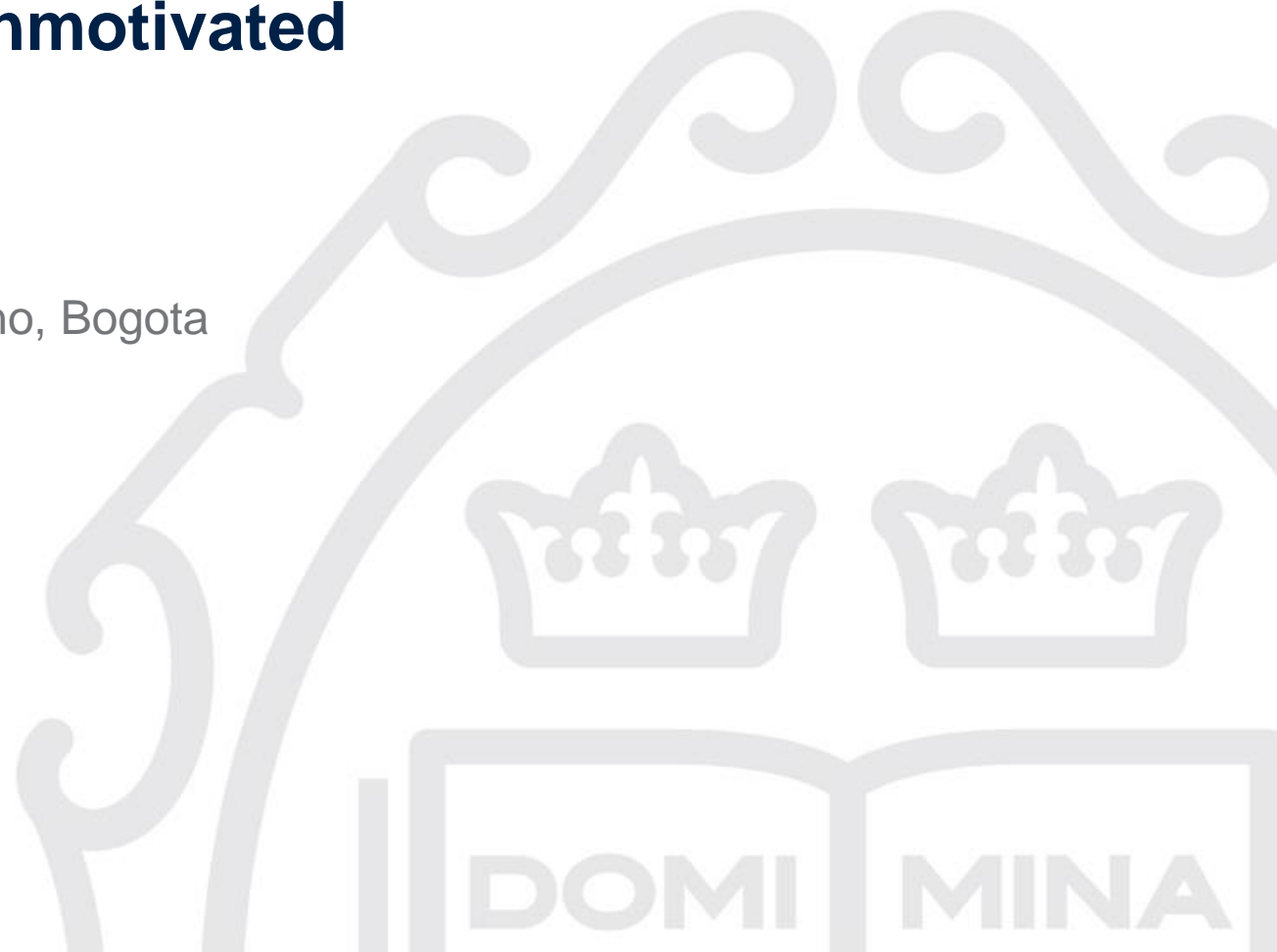

Motivating the Unmotivated

Edmund Dudley

14 September 2017

Centro Colombo Americano, Bogota



In this session

- Hard-to-reach students
- Looking beyond language
- Mindsets
- Activities for self-esteem

