

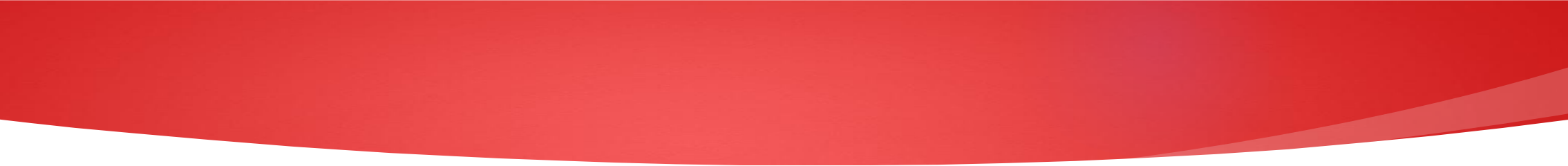
# Competence Title: motivation and perseverance

Duration: 1060 minutes (divided into 6 sessions: 240, 150, 220, 90,  
150, 210 minutes)

Trainer: Rinova



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# LEARNING OUTCOMES

14. DESCRIBE MOTIVATIONAL THEORIES (SUCH AS COGNITIVE DISSONANCE AND GOAL-RELATED THEORY AND OTHERS) THAT ARE USEFUL IN THE CLASSROOM SETTING

15. LIST TECHNIQUES (SUCH AS ACTION PLANNING, USING MOTIVATIONAL DRIVERS AND OTHERS) THAT CAN BE USED FOR PUPILS TO STAY MOTIVATED AND COMMITTED

16. NAME POSSIBLE SOURCES OF DISTRACTION OR DISCOURAGEMENT, COMMON DIFFICULTIES AND OBSTACLES

17. APPLY TECHNIQUES (SUCH AS GOAL SETTING, CLASSROOM ENERGISERS AND OTHERS) THAT CAN BE USED TO STAY MOTIVATED AND COMMITTED WHEN FACING DIFFICULTIES AND DISTRACTIONS

18. CREATE A CLASSROOM ENVIRONMENT THAT PROMOTES COMMITMENT AND FOCUS IN PUPILS

19. SUPPORT PUPILS TO BECOME AWARE OF THEIR MOTIVATORS AND HOW TO POSITIVELY WORK WITH THEM LO19

20. ESTABLISH APPROPRIATE WORK BEHAVIOURS AND SUCCESSFUL COMMUNICATION STRATEGIES TO SUPPORT MOTIVATION AND PERSEVERANCE LO20

21. DEVELOP SELF AWARENESS AND BUILD ON OWN STRENGTHS AROUND MOTIVATION AND PROMOTE AND SUPPORT THIS IN PUPILS



# Motivation and Preservance

STAY FOCUSED AND DON'T  
GIVE UP



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# contents of power point and module

- ▶ **Motivation** – introduction, theories, motivators, obstacles to motivation (slide 8)
- ▶ **Self awareness around motivation** – knowing our motivators and tendencies, obstacles to motivation and understanding these (slide 30)
- ▶ **Developing and supporting self motivation** - 4 supporting factors for self motivation, maintaining self motivation (slide 37)
- ▶ **Creating a motivational tool** (slide 55)
- ▶ **Perseverance** – introduction, perseverance in the classroom, activities that encourage perseverance (slide 57)
- ▶ **Open and Closed questions** (slide 64)



# Training Rules

- ▶ Mobile Phones
- ▶ Smoking
- ▶ Breaks
- ▶ Other



Participation



Respect

Express your opinion





# Motivation

- introduction to motivation
- theories of motivation
- types of motivators
- obstacles to motivation





# Guided visualisation - Introduction to motivation

my  
morning



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# Exercise - Introduction to motivation

- ▶ how motivated was I when I arrived this morning
- ▶ what had helped my motivation before I arrived
- ▶ what had decreased my motivation before I arrived
- ▶ could I have done anything differently to support my motivation
- ▶ Is there anything I could do now to support my motivation
- ▶ what impact do you think your level of motivation will have on your learning



# Lecture - Introduction to motivation

what is  
motivation?



# group discussion - Introduction to motivation

- ▶ what are the benefits of being motivated?
- ▶ what are the down sides of being demotivated?



