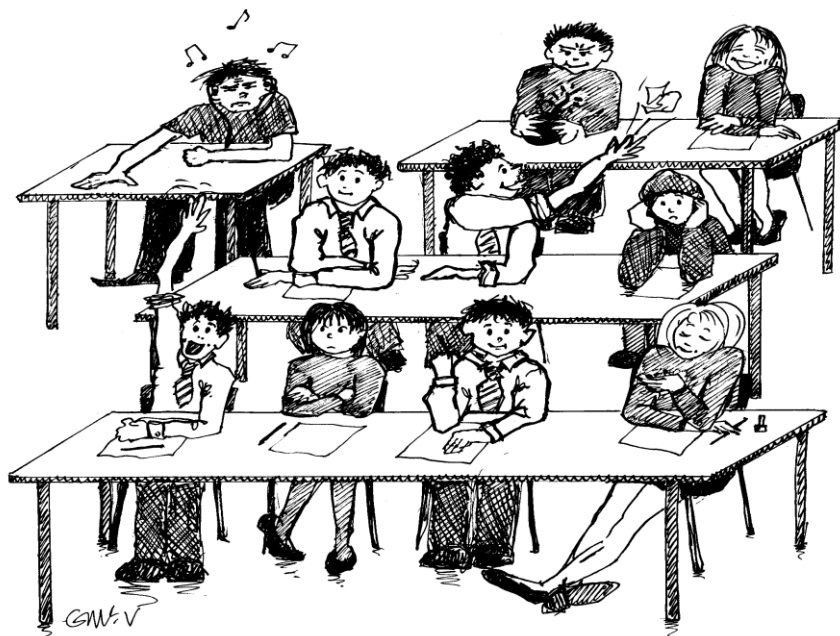




# The Energy for Learning Programme



*The best teachers know you from the inside. Jamie, 11 year old Pupil*

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## 1 What the Programme is

This Energy for Learning Programme provides pupils with the skills based programme of *The Motivated School*. The programme introduces pupils to the framework provided by the learner needs and learning stances and uses this focus to help pupils make sense of their thoughts, feelings, attitudes and behaviour in school. The programme supports pupils to evaluate the classroom climate and its impact on their learning. It also supports pupils in evaluating their own motivation. Through this programme the school communicates to their pupils that they share a great curiosity with them about how the class works.

Pupils shape their lives from the inside-out but within the possibilities and constraints of the school which shape their lives from the outside-in. The Programme tries to attune to and understand pupils from the inside looking out rather than the outside looking in.

*My ideal class is a place where I am not judged.*

## 2 How the programme came about

*After considering the implications of motivation I realise that I have to make my pupils aware of the benefits of motivation. There is no point me knowing all this stuff and them not knowing, since after all, it relates to both of us.*

*Class teacher*

When introducing *The Motivated School* to schools, it became clear quickly that teachers were keen to share their understanding of these ideas with their pupils. The Head Teachers with whom I was working urged me to adapt my materials for pupils.

I first of all trialled the ideas with a small group of 8 P7 pupils in a series of one hour sessions. These proved so popular with the pupils that all the other pupils wanted to be involved. I then ran 7 such groups. The Head Teacher then advised me that while the programme was proving popular with pupils, to achieve staffroom credibility, I would have to take the programme into the classroom. Consequently I started lessons with the 2 P7 classes. These lessons were highlighted in the *Times Education Supplement* Scotland ( date).

The following session I offered to run the programme in the learning communities I was working in. The Head of one Primary school saw the potential and encouraged her head teacher colleagues in their Learning Community to come together in a project where they seconded a teacher to work with me.

The seconded teacher then started on the project and attended some training courses I was running. We agreed that we would lead alternate lessons. I took the first lesson in one class and she ran the same lesson in another class. I then fed back to the teacher how I thought it had gone, in particular how she needed to be less didactic in telling the pupils about what she thought of motivation and to take a role that elicited from the pupils what they thought about motivation. Instead of the pupils trying to figure out

what was in her mind about the subject she had to figure out what was on their minds. This transformed her approach and set the ethos for the programme. We then agreed it would be better for the teacher to take all the lessons and I would be the observer/interrogator from the back of the class, firing additional questions to the pupils in response to their ideas triggered by her initial questioning. These complimentary roles were very successful in tuning into the pupils and encouraging a reflective approach. We worked in the same way in a second local primary.

