

**Cultivate school entrepreneurial mindset through holistic approach  
targeting teachers and pupils**

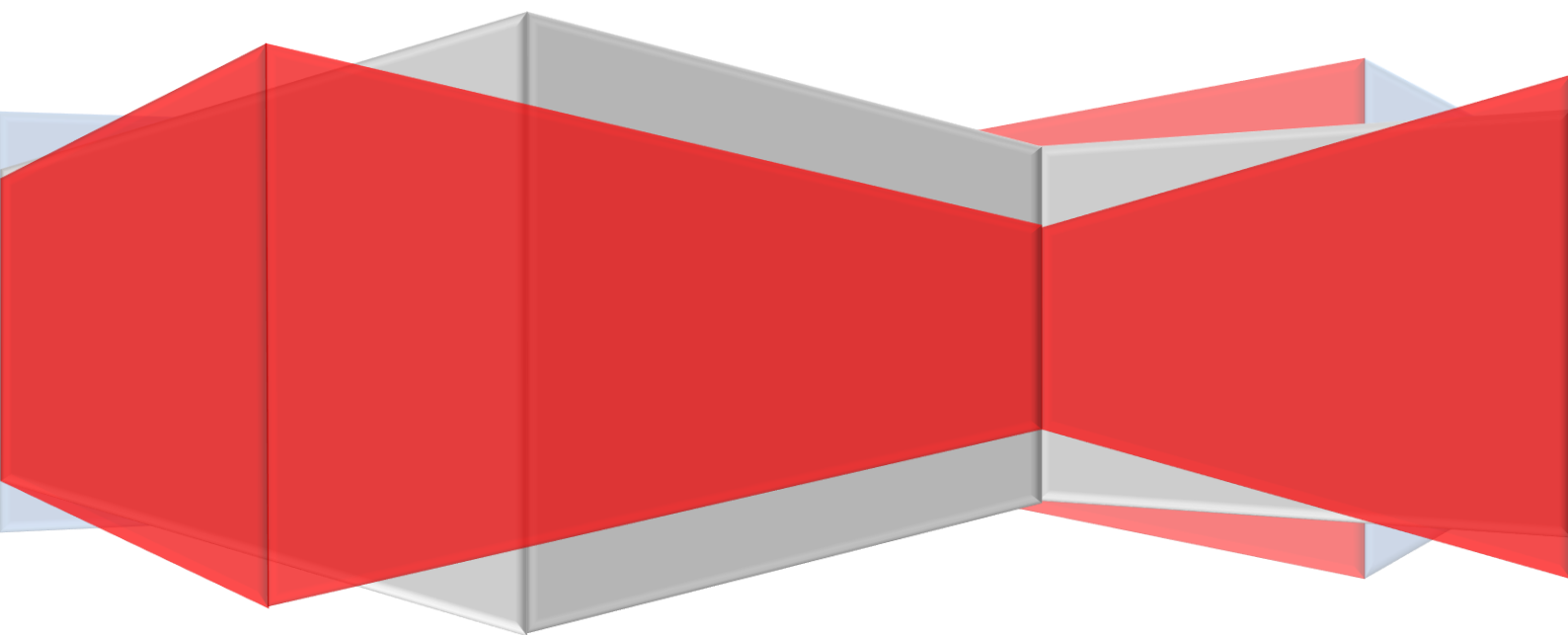


enterschoolmind

# **ISO Certification of the curricula: Development of Entrepreneurial Mindset for Teachers Level 6**

Competence: 2.2 Motivation and Perseverance

**Partner Responsible: Rinova Ltd**



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|                                 |   |
|---------------------------------|---|
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## TRAINING CURRICULUM FOR COMPETENCE: Motivation and Perseverance

### Aim of the workshop

The workshop incorporates a variety of techniques and learning styles including individual and group activities, experiential workshops, visualisations and reflections, and more formal power point lectures.

The 15 hours of activities are divided into 7 distinct sessions, with introductions and activities for teachers and ways in which these can be transferred to the classroom. Each session focusses on a different broad topic. These are: an introduction to and overview of motivation including motivational theories and common motivators; self-awareness around motivation; self motivation and how to develop it; creating a motivational tool; a broad introduction to perseverance and activities and environments that support it; a session of open questions that encourages deeper reflection on both motivation and perseverance and a session of closed questions that check understanding.

At the end of the workshop the participants should have a broad understanding of motivation and perseverance including: using their knowledge of common motivators to create supportive conditions for performance both for self and pupils; techniques to support pupils to develop self-awareness around thinking patterns linked to motivation and perseverance including tools to both identify them and also support their development; an ability to enhance resilience in their pupils through identifying barriers and creating supportive conditions.

