**How to work on motivation?**

**OBJECTIVES:**

* The student can explain the definition of motivation
* The student can define the motives of learning
* The learner knows the value of motivation in the process of acquiring knowledge
* The student learns learning styles
* The student learns the elements of his/her temperament
* The student can manage his time properly
* He/ She gets to know and properly evaluates the characteristics of his personality

**WORKING METHODS**:

- discussion,

- sheets of paper,

- markers,

- pens,

- cards

**Course:**

1. What motives motivate you to act? (Fill in attachement 1)

Students discuss what motivates them to act.

2. Get to know your learning style. After completing the questionnaire determine what

the learning style is dominant for you ? (Attachment 2)

We discuss with students the results of the research and characterize individual learning styles. Students give distinctive features to these learning styles.

3.Get to know your personality. Draw a tree and evaluate your personality traits. (Attachment 3). How does personality affect motivation to learn?

4. Rate which type of teacher personality motivates you most to learn? Create your own personality type if you find that you do not have it listed. (Attachment 4)

5. Hierarchy of the importance of the tasks performed - what stimulates you to work? Group work. Please answer the questions in the attachment. On a sheet of grey paper create a mental map of what motivates you to work. Presentation of group work. (Attachment 5)

6. How does your temper affect your enthusiasm for work? (Attachment6). Discuss the types of temperament and how they effect everyday situations.

Play scene plays in which we present different temperamental traits. The characters take on roles and discuss what was characteristic for each type of temperament, which facilitated the task, and what was difficult.

7. List your strengths in appearance and personality.

Save them and try to tell about them in front of the group. Learn to praise the positive.(Attachment 7)

8. We divide the team into three groups. Group a) parents, group b) learners ,group c) teachers. Among the participants, choose a person who will play in the scenethe role of the parents of a student who loses motivation to learn, a student who is rebellious and has dropped out of school, and a teacher who is very determined to motivate the student. Students take on the roles given by the teacher and discuss what was most difficult in motivating a student to work?

Discussion, debate with other participants in the class.

**ATTACHMENT 1**

1) Identify the factors that motivate you to learn (number in order of importance)

A) willingness to get a good grade

B) avoiding bad marks

C) my character traits (duty, solidity)

D) desire to acquire knowledge

E) desire to gain a good profession

F) parents’ requirement

G) other (specify what!)………………………………………………………………………………………………………

2) How do you prepare for classes?

A) willingly

B) from obligation

C) depends on the subject

D) with great commitment

E) generally

F) to test more than regulary

3) Does the bad mark:

A) mobilize you to work?

B) discourage you?

4) Do your good marks :

A) make you still willing to learn?

B) make you learn less from this subject?

5) Do you like learning?

A) yes

B) no

C) medium

6) How much time (on average)do you spend on preparing for a test from a general subject?

.................................................. .................................................. ........................

7) How much time (on average) do you spend on preparing for regular activities (give estimated time to one subject)

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8) Do you learn regulary?

A) always

B) when I expect questions

C) not always

9) Does your teacher have an influence on your preparation for the class (if yes write how)?

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**ATTACHMENT 2**

 **LEARNING STYLES-TEST**

Read the sentences below and figure out how relevant to you they are. Give each value.

3pts if sentence applies to you to a large extent

2pts if sentence applies to you medium or sometimes

1 point if you think it does not concern you at all

**Visual style**

…..I like scribbling, my notes are marked with different pictures, arrows

... better remember the content when I save it,

... I'm stuck or I'm late when they tell me how to get somewhere and I did not write down this information,

... when I have to memorize eg phone number, associating in the memory of digits with some detail help me a lot,

... when I fill the test I can read from the memorized pages and find the answer in it,

…when talking to someone I focus better when I look at her,

……..I went through speech therapy,

... I do not understand what they say to me when there is music or other people talking next to me,

………I do not understand the jokes I am told,

... I work better in quiet places,

Pts. Total for visual style .......................................

**Listening style**

…..My writing works never look good.