Following very positive evaluations from the pupils and teachers, the next session the teacher worked on her own with the materials I had developed. The following year I worked with a fellow Psychologist in another Primary school, where she had been delivering a series of seminars on The Motivated School. We worked with the Depute Head in a series of 12 lessons, each of one and a half hours long. Later that year I worked in a further Primary, following some TMS training where one of the teachers was interested in seeing the pupil curriculum in her class. We ran a series of 8 sessions.

Last session 2009/10 I worked on a focused programme with 12 pupils, aged 15 years, in a school for young people with moderate learning difficulties. The majority of pupils were able to contribute to the eight 40 minute sessions.

Also this year the programme has been used to improve the class dynamics in a very disruptive P7 class, in a programme called Building a Better Class. This had proved successful in improving relationships between the pupils, as a result of personal and collective reflection on their learning stances.

*Since this happened we have seen a big difference in the class*

- *We understand each other better*
- *Boys don't hate each other now*
- *I'm more confident now*
- *I play with everyone now*
- *Everybody now gets along better*
- *We're more together as a class*

The final pilot project in this phase of the development involved a trainee Educational Psychologist running an eight week programme in collaboration with the P6 class teacher. This project also involved the head teacher and upper primary staff embedding the full programme within their Health and Wellbeing programme.

Within each of the programmes I was able to experiment with different approaches to introducing the full range of concepts from The Motivated School.

### 3 Rationale

Teacher motivation is downloaded to pupils but pupil motivation can also be uploaded to the teacher. Pupils have a crucial but seldom acknowledged role in creating the classroom climate and supporting or eroding teacher morale. They often, however, have little awareness of this dynamic. For example, they don't realise it is their reactions that force the teacher to behave in controlling ways and not in their preferred teaching style. Pupils often think that grumpy teachers are just grumpy people. Pupils need to be informed of their role in creating the classroom climate and influencing teacher motivation. In addition peer adversity is one of the most significant drainers of pupil motivation.

An individual pupil's learning stance cannot be considered independently of the class dynamics or teacher's style. The hierarchy is a property of the class and not of the individual. We need therefore to look beyond the individual pupil to understand the culture he or she is part of, the people who surround him or her.

Pupils whose motivation is weak have not been exposed to a motivation rich background and may see school as just an endless set of imposed demands rather than learning opportunities. They need help to understand what motivation to learn is all about. Learning about self motivation is like learning a sport like golf or skiing, in that it is much easier when you are younger.

Interpersonal factors are critical to our wellbeing. In particular, within most modern curricula, pupils act as a pool of resources for each other, as for example in peer assessment. Consequently peer relationships are increasingly important and poor interaction among peers means a vital element of the learning process is undermined.

Children can become locked into a negative learning stance through circumstances and once their reputation is established it can stick because of the peer pressure to conform to what is expected. Peer groups treat some individuals more negatively than others in a highly visible way that leads to rejected pupils being increasingly marginalised. Children who are less accepted in the early stages of schooling are at greater risk of peer maltreatment in future years and chronic peer maltreatment predicts later disengagement. Collective problems require collective solutions.

### 4 Aims

1 To introduce pupils to the concept of the learning stances and how they influence the classroom dynamics and climate.

2 To develop a shared vocabulary between teachers and pupils that enables pupils to take charge of and be responsible for their motivation.

3 To help make pupils aware that their motivation and wellbeing are affected by many different factors including the context, the activity and the people around them.

