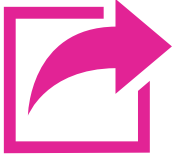# INTRA- and INTERPERSONAL

Self-motivation

Self-motivation

Strategies to share with students

Suggested ideas and practices educators can share with students to support awareness of the topic and development of the skill. Strategies can be adopted/adapted as needed.

☑ At the beginning of the term, **reflect on how achieving the most important short-term goals in a course will help you to achieve some of your most important long-term goals.** Think specifically about how achieving these short-term and long-term goals are meaningful and motivational for you on a personal level.

☑ **List some of the obstacles and challenges** that you expect to need to overcome to achieve short-term goals.

☑ **Think carefully about how your strengths and support network will help you** to overcome these obstacles and challenges.

☑ **Identify areas of growth** and people who could help you to deal with the most important stressors and challenges that you will need to overcome to achieve your goals.

☑ **Set aside time every week and every month to reflect** on your progress towards achieving short-term goals. Also make sure to set aside time to meet with members of your support network to specifically get help with overcoming challenges.

Self-motivation

Tips for course design and delivery

Ways educators can bring awareness of the topic and incorporate development of the skill into post-secondary course design and delivery.

☑ **Early in the course, provide a safe and supportive space** such as a moderated discussion board to allow students the opportunity to share with other students and the instructor their short-term learning goals within the course and how these learning goals fit with long-term career and life goals.

☑ **Guide students through the process of setting SMART (specific, measurable, achievable, relevant and time-bound) goals** and ask them to identify how their specific strengths and support systems will help them to overcome the most important challenges that they expect to encounter in their specific courses and program.

☑ **Share a personal experience** that helps show students that losing focus and motivation are extremely common and constant challenges facing everyone. Provide an example of how your own personal strengths and support systems have helped you to overcome these challenges and allowed you to regain focus and motivation.

☑ **Revisit goal setting and self-reflection discussions at multiple points in the course** to underline the importance of iteratively updating goals and practical strategies for maintaining self-motivation in the face of new challenges.

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Self-motivation

Activities to do with students

Downloadable activities with suggested guidelines that educators can do with students. Activities can be adopted/adapted as needed.

Activity: Learning Design

Overview

Hold an 'open-class' where students decide how to organize and plan the learning. Support students by providing learning expectations and materials or give students the chance to decide these on their own. Inform students that the purpose of this design is to allow them to be guided by their motivation.

Review the Educator Activity Guide before getting started with this activity.

Time
- ☐ Under 20 minutes
- ☑ 20 minutes to 1 hour
- ☐ More than 1 hour
- ☐ Over several classes

Format
- ☑ Individual
- ☐ In pairs
- ☐ Small groups
- ☐ Large groups
- ☐ Whole class

Modality
- ☑ In person
- ☑ Online synchronous
- ☑ Online asynchronous

Resources
- ☐ Module notes
- ☑ Paper
- ☑ Pen/pencil
- ☑ Laptop/tablet

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Self-motivation

Instructions

1. Explain to students that autonomy, or the freedom to make one's own decisions, often motivates people to do their best.

2. Before the class, identify a task (e.g., content, assignment expectations, test expectations, etc.) and determine the learning expectations/outcomes associated with it. Students will use this information to complete the activity. You may also prepare some resources for students to use.

3. At the beginning of the activity, inform students that they will be designing their own leaning as part of this activity and that this autonomy will support them in strengthening their self-motivation skills.

4. Provide students with the learning expectations/outcomes and any material you wish to share.

5. Have students form small groups.

6. Tell groups that they have the class to complete the learning (i.e., using the material you provided/their own material to reach the expectations/outcomes you listed).

7. Tell students they could choose, for example, to complete the work with some peers, read and respond independently, use a discussion-based format, or create a digital product (presentation, website, blog post etc.). Students can go about the learning in a manner that they choose if it honours the expectations and outcomes.

8. Invite groups to share their ideas with the class.

9. Ask students to produce a one-page report in a format of their choice to show their learning/achievement and to have it ready for the next class. This report should include a description of how they approached the learning, why they chose this approach, achievements, struggles, areas to develop in the future, and a reflection on how this activity relates to self-motivation. In their report, students should also commit to a personal next step that relates to using their motivation as a tool for learning.

Variation(s)

- If students could have one day per week as a self-study day, without formal classes scheduled, what would that day look like? Provide students with this question and have them reflect and write. Remind them to relate their ideas back to self-motivation.