# lecture - theories of motivation

- ▶ Cognitive dissonance
- ▶ Drive reduction theory
- ▶ Attribution theory
- ▶ Endowed progress effect
- ▶ Cognitive evaluation theory
- ▶ VIE theory
- ▶ Goal related theory
- ▶ Intrinsic and extrinsic motivation





# lecture - theories of motivation

## Cognitive dissonance

- ▶ occurs when there is an unresolved conflict in our mind between two beliefs
- ▶ the resulting tension can be a powerful motivator
- ▶ in the classroom to change a student's attitude first identify the beliefs at the heart of the attitude, and then produce information which counter those beliefs



# lecture - theories of motivation

## Drive Reduction Theory

- ▶ the idea that we all have needs that we attempt to satisfy in order to reduce the tension they cause
- ▶ the internal stimuli these needs produce are our main drives in life
- ▶ there are primary drives (food, sleep etc) and secondary drives which refer to social identity and personal fulfilment
- ▶ in the classroom we need to find out what drives our individual pupils



# lecture - theories of motivation

## Attribution Theory

- ▶ when we make a mistake we tend to first blame ourselves, then a slower reaction which seeks to find an alternative external attribution
- ▶ this response is unlikely to lead to self-improvement, as it results in an individual not addressing the real cause of their error
- ▶ we need to encourage students to face their challenges and learn from their mistakes



# lecture - theories of motivation

## Endowed progress effect

- ▶ when people feel they have made some progress towards a goal, they are more committed towards its achievement
- ▶ in the classroom try to ensure that students experience success in the initial stages of a project
- ▶ this could be by making the initial stages more easy, or in providing lots of support at the beginning



# lecture - theories of motivation

## Cognitive Evaluation Theory

- ▶ when looking at a task, we assess it in terms of how well it meets our need to feel competent and in control
- ▶ we will feel 'put off' by those tasks which we think we will do poorly at
- ▶ in the classroom prepare students cognitively and emotionally for challenging tasks



# lecture - theories of motivation

## Valence – instrumentality – expectancy (VIE) Theory

- ▶ in this theory, motivation refers to three factors
- ▶ valence: what we think we will get out of a given action/behaviour (what's in it for me?)
- ▶ instrumentality: the belief that if I perform a specific course of action, I will succeed (clear path?)
- ▶ expectancy: the belief that I will be definitely able to succeed (self-efficacy)
- ▶ in the classroom make clear to students why a specific outcome is desirable, provide them with a clear path to get there, and support their self-belief that outcomes can be achieved



# lecture - theories of motivation

## Goal-related Theory

- ▶ in order to direct ourselves we set ourselves goals. These can be:
- ▶ clear (so we know what to do and what not to do),  
challenging (so we get some stimulation),  
achievable (so we do not fail)
- ▶ if we set goals ourselves, rather than having them imposed, we are more likely to work harder in order to achieve them
- ▶ involve students actively in the process of learning and goal setting



# lecture - theories of motivation

intrinsic and  
extrinsic  
motivation



# lecture - techniques promoting intrinsic motivation in the classroom

- ▶ arousing interest in the subject matter
- ▶ maintaining curiosity
- ▶ using a variety of interesting presentation modes
- ▶ helping students set their own goals
- ▶ student choice
- ▶ demonstrating the relevance or usefulness of content
- ▶ collaboration





# lecture - techniques promoting extrinsic motivation in the classroom

- ▶ praise
- ▶ recognition
- ▶ a system of rewards
- ▶ extrinsic motivators can also help to develop intrinsic motivation



lecture

# motivators



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# lecture - theories of motivation – motivational drives

## ► achievement motivation:

the drive to pursue and attain goals. Accomplishment is important for its own sake and not for the rewards that accompany it

## ► power-based motivation

The drive to have more power and greater control. To influence people and change situations, great for those who want to change the world



# Lecture - theories of motivation – motivational drives

## ► competence motivation

the drive to be good at something, seeking job mastery, learning from experience, encouraging problem-solving and creative skills

## ► attitude motivation

how we think and feel, about ourselves and the world. Goals are associated with self-awareness and self-change

## ► affiliation motivation

who you know and your relationships dictate your success, your social connections and co-operation are important



## Group discussion - techniques for motivation -

- ▶ what are most people motivated by, intrinsic or extrinsic factors?
- ▶ looking at the ways that people are motivated, what are the challenges when it comes to motivating a group?
- ▶ if you were a teacher what would you put in place to try (as best you can) to motivate this group of people?
- ▶ and explain why?