4 To increase pupil awareness and understanding of the link between their thoughts, feelings, motives and behaviour.

5 To help pupils get to know each other better and harmonise peer group relationships.

*The stances teach you about yourself and help you describe yourself better*

*Before these classes I just thought I was happy or sad but now I know my stances and I can stance myself.*

*I liked it because it gave you something to work towards. I thought I was a hard worker but I think now there are times I could be more actively engaged. So there's a way to improve.*

*It was really good because it made me think about how to deal with annoying people in my group and people who boss me about. I didn't really know what I could do before.*

*I can stance other people now and deal with them better.*

## 5 What it can do

The Programme provides pupils with a vocabulary to share their thoughts about their own and other pupils' behaviour as well as the motivations underlying the behaviour. Putting feelings into words will help regulate these feelings. In particular, labelling emotive concepts leads to feelings of greater self control.

*It was interesting to learn more about why people behave differently. I know how I behave, but I hadn't really thought about why.*

By examining their own Learning Stances pupils start to explore their behaviour and consider the reasons behind the choices they are making. As they gain insight into the emotions, thoughts and experiences underlying their learning stances they are encouraged to see their behaviour as within their own control: they are then able to see how they can change for their own benefit.

The Programme stimulates children's natural curiosity about what is going on inside other peoples' minds. Through the structured discussions and activities, pupils develop increased awareness of the impact of their behaviour on the class and they are empowered to address any problematic issues. The provision of a forum for discussing behaviour in an objective and calm way allows genuine reflection and understanding to occur and empowers pupils to explain their own perspectives to adults and peers.

The core goal to help pupils explore with their peers and teachers the impact of classroom dynamics on their own engagement is achieved through the use of the stance framework as a dialogic tool to facilitate discussion of a range of emotive topic areas. By focusing on the context and changeable stances, the Programme provides a non threatening way to discuss sensitive, personal and challenging issues in contrast to traditional discipline approaches that focus on the pupils' personal qualities.

*I'm in and out of these stances all day.*

*The stance diary stops you going into denial about your behaviour.  
It helps you face up to your behaviour.*

Dialogic processes occur when the pupils and teachers engage in discussion in which there is movement from a fixed position to one in which there is a genuine exploration and understanding of alternative perspectives and a willingness to change positions as a result of this interaction. Dialogue is the readiness to be open to other voices, able to question and to listen. Initially the pupils explore the model in a detached and abstract format. They consider the emotional and contextual influences on their learning stances. They develop a shared linguistic framework within which to explore classroom dynamics which enhances the potential for reciprocal discussion. As pupils move to focus on their own stances and classroom experiences, they have a complex and dynamic framework within which to place these experiences.

The activities will give pupils a greater appreciation of the pupil impact on teachers and help their understanding of the need for teachers to be balanced in their approach, i.e. to be strict as well as kind.

The process of developing understanding and reflection in a non threatening and non emotive way leads pupils to generate suggestions about ways in which problematic behaviours or negative emotional states can be improved e.g. what can the teacher do to help me? what can other pupils do? what can I do?

The programme allows pupils to articulate what helps and doesn't help and so identify any of the discipline mechanisms that may not help. Such discussions promote pupil voice in shaping the school discipline system, (for example, the best use of rewards and time out). This will also help school management explain to parents and other teachers the rationale for innovative approaches that might otherwise be seen as being soft on pupils.

*The problem with detention is you just sit and do nothing. So it just makes you feel worse. You just get more agitated. It doesn't help you think. You end up feeling like doing something even worse. Punishment needs to help you think.*

*I remember the teacher praising us for sitting in our seats. After that I thought- what's the point in doing anything.*

The interactive nature of the activities leads the pupils to consider the whole class and how they can contribute to 'Building a Better Class'. Participation in the programme contributes to the development of *responsible confidence* (the essence of the four Curriculum for Excellence capacities) in pupils.

This programme is accessible to nine year old pupils and above but will be particularly relevant for the primary/ secondary transition period where it will help consolidate pupils' self-knowledge and classroom interaction skills, just as they are preparing to move to the more complex learning environment of the secondary school. Transition

points in pupils' lives present an important opportunity for development and growth as pupils often review their own behaviour at these points.

Outwith the mainstream context, the materials can be used to help explain to pupils why they have been placed in alternative placements and how they can progress to return. They can also be used as motivational exercises for self reflection in a time out situation.

