



MOTIVATE

GCSE Mindset
Session 1

The Motivation Diamond

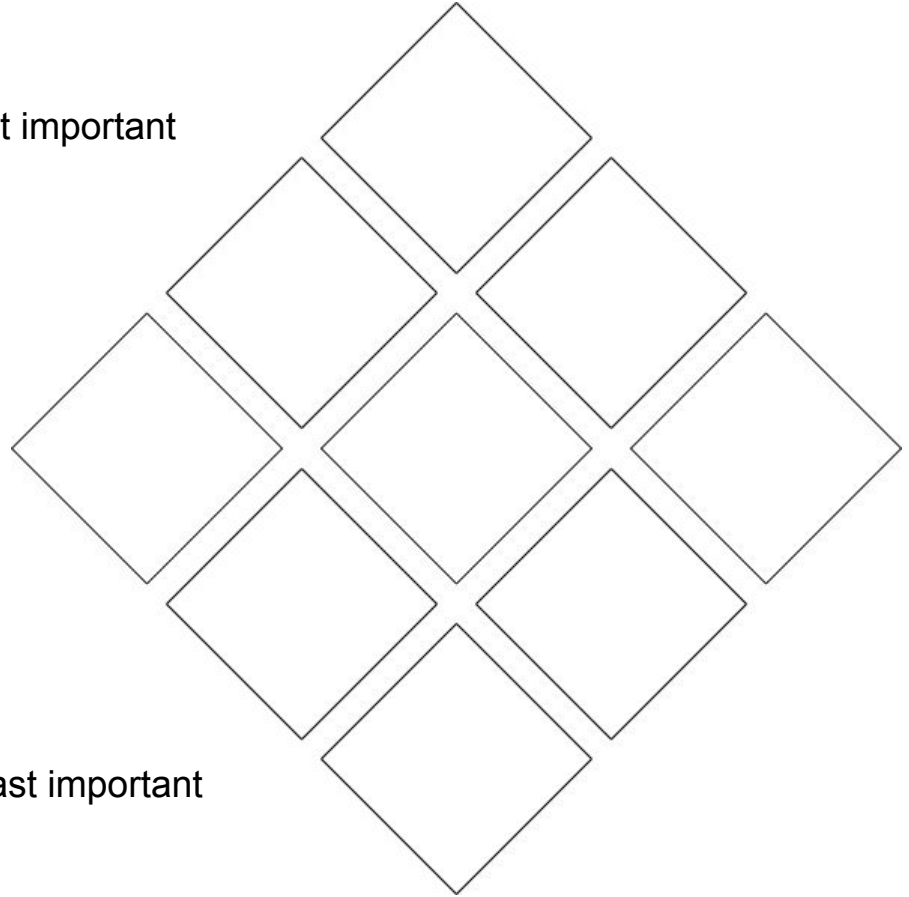
Coming back to school in Year 11 can be overwhelming.
You are starting your GCSEs and BTECs, but you need to start thinking about your future.

For some of you, the question of 'What do you want to do in the future?' is easy to answer. For others, it is not so easy.

However, having an idea of what motivates you is a good start to helping you with your studies. This is where the Motivation Diamond comes in handy.



Most important



Least important



Activity:

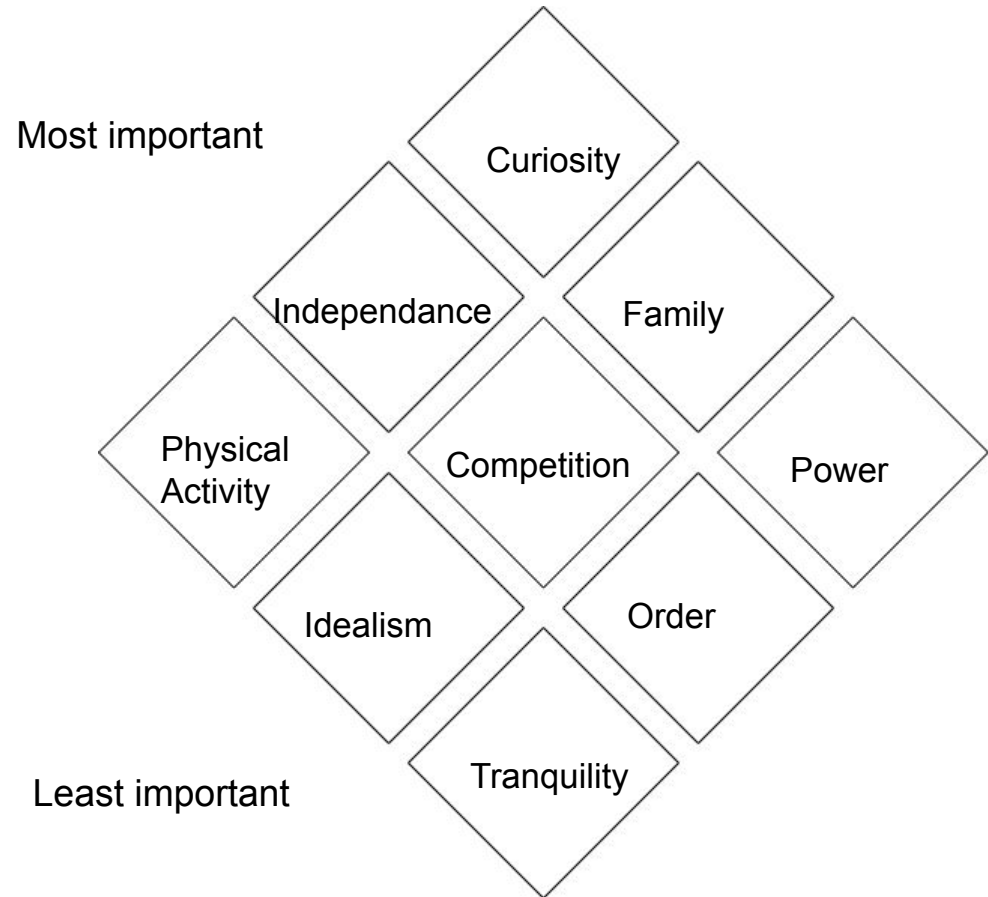
Create your own motivation diamond.

Using the 15 motivations in your booklet, highlight 9. Put these into your diamond from the most to the least important for you.

Mr Wilson's motivation diamond can be found on the next slide if you need any inspiration.

Extension: If you had to design a crazy, impossible, perfect job that satisfied your top three, what would it be?

Mr Wilson's diamond

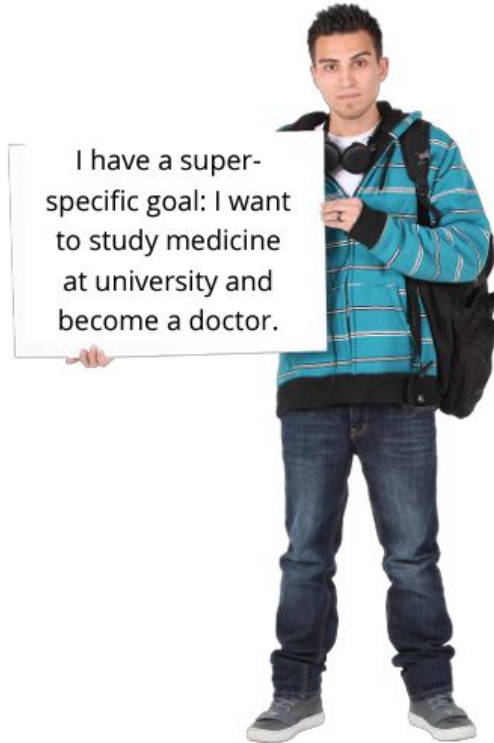




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GCSE Mindset
Session 2

Problem, Not Job: the Personal Compass



May not get a university offer

May not get the grades

What other barriers may they face?

I have a super-specific goal: I want to study medicine at university and become a doctor.



