

Teacher's Hours at Junior High School **(issues concerning - Motivation and Decision-Making)**

Motivation is one of the most important factors in learning, the one that often determines the success or failure. Not seldom do we hear „I don't feel like doing this or that". These words indicate the lack of motivation, which quite frequently leads to loss of chances by very talented people. Motivation affects the school achievements. And here this are the teachers who play an important role. Their job is to encourage the students to make an effort in order to have the possibly best results by constant reinforcing students' natural curiosity of the surrounding world and creating situations in which students become subjects of the teaching-learning process. To make it possible the teachers need to have good command of their students. They should know their individual skills, interests and intelligence. To gather the relevant information one can use different tools, like observations, surveys, interviews.

The suggestions below are particularly designed for the final year students, as what they need at this moment is really strong positive motivation. They face the problem of describing their own identity – who they are and who they would like to be in the future (choice of school and the future occupation).

This is when are expected to make the first so important decision in their lives and they must be well prepared for it. From a lot of information they need to choose only this which is relevant to them (high schools folders and booklets).

Depending on the group these exercises can be carried out within one or more lesson units.

Topic: Motivation – a key to success

Main goal: shaping acceptance, waking enthusiasm and motivation

Working goals:

- a student knows expresses and evaluates his/her impressions and needs
- a student knows the reasons responsible for the lack of motivation
- a student knows the ways to improve the situation

Methods: discussion, analysis of arguments, brain-storming, psycho-drama

Forms: individual, group, class

Prompts: working sheets, presentation posters.

Procedure:

1. Introduction
 - a) Telling the students what and how they are supposed to work
 - b) Dividing the student into groups
2. Groups are given the schemes of need pyramid and the lists of five basic human needs, they complete the levels in the pyramid with the needs (*Attachment 1- Need pyramid*).
3. The teacher presents Maslov's pyramid (*Attachment 2 – Maslov's pyramid*).

4. The students compare their pyramids, the teachers explains the levels of the pyramid.
5. To make one's dreams and plans come true people need to be persistent in their arrangements. Everybody could point to their goal and reassure that this is what they want. But is this goal really achievable. One of the reason of giving up our dreams is the lack of motivation.
6. Teacher evokes brain-storming asking the students what discourages them, what the reasons of demotivation are. (*group work, they create lists of reasons*).
7. Groups present their lists, the teacher collects those that repeat, also shows boards inscribed with the reasons for the lack of motivation (**Attachment 3**) the students find differences and similarities.
8. Motivation influences taking actions leading to achievement of certain goals. What are the factors affecting the improvement of motivation? (*brainstorming, group work*).
9. Again the teacher writes down the factors that repeat and presents the posters with the ways to improve motivation (**Attachment 4**), students compare and discuss about similarities and differences.
10. Birthday Exercise (*individual work*) – imagine you are celebrating your 18th birthday and you have invited all the people who are important in your life. Unfortunately the party is interrupted because your neighbour has burnt herself and she needs your help. You have to call the ambulance and give her the first aid. When the situation clears out, you come back and it turns out that nobody even has noticed your disappearance. You hear they are talking about you. Although you feel uncomfortable with this, you start overhearing. Write what you would like them to say about you.
11. What you want people you respect to think about you, reflects what is the most important in your life, what you should take into consideration and which direction you should follow
12. The students individually do exercise „Your self-evaluation” (**Attachment 5**)
13. The teacher presents punctuation together with the explanations (**Attachment 6**), the students compare their results and check whether what they would like to hear about themselves is the same as what they think about themselves.
14. Summing up – Video Technology Exercise. Sit down comfortably, close your eyes and try imagining your day in ten years from now. You wake up in the morning and what's next? Where do you work? What time do you start? What does your neighbourhood look like? What are you wearing? Do you meet someone? If yes, who is this person? When you finish, think whether this „film” you have just watched brings something to your mind, for example what kind of education you need or which skills you need.