## 6 Outcomes

Pupils will

- Know what motivation is, be able to evaluate their own motivation and what affects it, and realise that it is to a large extent under their control
- Know what learning stances are, be able to evaluate their own stances and what affects them, realise the impact of their stances and that they are to a large extent under their control
- Know what wellbeing is, be able to evaluate their own wellbeing and what affects it, and realise that it can to a significant extent be under their control.
- Know what class dynamics are, be able to evaluate the dynamics in their own class and what affects them, including their own contribution and the impact on them and so enjoy better peer group relationships
- Realise that motivation is a two way process and that teaching styles are in part shaped by pupils' learning stances.
- Gain insight into the personal factors that shape their confidence and how it influences their learning and so think of their abilities and attitudes to learning as being open to change

This programme in particular helps teachers to deliver many of the Emotional and Social Wellbeing outcomes. The materials can be introduced as an ethos and linguistic framework within which aspects of the Health and Well Being curriculum can be explored, enhancing depth and cohesion to the learning process. Specific Wellbeing outcomes are highlighted in each lesson plan. A full list of these outcomes is outlined in appendix iii. It also contributes directly to the wellbeing of the school community by developing a positive, proactive approach to the emotional and social wellbeing of the pupils. The assessment materials within the programme can be used to evaluate the impact of this and other programmes.

Each of the lessons will also help teachers to deliver many of the Literacy and English outcomes, including for example;

- When listening and talking with others for different purposes, I can: share information, experiences and opinions, explain processes and ideas, identify issues raised and summarise main points or findings, clarify points by asking questions or by asking others to say more. LIT 2-09a



- I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a

A full list of these outcomes is outlined in appendix iv. Many Expressive arts outcomes can also be delivered through the programme, for example,

- I can express and communicate my ideas, thoughts and feelings through drama. EXA 1-13a / EXA 2-13a

## **7 How to use it**

These materials need not be used as a discrete stand alone programme. The activities can be worked through in the sequence outlined or as appropriate to suit your aims. Teachers should select from the programme what is most likely to meet their objectives with the class they are working with. They should start with a plan but be ready to adapt to the dynamics of the class. Teachers will integrate the lesson themes and activities into their overall curriculum through a cross curricular planning web, particularly their health and wellbeing programme. Consequently the question becomes - how best can the Programme enhance and give coherence to your programme, rather than how am I going to fit this in.

The themes should be revisited as pupils mature. Such spiral development will allow pupils to progressively develop their understanding and thinking. A matrix that suggests how to use the materials throughout the three years of upper primary is outlined in appendix ii. A work folder should be maintained for each pupil, that will help them track changes and developments in their thinking and provide formative feedback on their personality development.

*The stances really made me think about what kind of person I am.*

A Motivated School wall display can provide a consistent reference point for the children, helping them to become more familiar with this vocabulary. It will be important to maintain the focus throughout the week and reinforce the language and concepts by linking them to real life classroom events. The learning stances etc can be used by the head teacher to talk to the class.

Pupil responses to the exercises can be collated and fed back to the teaching staff to inform their thinking and understanding of the class dynamics and class climate.

To maximise the impact of the programme, teachers need to move to some extent from a detached professional role to a more personal role. Critically, it is important to be as non judgemental as possible to open up pupils' exploration of class dynamics.

## **8 Parental Involvement**

A shared understanding of what motivates pupils will be enhanced if parents/carers are involved as partners. In particular, if the language of motivation - in particular the learner needs and the learning stances - is shared with parents/carers. This gives them

an understanding of what the teacher is trying to achieve, as well as giving them a new 'tool' to discuss their child's attitude and behaviour at home.

As well as being an excellent way to ensure a high turnout of parents, a class presentation to parents gives the pupils a practical outlet for their newfound insights and confidence. It also has the outcome that, in having to 'teach' something, pupils achieve a greater level of mastery of the material.

