

AMBITION IGNITION

College Readiness for “At-Promise” and All Students

(A Lesson in Motivation)

by

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Cultural Responsiveness includes:

- Willingness to manipulate classroom environments in culturally sensitive ways
 - Seeing value in students regardless of racial, cultural, socioeconomic backgrounds
 - Assessing human behavior holistically
 - Using multidimensional methods
- (Obiakor, Gay, Delpit, Grant, Tatum, etc.)

Project Utilized in
Leadership Activities and Objectives
LA GEAR UP Leadership Training Manual
(Pace, et al, 2005)

RING TOSS GAME = Goal Setting

To demonstrate that moderately challenging goals have highest motivating potential, that choices have consequences, see importance of establishing challenging but realistic goals.

WINTER SURVIVAL = Communication and Problem Solving

To demonstrate effective negotiation, problem solving, collaboration, and communication skills.

AUTOBIOGRAPHY EXERCISE = Self Esteem and Motivation (CR)

To demonstrate effective negotiation, problem solving, collaboration, and communication skills. To identify some of the factors that can help overcome obstacles to success. To enhance self esteem and self efficacy.

“Mystery-of-Life” Survey (MOL)

Prediction of Chances for Greatness x Life Circumstances (5 to 1)

A person who is in a family that is rich financially:

A person who is so poor that the house roaches are his or her “playmates”:

A person who has to deal with a parent who is mentally ill:

A person who likes school and makes excellent grades in elementary school:

A person who flunks or fails several grades in elementary school:

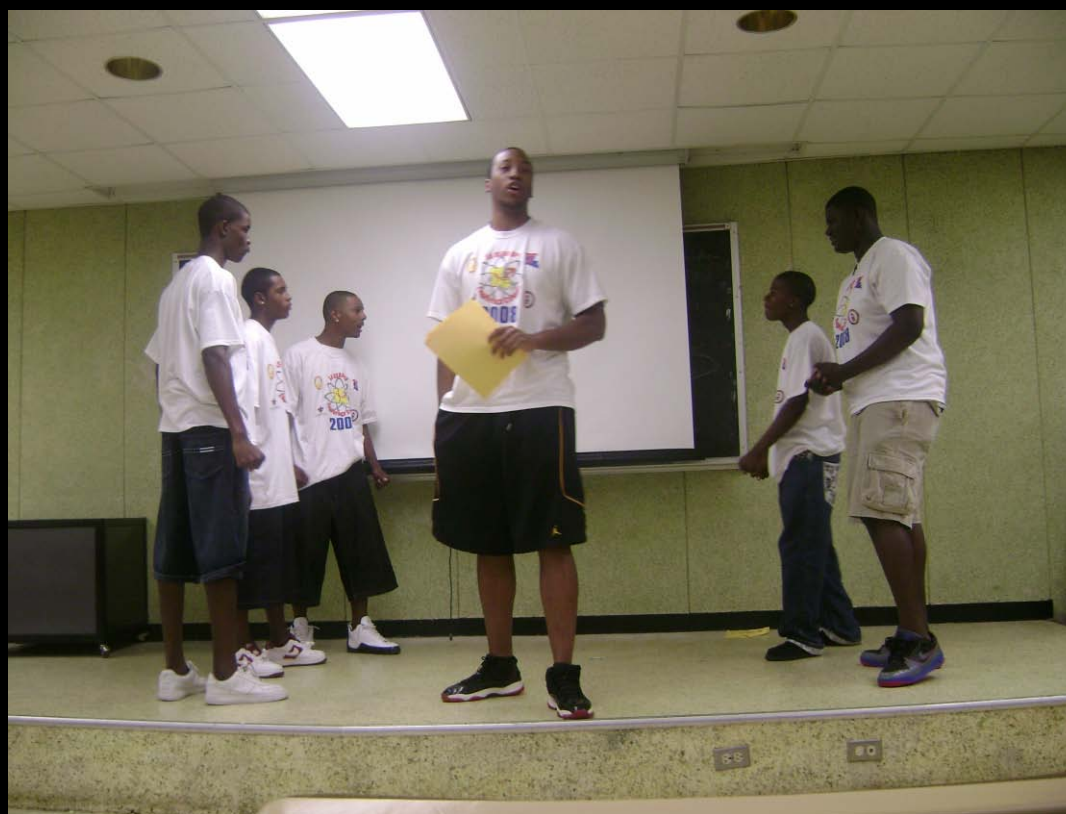
A person who is affected by a physical disability throughout childhood:

