



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 10: Motivation and needs 5.5 Motivation to exercise

Learning objective	To gain knowledge and understanding of motivation to exercise
Lesson objectives	By the end of the lesson, learners will be able to: • Define the needs of competence, relatedness and autonomy • Explain intrinsic and extrinsic motivation in self-determination theory • Apply self-determination theory to motivation to exercise
Vocabulary	Competence: need to feel capable of performing tasks Relatedness: need to feel connected to others and belonging to a community Autonomy: need to feel in control and able to make one's own choices
Previous learning	Learners have covered previous subtopics in motivation, including the key concepts of intrinsic and extrinsic motivation.

Plan

Activities		Resources
Beginning (5 mins)	Ask learners to complete the starter activity 'what motivates people to exercise or not?' Learners write their ideas on sticky notes.	
Middle (50 mins)	• Learners share their sticky notes, putting them on the board in three columns (extrinsic motivation, intrinsic motivation and barriers). Discuss as a whole class. • Share the definition of psychological needs according to self-determination theory: competence, relatedness, autonomy. Discuss each need and give learners the chance to ask questions and give examples. Correct any misunderstandings or gaps in knowledge. • Ask learners to work individually to create their own mind maps of self-determination theory, linking each concept to motivation to exercise. • Learners work in pairs to complete the questions on the scenario provided.	

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- In small groups, learners generate short scenarios showing how each psychological need can affect motivation.

End (5 mins)

Groups present scenarios; peers identify which psychological need applies.

Reflection and evaluation

Reflection:

Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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