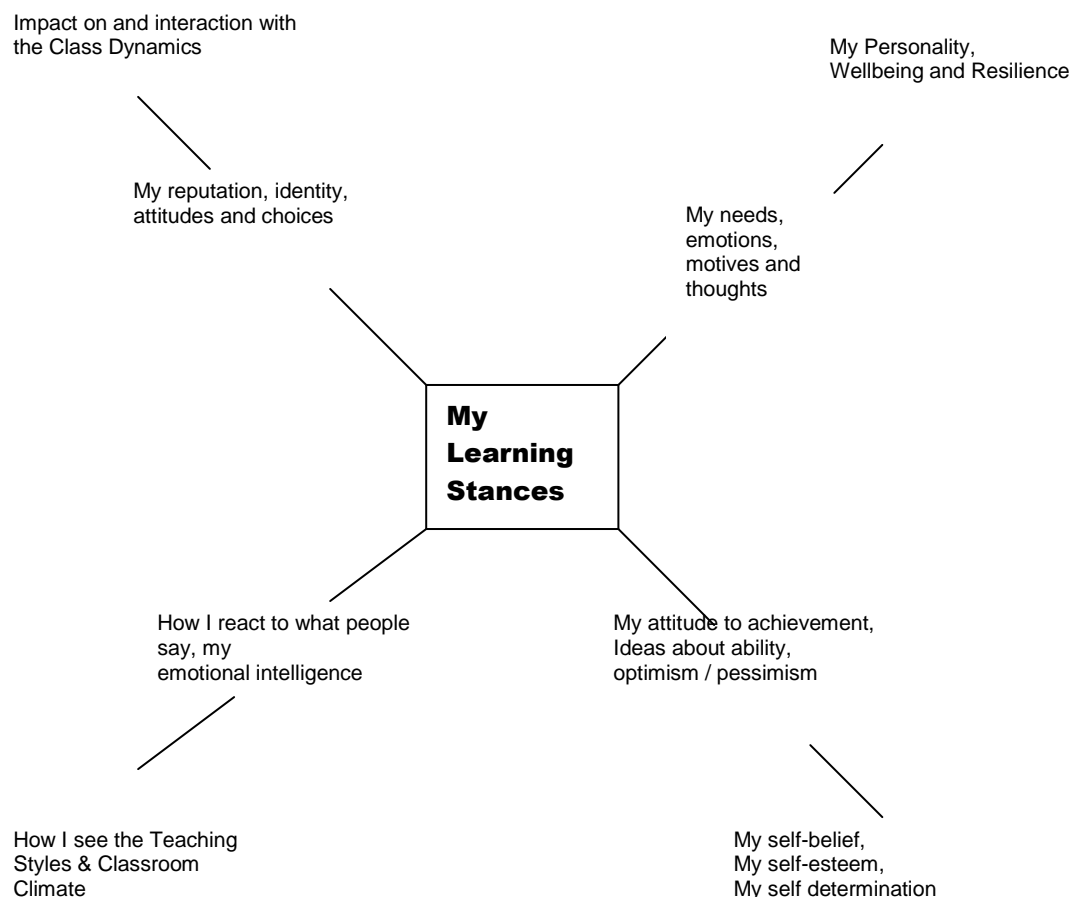
The programme for a parents' meeting is easily put together from the Classroom Sessions for pupils. It is important that it includes an explanation of the 3 'A' learner needs and of the Learning Stances.

## **9 The key focus - The Learning Stances**

*There are parts of yourself that the teacher knows but you don't and this helps you find out about it.*

The main focus of the programme is the Learning Stances which are a distillation of pupils' emotions and thoughts into words. Pupils will understand the stances readily and if they can grasp them within the learner needs framework this understanding will give greater self control. The wide and complex array of features that are reflected in the stances are outlined in Fig 1 below.

**Fig 1 The features reflected in the learning stances**



*I used to think pupils were good and bad but now I know there is a whole range of stances, its' given me a bigger picture. Keith, Primary 7*

*I know a lot of stroppy people and it's helped me deal with them.*

*If you are upset and angry you concentrate on what is making you upset and angry, not your work. Alison, aged 10.*

*You can look back at your earlier stances and see how you've changed.*

## **10 The optimal stage**

The learning stances evolve as pupils become increasingly aware of status and conditionality in the classroom. By age six, children have many ways of knowing themselves in terms of dispositional ideas that can influence their motivation. By then

they also learn to deceive others and themselves about their reasons for behaving. They learn to spout parent and teacher pleasing platitudes.

