Why Lena Stays

Trace the influences behind one volunteer's decision.

PS.6.1 "Explain biological, cognitive, and social factors that influence motivation."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one body-related condition and its effect, circle one thought about the task and its effect, and number two social cues that influence Lena's motivation.

A Shift at the Pantry

1. At 3:30, Lena arrives at a neighborhood food pantry to sort donated groceries. She signed up for a two-hour shift, but today she skipped lunch and slept only five hours. After carrying boxes for twenty minutes, her stomach growls and her attention drifts toward the clock. Hunger and fatigue do not erase her wish to help. They make the effort feel harder and increase her urge to leave early. When a volunteer offers her a snack and a short break, Lena returns to the boxes with more energy. Her body's condition has changed how strongly she can pursue her goal.

2. Lena also thinks about what her work will accomplish. Last week, she learned that each sorted bag helps the pantry serve a family faster. Remembering that connection makes the task feel worthwhile. She sets a reachable goal: finish one shelf before her shift ends. Because she has sorted similar bags before, she expects she can succeed. If she believed the shelf was impossible to finish, she might stop trying even after eating. Her interpretation of the task, her goal, and her belief about success shape her motivation. None of these thoughts can be measured simply by counting the boxes she moves.

3. Other people matter, too. Lena's friend Amir invited her to volunteer and plans to work beside her. A pantry coordinator thanks the team and explains that neighbors are counting on the groceries. Lena feels that she belongs and wants to keep her commitment. Yet social pressure could work the other way: if Amir mocked volunteering, Lena might hesitate to return. On this day, a snack helps her body, a manageable goal guides her thinking, and supportive people make staying feel important. Her decision to finish the shift comes from several influences working together, not one single cause.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do hunger and fatigue affect Lena's motivation during the shift?

2. Why might Lena stop trying to finish the shelf even after she eats a snack?

3. How could Amir's behavior affect whether Lena volunteers again?

4. Explain how a body-related factor and a thought-related factor work together to help Lena finish her shift.

3 YOUR TURN

Your own words

Imagine a student deciding whether to practice for a school music performance. In 4 to 5 sentences, explain one biological, one cognitive, and one social influence on the student's motivation, and show how at least two influences work together.

Why Lena Stays

PART 1 · READ AND MARK

Underline one body-related condition and its effect, circle one thought about the task and its effect, and number two social cues that influence Lena's motivation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do hunger and fatigue affect Lena's motivation during the shift?	**They make the work feel harder and increase her urge to leave early, even though she still wants to help.**
2	Why might Lena stop trying to finish the shelf even after she eats a snack?	**If she believes finishing the shelf is impossible, that belief could reduce her motivation despite having more energy.**
3	How could Amir's behavior affect whether Lena volunteers again?	**His invitation and willingness to work beside her support her sense of belonging, but mocking volunteering might make her hesitate to return.**
4	Explain how a body-related factor and a thought-related factor work together to help Lena finish her shift.	**The snack and break give Lena more energy, while her reachable goal helps her direct that energy toward finishing a shelf.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

After a full night's sleep, a student has enough energy to practice for the school music performance. She believes that repeating a difficult section will help her improve, so she starts practicing. A friend asks to rehearse with her, which makes practice feel less lonely. Her energy and her belief that practice will pay off help her stay for the whole rehearsal.

Accept other passage-supported explanations that connect a factor to its effect on motivation. For Part 3, look for a plausible example of each factor and an explanation of how at least two work together.