

YEAR 11 (2023/2024)

GCSE Motivate

Name	
Tutor Group	

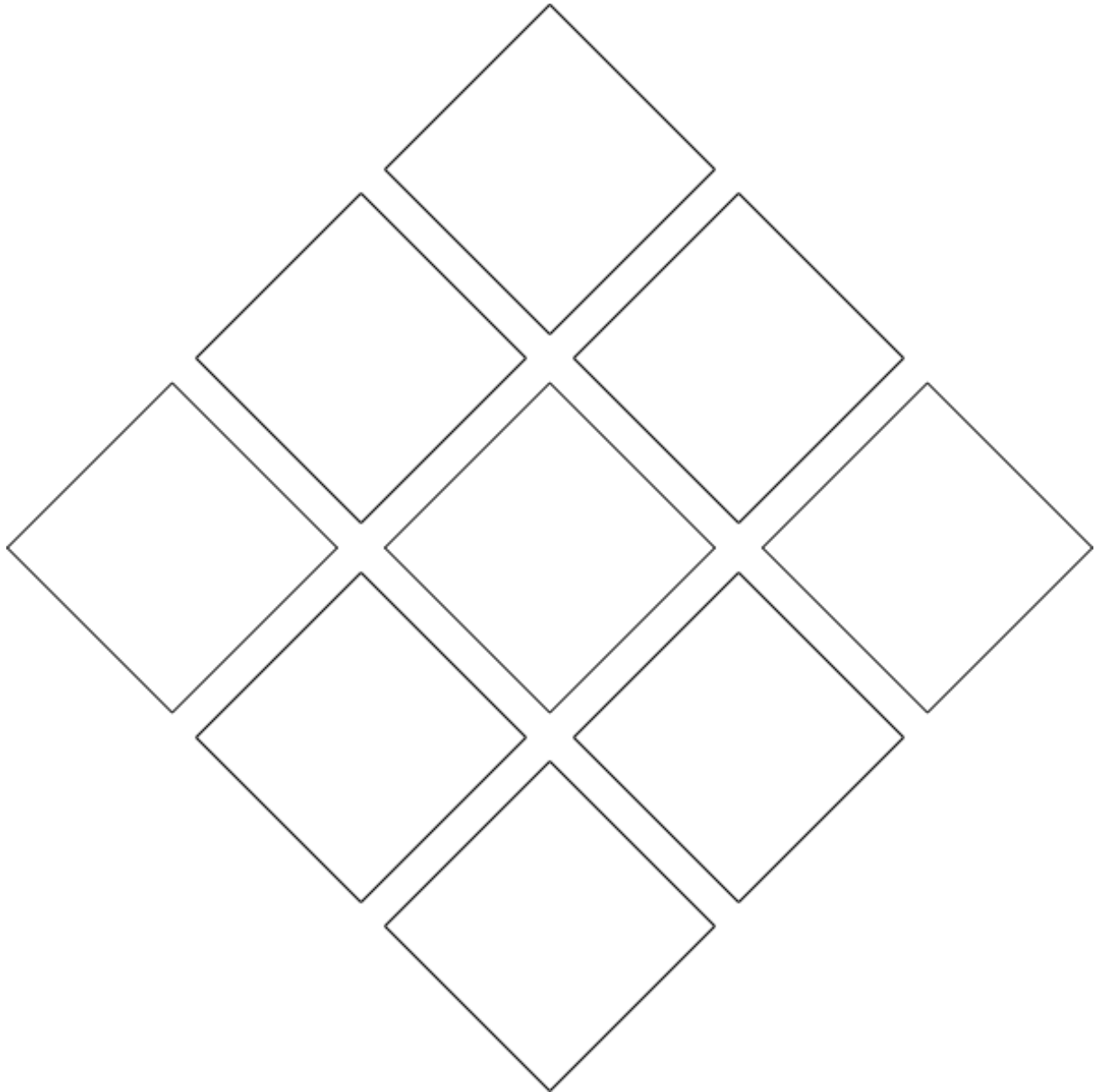
Session 1: The Motivation Diamond

Activity 1: Study the list below and decide which are the most important to you. Highlight 9 of the list that are the most important.

1. **Acceptance:** the need for approval, support and good feeling from those around you.
2. **Competition:** the need to pit yourself against others - to compete and win.
3. **Curiosity:** the need to learn, explore, research, discover and try new things.
4. **Creativity:** the need to design, write, draw, build - to create art or entertainment.
5. **Family:** the need to raise or help children, to nurture others or to work in small, loyal units supporting those around you.
6. **Honour:** the need to be loyal to the key values of a group or society - to observe the rules, do what is expected and guide others in these values.
7. **Idealism:** the need for fairness, equality and social justice.
8. **Independence:** the need for individuality - the ability to organise and run things your way.
9. **Order:** the need for organised, stable, predictable environments; creating routines and patterns.
10. **Physical activity:** the need for movement, exercise and physical challenge.
11. **Power:** the need for influence, the ability to determine the direction of others; the responsibility for the performance of groups.
12. **Saving:** the need to collect things, to own things and categorise or order them.
13. **Social contact:** the need for friends, to have extensive peer relationships.
14. **Social status:** the need to appear to be of a high social standing or a person of importance.
15. **Tranquillity:** the need to be calm, relaxed and safe.