The key stage in the development of motivation to learn is around age 9 or 10, by which time, for most pupils

- self-control becomes established (usually between 7/9)
- concerns about acceptance increase (usually between 7/9)
- popularity contests peak
- pupils' big issue is getting to grips with their emotions
- specific evaluations of competence trigger the emergence of the self-emotions (usually between 7/9)
- explanations of progress stabilise
- ideas about ability consolidate
- pupils begin to realise they can have different feelings simultaneously and so become open to the concept of dynamic stances
- children learn to be able to hold positive as well as negative views of the same person
- underachievers start to deliberately work below their potential.

## **11 Overview**

### **1 What is Motivation and who is responsible for it?**

- 1.1. What is motivation?
- 1.2 How motivated am I?
- 1.3 All motivated by different things?
- 1.4 The dark side of motivation
- 1.5 Why do we have emotions?

### **2 The Learning Stances**

- 2.1 The Shower
- 2.2 The Learning Stances
- 2.3 The Emotions behind the Learning Stances
- 2.4 The Stance Quiz
- 2.5 Stances Change
- 2.6 The Motives behind the stances
- 2.7 The Stance Thoughts
- 2.8 Why do we take defensive stances?
- 2.9 More than one kind of pest
- 2.10 Dealing with Defensive Stances

### **3 Getting the best from me**

- 3.1 What is a need?
- 3.2 What do I need to be a successful learner?
- 3.3 How people get the best out of me
- 3.4 My job description
- 3.5 My Energy for Learning profile - what it means about me.

### **4 What is our Class like?**

- 4.1 The Classroom Climate
- 4.2 Class Personality
- 4.3 The Playground Climate
- 4.4 What can we learn from Friendship?
- 4.5 When Friendships go wrong?
- 4.6 What energises classrooms?
- 4.7 What makes a good Class Climate?

### **5 Motivation is two way**

- 5.1 Teaching Styles
- 5.2 How to deal with the different Teaching Styles
- 5.3 Class Dynamics
- 5.4 Respect, Fairness and Trust
- 5.5 Stance Hooks

### **6 What's in my tool kit**

- 6.1 Confidence - It's all in my head
- 6.2 My Personality
- 6.3 Reputation and Identity
- 6.4 My Signature Strengths
- 6.5 Ideas about ability
- 6.6 Optimist or pessimist?
- 6.7 My Attitude to Success?

## 12 Concepts Checklist

Outlined below is a list of the key concepts introduced by the programme.

1 What is motivation; differences in motivation between pupils; motivation is personal; motivation will vary depending on the circumstances; motivation can be negative as well as positive; emotions are important in shaping motivation.

2 The learning stances and how they show my motivation; the connection between learning stances, circumstances, emotions and motives; learning stances change; defensive stances are sometimes appropriate; how our feelings, thoughts and behaviour are connected; how to get out of the defensive stances.

3 The idea of a need and how this links to wellbeing; how people help me to do my best by caring for, encouraging and trusting me; the 5 energies required to be up for learning; what my Energy for Learning Profile means about me.

4 The Class and Playground Climate; how I contribute to the Class Climate / personality, what influences it and how it impacts on me; Class and Playground Dynamics; The Friendship Energisers; The Classroom Energisers.

5 The Teaching Styles and how they impact on me; motivation is a two way process; pupils affect teacher motivation; how to best deal with the different teaching styles; the impact each of the learning stances has on how the class gels; respect, fairness and trust ; the stance hooks and what they say about the school discipline system.

6 The idea of confidence; what goes on inside my head shapes my motivation and confidence, my personality; how my reputation shapes how I interact with the class; how my identity shapes how I interact with the class; the dangers of being stereotyped by adults, my signature strengths; how people can have different ideas about ability, optimism and pessimism; the different Attitudes to achievement people can have

## Appendix i **The Learning Intentions**

### **What is Motivation and who is responsible?**

#### **1.1. What is motivation?**

I will understand the idea of motivation, what makes me tick

I will know what can motivate and de-motivate some people.

I will know what I like and dislike about school.