It has to be underlined that too strong motivation can petrify action, as it causes excessive emotional stress. This is why the knowledge should be appropriately transmitted and demanded while at the same time the students' fainting motivation should be constantly awakened. It is possible thanks to proper relations and communication between the students, their environment and the teacher. You have to be able to communicate to motivate effectively.

Topic: Decision Making

Main Goal: Shaping in students the ability of logical independent thinking and drawing conclusions

Working goals:

- a student knows the factor influencing decision making
- a student knows the differences, is able to find advantages and disadvantages of each solution
- a student can apply the alternative to the concrete situations
- a student can draw conclusions and evaluate the situations

Methods: discussion, lecture, analysis, brain-storming

Forms: individual, group, class

Prompts: working sheets, presentation posters

Procedure:

1. Introduction
 - a. telling the students general information about the classes,
 - b. dividing the students into groups.
2. Introduction to basic knowledge of the methods of decision making. Explanation of the abbreviations RWC, ZWI, AMW (then the posters presenting the explanations are displayed)
3. RWC – Consider all the factors – If we want our actions not to be coincidental. It is making a list of factors, while in this technique we put pressure on finding the factors themselves, no matter on their level of importance

Example: Somebody looks around at the second-hand car dealer and spots a nice sports car. All the parameters are excellent and the price is decent. The car is bought, but when taken home it turns out that it is too big for its owner's garage. Not all the factors were considered.

Exercise 1: you are asked to write a text advertising a high school. Which factors need to be considered? Use RWC (*group work*)

4. ZWI – Advantages, disadvantages and what is interesting – it is a simple tool regarding the overall look into the situation. It is active searching first for advantages (ignoring the rest), then for disadvantages (ignoring other things) and finally selecting those points that seem interesting.

Exercise 2: In some cities there are bicycles, all painted white which can be used for free and then left in designated places. Check this idea using ZWI.

5. AMW – Alternatives, possibilities, Choices – sometimes the situations forces us to search for alternatives, as the former methods have failed. Sometimes it is our will to look for another alternative or we are forced to do it because of a certain situation. Alternatives appear in different situations:
 - a. in perception – the same case can be seen from different perspectives,
 - b. in action – there can be different solutions to a problem,

- c. in approach – one can have different ideas of how to deal with a problematic

Exercise 3: Justify your choice of high school using appropriate techniques (*individual work*)

6. Consolidation:

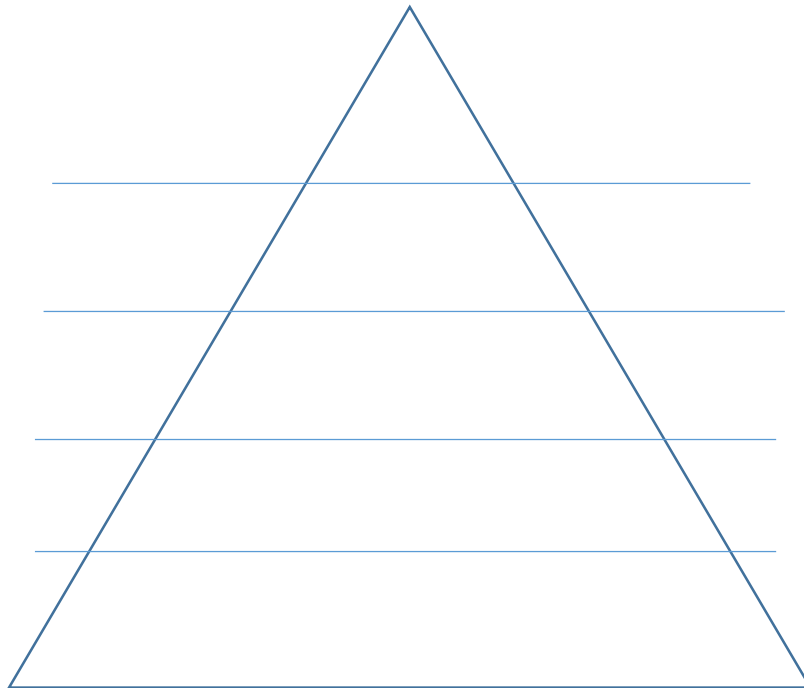
- a. group representative hang the posters with their exercises (1 and 2),
- b. some students present their choice of a high school (*discussion on techniques applied and accuracy of the choice*),
- c. to sum up you can also use exercise “Lost on the Moon” about the factors (**Attachment 7** – *group work*),
- d. after competing the survey the groups will obtain their NASA ranking (**Attachment 8** – *discussion on RWC and ZWI*)

