

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

Lesson objective: Motivation in learning situations – Part 1

➔ Understand the importance of motivation for your success in school, so that you do not stand in your own way but be able to boost your motivation

Course of action:

The course of action is detailed in the slides, here you find a strategic summary, but the slides are composed to be self-explaining.

Soft start: **Motivation Crossword puzzle** – What are your assets, strongpoints and strengths? Reflect and complete the crossword (see slides) – success criteria: Students realize that self-esteem is an important factor for your motivation, motivated persons think highly of themselves and are confident concerning their ability to succeed.

Slides about **basic information concerning motivation**, how to kill motivation and factors to boost it

GOALS: reflection about your goals as key to your motivation – little ones for today to the big ones for your life. Reflect and exchange in pairs.

Demotivation – what prevents / hinders my motivation? Getting to know these factors so to avoid them.

Success criteria: Students realize that they can actively boost their motivation because they identified what may have demotivated them. Also: Strategies are important for motivation, sometimes that is all that is missing.

Intrinsic vs. Extrinsic motivation: understand the difference and think about what motivates you to do something.

Self-Reflection: Which of those two kinds helps you more to reach a goal? Which one helps you see something through? ... (impulse questions in the slides)

Success criteria: Students realize that they can actively boost their motivation by making the activity itself attractive.

Round-Up Questions to ensure transfer of knowledge

Transfer: Which information do I want to take with me / try out / ...

Power point Example

NEUROHEADWAY

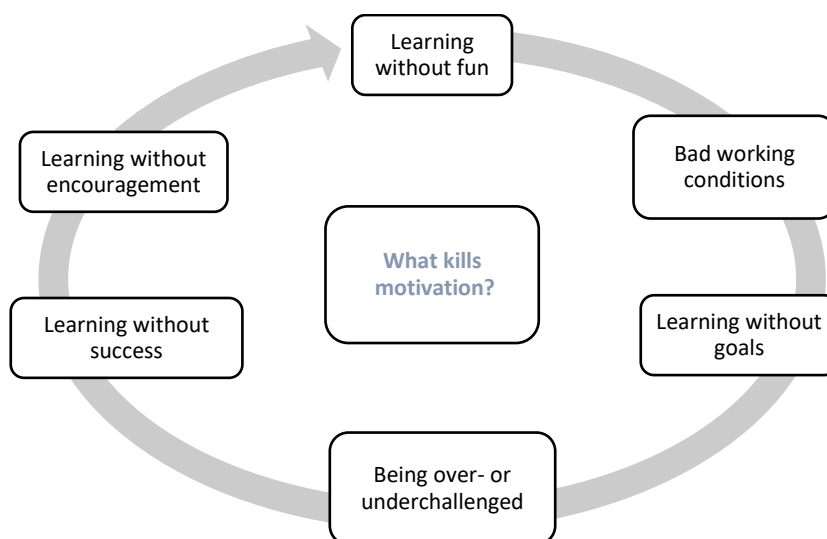
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What is Motivation?

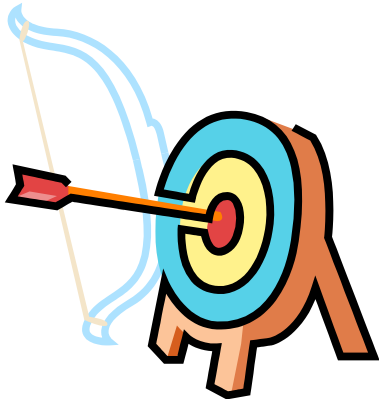
lat. movere – move, actuate, stir,
affect

Motivation: movement of a person
towards a goal, direction of a person's
behaviour

WHAT DOES THAT MEAN?



GOALS: key for motivation



Possible reasons for demotivation:

- Self reflection – which of the following reasons may be true for you?
- Physical causes (illness, tiredness, ...)
- Lack of experience (e.g. because I have been spoiled a bit)
- Missing strategies and methods for learning something
- Lack of comprehension for a specific area of knowledge
- Lacking self-esteem (I do not have enough confidence to do / start / .. something)

Teachers Evaluation and Handouts

Lesson objective: Motivation in learning situations – Part 2

➔ Understand the importance of motivation for your success in school, so that you do not stand in your own way but be able to boost your motivation

Course of action:

The course of action is detailed in the slides, here you find a strategic summary, but the slides are composed to be self-explaining.

The story of one's weaker self: imagining it to deprive it of its power, explain the function and its role (see slides).

success criteria: Students realize that one's weaker self is actually helping to gain a working-life-balance and that the goal is not to push it away or to arrest it – then it comes back even more intense and deprives us even more of our motivation – but to ensure that I have enough free time even in times of intense schoolwork. A good and concerted Work-Life-Balance is the key for success in life generally and prevents from burnout. Of course, it goes both directions. Students reflect on their Work-Life-Balance.

Motivation strategies – what works for you? How do you motivate yourself for different activities in different aspects of life? What is the difference?

Success criteria: Students have learned about different motivation strategies and realize how to change demotivating behaviour by implementing new strategies.

Criteria for motivation: What do successful people concerning motivation? See slides for criteria

Success criteria: Students have learned different criteria and know how to boost their motivation by implementing those.

Self-Regulation: Motivation does not come by itself most of the time, I do need to work actively towards my goal. What is self-regulation and how can I transfer that knowledge? See slides. Reflect on the difference between the courses of action presented in the slides.

Success criteria: Students realize that every student sometimes has problems with homework etc. but that the crucial difference is the willpower to find new solutions even when experiencing difficulties. Quitting prevents success.

Comparing strategies – in which situations is it easy, in which not? Compare and exchange.

Success criteria: Students now have new strategies to finish a difficult task.

Round-Up Questions to ensure transfer of knowledge

Transfer: Which information do I want to take with me / try out / ...