#### **1.2 How motivated am I?**

I will know that many factors affect my motivation

I will have some about what motivates people.

I will know that motivation is personal

I will be able to consider how motivated I am.

#### **1.3 All motivated by different things**

I will be aware that my motivation is largely under my control.

I will be aware of differences in motivation between pupils, that motivation is personal.

I will be aware that my motivation will vary depending on the circumstances.

I will know some of the factors that make the difference between people.

#### **1.4 The dark side of motivation**

I will understand that my motivation can be negative as well as positive.

I will be aware that my emotions are important in shaping my motivation.

#### **1.5 Why do we have emotions?**

I will understand how my emotions shape my motivation.

I will be able to describe our positive and negative emotions.

### **The Learning Stances**

#### **2.1 The Shower**

I will be able to recognise and label the 7 different experiences possible in a shower.

I will be able to use them as a metaphor for the different learning stances and class climates.

#### **2.2 The Learning Stances**

I will be able to list the different personalities and behaviour within the classroom.

I will understand the idea of the learning stances and how they show my motivation.

I will know how to read my own and others' learning stances.

#### **2.3 The Emotional Stances**

I will recognise the connection between my learning stances and my emotions.

I will recognise that I can move around the learning stances.

#### **2.4 The Stance Quiz**

I will be able to fully describe the Learning Stances in my own words.

#### **2.5 Stances Change**

I will know the main learning stances I take.

I will be able to give a view on the main learning stances of each pupil in the class.  
I will know that my learning stances may change depending on the circumstances.  
I will be able to suggest ways to move from a negative stance.

### **2.6 The Emotions and Motives behind the stances**

I will know what emotions and motives are behind each stance.  
I will know some of the circumstances behind my emotions.  
I will be able to think about how my learning stances affect the group.

### **2.7 The Stance Thoughts**

I will have an idea of some of the thoughts associated with each learning stances.

### **2.8 Why do we take defensive stances?**

I will have some understanding of why I and others get into defensive stances.  
I will realise that my feelings, thoughts and behaviour are connected.  
I will realise that the defensive stances are sometimes appropriate.

### **2.9 More than one kind of pest**

I will be able to describe the different types of pest, based on their different goals.

### **2.10 Dealing with defensive stances**

I will have some ideas about how to get myself out of the defensive stances.  
I will have some ideas about how to get others out of the defensive stances.

## **3 Getting the best from me**

### **3.1 What is a need?**

I will have an understanding of the idea of a need.  
I will understand that my wellbeing is linked to how my needs are being met.

### **3.2 What do I need to be successful?**

I will better understand my own motivation and wellbeing through thinking about how my needs are met in school.

### **3.3 How people get the best out of me**

I will understand how people help me to do my best by caring for, encouraging and trusting me (That is meeting my needs.)

### **3.4 My job description**

I will be aware of the 5 energies required to be up for learning.  
In particular I will have a good understanding of what being responsible is all about.

### **3.5 My Energy for Learning profile - what it means about me.**

I will understand what my Energy for Learning Profile means about me.  
I will choose a personal target to work on.



## **4 What is our Class like?**

### **4.1 The Classroom Climate**

I will understand the idea of *Class Climate*.

I will recognise that the *Class Climate* can change.

I will express my opinion about the *Climate* in our classroom and how it impacts on me.

I can state how I contribute to the *Class Climate* through my learning stances.

### **4.2 Class Personality**

I will have thought about my class's personality, what influences it and how it impacts on me.

I can use my knowledge of motivation to discuss *Class Dynamics*.

### **4.3 The Playground Climate**

I will understand the idea of *Playground Climate*.

I will recognise that the *Climate* can change.

I will express my opinion about the *climate* in our playground and how it impacts on me.

I can state how I contribute to the *Playground Climate*.

### **4.4 What can we learn from Friendship?**

I will understand the idea of *Friendship Energisers*.

### **4.5 When Friendships go wrong?**

I will apply my knowledge of the *Friendship Energisers* to work out what happens when friendship goes wrong.

I will be able to evaluate how well I maintain friendships.

