

**Cultivate school entrepreneurial mind-set
through holistic approach targeting
teachers and pupils**



IO5: TRAINING MATERIALS- METHODOLOGICAL TOOLS (Classroom learning)

Competence: Motivation and Perseverance

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The LOs at a glance

| | |
|-------------------------------------|--|
| Competence Code and Title | 2.2 Motivation and Perseverance |
| Entercomp Area | 2.2 |
| Learning Outcome Numbers and Titles | <ul style="list-style-type: none"> • 2.2_14 Describe motivational theories (such as cognitive dissonance and goal-related theory and others) that are useful in the classroom setting • 2.2_15 List techniques (such as action planning, using motivational drivers and others) that can be used for pupils to stay motivated and committed • 2.2_16 Name possible sources of distraction, or discouragement, common difficulties and obstacles • 2.2_17 Understand and apply techniques (such as goal setting, classroom energisers and others) that can be used to stay motivated and committed when facing difficulties and distraction • 2.2_18 Create a classroom environment that promotes commitment and focus in pupils • 2.2_19 Support pupils to become aware of their motivators and how to positively work with them • 2.2_20 Establish appropriate work behaviours and successful communication strategies to support motivation and perseverance • 2.2_21 Develop self awareness and build on own strengths around motivation and promote and support this in pupils |

| Methodological tool Type | Number of Methodological tools |
|--|--------------------------------|
| <input checked="" type="checkbox"/> Lecture (compulsory) | 1 |
| <input checked="" type="checkbox"/> Open-ended questions | 1 |
| <input checked="" type="checkbox"/> Closed questions | 1 |
| <input checked="" type="checkbox"/> Individual Exercise | |
| <input type="checkbox"/> Role play | |

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|--|---|
| <input checked="" type="checkbox"/> Experiential workshop | 3 (these workshops are large and are included in the powerpoint presentations - include individual, pair and group exercises) |
| <input type="checkbox"/> Group discussion | |
| <input type="checkbox"/> Brainstorming | |
| <input checked="" type="checkbox"/> Group Exercise | 1 |
| <input type="checkbox"/> Other (Please indicate) | |
| Total Number of methodological tools: | 7 |

Compulsory Methodological tools

Power Point Presentation

| | |
|---------------------------------------|--|
| Code of methodological tool | PPT2.2_1 (section 1 motivation) |
| Competence Code and Title | 2.2 Motivation and Perseverance |
| LO codes and titles | <ul style="list-style-type: none"> • 2.2_14 Describe motivational theories (such as cognitive dissonance and goal-related theory and others) that are useful in the classroom setting • 2.2_15 List techniques (such as action planning, using motivational drivers and others) that can be used for pupils to stay motivated and committed • 2.2_16 Name possible sources of distraction, or discouragement, common difficulties and obstacles • 2.2_19 Support pupils to become aware of their motivators and how to positively work with them |
| Aim of the methodological tool | this is a lecture with activities and exercises built in to it. It is designed to introduce the concept of motivation, to introduce and evaluate motivational theories, including those linked to learning and to introduce the concept, and |



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| | understand and analyse the complexity, of differing motivators |
| Hints and tips for the trainer | <p>the power point presentation has extensive notes in the notes section including links to useful websites for background information</p> <p>for this session the presenter will need flipchart paper and coloured pens for the exercises and the ability for the trainees to move around to get into groups</p> <p>exercises</p> <p>guided visualisation – my morning CL2.2_1</p> <p>small group discussion – impact of being motivated or demotivated CL2.2_2</p> <p>small group discussions – motivating a particular group CL2.2_3</p> |
| Attachment | |

Additional methodological tools

Experiential workshop

| | |
|-------------------------------------|--|
| Code of methodological Tool: | PPT2.2_1 (section 2) |
| Competence Code and Title | 2.2 Motivation and Perseverance |
| LO Code and Title | <ul style="list-style-type: none"> • 2.2_16 Name possible sources of distraction, or discouragement, common difficulties and obstacles • 2.2_19 Support pupils to become aware of their motivators and how to positively work with them • 2.2_21 Develop self awareness and build on own strengths around motivation and promote and support this in pupils |



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| <p>Aim of the methodological tool:</p> | <p>The tool supports an understanding of the importance of self-awareness in relation to motivation and tools to develop this self-awareness. It includes an introduction to healthy and less healthy motivational styles to support pupils in the classroom.</p> |
| <p>Hints and tips for the trainer</p> | <p>Because this activity is long (150 minutes), most of the instructions for the trainer are embedded in the attached power point PPT2.2_1 (second section – Self awareness around motivation)</p> <p>the power point presentation has extensive notes in the notes section including links to useful websites for background information</p> |