... I follow the finger to read the text, not to lose,

…..I do not like texts with small fonts,

... I better understand the instructions if I speak them than when I have to read them,

……Writing is tiresome for me,

... my eyes quickly tire when I read or write,

….When I read I confuse words that are similar to each other,

….If I were to choose between a lecture and reading, I would choose a lecture,

... I remember better when I hear than when I see

Pts. Together for listening style ....

**Movement style**

…..I do not like to read commands,

... I better remember when they show me how to do that and when I can try doing that by myself,

……work at my desk tires me,

... problems are solved by trials and errors, not methodically,

... before doing something I prefer to see how others do it,

…..I cannot give oral instructions,

………….Being in an unknown place I'm not lost,

... I think better when I can move,

... when I can not find the right words I gladly gesticulate to show something.

Pts. Together for movement style .........

**GOOD STRATEGY-KEY TO SUCCESS IN LEARNING**

**Visual learners:**

- Use the colours of pens, pencils and crayons,

-write key words (patterns, dates, ideas) on small sheets of paper placed at eye level where you often stay. Use multiple colours.

- Use visual aids.

- Create your own tables, graphics, diagrams, drawings.

- Make crossword puzzles from the most important words to remember.

- Choose interestingly designed books.

Visual learners may especially benefit from new mental techniques such as memory maps.

**Auditory learners:**

- repeat loudly the most important facts to remember.

- information that you want to quickly assimilate, read with different intonation - refining, screaming, theatrical, slow, fast.

- If possible, sing, rap, rhyme and recite

- You can create a simple song or a short poem composed of the most important words to remember.

- Monologue, dialogue, group discussion, minidebates are the techniques most useful in your case.

- Use cassettes, also for recording and later listening to information to remember.

Particularly the listener will benefit from many of these natural memory enhancers like rhythm and rhyme.

 **KINAESTHETICS**

- they learn using the dynamics of the whole body - the use of facial expressions and mime will help you quickly to absorb knowledge.

-Demonstrate the concept with gestures and moves.

- Play a short scene, a joke related to a given lesson.

- While repeating the lessons at home, you can walk around the room.

- If possible, construct spatial models, perform mobility experiments (cutouts and plasticine modeling).

- Come or jump on the carpet in such a way that your steps draw an imaginary line of chemical formula, a date, a word to remember, the shape of the state, or a map of the trade route,

Kinaesthetics are particularly interested in trips (museums, exhibitions, factories, laboratories, etc.) and other field activities (surveys, interviews, research projects, etc.).

M.Łukaszewicz - ,,Success at school’’

**ATTACHMENT 3**

**Draw a tree, you can use for this crayons, pen, pencil and eraser. To draw a tree, place the card horizontally.**

**The tree must have a crown, branches, trunk.**

**Which side is your tree from:**

Left: You are in the clouds, you fantasize, you make plans and you rarely go down to the ground.

In the center: You have a very complex character that cannot be clearly defined. Each time you behave differently and it is difficult to figure out.

On the right: you are hard on the ground. You know what you want and you do not hesitate to reach for it.

**Tree size:**

Large: You are expansive, overbearing.

Medium: You know your value.

Small: You have a tendency to manipulate others.

**Upper branches of a tree:**

The left side is dominant: You are focused on yourself, you are introverted.

The right side is dominant: You are an open person, optimistic, you are not afraid of the future.

**Crown shape:**

Round: You are an individualist, you are not influenced by others.

Tangled: There is a lot of fear and aggression in you.

Empty: You are afraid of something.

In the shape of a cloud: You are prone to be influenced, but you can control emotions and direct them.

Open: You are empathetic and have leadership skills.

**Branches:**

Thin and straight, facing up, with leaves and fruits: You have an inner sense of control, you are assertive and cheerfully disposed.

Thin, chaotic, tangled: you do not feel emotionally stable, sometimes you do not know what you feel.

Thick: You show strong ego, tendency to aggression, internal tension.