Activity 2: Once you've shortlisted nine of the fifteen, you then must prioritise them using the diamond. At the top of the diamond, leading the others, should be the motivation that beats all others for you. Underneath, you can have two deputies alongside each other. Then come the rest.

Most important



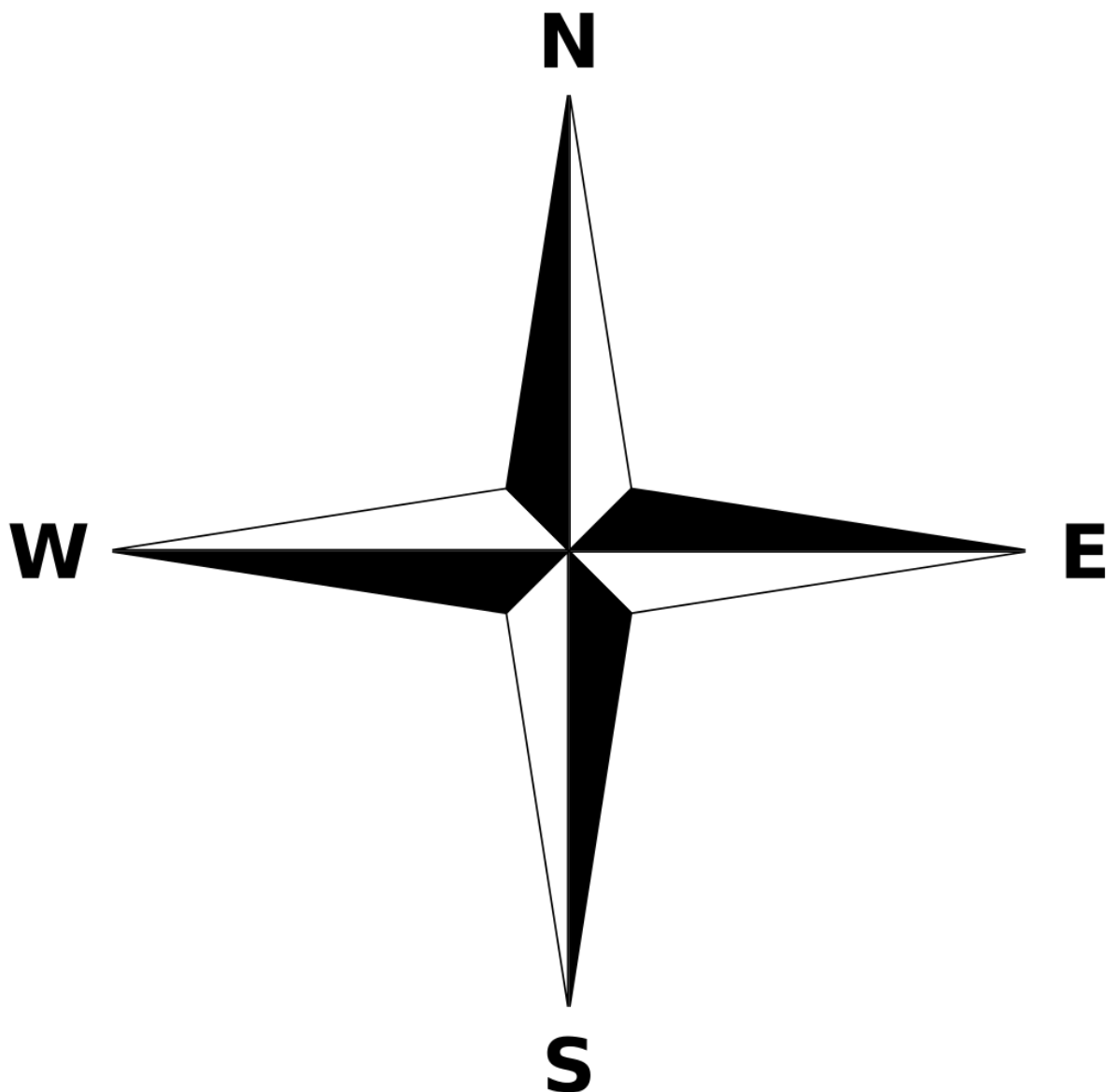
Least important

Session 2: Problem, Not Job (the personal compass)

Activity 1: Let's build your personal compass

Your true north is the problem that most fascinates you - the one you should always be heading towards. Let's call this your lead problem. Around true north (north-east, north-west) are other problems that are close to your lead problem - perhaps different versions of your lead problem. If you're heading in this direction, you're still doing OK.