Prepared by Olga Falek-Zdebel, Dominika Nalbert

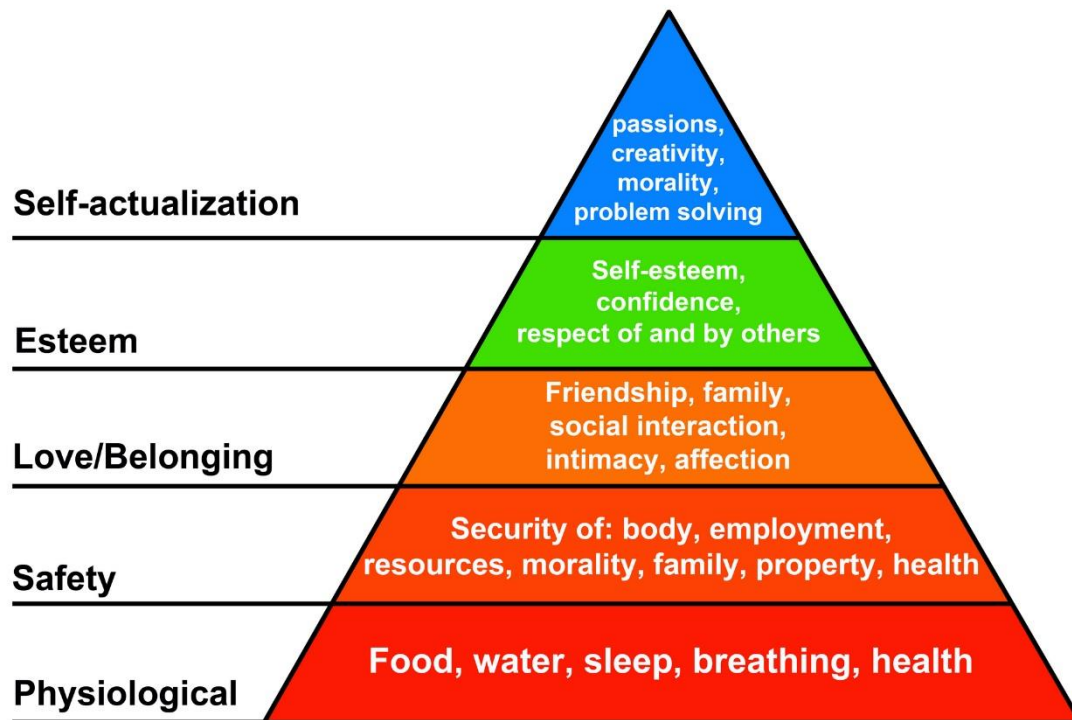
Gimnazjum Nr 22 z Oddziałami Integracyjnymi in Katowice (Poland)

Attachment 1

1. Safety.
2. Esteem (respect).
3. Love (affection, belongingness).
4. Immediate Physiological Needs.
5. Self Actualization.



Attachment 2



MOTIVATION

One of the reasons of ineffective group work is the lack of motivation.