**Tree trunk: (symbolizes the pursuit of pleasure and life energy)**

Spreading on the bottom: You have strong, sometimes traumatic relationships with your family.

Trunk cut off the line from the crown: You think with schematics.

Simple: You have a strong ego, you focus on the material side of life, you are resourceful and self-confident entrepreneur.

Skinny: You have weak ego, you are not self-confident.

Cut off roots: You have a traumatic experience, maybe someone rejected you, you feel pain.

Lack of leaves: You are sad and lonely, in your life there are some unresolved issues from the past.

Ladders, supports: You have incomplete needs.

Hollows, knots, cut boughs: You have some life difficulties, injuries, traumas.

Fruits: (a symbol of reward, belief in success),

 big: You like instant rewards;

wilted: There are failures in your life.

Flowers: You are selfish, characterized by narcissism.

**Attachment 4**

Which type of teacher motivates you to learn, and which is causing your anxiety?

1.Demanding - likes perfect silence, carefully kept notes, sincerity. Does not tolerate laziness, noise, breaking rules, fools. Lies.

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2.Talkative - when she/he talks, do not start talking to your friend, do not read books, she makes the impression that she/he is really interested. She/he talks a lot. It is the type of man/ women liked by the students very much, his/her lessons usually turn into wonderful tales.

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3.Innovator - such a person has a lot of ideas, in the classroom often uses the help of teaching aids and resourses. He/She does not like passivity and resistance, likes creative and active lessons. He/She values creativity and diligence.

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* Specific - likes order, punctuality, dislikes changing test dates, always remembers what and when he/she asked. He/she has a well-timed lesson and can easily manage everything.

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**Attachment 5**

POSSIBLE ANSWERS - YES NO NOT ALWAYS

* I like Polish lessons.
* The teacher is kind to the students.
* The teacher allows me to express my own opinion about the subject of the lesson.
* I can always ask the teacher about the incomprehensible content of the lesson.
* During the Polish classes is the atmosphere of cooperation between the teacher and the students.
* I would like to speak in the classroom.
* Literature lessons are more interesting when a teacher introduces a variety of teaching styles (scenes, group work, projects, decision trees).
* Grammar lessons are taught clearly and comprehensively.
* I find lessons to be beneficial in the way I speak, also in writing.
* Knowledge gained in the Polish class is also useful outside the school.
* Thanks to the classes I am better acquainted with the cultural life of my village.
* Lessons made me to be interested in film, theater, art, literature.
* Working in a group requires me to be more active than self-problem solving.
* I conscientiously and actively work in a group.
* For various reasons I am moved away from work in a group by my peers.
* Bad atmosphere in the group adversely affects the evaluation of the task.
* The teacher's assessment of the different forms of student work is clear to me.
* I think I'm judged fairly.
* A lower score than expected will motivate me to make more effort.
* I use the ability to improve the rating, that is, I write additional stylistic work, corrected correction.
* The lessons of the Polish language develop my humanistic and reading interests.
* Preparing projects, while requiring more time and work, gives you more opportunities to present your knowledge and has a positive impact on your interest.
* I develop my interest in additional humanities (theater, literary, film, journalism, other).
* In case of doubt, when doing homework, I reach for the dictionary of Polish, spelling, synonyms or others).
* I would like to take on additional work on my own initiative (competitions, essays, other homework).

**Attachment 6**

Temperament determine its parts

Rate, in which scale you gave the biggest number of points.

Positive put the + sign in the right place if you agree with the statement or

- if the answer is negative.

FORCE

1. When I do homework, I do not take breaks .......................................... ..

2. After a great effort, I quickly regenerates the strength ....................................... ..

3. I speak aloud ........................................................................

4. I can be long focused on one task ..................... ..

5. My failures motivate me to continue acting ............... ..

6. When I write or I have a class, I'm not nervous, I'm calm

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7. Sometimes I like to be exhausted ............................................. ..

8. To give something to another person, I prefer to say than write

.......................................................................................... ..

9.When I learn the incoming noise, the conversation does not disturb me ............ ..