Voluntary work

Start a nursing course

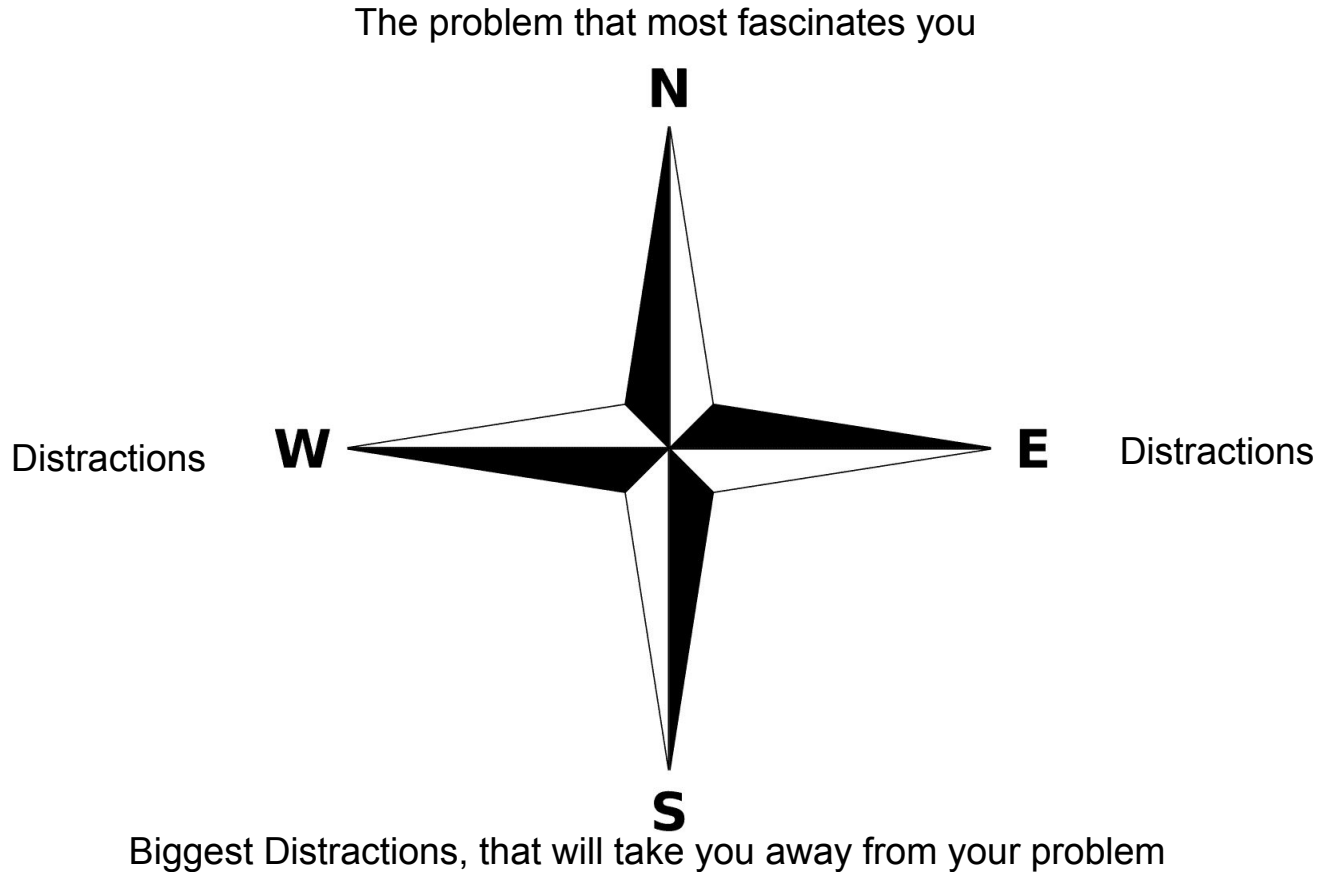
Choose a degree that covers public healthcare systems

May research the politics of healthcare

What other options would the student have?