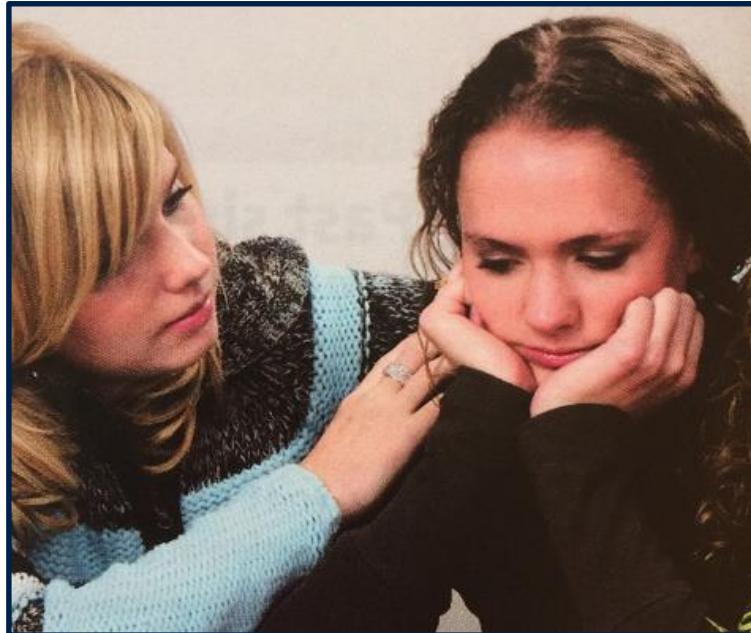
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Hard-to-reach students

What are the issues?

- Language?
- Self-esteem?
- Interpersonal?
- Other?



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Who is he?



IQ

- Average person IQ of 100
- Extremely smart person IQ of 130+
- Albert Einstein IQ of 160
- **Chris Langan IQ of 200**



What does he do?



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- Construction
 - Farm-hand
 - Ranch-hand
 - Cowboy
 - Firefighter
 - Forest ranger
 - **Bouncer**
- Teacher
 - Lawyer
 - Astronomer
 - Army General
 - Economist
 - Professor
 - Physicist

The limitations of talent and ability

In addition to *IQ*, we also need **soft skills**:

- Emotional intelligence (*EQ*)
- Social skills
- Life skills
- Non-cognitive skills
(curiosity, determination, courage...)



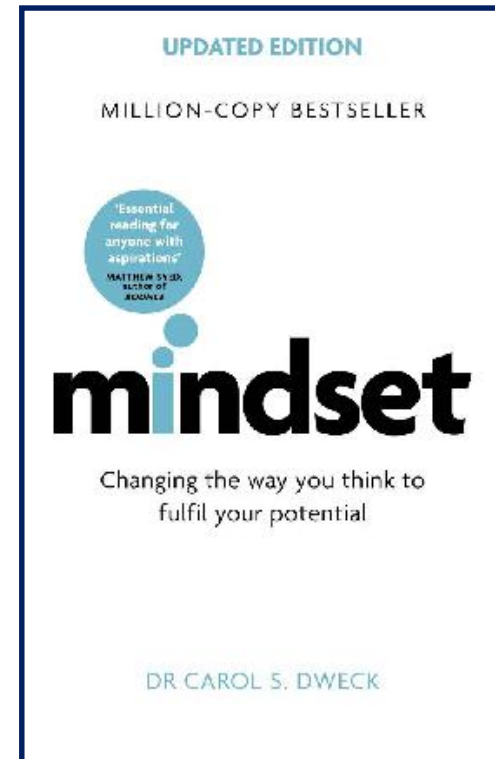
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Mindsets

- Fixed mindset
- Growth mindset

Dr Carol S. Dweck *Mindset*



Fixed mindset

- Success is a result of talent

Growth mindset

- Success is a result of hard work

Fixed mindset

- Success is a result of talent
- Success and failure are *identities*

Growth mindset

- Success is a result of hard work
- Success and failure are *provisional outcomes*

Fixed mindset

- Success is a result of talent
- Success and failure are *identities*
- “You either have it or you don’t”

Growth mindset

- Success is a result of hard work
- Success and failure are *provisional outcomes*
- “Everyone can improve over time”

Fixed mindset

- Success is a result of talent
- Success and failure are *identities*
- “You either have it or you don’t”
- Tendency to avoid challenges