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10. I'm not nervous when someone "looks at me" as I do something

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Total points.................

MOBILITY

1. I think I'm quick ....................................................

2. During the lesson I often change position in the bench .................................

3. I do not like to eat meals ................................................

4. Movements of my body are alive and resolute .................................... ..

5. When I'm sad I can easily go to joy ........................... ..

6. I like the way I do things are different ...........................

7. I do not like to waste time on various initial activities, I immediately prefer to go to action ..................................................................................

8. When I break any action, I easily return to it ........................ ...

9. I like something around me ..............................................

10. I like watching movies about nature ...................

Total points.................

BALANCE

1. When the class is approaching, I prepare for it quietly and systematically

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2. I can easily concentrate on the task .......................................

3. During conversation with another person I can control my facial and hands facial expressions ........................................................................

4. When I'm tired, I can relax, rest in spite of unfavorable conditions.

5. When something bad happens to me, I can stay calm ........................

6. I am compassionate towards another person .................................

7. I do not think I'm explosive. I think it is difficult to balance me ..................................................................................

8. Starting work, all I like to think about before, to work later in my plan ..............................................

9. I like activities that require me to control myself ......................

10. I like when I can perform responsible tasks. I am willing to take them. It makes me happy that people can rely on me.

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Total points.................

**Attachment 7**

YOU ARE ATTRACTIVE

1. EXCLUDE 3 THINGS THAT YOU CONSIDERED AT YOUR EXCELLENT POINT IN EXTERNAL APPEARANCE.

2. EXCLUDE 3 THINGS THAT YOU CONSIDERED AT YOUR POSSIBLE PERSONAL STRONGEST POINTS.

**Attachment 8**

Write a letter to you in 20 years - thank you for that have you accomplished?

Dear.....

I hope that I have achieved all I really had wanted.....

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<https://www.google.pl/search?q=motywacja&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjEuYu758LUAhUDD5oKHWajBfcQ_AUIBigB&biw=1366&bih=589#tbm=isch&q=learn&imgrc=b9o_Eq1vZmaawM>:

<https://www.google.pl/search?q=motywacja&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjEuYu758LUAhUDD5oKHWajBfcQ_AUIBigB&biw=1366&bih=589#tbm=isch&q=%C5%9Bwiadectwo+z+paskiem&imgrc=yZXCS5saYmTzoM>:

<https://www.google.pl/search?q=motywacja&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjEuYu758LUAhUDD5oKHWajBfcQ_AUIBigB&biw=1366&bih=589#tbm=isch&q=sukces&imgrc=j7jxZphWOFrf0M>:

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<https://www.google.pl/search?q=motywacja&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjEuYu758LUAhUDD5oKHWajBfcQ_AUIBigB&biw=1366&bih=589#tbm=isch&q=coach+potato&imgrc=-87NWzlDk2mdvM>:

<https://www.google.pl/search?q=motywacja&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjEuYu758LUAhUDD5oKHWajBfcQ_AUIBigB&biw=1366&bih=589#tbm=isch&q=fit&imgdii=ySkEujAftKdIKM:&imgrc=7-xJtreFqAm41M>:

<https://www.google.pl/search?q=motywacja&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjEuYu758LUAhUDD5oKHWajBfcQ_AUIBigB&biw=1366&bih=589#imgrc=_-BlZ9cKftEyXM>:

<https://www.google.pl/search?q=motywacja&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjEuYu758LUAhUDD5oKHWajBfcQ_AUIBigB&biw=1366&bih=589#imgrc=1PycIZUZYZ69WM>:

<http://www.centrum.pceippp.pl/images/artykuly/pppbychawa/style.pdf>

[file:///C:/Users/LENOVO/Downloads/Trening%20motywacyjny%20(4).pdf](file:///C%3A/Users/LENOVO/Downloads/Trening%20motywacyjny%20%284%29.pdf)

,, Ja wersja 2.0” – Anna Gruszczyńska , Toon De Kock , Wyd. SQN 2017r , Kraków