A person who is constantly fighting in school or grew up in a high-crime area:

Scene from a Skit



Scene from another skit



Success-Builders Winning Team '07

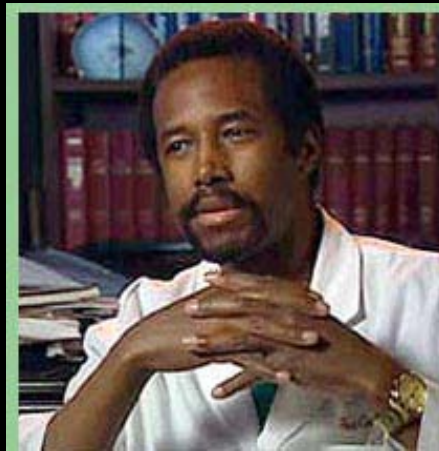
TAHEERA'S QUEENS OF KRUNK



Autobiography Project Exercise

Introduction to a “Multi-problem child”

www.carsonscholars.org



CSI Grambling – Camp II (10-12th Graders/Experienced Campers)

2007

Pre Test

Post Test

■ 1. A person who is in a family that is rich financially:		
■ Mean Score	4.09	3.33
■ 2. A person who is so poor that the house roaches are his or her “playmates”:		
■ Mean Score	2.86	4.00
■ 3. A person who has to deal with a parent who is mentally ill:		
■ Mean Score	3.19	3.87
■ 4. A person who likes school and makes excellent grades in elementary school:		
■ Mean Score	4.29	4.25
■ 5. A person who makes failing grades in elementary school:		
■ Mean Score	2.55	3.64
■ 6. A person who is affected by a physical disability throughout childhood:		
■ Mean Score	3.23	3.92
■ 7. The person who is constantly fighting in school or grew up in a high-crime area:		
■ Mean Score	2.18	3.41

Pre Test N=72

Post Test N=56

CONCLUSION: Although both groups were positively affected by the Autobiography Exercise, Dr. Reuben Wanjohi’s statistical analysis shows that the difference between pre- and post-test means for **Camp I was significant at the .013 level**. The GSU emphasis on achievement motivation had **greater impact on First-time campers**.

Pre-test/Post-test Scores on MOL Survey: Life Circumstances as Predictors of Success

2008 CAMP I: 10th - 12th Graders(58)	Statistical Sig. (2 tailed)
A person who is in a family that is rich financially:	0.805
A person who is so poor that the house roaches are his or her “playmates”:	0.000
A person who has to deal with a parent who is mentally ill:	0.005
A person who likes school and makes excellent grades in elementary school:	0.135
A person who flunks or fails several grades in elementary school:	0.000
A person who is affected by a physical disability throughout childhood:	0.000
A person who is constantly fighting in school or grew up in a high-crime area:	0.000

Pre-test/Post-test Scores on MOL Survey: Life Circumstances as Predictors of Success

2008 CAMP II: 7th - 9th Graders(69) **Statistical Sig. (2 tailed)**

A person who is in a family that is rich financially:	0.829
A person who is so poor that the house roaches are his or her “playmates”:	0.000
A person who has to deal with a parent who is mentally ill:	0.000
A person who likes school and makes excellent grades in elementary school:	1.000
A person who flunks or fails several grades in elementary school:	0.000
A person who is affected by a physical disability throughout childhood:	0.000
A person who is constantly fighting in school or grew up in a high-crime area:	0.000

NOTE: Data analyzed by Dr. Ronnie Davis and William Sanders

Discussion of Lessons Learned

Motivational Themes:

- You can turn your life around
- Do not accept anyone's negative judgment of you and don't judge others (**Tenisha's Camper**)
- Let nothing stop you from achieving; let no one hold you back
- Set goals; dream big; fulfill your dreams
- Have faith; have confidence in yourself
- Stay out of fights; violence is not the answer
- Take action that can help you
- Anything is possible; do not settle for less

Success-Builders Winning Team '08