Problem, Not Job: the Personal Compass





Activity:

Create your personal compass

You can use the problems listed on the next slide, or create your own.

Remember, problems that interest or fascinate you go at or near the true north.

Distractions go elsewhere, with the biggest at the south.

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?

Example problems

How do we make the distribution of wealth in the UK fairer?

How can we improve school experience for everybody, not just for a few?

How can we reduce crime in our local area?

How can we save larger number of species from extinction?

What qualities are necessary for huge success in the film industry?

How can we help people cope with difficult, stressful or traumatic times in their lives?

How might we design spaces that help people's happiness and well-being?

How can I create the next generation of video games?

How can we discover more about the universe?

How can we increase the use of renewable energy?

How can art be used to improve people's lives?

How can we reduce child poverty in the world?



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GCSE Mindset
Session 3 and Session 4

The weekly planner

Most students have used a weekly planner to do homework or revision.

But even at the start of the year it is worth taking stock of your week.

What does a typical week look like for you?

Where are there gaps or where are you over-committed?

Sometimes when we fill in our planners, we will see that we do not have a minute to spare and will clearly burn out quickly!





Activity 1: 10 minutes

Record your weekly activities

You can get creative and use different colours for different activities.

Make a note of everything you do with your time, like sports, volunteering , jobs, helping out at home etc.

The background of the slide features four interlocking puzzle pieces arranged in a 2x2 square. The top-left piece is pink, the top-right is orange, the bottom-left is light blue, and the bottom-right is light green. Each piece has a white outline. The text is centered over these pieces.

Activity 2:

**Are you happy with your week?
What would you like to change?**

Following on from the previous activity, if you would like to make changes, now plan out your preferred week.

The background of the slide features four interlocking puzzle pieces arranged in a 2x2 square. The top-left piece is pink, the top-right is orange, the bottom-left is light blue, and the bottom-right is light green. Each piece has a white outline.

Activity 3: Week 4

**Are you happy with your week?
What would you like to change?**

From the activities last week, what are the advantages and disadvantages of making the changes.

What are the disadvantages of making the changes.



Activity 4

Time to reflect

How much of your time is spent doing the 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?



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Session 5

Grit

Grit is about having passion and perseverance for a long-term goal.

Most people have one area where they may have shown grit

You may have started dancing lessons when you were younger and are still dancing 10 years later.

You may have learned to play a musical instrument.

It is worth remembering that there's no such thing as an overnight success

Most successful people have usually spent years working behind the scene to develop their craft. They've shown passion and perseverance before anyone has recognised their work.

This is true Grit





Activity

So...How Gritty are you?

Complete the Grit scale developed by Professor Angela Duckworth.

Don't think about the questions too much and just go with your gut.

After you have completed scale, calculate your grit score by adding up all the points for the boxes and divide by 10.

The highest score you can get is 5 (very gritty) and the lowest 1 (not at all gritty).

Discuss your questionnaire results.



Activity

How Gritty are you?

When you have completed your questionnaire answer the following questions in your booklet.

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

Extension: [You may wish to watch Duckworths famous TED Talk on grit.](#)



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Session 6

The practice Questionnaire

Anna
10 hours of revision
per fortnight
Reading through
exercise books and
class notes.



Ben
5 hours of revision per fortnight
1 hour making mind maps
1 hour creating flashcards of
key terms
1 hour timed essays
1 hour working through past
papers, looking for patterns in
questions asked, and
30 minutes doing the hardest
question they could, followed by
30 minutes talking it through
with their teacher



Research shows that revising over a variety of techniques is better than revising for long hours through just one technique



REVISE SMART, RATHER THAN REVISE HARD!

Activity

Complete the questions and questionnaire on page 12 of your booklet. It is important that you answer honestly.

Extension - You will see that some activities have a C next to them - these are content techniques

Some activities have an S next to them - these are skills techniques

Others have F next to them - these are feedback techniques

Look at the different activities and draw up a list of 3 or 4 that you are not doing at the moment, but would like to try.