

ATTACHMENTS FROM LIFELONG ACHIEVEMENT GROUP PRESENTATION

FURTHER READING AND RESOURCES

(for information and ordering, visit www.lifelongachievement.com)

Practitioner Reading

Martin, A.J. (2010). *Building classroom success: Eliminating academic fear and failure*. London: Continuum.

Parent and Practitioner Reading

Martin, A.J. (2003). *How to motivate your child for school and beyond*. Sydney: Random House/Bantam.

Martin, A.J. (2005). *How to help your child fly through life: The 20 big issues*. Sydney: Random House/Bantam.

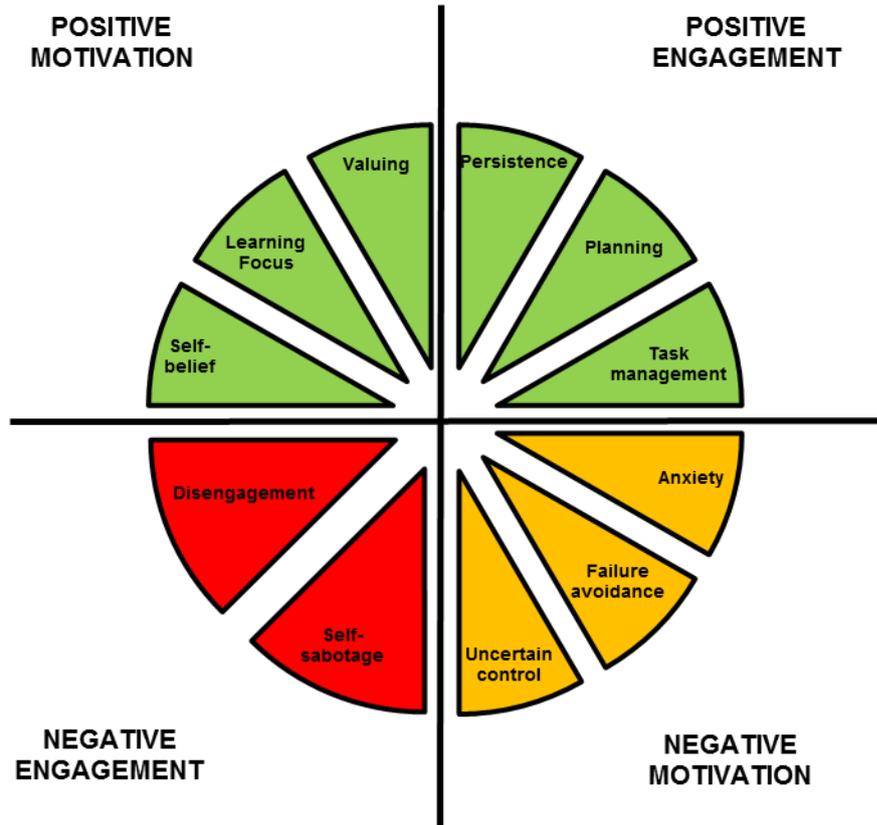
Motivation Testing Resources

Martin, A.J. (2018). *The Motivation and Engagement Scale (18th Edition)*. Sydney: Lifelong Achievement Group (www.lifelongachievement.com).

Motivation Enhancement Resources

Martin, A.J. (2018). *The Motivation and Engagement Workbook (18th Edition)*. Sydney: Lifelong Achievement Group (www.lifelongachievement.com).

Motivation and Engagement Wheel



The Motivation and Engagement Wheel, reproduced with permission from Lifelong Achievement Group and Andrew Martin (2010). *Building Classroom Success: Eliminating Academic Fear and Failure*. London: Continuum)

Attachment: Chunking

from “*How to Motivate Your Child For School and Beyond*”

In this exercise you will identify the steps involved in doing an assignment or project and how to do each part. Knowing all the different parts that go together to do an assignment or study is very important. In the table below are the key steps in doing an assignment or project. At each step you need to allocate your time and briefly describe how you will do it.

Steps involved	Time to do	Brief description of what you will do	✓
<i>Understand the question/task</i>	<i>5 mins</i>	<i>Read question carefully; take note of key words like 'compare', 'contrast', or 'discuss'</i>	✓
<i>Break question into parts</i>	<i>15 mins</i>	<i>List sections of assignment by themes relevant to the question</i>	✓
Identify what you already know or have completed			
Initial search for information (eg. Internet, library etc)			
Focused and detailed reading of books and other resources collected			
Detailed summary of information			
Organise information (eg. put information under each heading)			
Write first draft			
Tie up loose ends (eg. a bit more reading)			
Write second draft			
Edit (eg. spelling, grammar, formatting checks)			
Final draft			
Reward yourself for completing the assignment			

As you can see, there are many steps to completing an assignment or project. When you get it clear in your mind what you need to do for each part you are more likely to stay on track and do better.