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|---|
| <p>Setting:</p> |
| <p>classroom</p> |
| <p>Group size</p> |
| <p>Class size</p> |
| <p>Time required</p> |
| <p>150 minutes</p> |
| <p>Materials</p> |
| <p>Flip chart paper, projector for power point, coloured pens, post it notes</p> |
| <p>Process</p> |
| <p>Because this activity is long (150 minutes), most of the instructions for the trainer are embedded in the attached power point PPT2.2_1 (second section – Self awareness around motivation)</p> <p>There are comprehensive notes in the notes section of the power point to support the facilitator in all aspects of delivery. The session involves both information giving</p> |

through lecture style power point slides and also a number of exercises / activities. The structure of the session is as follows:

- Introduction to importance of self awareness around motivation (ppt slide)
- 3 x individual exercises for trainees to develop an understanding of the importance of self awareness linked to motivation and ways to develop this self awareness:

1 Motivation questionnaire (attached word document – ‘self motivation quiz’) and will need to be photocopied with enough for each trainee. CL2.2_4

Photocopy the motivation questionnaire, one for each of the trainees

Ask the trainees to complete the motivation Questionnaire, trying to be as honest as possible

After they have completed the questionnaire, put them in pairs to discuss their results, reflecting on:

- How did they find doing the quiz?
- Did it make them feel motivated or despondent?
- Are there aspects of self motivation that they are better at than others?
- Did they know this about themselves, or was anything a surprise?
- Is there anything in particular they would like to work on?

Then have a whole class discussion around the themes

Trainees to take the questionnaire individually and then pair up to discuss followed by classroom discussion

2 ‘I do what I do each day because...’ short individual exercise followed by group discussion CL2.2_5

The exercise helps us know our core motivators

Ask trainees to do a short exercise:

- Give them the statement ‘I do what I do each day because...’ and ask them to write down quickly what pops into their mind in response – encourage them not to think about it too much, just to write their first responses.
- Then ask them, related to this first answer, to answer the following questions
- “What is the intention or purpose of that? What does that do for me or how does it make me feel?”. And write the answer down.



- Ask them to repeat this process starting with the initial statement (looking for different responses) and then the follow up questions 6 times more.
- (each time they do it, they will hopefully find a different motivation and will deepen in their knowledge of themselves)
- Again ask them to get into pairs and talk about their responses:
- Any surprises – motivations they uncovered that they weren't very conscious of?
- Anything they would like to change and do differently?

3 'why?' a pair exercise to deepen thinking around motivation CL2.2_6

- Trainees go back into their pairs
- Both to think about a decision that they are trying to make
- One trainee will talk about their decision and ideas they have in relation to making it and the other trainee will, where ever appropriate, keep asking them 'why?', to which the first trainee will have to think and answer.
- At the end of 3 minutes they will stop and talk about how this was for them.
- They will then swop and do the same thing the other way round
- This process should help the decision maker go deeper into their thinking around their motivations
- reveals deep and specific issues that may otherwise not come to the surface
- It's not coincidental that "why?" is a rather simple question.
- It is an important realization that you must go a few layers deeper to reveal truth behind motivations, before making any critical decision.

-This is followed by a small group activity to create a tool / activity for pupils to develop their understanding of their motivations (they will need pens and flip chart paper) CL2.2_7

- Trainees to get into groups of 4 people and in the group to create a tool / activity for pupils to develop their understanding of their motivations
- Decide the age range
- It could be any kind of activity from a questionnaire, to interviewing each other to whole class group activity



- After they have finished, each group to introduce their tool / activity and discuss
- There is then a short lecture on obstacles to motivation including healthy and unhealthy motivations with a short pair exercise to reflect more on personal motivations and whether they are healthy or not. Notes for the lecture are on the ppt notes. PPT2.2_1 section 2

Debriefing questions/remarks/activities

These are all included in the power point

When asking for Feedback from the 3 exercises, you can focus on:

- Does it feel helpful to understand our motivations?
- Anything interesting people noticed?
- Which exercise felt most useful and uncovered the most
- if we are aware of our own habits, routines, impulses, and reactions, then we can understand ourselves better and work towards being at peace with who we are
- we can proactively manage our thoughts, emotions and behaviours
- we can make more conscious choices about what we do and take more control
- self-aware people tend to be in better psychological health with a positive outlook on life. They also have a greater depth of life experience

you can bring out:

- motivations can change as we change through life
- in challenging situations it is always good to check in with ourselves around what might motivate us
- we are all different – conflict often arises when we mistake others' motivations

Final remarks



Experiential workshop

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| Code of methodological Tool: | PPT2.2_1 section 3 |
| Competence Code and Title | 2.2 Motivation and Perseverance |
| LO Code and Title | <ul style="list-style-type: none"> • 2.2_15 List techniques (such as action planning, using motivational drivers and others) that can be used for pupils to stay motivated and committed • 2.2_17 Understand and apply techniques (such as goal setting, classroom energisers and others) that can be used to stay motivated and committed when facing difficulties and distraction • 2.2_18 Create a classroom environment that promotes commitment and focus in pupils • 2.2_20 Establish appropriate work behaviours and successful communication strategies to support motivation and perseverance • 2.2_21 Develop self awareness and build on own strengths around motivation and promote and support this in pupils • |
| Aim of the methodological tool: | This tool aims, through a power point lecture PPT2.2_1 section 3 (developing and supporting self motivation), and experiential workshop (including a variety of activities) to introduce the concept of self-motivation, looking at 4 factors that impact this, and then how to develop self-motivating techniques |
| Hints and tips for the trainer | <p>Because this activity is long (220 minutes), most of the instructions for the trainer are embedded in the attached power point (PPT2.2_1 section 3 developing and supporting self motivation).</p> <p>The power point presentation has extensive notes in the notes section including links to useful websites for background information</p> |

Setting:

classroom



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| Group size |
| Class sized group |
| Time required |
| 220 minutes |
| Materials |
| Flip chart paper, projector for power point, coloured pens, post it notes |
| Process |
| <p>The workshop is supported by the attached powerpoint (PPT2.2_1 section 3 developing and supporting self motivation) which is used as a structure for the session. There are comprehensive notes in the notes section of the power point to support the facilitator in all aspects of delivery. The session involves both information giving through lecture style power point slides and also a number of exercises / activities. The structure of the session is as follows:</p> <p>-Introduction to self motivation through a reflection: CL2.2_8</p> <p>Trainer to read out loud the 2 reflections (in notes on the powerpoint) and then to discuss with the class:</p> <ul style="list-style-type: none">- Which of these is self motivation? First, second, neither, both?- Why?- how did the two scenarios feel different, how did they feel in each? <p>-There is then a lecture about the 4 factors of self motivation, self confidence, positive thinking, strong goals and a motivating environment - with extensive notes on each of the ppt slides. Linked to this lecture are a number of short exercises:</p> <p>Positive thinking:</p> <p>'A guided reflection' CL2.2_9 - Ask trainees to close their eyes and then read out the reflection, with pauses in between sentences</p> <p>This is followed by a group discussion focusing on:</p> <ul style="list-style-type: none">- was it easier to find the positive or the negative things in your day- did you give more time to the positive or negative- did you praise yourself- did you criticise yourself |



'Challenging a negative thought' exercise CL2.2_10:

- Tell the trainees to think of a situation where they are talking themselves out of doing something they want because they don't think they can do it. They then write this down as a statement. Give the example of 'I'm not good enough for the job I'm applying for because I don't have enough experience'
- Once they have written it down, ask them to reflect on, can they be absolutely certain that this is true
- Ask them to then find and write down evidence to the contrary –
- So in this case – what successes have they had in their career that may be applicable to the new job. Where and when have their efforts made a positive impact etc etc
- encourage them to notice if their mind is going 'that's not real evidence' etc
- Really encourage them to be creative in what they find as evidence to the contrary (because the mind, stuck in its patterns, won't want to notice them)
- Ask them to feed back in pairs about the exercise

- 'Reframing the negative' exercise CL2.2_12:

- Ask the trainees to get into pairs:
- One of the two shares something negative that happened in their lives
- It can be personal or work related but must be true
- Encourage them to tell it as a story - talking in as much detail as they can about what happened in the situation
- Once they have finished talking their partner then also tells the story of the situation but focuses much more on any of the positive aspects of the experience (this may be challenging for them, but encourage them to take their time and really think about it, even asking the first person additional questions about the experience)
- The pair then swop and the other partner tells a story
- At the end the pairs discuss how it felt for them, both being the story teller and the person retelling it.