### Learning outcomes

After the end of the workshop the participants will be in a position to:

***In terms of knowledge:***

- Describe motivational theories (such as cognitive dissonance and goal-related theory and others) that are useful in the classroom setting
- List techniques (such as action planning, using motivational drivers and others) that can be used for pupils to stay motivated and committed
- Name possible sources of distraction, or discouragement, common difficulties and obstacles

***In terms of skills:***

- 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
- Create a classroom environment that promotes commitment and focus in pupils

***In terms of competences:***

- Support pupils to become aware of their motivators and how to positively work with them
- Establish appropriate work behaviours and successful communication strategies to support motivation and perseverance
- Develop self awareness and build on own strengths around motivation and promote and support this in pupils

## Training methodology

Classroom Learning

Self-Directed Learning

## Prerequisites

*Please state if it is for beginner level or some specific skills or previous workshops are required.*

No prerequisites needed  
Beginner level  
No prior participation in workshops mandatory  
Participants must be certain that they are able to attend the entire workshop

## CLASSROOM LEARNING

### ***Workshop duration***

17 hours and 40 minutes teaching time

### ***Training techniques***

#### **Technique**

Lecture (compulsory)

Individual Exercise

Group Exercise

Role play

Experiential workshop

Group discussion

Brainstorming

Case Study

Questions and Answers (multiple choice and open questions)

Other (Please indicate) Visualisation, Creating Tools

## Equipment and materials necessary

**Equipment:**

- ✓ Projector for power point, flip chart paper, pens, blue tack, pencils for drawing

**Materials:**

- ✓ Photocopied templates

## Workshop programme breakdown

| No. | Theme/Content  | Workload in minutes |
|-----|--|---------------------|
| 1   | <p><b>What is motivation? What are common motivators? Motivational Theories: Lecture with activities interspersed (PPT2.2_1 section 1)</b></p> <ul style="list-style-type: none"> <li>• Intro to motivation                             <ul style="list-style-type: none"> <li>▪ Lecture introducing topic PPT2.2_1</li> <li>▪ Guided visualisation and Pair Work: How motivated am I right now? CL2.2_1</li> </ul> </li> <li>• Why is motivation important?                             <ul style="list-style-type: none"> <li>▪ Small group Discussions: impact of being motivated or demotivated CL2.2_2</li> </ul> </li> <li>• Motivational Theories                             <ul style="list-style-type: none"> <li>▪ Lecture: introducing various theories of motivation PPT2.2_1</li> </ul> </li> <li>• Motivators                             <ul style="list-style-type: none"> <li>▪ Lecture: intro to motivators PPT2.2_1</li> <li>▪ Experiential activity: motivating a class – techniques CL2.2_3</li> </ul> </li> </ul> | 240 minutes         |
| 2   | <p><b>Self-Awareness and obstacles around Motivation: Experiential Workshop (PPT2.2_1 section 2)</b></p> <ul style="list-style-type: none"> <li>• Self-awareness around motivation<br/>3 activities for developing awareness around motivation:                             <ul style="list-style-type: none"> <li>▪ Individual motivation questionnaire CL2.2_4</li> <li>▪ 'I do what I do...' finding our core motivators CL2.2_5</li> <li>▪ 'why' pair activity to dig deeper CL2.2_6</li> <li>▪ Group activity: creating tool/activity for pupils linked to self-awareness around motivation CL2.2_7</li> </ul> </li> <li>• Obstacles - Healthy and unhealthy motivation</li> </ul>  | 150 minutes         |

| No. | Theme/Content   | Workload in minutes |
|-----|---|---------------------|
|     | <ul style="list-style-type: none"> <li>▪ Lecture introducing the topic with short exercise PPT2.2_1</li> </ul>  |                     |
| 3   | <p><b>Developing and supporting self-motivation: Experiential Workshop (PPT2.2_1 section 3)</b></p> <ul style="list-style-type: none"> <li>▪ Reflection: Intro to self-motivation CL2.2_8</li> <li>• 4 Factors to Support Self-Motivation           <ul style="list-style-type: none"> <li>▪ Self Esteem: Lecture</li> <li>▪ Positive Thinking: Lecture and 4 individual and group exercises: guided reflection CL2.2_9, challenging negative thinking CL2.2_10, affirmations CL2.2_11 and reframing the negative CL2.2_12</li> <li>▪ Creating Goals: Lecture and group exercise: using brainstorming to think creatively in goal setting CL2.2_13</li> <li>▪ A Motivating Environment: Lecture and a group exercise: creating a motivating environment in the classroom CL2.2_14</li> </ul> </li> <li>• Techniques for self-motivation           <ul style="list-style-type: none"> <li>▪ Lecture and group brainstorming</li> </ul> </li> </ul> | 220 minutes         |
| 4   | <p><b>Creating a Motivational tool: Group Exercise (PPT2.2_1 section 4)</b></p> <ul style="list-style-type: none"> <li>• Motivational Quotes           <ul style="list-style-type: none"> <li>▪ Pair Work: looking at popular motivational quotes (on smart phones) and discussing preferences and why</li> </ul> </li> <li>• Motivational Tools           <ul style="list-style-type: none"> <li>○ Gaining inspiration               <ul style="list-style-type: none"> <li>▪ Brainstorming: as a group brainstorming</li> <li>▪ motivational songs, books, films, quotes....</li> </ul> </li> <li>○ Creating a tool               <ul style="list-style-type: none"> <li>▪ Group exercises: in small groups creating a short motivational audio tool on a phone CL2.2_15</li> </ul> </li> </ul> </li> </ul>   | 90 minutes          |
| 5   | <p><b>What is perseverance: in the classroom and activities to support it (PPT2.2_1 section 5)</b></p>  | 150 minutes         |