Attachment: Anxiety (Preparing for tests) from “How to Motivate Your Child For School and Beyond”

Students who are well prepared for tests tend to be less anxious leading up to them and also less anxious while they are doing them. Too often students don't prepare effectively for tests. This has the effect of increasing their anxiety leading up to and during the test. Remember, there are lots of ways to prepare – eg. through study, looking at past papers, diet, and relaxation. In this exercise you will look at ways you can better prepare for tests. In the table below, tick the boxes you feel you need to pay particular attention to. Put this checklist on your wall at home, in your diary, or somewhere you will see it leading up to a test or exam. At the end of this list, add three more items.

Tick which items you need to pay special attention to – then add 3 more
<input type="checkbox"/> Start your study early in term and do it regularly – but remember that late study is better than no study
<input type="checkbox"/> Develop a study timetable and stick to it
<input type="checkbox"/> Hand in all work on time
<input type="checkbox"/> Look at past test papers; set your own test; hand in practise mini-essays (say, 250 words) regularly
<input type="checkbox"/> Write down the distractions that can arise leading up to an exam (eg. part-time work, friends). How will you deal with these?
<input type="checkbox"/> Avoid making major life decisions before a test
<input type="checkbox"/> Keep your relationships intact leading up to test
<input type="checkbox"/> Avoid the panickers leading up to and just before the exam. Also, avoid people who might unsettle or distract you in any way
<input type="checkbox"/> Try to get good sleep in the week leading up to the exam
<input type="checkbox"/> Not too much caffeine and a balanced diet in the week leading up to the exam
<input type="checkbox"/> Leading up to the week of the test, try to do a bit of exercise to burn off excess anxiety
<input type="checkbox"/> Practice your relaxation every day
<input type="checkbox"/> Look for teacher clues (material repeated in class; teacher says ‘this is on the test’; teacher asks class to take detailed notes)
<input type="checkbox"/> Know the following: (a) material to be covered in test, (b) % of term/year mark allocated, (c) time allowed, (d) venue, (e) types of questions (multi-choice, essay, short answer, true/false etc), (f) marks for each section/question, (g) materials allowed in exam room
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Attachment: Anxiety (Taking tests) from “How to Motivate Your Child For School and Beyond”

Test taking is a skill that can be learned. This skill significantly reduces anxiety you feel leading up to the test and while you are doing the test. In this exercise you will look at ways you can improve your test-taking skills. In the table below, tick the boxes you feel you need to pay particular attention to. Put this checklist on your wall at home, in your diary, or somewhere you will see it the night before a test or exam. At the end of this list add three more items.

Tick which ones you need to pay special attention to – then add 3 more
<input type="checkbox"/> If you're a heavy sleeper, set two alarm clocks (out of reach from your bed) the night before the exam
<input type="checkbox"/> Have all your materials ready the night before (including a watch)
<input type="checkbox"/> Have breakfast
<input type="checkbox"/> Arrive at the venue early
<input type="checkbox"/> Avoid the panickers before the exam. Also avoid people who might unsettle or distract you in any way
<input type="checkbox"/> If you're easily distracted by other students, sit close to the front of the exam room (if you're able to)
<input type="checkbox"/> Read instructions <u>very very very</u> carefully
<input type="checkbox"/> Know what marks are awarded to the test, how many sections/questions, allocate your time at the start
<input type="checkbox"/> Look through the test paper so you know what's ahead
<input type="checkbox"/> Read questions <u>very very very</u> carefully – <u>underline</u> key words
<input type="checkbox"/> For long answers, look back at the question frequently – this keeps you on-track
<input type="checkbox"/> Pace yourself – know how much time is available for all the questions
<input type="checkbox"/> For longer answers (eg. essays), spend 1 or 2 minutes at the start to sketch a quick answer plan
<input type="checkbox"/> Take no notice of other students in the exam room
<input type="checkbox"/> If you don't know the answer to a question, don't freak out; go onto another question and go back to the difficult question last – sometimes the answer comes to you as you're doing another question
<input type="checkbox"/> Know which method of test taking suits you (but be flexible depending on the exam): Do you prefer (a) working from the beginning to the end of the paper? (b) doing the easiest questions first? (c) doing most difficult questions first?
<input type="checkbox"/> Write neatly
<input type="checkbox"/> Use all the time available – if you finish early, check your answers
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

ATTACHMENT: PERSONAL BEST (PB) INDEX

Name _____ Year _____ Class _____ Date _____

This Term's Mark (circle one)

- 3 Points Around or above previous best
- 2 Points Slightly below previous best
- 1 Point Well below previous best but put in reasonable effort to get this mark
- 0 Points Well below previous best and put in little or no effort to get this mark