# lecture - common obstacles to motivation

motivational ideas  
for the whole class



# lecture - techniques to motivate your class

some quick classroom energisers:

- ▶ Buzz
- ▶ Charades
- ▶ Pink Toes
- ▶ Sports gallery
- ▶ Lie to me





# self awareness around motivation

- self awareness around motivation and motivators
- obstacles - healthy and unhealthy motivators



# Questionnaire - building self awareness to develop motivation

am i  
motivated?



## Individual exercise - building self awareness to develop motivation

i do what I do each day  
because....

- ▶ what is the intention or purpose of that
- ▶ what does that do for me or how does it make me feel



# Pair exercise - building self awareness to develop motivation

why?



# Group exercise - building self awareness to develop motivation

## activity for pupils

activity could answer the questions:

- ▶ why do I do what I do or behave in a particular way
- ▶ what do I want
- ▶ what makes me want to try hard
- ▶ what puts me off trying
- ▶ situational case studies – what choices would I make and why



# Lecture - Common obstacles - healthy and less healthy motivation



# Pair exercise - self awareness around obstacles to motivation

i do what i do each  
day because....





# developing and supporting self motivation

4 supporting factors for self  
motivation – lecture and  
activities  
maintaining self motivation



# Exercise - developing self motivation

## reflection



# Lecture – working with obstacles and building behaviours to support motivation

- ▶ self-motivation is complex, with numbers of potential obstacles
- ▶ four factors that support us to build the strongest levels of self-motivation:
  - self-confidence and self-efficacy
  - positive thinking, and positive thinking about the future
  - focus and a strong goal
  - a motivating environment.
- ▶ good to work on all of these together



# Lecture - working with obstacles and building behaviours to support motivation

## self-confidence and self-efficacy

- ▶ we need good levels of self-confidence ie a belief in our ability to succeed and achieve goals
- ▶ with self confidence we set challenging goals for ourselves that we believe we can achieve
- ▶ our confidence also contributes to how much effort we put into a goal and how we persevere with it
- ▶ with self confidence we not only believe we can succeed, but also recognize and enjoy the successes we've already had.



# Techniques and activities for working with obstacles to support motivation

## esteem building activities for pupils

- ▶ super heros
- ▶ 'i am....'
- ▶ a letter to yourself
- ▶ 'we are...'
- ▶ interview
- ▶ 'something I did well...'
- ▶ positive affirmations
- ▶ awe journal



# Lecture - working with obstacles to support motivation

positive thinking, including about the future

- ▶ if you think that things are going to go wrong or that you won't succeed, this can influence things in such a way that your predictions will come true
- ▶ when you expect positive results, your choices will be more positive, and you'll be less likely to leave outcomes to fate or chance
- ▶ having a vivid picture of success, combined with positive thinking, helps you bridge the gap between wanting something and going out to get it





# Exercise - working with obstacles to support motivation

guided reflection



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# Working with obstacles and building behaviours to support motivation

- ▶ if we can be positive about a situation, even when it is hard, this can change both how we feel about it, and also what happens within it
- ▶ we each have a set of messages that play over in our minds
- ▶ this internal dialogue frames our reactions to life and its circumstances
- ▶ if we can create more positive self-talk then this helps us to develop and sustain optimism and motivation



# Individual exercise - working with obstacles to support motivation

challenging a  
negative  
thought



# Individual exercise - building behaviours to support motivation

## affirmations

- ▶ affirmations are personal statements that support positive thinking and help counteract our habitual negative thoughts
- ▶ we can write out and pin up these affirmations (at home, at work) in places we see to remind us of the positive
- ▶ some people will write out an affirmation 10 or 20 times every day to help it go into their consciousness



## Pair exercise - working with obstacles to support motivation

reframing the  
negative



# Lecture - building behaviours to support motivation

## **focus and strong goals**

- ▶ strong goals give us focus, a clear sense of direction, when you set a goal, you make a promise to yourself
- ▶ goals should be clear, measurable and specific
- ▶ they should be difficult enough to be interesting, but not so difficult that you can't reach them
- ▶ goals should be relevant ie they should contribute to the major objectives you're trying to achieve