The reasons can be different:

- lack of the precisely described goal,
- laziness,
- bad habits,
- non-supporting environment,
- tendency to be discouraged at the first failure,
- lack of feedback

Ways for improvement:

- establish the goals,
- think constructively (work on oneself),
- careful selection of partners,
- belief in one's own abilities,
- solve one's personal problems,
- take care of one's friends,
- stop being blind

YOUR SELF EVALUATION

Below there are numerous words describing personality and behaviour. Think which of them and how often refer to you. Mark them with numbers, while 1 means nearly never and 9 means nearly always.

| No. | Feature | SCALE | | | | | | | | | IDEAL | DIFFERENCE (ideal-scale) |
|-----|--------------|--------|---|---|---|---|---|---|---|---|-------|-----------------------------|
| 1 | Dominant | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 5 | |
| 2 | Open | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | |
| 3 | Efficient | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8 | |
| 4 | Enterprising | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | |
| 5 | Underlying | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 5 | |
| 6 | Tough | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 4 | |
| 7 | Rebellious | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 3 | |
| 8 | Chrrefull | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 6 | |
| 9 | Cordial | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | |
| 10 | Friendly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | |
| 11 | Cooperating | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8 | |
| 12 | Concrete | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 6 | |
| 13 | Stubborn | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 4 | |
| 14 | Inaccessible | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 3 | |
| 15 | Cynical | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 2 | |
| 16 | Spontaneous | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 5 | |
| 17 | Sympathetic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | |
| 18 | Trustful | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | |
| 19 | Responsible | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8 | |
| 20 | Disciplined | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | |
| 21 | Overworked | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 4 | |
| 22 | Fussy | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 3 | |
| 23 | Mysterious | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 2 | |
| 24 | Indecisive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | |
| 25 | Sociable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 5 | |
| 26 | Calm | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 4 | |
| | | TOTAL: | | | | | | | | | | |

YOUR SELF_EVALUATION

| Points | Account |
|------------------|--|
| 0 - 33 | SUPER – You are wonderful towards yourself and the others |
| 34 - 42 | VERY WELL – working with you is a pleasure |
| 43 - 52 | NOT BAD, BUT... - You are unstable |
| 53 - 69 | ... THERE ARE STILL CHANCES FOR THE CHANGE – a lot of work in front of you |
| 70 - more | NO COMMENTS... SORRY ABOUT PEOPLE AROUND YOU – START CHANGING YOURSELF NOW |

LOST ON THE MOON

You have just landed on the Moon. 200 miles away there is your base. Your spacecraft had a crash-landing, so most of the equipment and the systems are destroyed. Only 15 objects listed below have been saved. The only Chance to survive means the expedition of the crew to the base. You have to decide on the utility of the equipment, ranging from 1 as the most useful to 15 as the least useful.

Arrange the items according to the level of their utility

| No. | Objects | Your ranking | NASA ranking | Justification |
|-----|--|--------------|--------------|---------------|
| 1 | A box of matches | | | |
| 2 | Condensated food | | | |
| 3 | 17 m of nylon rope | | | |
| 4 | Parachute silk | | | |
| 5 | Mobile doctor powered with solar batteries | | | |
| 6 | Two guns of 12 mm caliber | | | |
| 7 | A packet of powdered milk | | | |
| 8 | Two 45 kg oxygen bottles | | | |
| 9 | A map of star constellation that are visible from the Moon | | | |
| 10 | Self-service life-boat | | | |
| 11 | Magnetic compass | | | |
| 12 | 5 galons of water (22 l) | | | |
| 13 | Sygnal rockets | | | |
| 14 | First-aid kit with injection needles | | | |
| 15 | Radio powered with solar batteries | | | |

LOST ON THE MOON

| No. | Ranking NASA | Jastification |
|------------|-------------------------|--|
| 1 | 15 | worthles |
| 2 | 4 | efficient source of energy |
| 3 | 6 | climbing, binding |
| 4 | 8 | sun protection |
| 5 | 13 | needed on the dark side of the Moon |
| 6 | 11 | can be used as fuel |
| 7 | 12 | takes a lot of space |
| 8 | 1 | |
| 9 | 3 | base to apoint the itinerary |
| 10 | 9 | filling bottle can be used as fuel |
| 11 | 14 | wothless |
| 12 | 2 | |
| 13 | 10 | for signalling after you see some rescue |
| 14 | 7 | |
| 15 | 5 | for short distance communication |