This Term's Enthusiasm/Engagement/Attitude (circle one)

- 3 Points Around or above previous best
- 2 Points Slightly below previous best
- 1 Point Well below previous best but put in reasonable effort to get involved
- 0 Points Well below previous best and put in little or no effort to get involved

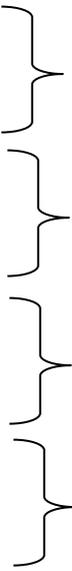
Skills/Competencies Developed This Term (circle one)

- 3 Points Around or above previous best
- 2 Points Slightly below previous best
- 1 Point Well below previous best but put in reasonable effort to develop skills
- 0 Points Well below previous best and put in little or no effort to develop skills

Golden Point (circle if applicable to this student)

- 1 Point This term this student was committed to personal excellence

TOTAL PB Index / **10** (Previous PB Index / 10)

		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>0-3 Points Overall, well below Personal Best – Needs most work</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>4-6 Points Overall, below Personal Best – Needs some work</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>7-9 Points Overall, around or above Personal Best – Keep up the good work</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>10 Points Achieved personal excellence – Keep up the excellent work</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>This student can get closer to his/her PB by:</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>This student can sustain his/her PB by:</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> </div>
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ATTACHMENT: PERSONAL BEST (PB) GOAL

A PB is where you aim to match or better a previous best performance. It can be a mark you're aiming for or you can aim to do your schoolwork or study in a way that is an improvement on last time or the way you usually do it.

A. My PB is a mark in _____ What mark are you aiming for? _____

OR

B. My PB is a better way of doing my schoolwork or study in _____

The better way of doing things is: _____

Is this PB maintaining a previous best or improving on a previous best? YES / NO

If NO, you need to develop a PB that does.

Do you believe you can reach this PB? YES / NO

If NO, you need to develop a PB that you believe you can reach.

When do you plan to achieve this PB? _____

Describe the steps involved in reaching your PB	✓ when achieved
1. First, I will	
2. Next, I will	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

I believe I reached my PB Evidence _____

I think I just missed out Because _____

I didn't get close to my PB Because _____

My next PB is: _____

SAMPLE PERSONAL BEST (PB) GOAL

A PB is where you aim to match or better a previous best performance. It can be a mark you're aiming for or you can aim to do your schoolwork or study in a way that is an improvement on last time or the way you usually do it.

A. My PB is a mark in _____ What mark are you aiming for? _____

OR

B. My PB is a better way of doing my schoolwork or study in _____ History _____

The better way of doing things is: I aim to be more organised when doing my next essay and plan things out a bit better before I start it

Is this PB maintaining a previous best or improving on a previous best? YES / ~~NO~~

If NO, you need to develop a PB that does.

Do you believe you can reach this PB? YES / ~~NO~~

If NO, you need to develop a PB that you believe you can reach.

When do you plan to achieve this PB? Next Friday 30th May (when it's due)

Describe the steps involved in reaching your PB	✓ when achieved
First I will, <i>Understand the question</i>	✓
Next I will, <i>Break question into parts</i>	✓
<i>Initial search for information (on the Internet and at the library)</i>	✓
<i>Focused and detailed reading of books and other resources collected</i>	✓
<i>Detailed summary of information</i>	✓
<i>Organise information (put information under each heading)</i>	✗
<i>Write first draft of essay</i>	✓
<i>Tie up loose ends (eg. do a bit more reading, ask teacher anything I don't know)</i>	✓
<i>Write second draft of essay</i>	✗
<i>Edit the essay (check spelling, grammar, formatting)</i>	✗
<i>Write final draft and hand it in</i>	✓

I believe I reached my PB Evidence I did most of the steps – more than I've done before

I think I just missed out Because _____

I didn't get close to my PB Because _____

My next PB is: _____ I aim to get more than 70% on my next History essay

ATTACHMENT

SCHOOL NAME GROWTH-BASED ASSIGNMENT COVER SHEET

MARK /

Student Name: _____ Subject: _____ Class: _____

Assignment/Task Name: _____

Central Aims of Assignment/Task: _____

Main Criteria for Assessment	Could do	Satisfactory	Good	Excellent
	Much Better	Work	Work	Work
1.	1	2	3	4
2.	1	2	3	4
3.	1	2	3	4
4.	1	2	3	4
5. Improvement on previous assignment/task (or maintains high standard)	1	2	3	4

Main Strengths in Student's Work

1. _____
2. _____
3. _____

What to do for future improvement (or to maintain good work):

1. _____
2. _____
3. _____

STUDENT GROWTH GOALS (student to complete)

To improve (or to maintain my good work) in my next assignment/task I will:

1. _____
2. _____
3. _____

In my next assignment/task, the mark I am aiming for is: _____ / _____

If I encounter difficulty in my next assignment/task, I will:

ATTACHMENT: FOSTERING A GROWTH MINDSET

‘Growth Mindset’ = You can improve and maintain the skills, behaviors, and thoughts that are important to improving your motivation and achievement.

