

Self MADE Motivation

Developing a powerful inner drive

A two-hour interactive workshop that equips students with practical strategies that they can use to enhance intrinsic motivation and increase their determination. Your students will be able to apply the skills learnt in this workshop, not only to their academic performance but also to their endeavours within sports, music and the arts. This workshop will light a fire within them!

RATIONALE

Motivated students are much more likely to achieve their potential and find success. Motivation is an essential ingredient in effective learning. It not only yields more positive behaviour in students, but it also contributes to a greater sense of wellbeing. Helping students to understand how to motivate themselves is crucial, if we are to provide them with the best possible start in life. Much of the research in this area has classified motivation as either intrinsic or extrinsic. That is, students are often thought to be learning either for the sake of learning or as a means to some other end, whether it be praise, tangible rewards, or meeting the demands of authority figures. Numerous research studies have shown that intrinsically motivated students have higher achievement levels, lower levels of anxiety and higher perceptions of competence and engagement in learning than students who are not intrinsically motivated (Wigfield & Wager, 2005).

Motivation is seen as a pre-requisite of and a necessary element for student engagement in learning.

Russell, Ainley & Frydenberg (2005)

OBJECTIVES

- To help students understand what motivation is and where it comes from.
- To identify actions and routines to enhance performance.
- To enable students to realise the power of intrinsic motivation over extrinsic.
- To manage inner dialogue and increase positivity.
- To encourage personal resilience.
- To inspire students to take responsibility for their self-directed studies.

SKILLS taught and their BENEFITS

Identifying intrinsic and extrinsic motivators can help students to realise what drives and influences their actions. From this point, they can challenge those motivations and re-align them for greater self-belief and self-efficacy.

The Wheel of Balance acts as a representation of a students' personal and academic life. The wheel requires significant self-reflection and the ability to assess their current situations. By knowing more about the wheel, your students can determine whether they have the priorities they intend and decide when to make changes to their routines and habits.

The Confidence Wall is a useful tool for recognising what the student has accomplished so far. It encourages the student to view their academic progress as another step in their ongoing journey of change and life.

Results. When setting goals, it's important to consider whether we are going 'towards' or 'away from'. Both types of goal are valid.

Reflecting on positive, past experiences in which we made progress and felt good about ourselves encourages us to develop the belief that we can achieve the goal in front of us. If we did that, then we can do this!

Students' motivation to do well at school or college increased to 82% (an increase of +6%)

Survey from 4101 students taking part in MADE Workshops, conducted by NSSW, part of the National Collaborative Outreach Programme

OUTCOMES

By the end of the workshop, your students will have:

- Understood what motivation is, where it comes from and how to harness it.
- Identified actions and routines they can adjust to enhance their performance.
- Improved their management of inner dialogue and increased their positivity.
- Increased their sense of responsibility for their self-directed studies.

GATSBY Benchmarks: 3,5,8
NERUPI Framework: Choose, Become, Understand
PSHE Core: Living in the wider world

Statutory Guidance, Curriculum and Frameworks