reward, such as working hard to get a raise in pay or want to avoid a punishment, such as working hard to avoid being fired.

You can use your imagination to see future successes. Using your imagination to help you achieve your goals is called visualization or imaging. Imaging is a kind of laser beam of the imagination, a beam of mental energy that pictures our goals and desires so vividly that our minds accept it as if we have already accomplished it. You can also use your imagination to look at past negative or positive outcomes. Choosing to look at your past successes builds an image of yourself as a doer and achiever. It's one of the best ways for you to achieve all your goals.

You can choose to use fear or desire for your motivation. Trying to avoid losing, when you are motivated by fear, can be described as failure avoidance. Expecting to win, when you are motivated by desire, can be described as positive pre-framing. Positively pre-framing, thinking, "I can do it!" about your goals can help you achieve them more easily.

## Topic for Discussion

- What was the greatest discovery for you about motivation?
- What have you done to change your mode of motivation?

*"The only place you'll find success before work is in the dictionary" - Mark Twain*

week six  
**LESSON 12**

## Motivation Review

- Students will review the lessons of motivation through stories and a drill.
- The students will review the information they have learned about motivation.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is motivation?  
(Motivation is a feeling that changes our "want to do's" into action.)
2. What kind of feeling does motivation give us?  
(Feeling that helps us accomplish what we want to do.)
3. Can you give an example of something that can motivate you?  
(Examples of motivation are: a belt promotion, a special reward such as a trip to the zoo, money, etc.)
4. What is positive motivation?  
(The good feeling you have about doing something.)
5. What is negative motivation?  
(A bad feeling about doing or not doing something.)
6. Who can give an example of positive motivation?  
(Examples of positive motivation are a good grade, a new belt, a reward, etc.)
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(Examples of negative motivation are time out, a poor grade, being grounded, etc.)
8. What are the two types of motivation?  
(The two types of motivation are inner and outer motivation.)
9. What is inner motivation?  
(Inner motivation is motivation that comes from inside of you.)
10. What's an example of inner motivation?  
(Practicing your Martial Arts moves just because you would like to become better.)
11. What is outer motivation?  
(Outer motivation is motivation that comes from outside of you.)
12. What's an example of outer motivation?  
(Keeping quiet in class to avoid getting a time out.)
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(Using your imagination to achieve your goals is called Visualization.)
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## children's and adult's story

### The Fox and the Rabbit

*Special Note: This story is for all your students, adults and children. The difference is where you start on the page.*

Adult Story starts here...

Motivation can be summarized in the following words: IF YOU HAVE A BIG ENOUGH "WHY," YOU WILL ALWAYS DISCOVER THE "HOW."

In other words, if you want something bad enough, you'll always find a way. As the great motivational speaker Les Brown says: "You got to be hungry." You also have to know what motivates you and how, that's why we've spent the last few weeks learning about motivation.

Here's an ancient story from Japan...

Children's Story starts here:

A Martial Arts master went out for a walk one day with one of his students. He pointed to a fox chasing a rabbit. "According to ancient fable, the rabbit will get away from the fox," the master said.

"Not so," replied the student. "The fox is faster."

"But the rabbit will elude him," insisted the master.

"Why are you so certain?" asked the student.

"Because the fox is running for his dinner and the rabbit is running for its life," answered the master.

(From "Zen in the Martial Arts" by Joe Hyams)

The fox might have been hungry... but the rabbit was hungrier. The rabbit had a MUCH BIGGER "why."

## **Let's Get Together!**

Equipment needed: Two footballs for each group

This drill is designed as a fun, fast-paced way to show your students how to be motivated as a group.

First, divide the students into four or five groups with a Black Belt or instructor in the middle of each group. Have the students start hopping in a circle around the middle person. As they do this, the person in the middle will toss one of the two footballs to a student, then the second one to another. The students must keep hopping and toss it back. The process is repeated, randomly, until each student has caught the ball and tossed it back.

Throughout the drill the person in the middle will periodically say, "Stop!" and the whole circle will stop. This will show the students the importance of maintaining their own concentration, while still working as a group to keep the rhythm going without running into each other.

Recommendation for younger students: Have them walk around the middle person instead of hopping, and use one football instead of two.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Action will not always bring happiness, but there is no happiness without action.

Disraeli



Great dancers are not great because of their technique, they are great because of their motivation.

Martha Graham



I think about hitting home runs.

Babe Ruth, when asked about what he thought about when he struck out.



When I got cut from the varsity team as a sophomore in high school, I learned something. I knew I never wanted to feel that bad again. I never wanted to have that taste in my mouth, that hole in my stomach. So I set a goal on becoming a starter on the varsity.

Michael Jordan

Success is to be measured not so much by the position one has in life as the obstacles that one has to overcome while trying to succeed.

Booker T. Washington



Champions aren't made in the gyms. Champions are made from something they have deep inside them. . . as desire, a dream, a vision. They have to have last-minute stamina, they have to be a little faster, they have to have skill, and the will. But the will must be stronger than the skill.

Muhammad Ali



I hope to desire more than I can accomplish.

Michelangelo



For it is the feeling and force of imagination that makes us eloquent.

Marcus Fabius Quintilianus

If you think you can or you think you can't - you're right.

Henry Ford



A man is what he thinks about all day long.

Ralph Waldo Emerson



Footprints in the sands of time are never made by sitting down.

Anonymous



The only place you'll find success before work is in the dictionary.

Mark Twain