| No. | Theme/Content  | Workload in minutes |
|-----|--|---------------------|
|     | <ul style="list-style-type: none"> <li>• Introduction to perseverance                             <ul style="list-style-type: none"> <li>▪ Individual exercise: ‘drawing a butterfly’ exercise CL2.2_16</li> </ul> </li> <li>• Techniques and strategy for perseverance in the classroom                             <ul style="list-style-type: none"> <li>▪ Lecture and group activity using case study scenarios within a school setting CL2.2_17</li> </ul> </li> <li>• Activities that support perseverance                             <ul style="list-style-type: none"> <li>▪ individual activity: ‘embracing challenge’ supporting our learning from experience CL2.2_18</li> </ul> </li> </ul> |                     |
| 6   | <b>Motivation and Perseverance: Open Questions (CL2.2_19)</b> <ul style="list-style-type: none"> <li>• Around all aspects of the session, to encourage deeper reflection using individual writing followed by group discussion</li> </ul>  | 150 minutes         |
| 7   | <b>Motivation and Perseverance: Closed Questions (CL2.2_20)</b> <ul style="list-style-type: none"> <li>• A series of questions to check learning and understanding from the session</li> </ul>   | 60 minutes          |

### Methodological tools

| No. | Training Technique    | Title of Methodological tool                           |
|-----|-----------------------|--|
| 1   | Lecture               | Motivation: theories and motivators                    |
| 2   | Experiential Workshop | Knowing Myself Around Motivation                       |
|     | Experiential Workshop | Self Motivation  |
| 3   | Group Exercise        | Creating a Motivational Tool                           |
| 4   | Experiential Workshop | Perseverance in The Classroom                          |
| 5   | Open Questions        | Deepening Understanding of Motivation and Perseverance |
| 7   | Closed Questions      | What do I know about Motivation and Perseverance       |
|     |                       |  |



## SELF-DIRECTED LEARNING

### Resources

| No. | Title and Reference   |
|-----|---|
| 1   | <a href="https://positivepsychology.com/self-motivation/">https://positivepsychology.com/self-motivation/</a><br>lots of information around self-motivation   |
| 2   | <a href="https://www.tonyrobbins.com/personal-growth/what-is-self-motivation/">https://www.tonyrobbins.com/personal-growth/what-is-self-motivation/</a><br>self motivation techniques   |
| 3   | <a href="http://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/sample_chapter/M01_DORN5020_02_SE_C01.pdf">http://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/sample_chapter/M01_DORN5020_02_SE_C01.pdf</a><br>academic essay about motivation  |
| 4   | <a href="http://www.yourarticlelibrary.com/motivation/theories-motivation/motivation-theories-top-3-theories-of-motivation-business-management/70095">http://www.yourarticlelibrary.com/motivation/theories-motivation/motivation-theories-top-3-theories-of-motivation-business-management/70095</a><br>theories of motivation |
| 5   | <a href="https://positivepsychology.com/resilience-activities-worksheets/">https://positivepsychology.com/resilience-activities-worksheets/</a><br>activities around resilience and how to build it   |
| 6   | <a href="https://www.buildinglearningpower.com/building-perseverance-free-preview/">https://www.buildinglearningpower.com/building-perseverance-free-preview/</a><br>what is perseverance, questionnaire around behaviours linking to perseverance, what environment encourages it  |
| 7   | <a href="http://counselorresources.com">http://counselorresources.com</a><br>tools and exercises around both motivation and perseverance  |
| 8   | <a href="https://www.positivityblog.com/25-simple-ways-to-motivate-yourself/">https://www.positivityblog.com/25-simple-ways-to-motivate-yourself/</a><br>ways to motivate yourself  |
| 9   | <a href="https://biglifejournal-uk.co.uk">https://biglifejournal-uk.co.uk</a><br>motivational activities for children   |
| 10  | <a href="https://bookwidgets.com">https://bookwidgets.com</a><br>energizers and activities for children   |