

LESSON PLAN ***THE MOTIVATION FOR LEARNING***

1. Developmental perspectives

Identity development is a major task during the pre-adult phase of development. It is not uncommon that both children and teens change their interests, plans and beliefs and adopt various friends during this search of identity. All this experimentation is an important part of youth development and maintenance of high motivation for a real learning.

2. Objectives:

To clarify aspects of motivation for learning.

3. Materials

- Energizer "Values"
- The movie "Born in Darkness"
- "10 Reasons" exercise
- Life lesson
- Worksheet "emotional thermometer"
- laptop, flipchart paper, pen

4. The moments:

A. Energizer: "Values" (Aim: ranking and prioritization values)

Each participant will write on a sheet of paper the values that send them to school. After students write their ideas, the teacher tells them that they will have to give up one of the written values, asking them to throw it in the basket.

Then, in turn, there will have to be without another 2 values. At the end the teacher will write the values that are left, using the model of a flower and in the middle having the term Values.

In the end, the assessment is made:

- How did they feel like giving up these values?
- What were the selection criteria that were taken into account when giving up a value?
- Reality anchor, in what life situation they had to prioritize / take a matrix decision?

(Energizers, pen, talk)

(5')

B. The movie "Born in the dark"

<http://www.amara.org/pl/videos/2TmxafQerU75/info/born-in-darkness-motivational-video/>

(4:45')

Discussion:

Why success is a journey in which you're really alone? How can I change this?

What are the ingredients of success?

- What really matters to a successful man? (Belief in your dream)
What does bring success? (Both admiration and contempt)
What is the difference between a winner and a loser? (Power to take it over again)
Why "Championships are not won in the stadium, but in thousands of hours of training in the rain when others sleep"? (Determination and hard work are more important than the victory itself because they can "schedule" another success for the future)
What is the desirable attitude after a failure? (A strength to start again, overcoming moment)
What is the meaning of "Bentley never gives anything for free, it's never on discount"?

All the answers will be recorded on a flipchart.

(Video projector, flipchart, round table)
(15 ')

C. "Ten Reasons" exercise

- Divide the group into two teams using the method *apple and banana*.
 - Distribute to each team a flipchart and ask them to note:
 - Team 1: Ten reasons why teachers should be (search 5 memes on the internet to reflect also the response);
 - Team 2: Ten reasons why teachers should not be (search 5 memes on the internet to reflect also the response);
- Ask each team to appoint a representative to act as a SPOKESMAN;
 - Have the two teams to state in terms the reasons why teachers should / should not be, until the end of the lists. Also reflect on the memes that they have chosen asking the other team members to find the symbols in the pictures;
 - Ask one participant of those who answered YES / NO to say the reasons and conclusions, to vote one way or the other

(Flipchart paper, pen, laptop)
(10 ')

D. Life lesson

The movie - <https://www.youtube.com/watch?v=ByHzRb2paYY>

- Ask the pupils what was romantic in the movie?
What was the lie based on for each of the two characters?
What was the reaction of each of the characters?
Which has *the cool* factor out of the two?

Divide the pupils in 2 groups and they can make the end of the story on a flipchart!
Ask the other group after the presentation what the learning process, what did they learn from the message of the add.

(Video projector, flipchart, pen)
(10')

E. Worksheet "emotional thermometer"

The children will note where they are positioned on the thermometer at the end of the activity

QUESTIONS

1. Based on this activity, you could say that you know yourself as well as you thought before?
2. Based on the responses to this question, are there things you want to change about yourself? Why? How can you do this? (Invite students to provide specific examples.)
3. Suppose you cannot change anything. Can you accept the way you are?
4. What have you learned about yourself from this activity?
5. Have you ever found yourself in a situation where you have changed your mind and then, as a result, your emotions and behaviors have changed?

Each pupil will receive a sticker and will have to grade on which level they are on the thermometer. The teacher will draw a thermometer on a flipchart and pupils will place the sticker on it.

At the end of the lesson pupils will have to vote if they liked the activity by thumbs up or down.