# techniques to work with obstacles to pupils' motivation

- ▶ reduce visual distractions in the room
- ▶ modify worksheets to reduce visual stimuli
- ▶ provide only one task at a time
- ▶ create some classroom routines to bring students back to focus
- ▶ seat a pupil who struggles with distraction at the front of the class
- ▶ use contrasting colours to increase visual focus
- ▶ keep shelves with games, materials on etc covered with eg a sheet
- ▶ use natural sunlight if possible
- ▶ vary the learning styles to encourage all pupils



## Techniques and activities for building behaviours to support motivation



- ▶ making goals creatively
- ▶ discover useful ideas and new goals
- ▶ discover how creative your mind can be
- ▶ motivate yourself





# Lecture - building behaviours to support motivation

## motivating environment

- ▶ The classroom space, its resources, the teacher and the other pupils are all environmental factors that can support or hinder motivation
- ▶ In groups we can have a big impact on each other – inspiring or demotivating
- ▶ we can't just rely on these "environmental" or outside elements alone to motivate pupils, but you can use them for extra support



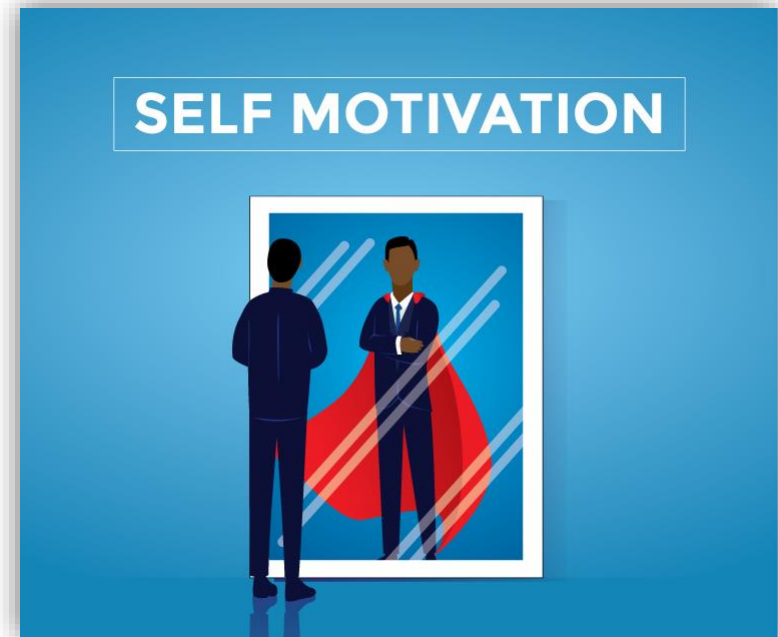
# Group discussion - techniques to motivate in the classroom environment

- ▶ my classroom space at work
- ▶ the ideal motivational environment for pupils
- ▶ think about space, situation, resources, age make up of students, ways pupils can support each other, ways of learning, different motivational needs and more
- ▶ why would this be motivational
- ▶ be creative and playful in your approach



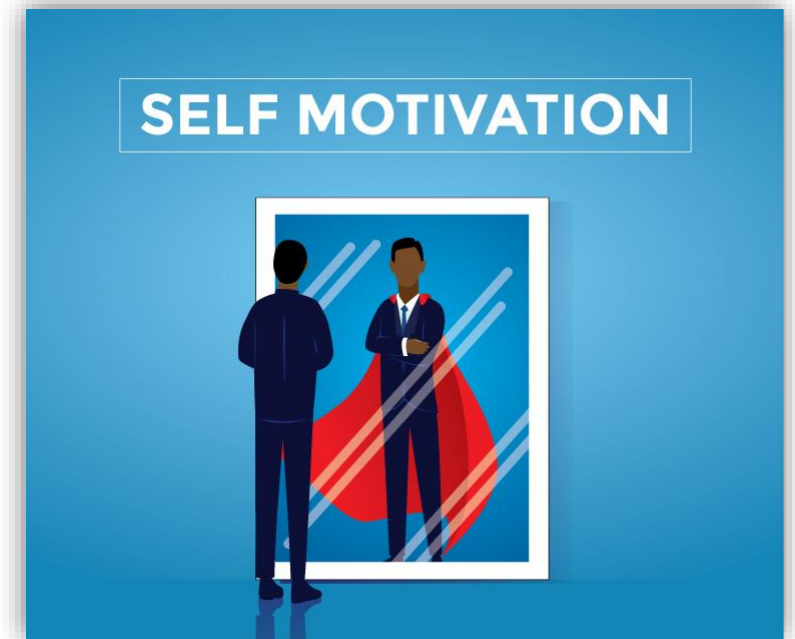
# tips and techniques for self motivation