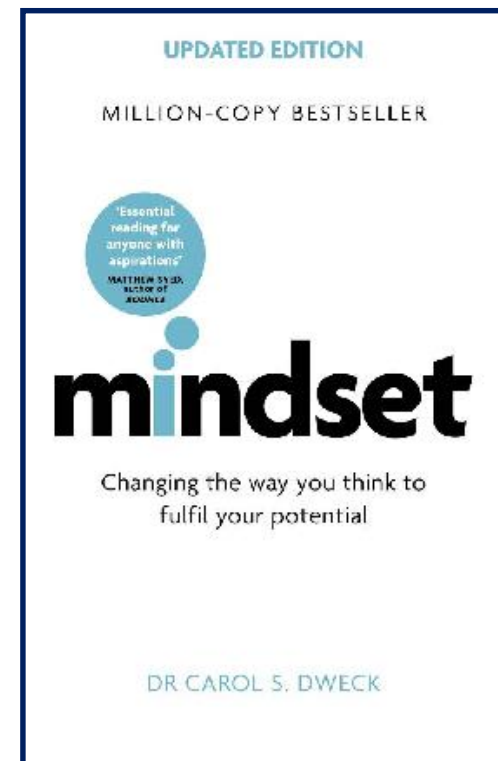
Growth mindset

- Success is a result of hard work
- Success and failure are *provisional outcomes*
- “Everyone can improve over time”
- See challenges as learning opportunities

Towards a growth mindset

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“Test scores ...tell you where a student is, but they don't tell you where a student could end up.”



Praise and encouragement

Praise

- praise effort, rather than intelligence

“I can see that you have *worked* really *hard* at this – great *job!*”

Encouragement

- interpret failure as a learning opportunity

“Everyone *works* in a different way. Let’s *keep trying* to find a way that *works for you.*”

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Speak, pass, or nominate

Giving students options

6 ACTIVATE Complete the sentences about sports for you. Then talk about your answers with a partner.

- 1 I'm / I'm not good at ____.
- 2 I don't take part in ____ competitions because ____.
- 3 I like / don't like watching ____ on TV.
- 4 I can / can't beat my friend at ____.
- 5 I like / don't like playing team games because ____.
- 6 I enjoy / don't enjoy running a race.

I'm good at tennis and football. What about you?

SPEAK = I'm happy to answer

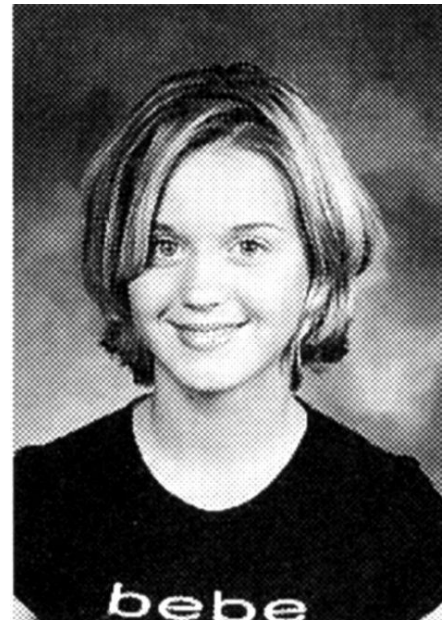
PASS = No thanks. Please ask someone else

NOMINATE = My friend here has a great answer... ;)

Use a scale of 1-5

Can you identify the famous person?

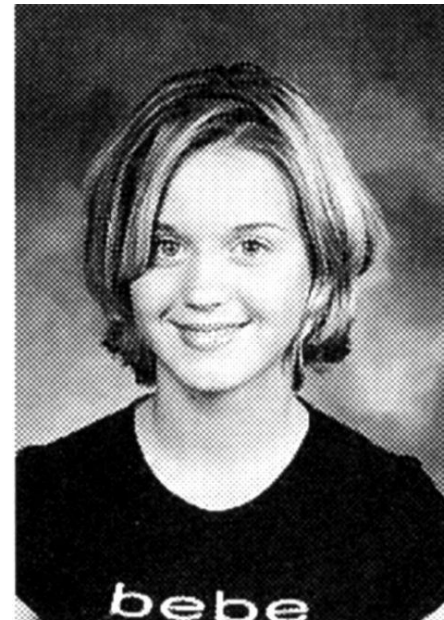
1. I have no idea, but I'll say...
2. I don't know, but it could be...
3. I think it might be...
4. I'm pretty certain it's...
5. I'm 100% sure it's...



Use a scale of 1-5

Can you identify the famous person?