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Self-motivation

Activities to do with students

Downloadable activities with suggested guidelines that educators can do with students. Activities can be adopted/adapted as needed.

Activity: Time Capsule

Overview

Individually, students create a time capsule using a method of their choice (e.g., real, digital, written, illustrated etc.). This activity encourages self-motivation by asking students to consider the things that interest them and the things that most matter to them.

Review the Educator Activity Guide before getting started with this activity.

Time
☑ Under 20 minutes
☐ 20 minutes to 1 hour
☐ More than 1 hour
☐ Over several classes

Format
☑ Individual
☐ In pairs
☐ Small groups
☐ Large groups
☐ Whole class

Modality
☑ In person
☑ Online synchronous
☑ Online asynchronous

Resources
☐ Module notes
☑ Paper
☑ Pen/pencil
☑ Laptop/tablet
☑ Relevant material for time capsule, box

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Self-motivation

Instructions

1. Frame this activity as an opportunity for students to tap into their self-motivation. Explain that what a person is interested in and what they care about can reflect what motivates and drives them.

2. Explain to students what a time capsule is (a container that holds selected items of some significance and is intended to be buried or tucked away for later opening).

3. Inform students that they will be building their own time capsule with 'what motivates me' as the theme. This time capsule will help students to identify topics they are passionate about as well as habits that help them reach their goals.

4. Give students up to 20 minutes of class time to begin to reflect on/design their own time capsule. They can complete it on their own after that.

5. Provide some suggestions on what to include in their time capsule:
   - A cause I care about/support (e.g., environment, can include a pinecone)
   - A time management strategy or tool that works well for me (e.g., breaking down tasks throughout the week, can include a page out of an old calendar)
   - An activity that centers me (e.g., reading, can include a cover of a book)
   - A part of my daily routine (e.g., a healthy breakfast, can include a cut-out nutrition label from a package)
   - A person I turn to for support (e.g., friend or family member, can include a photo together)

6. Tell students they can choose how to communicate this project: real, digital, written, illustrated, etc. Ask them to write a 'why' for each item for their own reference.

7. Once the project is completed, invite students to share one or two items from their time capsule in a class discussion if they would like to.

Variation(s)

- In small groups, students research what motivates people, and they create a time capsule that reflects these findings.

Self-motivation

Activities to do with students

Downloadable activities with suggested guidelines that educators can do with students. Activities can be adopted/adapted as needed.

Activity: Self-Motivation Reflection

Overview

Students respond to specific questions intended to help them identify what motivates them. After collecting these ideas anonymously, use them to inform the direction of assignments and other learning tasks with students.

Review the Educator Activity Guide before getting started with this activity.

Time
☑ Under 20 minutes
☐ 20 minutes to 1 hour
☐ More than 1 hour
☐ Over several classes

Format
☑ Individual
☐ In pairs
☐ Small groups
☐ Large groups
☐ Whole class

Modality
☑ In person
☑ Online synchronous
☑ Online asynchronous

Resources
☐ Module notes
☑ Paper
☑ Pen/pencil
☑ Laptop/tablet

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Instructions

1. Explain that self-motivation is unique to each individual and that it requires reflection and a personal approach.

2. Provide students with the following prompts as a personal reflection activity or use them as general ideas to guide a class discussion on self-motivation. Consider using an online forum to help encourage more open sharing

   - Reflect on the moments where you feel motivated and, on the moments, where you feel unmotivated. What are the circumstances each time? How can you alter the context to make it more favourable towards feeling motivated?

   - Which assignments do you remember as being the most interesting or exciting? What was included in this work that connected with you?

   - If you were given the rest of this class to complete anything related to this course, what would it be? Why? How can you use this "why" to help you as a student?

   - Look at the course outline and consider its different parts. Identify one thing that makes you feel motivated. Identify one thing that makes you feel unmotivated. How would you revise that one thing to make it motivating?

3. Ask students to consider their responses to identify their personal understanding of what motivates them. Encourage students to write this understanding down for their reflection and reference.

Variation(s)

- In small groups, students can share past and current assignments (from this school year and from previous school years) and apply a keep-remove-add model. Here, students share aspects of the assignments they would keep, those they would remove, and what they would add. Students explain their reasoning. Hearing what motivates others can help students develop their own self-awareness as it relates to knowing what motivates them.