Bring the whole class together to feedback and discuss the exercises

- Ask were the exercises helpful and in what way
- Did they feel the possibility of changing their thinking – did this feel empowering
- Did they notice that things in the mind aren't necessarily the truth

Spend the end of the discussion talking about whether they could imagine doing these 3 exercises with pupils, and how they would adapt them

This is followed by a further exercise 'techniques to motivate in the classroom environment' CL2.2_14

- Trainees to be broken into groups of 4 with flip chart and coloured pens
- As a group take it in turns to describe your classroom setting at work, what you find motivating in it and what demotivating
- Then as a group decide what they think are the main helpful motivators in a classroom environment for their pupils
- Now, being creative and playful put together a plan of their ideal motivational environment for pupils
- Encourage them to think outside the box eg could be outside
- Thoughts to take into consideration are: the space, the seating, where is it situated, resources, age make up of students, ways of learning, supporting different motivational needs
- For everything they decide they need to say why they think it will be motivational for students
- Each group then feeds back to the other groups and discuss
- say that this activity could also be done with pupils, with them thinking about how they would like a fantasy classroom to be

Ask the trainees to pair up with someone who wasn't in their group.

In the pair, take it in turns to reflect on how this exercise was for them.

- Did they feel motivated / demotivated during the exercise
- Did this come and go
- What do they recognise motivated them or demotivated them during the exercise
- Did they do anything to work with this
- What else could they have done to motivate themselves

Pairs to then come into the larger group and people to feedback and discuss

Finish the lecture by introducing some motivating techniques – all info on ppt notes

Debriefing questions/remarks/activities

All are within the power point notes:

The first reflection activity, ideas for discussion could be:



- Obligation v interest
- Where are they more effective, efficient, fulfilled
- Think about what supports motivation
- Any other differences they notice
- Both are self motivation if they keep going, but one is fueled by pleasure, own desires, the other by fear of punishment
- Note to them that in scenario 2 you are likely to be more motivated, easier to motivate yourself
- But, are there ways they could think of to motivate themselves in scenario 1
- Some people find ways to motivate themselves even when the situation is challenging – self motivation

'Challenging a negative thought' exercise, points you could bring out in the discussion:

- can you be absolutely certain that this statement is true
- notice the mind not wanting to take on board contrary evidence, finding it very hard to locate and then dismissing it
- falling short, making mistakes, failing is part of life and human but success is too
- both things are part of the whole truth, and it is important to see both
- Then ask if they ever fall short, make mistakes etc
- Can they know that this is human, is part of life and will always happen sometimes, but that it doesn't take away from the successes
- This exercise is to help them be aware of the negative patterns and also to be aware that these can crowd out the positive
- it's important to bring awareness to our negative thought patterns
- these thoughts can be dominant and not leave room to notice the positive
- to be able to see both is a more accurate picture of ourselves in our entirety
- however also important not to try to just over ride negative thoughts and feelings – they need to be acknowledged and worked with

'Reframing the negative' exercise, points you could bring out in the discussion:

- it is possible to change the way we think
- just because we think something doesn't mean that it is true
- feeling we can work with our thinking is empowering
- changing our thoughts does not happen overnight
- very few situations are completely negative, most will also have some positive aspects
- we often fail to notice this when something is more difficult than positive



- it is possible to find learning in all situations
- can we also notice 'the silver lining' that every dark cloud has

Final remarks

Group exercise

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| Code of methodological Tool: | PPT2.2_1 section 4 and CL2.2_15 |
| Competence Code and Title | 2.2 Motivation and Perseverance |
| LO Code and Title | <ul style="list-style-type: none">• 2.2_17 Understand and apply techniques (such as goal setting, classroom energisers and others) that can be used to stay motivated and committed when facing difficulties and distraction• 2.2_19 Support pupils to become aware of their motivators and how to positively work with them• 2.2_20 Establish appropriate work behaviours and successful communication strategies to support motivation and perseverance• 2.2_21 Develop self awareness and build on own strengths around motivation and promote and support this in pupils |
| Aim of the methodological tool: | Creating a Motivational Tool |
| Hints and tips for the trainer | Included in general guidelines below |

General Guidelines (for the facilitator)

Introduce the theme of the session:

This exercise involves the trainees creating short audio motivational tools. This activity could be recreated using age appropriate materials in the classroom.



Ask the trainees to get into pairs and then for them as a pair to look up popular motivational quotes on one of their smart phones and to discuss which ones they each like and to work out why and what this tells them about themselves, and conversely which ones they don't like and why.

Each trainee to pick one quote they particularly like.

In the large group, each trainee to share the quote they liked and why. Then more generally a group discussion about motivational quotes. Topics could include: are they helpful, what could be their down sides, how do they help you to learn about yourself and your motivation, how could you use them in daily life.