Around the other compass points (east, south and west) are distractions - things you shouldn't be pursuing, even if other people think you should. If you're going in these directions, you'll need to turn back.



Task 2: Cover the compass points with notes. Problems that interest or fascinate you go at or near your true north. Distractions go elsewhere, with the biggest at the south - the opposite direction to your true north. **Use the examples on the powerpoint to help you.**

Extension: Sketch out next steps that you could do to look into your problem. Is there a documentary you could watch? A book to read? Someone you can ask for advice?

Session 3 and Session 4: The Weekly Planner

Activity 1: Current vs Preferred

The first step of this exercise is to record your weekly activities. You can get creative here and use different colours for different activities. Make a note of everything you're doing with your time - school, of course, but also commitments to classes, sport, jobs, helping out at home and so on.

	Before school (7am-8:30am)	During school (8:40-3:10)	After school (4- 5:30pm)	Evening (6pm 9pm)
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Activity 2: The next step is to decide: are you happy with your week? Are there any things you would like to change?

If there are things you would like to change, you need to plan out your preferred week (another copy is at the back of your booklet), then complete the table below. This will help you to think through the advantages and disadvantages of making the changes. If the positives outweigh the negatives, you know what needs to be done!

Advantages of making changes	Disadvantages of making changes
Advantages of not making changes	Disadvantages of not making changes

Activity 3: Time to reflect.

This is an ideal opportunity to reflect on the time you have and the way you're using it. Have a look at the questions that follow and see if they help you make some decisions about how to change your week:

How much of your time is spent doing things you have to do?

How much of your time is spent doing things you want to do?

If you had more time, what would you add?

If you could remove one thing (except 'school!'), what would it be and why?

If you had to pick one thing you were 'doing too much of', what would it be? Have you got enough time for rest/sleep/friends etc.?

Session 5: Grit!

Activity 1: So... How Gritty Are You?

Below is a version of the Grit Scale developed by Professor Angela Duckworth.

Don't think about the questions too much. Just go for your gut feeling and answer the questions in relation to most people.

	Not at all like me= 1	Not much like me= 2	Somewhat like me = 3	Mostly like me = 4	Very much like me = 5
New ideas and projects don't distract me from previous ones					
Setbacks don't discourage me. I don't give up easily.					
I often set a goal but later pursue a different one.					
I am hard worker.					
I rarely have difficulty maintaining my focus on projects that take more than a few weeks to complete.					

	Not at all like me= 1	Not much like me= 2	Somewhat like me = 3	Mostly like me = 4	Very much like me = 5
I finish whatever I begin.					
My interests rarely change from year to year.					
I am diligent. I never give up.					
When I get obsessed with a project or idea, I rarely lose interest.					
I have overcome setbacks to conquer an important challenge.					

To calculate your grit score, add up all the points for the boxes and divide by 10. The highest score you can get is 5 (very gritty) and the lowest score is 1 (not at all gritty).

You could discuss your findings with your parents, tutor or friends.

Do you think the score is accurate?

Activity 2: Answer the following questions...

- 1. When have you been most gritty?**
- 2. How could I become grittier with my school work?**

Session 6: The Practice Questionnaire

Activity 1: Complete the questionnaire

1. How many hours of independent work (including homework) do you do on your subjects outside of class? Please state the time spent on each subject.

A large, empty rectangular box with a thick black border, intended for the student to write their answers to the questionnaire question.

Activity 2 on the next page.

Activity 2. What sort of activities do you do? Use the table below:

		Always	Sometimes	Never
Reading through class notes	c			
Using resources on the school's online sites (Google Classroom, Hegarty, Seneca etc.)	C			
Using course textbooks (on Kerboodle, for example)	C			
Mind-maps/diagrams	C			
Making/remaking class notes	C			
Highlighting/colour coding	C			
Flashcards	C			
Using a revision wall to display your learning	C			
Writing exam answers under timed conditions	S			
Reading model answers (WAGOLL!)	S			
Using past exam questions and planning answers	S			

		Always	Sometimes	Never
Marking your own work to a mark scheme	F			
Studying mark schemes	F			
Working with other pupils in groups/pairs	F			
Comparing model answers against your own work	F			
Creating your own exam questions	F			
Handing in extra work for marking	F			
One-to-one discussions with teachers/tutors	F			

3. Have a look at the activities associated with each stage of revision and draw up a list of 3 or 4 you are not currently doing at the moment that you would like to try.

1 _____

2 _____

3 _____
