I. Introduction
A. Usually seen in middle or high school
   a. Now starting as young as elementary school
B. Teachers work hard to convince students that the lessons are worth their attention
   a. Persuade students to participate
   b. Many times these techniques fail
C. If students are engaged and motivated their chance of success increases

II. Identifying the unmotivated student
A. Attitude “I don’t care”
B. Energy into avoiding challenges rather than tackling them
C. Test scores could convey high potential
   a. But classroom performance falls below expectations
D. Fail to turn in work, or shows little care and thought
E. Satisfied just getting by

III. Intrinsic vs. Extrinsic motivation
A. Intrinsic
   a. A desire to learn a topic due to its inherent interest
   b. Self fulfillment
   c. Enjoyment
   d. Achieve mastery of subject
   e. Embrace their work
   f. Genuine interest
   g. Conceptual learning
   h. Performance
   i. Factors that affect study
      1. Decreased from grades 3-9
B. Extrinsic
   a. Motivation to perform and succeed for the sake of accomplishing a specific result or outcome
   b. Grade-oriented
   c. Study

IV. Understand the student – where they come from
A. Understand what we can about the social worlds our students come from
B. How those worlds influence our efforts in the classroom
C. Premotivated
   a. Understand school – may have seen it work well for people they know
   b. Support and encouragement from parents, teachers, school officials
   c. Feel safe
   d. Associate what they learn with their future
   e. Feel welcomed
D. Unmotivated
   a. Race, linguistic heritage, immigrations status, socioeconomic class, sexuality, cultural factors
   b. Message received tells student they are outside the mainstream
   c. Curriculum never reflects her ways
   d. Behavior expectations don’t respect her ways
   e. Interaction conflict with their ways