Put a piece of flip chart paper and a pen on each table with different headings at the top of the paper (one on each paper) including: songs, books, films, quotes, physical activity, famous people, TV show and any other heading you want to include. Invite everyone to wander round the room and write examples of the medium that they find motivational under each of the headings.

Pin the pieces of paper on the wall around the room for everyone to see and use as inspiration.

Have a short group discussion on how trainees found this and what headings they could use when working in the classroom with pupils.

Encourage the trainees into small groups of 3 to 5 people.

Trainees need to prepare and create a short (5 to 10 minutes) audio motivational tool for other adults on one of their phones. They can choose how they structure this but you could give them some ideas such as using: motivational quotes, positive affirmations, a guided visualisation, a story, personal anecdotes or a meditation.

Encourage them to work as a group, with time and thought given to brainstorming ideas, planning, ensuring that all are included and have a role, making the tool. Give them a set time to prepare the tool.

Once they are completed, the groups then take it in turns to share their recordings and discuss which they find inspiring and why.

Then a discussion around how they could do this activity with pupils in a school, eg making a poster if no audio equipment available, what would need to be adapted (depending on age) and when making it for other children and what could be some of the challenges.

After the discussion, ask the trainees to get into pairs and discuss how they found the process of making the tool including working in their group, focussing on what they found motivating / demotivating during the process, how did they respond to this, and what could they do differently another time.



Have a final group discussion about what the pairs talked about, including what can be motivating or demotivating when being part of a group, and what they can do personally to keep themselves engaged.

Then a discussion how this last reflection could be done with pupils.

Number of persons (or groups)

Class sized group

Instructions (for the participants)

The activity involves creating short audio motivational tools. This activity could be recreated using age appropriate materials in the classroom.

Get into pairs and as a pair look up popular motivational quotes on one of your smart phones. Discuss which ones you each like and work out why and what this tells you about yourselves, and conversely which ones you don't like and why. Pick a quote that you find particularly inspiring.

In the large group, each of you share the quote that you liked and say why.

The facilitator will put a number of flip charts with headings around the room. All trainees will wonder around the room adding their ideas for motivating examples under each heading.

There will be a short group discussion on how you found this and what headings you could use when working in the classroom with pupils.

Get into a small group of 3 to 5 trainees. In this group you will plan and create a short audio motivational tool on one of your phones. You can choose how you do this but some possible ideas could be using motivational quotes, positive affirmations, a guided visualisation, a story, personal anecdotes or a meditation. Notice how you find the experience of making this tool in a group.

Each group will share their tool.

You will then discuss how you could do this activity with pupils in a school, what would need to be adapted (depending on age) and what could be some of the challenges.

After this group discussion, you will get into pairs and discuss how you found the process of making the tool including working in the group, focussing on what you found motivating / de-motivating during the process.

You will then have a final discussion in the large group about what you discussed as pairs followed by a discussion on how this last reflection could be done with pupils.

Person responsible for each task (allocation of work, if applicable)



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| <i>Estimated Duration</i> |
| 90 minutes |
| <i>Materials</i> |
| Smart phones (trainees), flip chart paper, pens, blue tack |
| <i>Guidelines</i> |
| See General Guidelines for Facilitator |
| <i>Debriefing Question 1</i> |
| How could they do this activity with pupils in a school? What would need to be adapted? What would be some of the challenges? |
| <i>Debriefing Question 2 (please add as many questions as needed)</i> |
| See General Guidelines for Facilitator |
| <i>Instructions/Comments from facilitator</i> |
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Experiential workshop

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| Code of methodological Tool: | PPT2.2_1 (Section 5) |
| Competence Code and Title | 2.2 Motivation and Perseverance |
| LO Code and Title | <ul style="list-style-type: none"> • 2.2_15 List techniques (such as action planning, using motivational drivers and others) that can be used for pupils to stay motivated and committed • 2.2_17 Understand and apply techniques (such as goal setting, classroom energisers and others) that can be used to stay motivated and committed when facing difficulties and distraction • 2.2_18 Create a classroom environment that promotes commitment and focus in pupils • 2.2_20 Establish appropriate work behaviours and successful communication strategies to support motivation and perseverance |
| Aim of the methodological tool: | To introduce the concept of perseverance, establish ways to develop it in pupils in a variety of situations and share and develop activities that support perseverance |
| Hints and tips for the trainer | <p>Because this activity is long (150 minutes), most of the instructions for the trainer are embedded in the attached power point</p> <p>the power point presentation has extensive notes in the notes section including links to useful websites for background information</p> |