As much as possible try to focus on skills, behaviors, and thoughts that you can control and improve. When you focus on things you can control and improve, you feel more confident and tend to do better in your studies. In this exercise you will focus on skills, behaviors, and thoughts in your control and that you can improve. The more you focus on these, the more you will build your ‘growth mindset’ (Dweck, 2006).

Reasons why I’ve done well in schoolwork (skills, behaviors, and thoughts in my control)	Reasons why I haven’t done so well in schoolwork (skills, behaviors, and thoughts in my control)
<i>Eg. “I studied really hard”</i>	<i>Eg. “I went out the night before the test”</i>
<i>Eg. “I started my homework early”</i>	<i>Eg. “I wasted a lot of time when I did the essay”</i>
<i>Eg. “I asked for help when I didn’t understand the task”</i>	<i>Eg. “I pretended I knew it, when I didn’t”</i>
Now Complete 1-3 Below, Focusing on Skills, Behaviors, and Thoughts that are in Your Control	
1.	1.
2.	2.
3.	3.

Here is another list of things that you can control and improve – and which lead to success at school. Think of 3 more controllable things and write them in the table.

Amount of study	Preparation for tests and exams	Test-taking skills
Study techniques	Asking teachers for help	Attitude towards school
Visiting the library	Organizing your study conditions	Presentation of your work
Avoiding distractions	Not wasting time	Doing your relaxation practice
1.	2.	3.

All these skills, behaviors, and thoughts are the sorts of things that are part of a ‘growth mindset’ and which lead to improvement in motivation and achievement.

Attachment

Students' Relationship with the Teacher ('the Singer')

(adapted with permission from Martin, A.J. (2010). *Building Classroom Success: Eliminating Academic Fear and Failure*. London: Continuum)

	<i>STRENGTH</i> "I do this well and it is a part of my regular practice"	<i>NOT APPLICABLE/ RELEVANT/ IMPORTANT</i>	<i>COULD DO BETTER</i> "I don't do this very much or very well"
	TICK ONE (✓)		
1. I make an effort to listen to my students' views			
2. A good teacher-student relationship is one of my priorities			
3. I give my students input into things & decisions that affect them			
4. I enjoy working with young people			
5. Where appropriate I try to have a sense of humor with my students			
6. I get to know my students			
7. I explain the reasons for rules that are made and enforced			
8. I show no favoritism			
9. I accept my students' individuality			
10. I have positive but attainable expectations for students			
TALLY			

Attachment

Students' Relationship with the Message/Content/Assessment ('the Song')

(adapted with permission from Martin, A.J. (2010). *Building Classroom Success: Eliminating Academic Fear and Failure*. London: Continuum)

	<i>STRENGTH</i> "I do this well and it is a part of my regular practice"	<i>NOT APPLICABLE/ RELEVANT/ IMPORTANT</i>	<i>COULD DO BETTER</i> "I don't do this very much or very well"
	TICK ONE (✓)		
1. I set work that is challenging but not too difficult			
2. Where possible, I set work that is important and significant			
3. I inject variety into my teaching content			
4. I inject variety into my assessment tasks			
5. I provide students with interesting work			
6. I use broad and authentic (relevant and meaningful) assessment			
7. I try to ensure that my teaching content is not boring to young people			
8. In class and assigned work, I reduce monotony as much as possible			
9. Where possible I draw on material that is fun to learn			
10. Where possible I use material that arouses my students' curiosity			
TALLY			

Attachment

Students' Relationship with the Teaching/Pedagogy ('the Singing')

(adapted with permission from Martin, A.J. (2010). *Building Classroom Success: Eliminating Academic Fear and Failure*. London: Continuum)

	<i>STRENGTH</i> "I do this well and it is a part of my regular practice"	<i>NOT APPLICABLE/ RELEVANT/ IMPORTANT</i>	<i>COULD DO BETTER</i> "I don't do this very much or very well"
	TICK ONE (✓)		
1. I get students to do something well as much as possible and provide support needed to do this			
2. I have multiple indicators of success in schoolwork (marks, effort, group work, reaching goals, improve)			
3. I provide clear feedback to students focusing on how they can improve			
4. I make an effort to explain things clearly and carefully			
5. I inject variety into my teaching methods and reduce repetition or monotony			
6. I encourage my students to learn from their mistakes			
7. I aim for mastery by all students			
8. I show students how schoolwork is relevant and/or meaningful			
9. I make sure all students keep up with work and give opportunities to catch up or go over difficult work			
10. I don't rush my lessons or my explanations			
TALLY			