1. I have no idea, but I'll say...
2. I don't know, but it could be...
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Katy Perry

Signals from the future

- *Everything turned out OK*

David still remembers acutely what it was like to be his nine-year-old self. “I feel like I’m in touch with that person today,” he says. “Whenever I’m doing something that I think is cool, like if I’m in New York City in a room full of people, interviewing Alicia Keys or something, I send a message back to that person and let him know that everything turned out OK. I feel like when I was nine, I was receiving that signal from the future, which is one of the things that gave me the strength to hang in there. I was able to create this loop between who I am now and who I was then.”

Awareness-raising through visualisation

Activity 1 : a letter to my nine-year-old self

Think back to when you were nine years old.

Were you worried or anxious about your future learning?

Were you afraid of anything in particular?

Think about the ways you have succeeded since then.

Write a letter to your nine-year-old self.

Explain how you were able to succeed.

Give advice!

Awareness-raising through visualisation

Activity 2: a letter from my future self

Think about your future learning.

What are you worried or anxious about?

Are you afraid of anything in particular?

Now imagine it's the future. You have managed to succeed.

Write a letter from the future to yourself as you are today.

Explain how you were able to succeed.

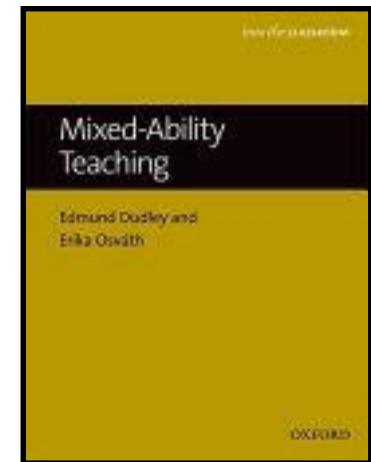
Give advice!

Awareness-raising through visualisation

Activity 3: Backtracking from future success to now

- Think about a tough challenge ahead, e.g. a test
- Imagine yourself having succeeded

Close your eyes ... Imagine you're doing the test ... You feel calm and relaxed ... You're ready to begin ... You read through the questions on the test ... It isn't easy, but you know what you have to do ... You understand ... You can concentrate ... You complete the answers ... You don't understand everything, but you can do the task ... You read through your work again ... You've finished ... You're happy with it ... You feel good about yourself!



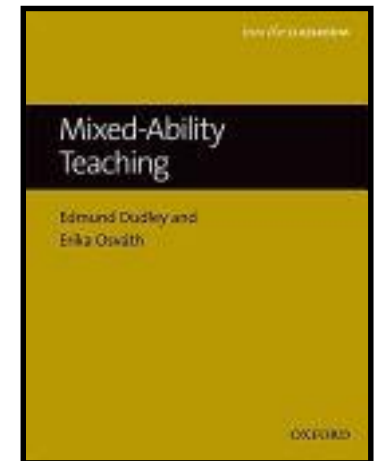
From visualisation to action

- How were you able to do it?
- What steps did you take before the test?
 - 3 constructive steps, e.g.

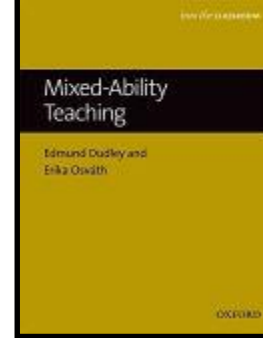
I read through my notes

I did practice exercises

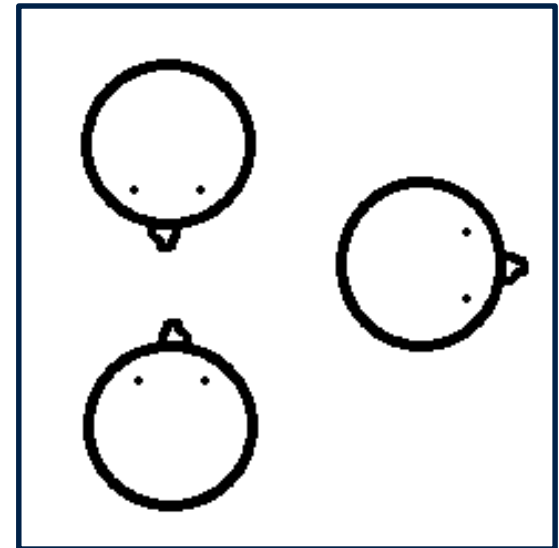
I got someone to help me prepare



Positive gossip



- Get students into threes
- 1 St turns their back
- The other two gossip about her/him
- Positive comments only



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