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| Setting: |
| classroom |
| Group size |
| Class size |
| Time required |



150 minutes

Materials

Projector for power point, paper and pens

Process

The workshop is supported by the attached powerpoint (PPT2.2_1 section 4 perseverance) which is used as a structure for the session. There are comprehensive notes in the notes section of the power point to support the facilitator in all aspects of delivery. The session involves both information giving through lecture style power point slides and also a number of exercises / activities. The structure of the session is as follows:

Introduction to perseverance – lecture followed by:

'drawing a butterfly' an individual activity (can be found in attached word document 'practising persistence/commitment' and 'butterfly image') CL2.2_16.

- Give out the sheets of paper titled 'butterfly' and keep this slide up
- Tell trainees that the exercise is to:
- Firstly, in the top box, draw the picture of the butterfly
- Give them five – ten minutes to draw the image
- Then, once they are all done, ask them to draw the image again in the middle box, trying to improve the likeness of the image
- Once they are all done ask them to draw the image again in the bottom box, again trying to improve
- Ask trainees to get in to pairs and discuss how it was doing the exercise answering the following questions:
- how was your motivation during different parts of the exercises – eg before you began, after the first attempt, after the second
- what were your mental and emotional states
- how do you feel at the end of the exercise
- can you see any familiar patterns
- does this reflect your general relationship to perseverance

Follow this up with a whole group discussion.

This is followed by a lecture slide talking about techniques and strategies to encourage and build perseverance in the classroom (all points in the ppt slide notes)



There is then a scenario based activity CL2.2_17:

- Ask the trainees to get into groups of about 6:
- Ask them to look at the scenarios on the ppt slide and to decide what they would do to work with this situation and encourage perseverance in their pupils
- Tell them they will have about 45 minutes
- The groups to then come back to the class
- Go through the scenarios and ask each group to lead on feeding back on one scenario, with the other groups adding comments re different ideas

This is followed by discussion around classroom activities that support the development of perseverance and a final individual activity 'embracing challenge' CL2.2_18

- Ask trainees to write a list of 5 of their mistakes, failures and obstacles in life - keeping a large space between each of them
- They then need to write under each one two things that are positive about the experience – eg they learnt from it, they managed to work with their difficult emotions around it etc
- Share as a group how they found this activity
- This activity could be done with pupils
- an alternative in school would be that once the pupils have written their list, they get into groups and the other pupils will support them to think of the positive sides

Debriefing questions/remarks/activities

See powerpoint and 'process' above

Final remarks

Open Ended Questions



Code of the methodological tool **CL2.2_19**

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|---------------------------------------|--|
| Competence Code and Title | 2.2 Motivation and Perseverance |
| LO codes and titles | <ul style="list-style-type: none">• 2.2_16 Name possible sources of distraction, or discouragement, common difficulties and obstacles• 2.2_17 Understand and apply techniques (such as goal setting, classroom energisers and others) that can be used to stay motivated and committed when facing difficulties and distraction• 2.2_18 Create a classroom environment that promotes commitment and focus in pupils• 2.2_19 Support pupils to become aware of their motivators and how to positively work with them• 2.2_20 Establish appropriate work behaviours and successful communication strategies to support motivation and perseverance• 2.2_21 Develop self awareness and build on own strengths around motivation and promote and support this in pupils |
| Aim of the methodological tool | This tool will encourage trainees to reflect on what they have learnt during the session and to how this is applicable to their work life |
| Hints and tips for the trainer | For each question individual trainees to spend 10 minutes writing - bullet pointing important points for an answer and then a group discussion will take place after each question about what they have written |

Question 1 What are the differences and similarities between motivating self and others? Discuss

Answer:

The answer could include:

What are the features of self-motivation, what is important when motivating others, can they support each other, can people be good at one and not the other, the importance of self-awareness and the awareness of people's differences, issues around authority, what to think about when encouraging others



Question 2 What could be the impact on pupils' motivation of having a demotivated teacher? Discuss

Answer:

The answer could include:

Issues around role modelling, issues of being around a demotivated person generally, issues of lack of support and encouragement, is it possible to be demotivated and still support motivation?

Question 3 What do you think are common motivators and barriers to motivation in the children you work with? Write a simple outline of your own theory of motivation for children of the age that you teach

Answer:

The answer could include:

Child development theory and age-related motivation, references to motivational theorists, clear explanation of the reasoning behind the theory including examples of situations that support the theory, any possible issues / shortcomings of the theory. Also looking at social issues, personal issues and issues in the environment that may demotivate a pupil

Question 4 Are some forms of motivation more healthy than others? Discuss

Answer:

The answer could include:

Internal and external motivators, rewards and punishments, working with compulsion / addiction, fantasy and realism, conscious and unconscious internal drivers, difference.