- ▶ Make a deal with yourself
- ▶ Act like it
- ▶ Ask uplifting questions in the morning
- ▶ Move the goalposts
- ▶ Do something small and create a flow
- ▶ Do the toughest task first
- ▶ Start slow
- ▶ Compare yourself with yourself
- ▶ Remember your successes
- ▶ Act like your heroes
- ▶ Remember to have fun



# tips and techniques for self motivation - continued

- ▶ Get out of your comfort zone
- ▶ Don't fear failure
- ▶ Do some research on what you are about to do
- ▶ Be clear about why you are doing something
- ▶ Write down your goals and reasons for working towards them
- ▶ Focus on the positive
- ▶ Cut down on TV
- ▶ Break your task down
- ▶ Take care what social media / news etc you take in
- ▶ Make use of your creativity
- ▶ Find out what makes you happy



# Creating a motivational tool



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**MAKE  
THINGS  
HAPPEN**

# Group exercise - Making a motivational tool

- ▶ Motivational quotes
- ▶ Positive affirmations
- ▶ A guided visualisation
- ▶ A story
- ▶ Personal anecdotes
- ▶ A meditation





# Perseverance

an introduction to  
perseverance  
perseverance in the classroom  
activities that encourage  
perseverance





# Individul exercise - developing behaviours to support perseverance



# techniques and strategies to building perseverance in the classroom

- ▶ praise effort at least as much as accomplishment
- ▶ important to acknowledge and support them in their frustration and difficult emotions
- ▶ remind them that it is ok to fail, and that often we get to try again
- ▶ help them realize that everyone makes mistakes, but what is important is to keep trying
- ▶ giving appropriate challenges, not too hard or too easy
- ▶ support them to do what they like, even if they are not great at it
- ▶ share age-appropriate stories of when you didn't reach your goal the first time but tried again, maybe even multiple times



# Techniques and strategies to building perseverance in the classroom

- ▶ role model – important way for children to learn eg not achieving something the first time, making mistakes etc
- ▶ remind them that there are times when it is ok to give up
- ▶ break tasks into small achievable goals
- ▶ support and build self-regulation
- ▶ help pupils keep their goal in mind, have them visualize the end result
- ▶ share instances when you've needed perseverance and grit to accomplish a difficult task



# Scenario based exercise - Techniques and strategies to building perseverance in the classroom

- ▶ you start with a new class and are the 3<sup>rd</sup> teacher they have had this year
- ▶ working with a pupil with SEN who always comes near the bottom of the class academically
- ▶ working with a student who gives up and gets very angry every time they make a small mistake in their work
- ▶ working in a school that is in special measures and is at threat of closure
- ▶ working with the school netball team who are coming near the bottom of their league



# Individual exercise - strategies that support perseverance





# games to support behaviours of perseverance

- ▶ 'you can do it'
- ▶ the hula hoop challenge
- ▶ making butter
- ▶ getting the Penny
- ▶ the human knot



# Open and closed questions



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# Suggestions for Self-directed learning

- ▶ <https://positivepsychology.com/self-motivation/> information about self motivation
- ▶ [http://catalogue.pearsoned.co.uk/assets/hip/gb/hip\\_gb\\_pearsonhighered/samplechapter/M01\\_DORN5020\\_02\\_SE\\_C01.pdf](http://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/M01_DORN5020_02_SE_C01.pdf) academic essay about motivation
- ▶ <http://www.yourarticlelibrary.com/motivation/theories-motivation/motivation-theories-top-3-theories-of-motivation-business-management/70095> theories of motivation
- ▶ <https://positivepsychology.com/resilience-activities-worksheets/> how to build resilience
- ▶ <http://counselorresources.com> tools for motivation and perseverance
- ▶ <https://biglifejournal-uk.co.uk> motivational activities for children

- Pupil motivation has a strong impact in the classroom
- We are all motivated by different things and in different ways
- Teachers need to create a motivating environment, including developing self awareness in their pupils about their personal motivators and how to work with them



## Key Points