Question 5 How might you work with what you see as unhealthy motivation in a pupil? Discuss

Answer:

The answer could include:

Ways to encourage self awareness, self esteem and healthy motivation - emotional support, encouragement, changing thinking patterns, encouraging self-awareness in the pupil. Additional support and referral systems if necessary.



Question 6 What qualities do you think we need to support us in our perseverance?

Answer:

The answer could include:

Internal qualities such as ability to work with ones emotions, psychological – positivity and resilience, faith, ability to ask for help and support and to gain motivation from others examples and role modelling.

External qualities such as supportive people around you, realistic and manageable targets and deadlines, inspiring and positive environment

Question 7 what are the challenges for a young person of managing success?

Answer:

The answer could include:

Working with thinking and emotional patterns - they feel unchallenged and become demotivated, they fear others' envy and so sabotage themselves, they feel invincible and forget that they won't always be successful. If they are often successful they may not learn how to cultivate perseverance, or how to manage failure.

Closed Questions

| | |
|-------------------------------------|---|
| Code of methodological Tool: | CL2.2_20 |
| Competence Code and Title: | 2.2 Motivation and perseverance |
| LO Code and Title: | <ul style="list-style-type: none">• 2.2_16 Name possible sources of distraction, or discouragement, common difficulties and obstacles• 2.2_17 Understand and apply techniques (such as goal setting, classroom energisers and others) that can be used to stay motivated and committed when facing difficulties and distraction• 2.2_18 Create a classroom environment that promotes commitment and focus in pupils |



| | | |
|--|---|---------------|
| | <ul style="list-style-type: none"> • 2.2_19 Support pupils to become aware of their motivators and how to positively work with them • 2.2_20 Establish appropriate work behaviours and successful communication strategies to support motivation and perseverance • 2.2_21 Develop self awareness and build on own strengths around motivation and promote and support this in pupils • | |
| Aim of the methodological tool: | These closed questions are a quick way to testing and checking understanding of the session | |
| Hints and tips for the trainer: | Questions to be used at the end of the whole session, either as a power point on the board for the class to call out and discuss the answer, or as a written individual test, with answers given at the end (again possibly through group discussion) | |
| Question Type: | Type | Number |
| | True/False questions and answers | 8 |
| | Multiple Choice Questions and answers | 3 |
| | Multiple Response Questions and answers | 2 |
| | Sequence questions and answers | |
| | Matching question and answers | |
| | Word Bank questions and answers | 2 |
| | | 15 |

True/False Question

Choose whether the statement is true or false

STATEMENT:

| | |
|-----------------------|---|
| Statement: | It is not possible to change our internal motivations |
| True | |
| False | X |
| Correct Answer | Developing self-awareness and reflecting on what we want can lead to a change in motivation |



True/False Question

Choose whether the statement is true or false

STATEMENT:

| | |
|-----------------------|---|
| Statement: | Young people are motivated by similar things whatever their background |
| True | |
| False | X |
| Correct Answer | There are many theories of motivation, which look at different aspects of our experience and how they make impact on how motivated we are |

True/False Question

Choose whether the statement is true or false

STATEMENT:

| | |
|-----------------------|--|
| Statement: | Using positive motivational tools can only lead to positive outcomes |
| True | |
| False | X |
| Correct Answer | It is possible to by-pass our emotional responses and focus on positivity, sometimes leading to unhelpful outcomes |

True/False Question

Choose whether the statement is true or false

STATEMENT:

| | |
|-----------------------|--|
| Statement: | Having very hard to reach targets at work is always demotivating |
| True | |
| False | X |
| Correct Answer | Some people are motivated by the challenge of trying to meet very high targets |

U

True/False Question

Choose whether the statement is true or false

STATEMENT:



| | |
|-----------------------|---|
| Statement: | Feeling valued is a common motivator |
| True | X |
| False | |
| Correct Answer | It is a human need to feel that who we are and what we offer in the world is valued |

True/False Question

Choose whether the statement is true or false

STATEMENT:

| | |
|-----------------------|--|
| Statement: | Perseverance always leads to the desired outcome |
| True | |
| False | X |
| Correct Answer | Although persevering will not necessarily lead to the desired outcome, it can support us in growing our resilience |

True/False Question

Choose whether the statement is true or false

STATEMENT:

| | |
|-----------------------|--|
| Statement: | Some motivators are common to a lot of us |
| True | X |
| False | |
| Correct Answer | Although we are all different in what motivates us, there are some common needs and wants that motivate many of us |

True/False Question

Choose whether the statement is true or false

STATEMENT:

| | |
|-------------------|---|
| Statement: | Being demotivated is always about our attitude to life and within our control |
| True | |
| False | X |



| | |
|-----------------------|---|
| Correct Answer | Certain external conditions can impact our motivation strongly, and make it hard to be positive |
|-----------------------|---|

Multiple Choice Question

Select the correct answer from the choices below

| | |
|-----------------------|---------------------------------------|
| Statement: | Being demotivated: |
| Alternative 1 | Means we should stop what we're doing |
| Alternative 2 | Lowers our energy |
| Alternative 3 | Makes us unable to succeed |
| Correct answer | 2 |

Multiple Choice Question

Select the correct answer from the choices below

| | |
|-----------------------|---|
| Statement: | Perseverance: |
| Alternative 1 | Cannot be learnt but is innate |
| Alternative 2 | Is only needed in difficult circumstances |
| Alternative 3 | Can help make us stronger |
| Correct answer | 3 |

Multiple Choice Question

Select the correct answer from the choices below

| | |
|-----------------------|--|
| Statement: | External motivation includes: |
| Alternative 1 | supporting setting ones own goals |
| Alternative 2 | seeing external forces as a reason for our failure |
| Alternative 3 | being motivated by self improvement |
| Correct answer | 2 |

Multiple Response Question

Select one or more correct answers from the choices below

| | |
|----------------------|--|
| Statement: | Which of the following describe motivation |
| Alternative 1 | a reason or reasons for acting or behaving in a particular way |
| Alternative 2 | A book that makes us feel inspired |



| | |
|-----------------------|---|
| Alternative 3 | Internal and external factors that stimulate desire and energy in people to be continually interested |
| Alternative 4 | Achieving all our objectives on time |
| Alternative 5 | a driving force which affects the choice of alternatives in the behaviour of a person |
| Correct answer | 1, 3, 5 |

Multiple Response Question

Select one or more correct answers from the choices below

| | |
|-----------------------|--|
| Statement: | Benefits of being motivated are: |
| Alternative 1 | Feeling we have purpose can make us feel satisfied / happy |
| Alternative 2 | It ensures that a project will be a success |
| Alternative 3 | We are likely to do a task better, to a higher standard |
| Alternative 4 | We can bring others along with our positivity |
| Alternative 5 | We are less likely to give up on a task |
| Correct answer | 1, 3, 4, 5 |

Word Bank Question

Drag the words and drop them to the appropriate places

Perseverance is _____, or continued effort, in doing something despite difficulty, opposition or delay in achieving success. It is the art of sticking to your plans and trying to achieve your _____, no matter the difficulties or adversity, the times of making mistakes or _____ in the process. Some people have weathered all sorts of adversities and _____ in life and have kept on going despite their set-backs. Life is about _____, which can be for the good or not so good, and having perseverance means trying to adapt yourself to the circumstances in your current situation whilst still holding on to your _____. It can be tough! But through perseverance, we learn about ourselves and our innate capabilities, grow and develop our strengths, and move towards achieving our goals in life.

| | |
|----|---------------|
| 1. | persistence |
| 2. | desired goals |
| 3. | failing |
| 4. | problems |
| 5. | change |
| 6. | desired goals |



Word Bank Question

Drag the words and drop them to the appropriate places

Famous examples of perseverance:

Henry Ford- Ford innovated industrial production with the assembly line. However, before founding the extremely successful _____ he was previously bankrupted and left penniless _____ times from failed ventures.

Walt Disney- Walt Disney has entertained children all over the world for nearly a century and created a billion-dollar merchandising empire. Mr Disney was fired from his first job at the _____ because "he lacked _____ and had no good ideas."

Albert Einstein- Although the name Einstein is now almost exclusively associated with _____, young Albert was not viewed as much of a prospective scholar. His parents and teachers began to think he had additional learning needs due to that fact he did not begin to speak until the age of 4 or read until he was 7. Einstein was eventually _____ from school and denied entry to Zurich Polytechnic School.

| | |
|----|--------------------|
| 1. | Ford Motor Company |
| 2. | five |
| 3. | Kansas City Star |
| 4. | imagination |
| 5. | genius |
| 6. | expelled |