### **4.6 What energises classrooms?**

I will apply my knowledge of the *Friendship Energisers* to better understand how well the class gets on together.

I will understand the idea of *Classroom Energisers*

I will recognise how the *Classroom Energisers* influence *Class Climate*.

I will understand how we are all responsible for and affected by the class climate.

### **4.7 What makes a good Class Climate?**

I will understand how all four of the *Classroom Energisers* are important.

I will understand how these *Energisers* work together to create the *Classroom Climate*.

I will be able to evaluate my contribution to the *Class Energisers* and how they affect me.

## **5 Motivation is a two way street**

### **5.1 Teaching Styles**

I will be able to describe the different *Teaching Styles* and how they impact on me.

I will recognise that motivation is a two way process and that pupils impact on teaching style.

### **5.2 Dealing with different Teaching Styles**

I will have a good idea about how to best deal with the different teaching styles.

### **5.3 Class Dynamics**

- 1 I will be able to describe the impact each of the learning stances have on how the class gets on together
- 2 I will be able to evaluate my own impact.
- 3 I will have a view of how different class mates interact with me.
- 4 I will recognise how the different stances and impact on the class dynamics.

### **5.4 Respect, Fairness and Trust**

I will have a good understanding of the idea of respect, fairness, trust and blame.

### **5.5 Stance Hooks and what they say about the Discipline system**

- I will have formed an opinion of what helps and doesn't help me to take part.
- I will have formed an opinion of how rewards and other strategies are used in this class.
- I will have made suggestions about how to improve the school's approaches to discipline.

## **6 What's in my tool kit?**

### **6.1 Confidence- It's all in my head**

- I will understand the idea of confidence.
- I will have started to think about how what goes on inside my head shapes my confidence.

### **6.2 My Personality**

I will have thought about my personality and how it influences how I get on at school.

### **6.3 Reputations and Identity**

- I will have a good understanding of how my reputation shapes how I mix with the class.
- I will have a good understanding of how my identity shapes how I mix with the class.
- I will have a good understanding of the dangers of being stereotyped by adults.

### **6.4 My Signature Strengths**

- I will be able to identify my signature strengths.
- I will have thought about how I can make the most of these strengths.

### **6.5 Ideas about ability**

- I will have an understanding of how people can have different ideas about ability.
- I will have evaluated how I think about ability.

### **6.6 Optimist or pessimist?**

- I will have a good understanding of the idea of optimism and pessimism and how it can affect my motivation.
- I will have evaluated my own tendency to being optimistic or pessimistic.

### **6.7 My Attitude to Success?**

- I will have a good understanding of the different Attitudes to achievement people can have and how they can affect your motivation.
- I will have evaluated my own tendency towards a particular attitude to achievement.

**Appendix iia Lesson Progression Matrix**

(note some lessons are repeated)

LESSONS	PRIMARY 5	PRIMARY 6	PRIMARY 7
Unit 1 <b>1 What is Motivation? And who is responsible?</b>	1.1. What is motivation? 1.2 How motivated am I?	1.2 How motivated am I? 1.3 All motivated by different things?	1.2 How motivated am I? 1.4 The dark side of motivation 1.5 Why do we have emotions?
Unit 2 <b>The Learning Stances</b>	2.1 The Shower 2.2 The Learning Stances 2.5 Stances Change	2.3 The Emotions behind the Learning Stances 2.4 The Stance Quiz 2.5 Stances Change 2.9 More than one kind of pest 2.10 Dealing with Defensive Stances	2.6 The Motives behind the stances 2.7 The Stance Thoughts 2.8 Why do we take defensive stances? 2.10 Dealing with Defensive Stances
Unit 3 <b>Getting the best from me</b>	3.1 What is a need?	3.2 What do I need to be a successful learner? 3.4 My job description 3.5 My Energy for Learning profile - what it means about me.	3.3 How people get the best out of me 3.5 My Energy for Learning profile - what it means about me.
Unit 4 <b>What is our Class like?</b>	4.1 The Classroom Climate 4.3 The Playground Climate	4.2 Class Personality 4.4 What can we learn from Friendship? 4.5 When Friendships go wrong?	4.6 What energises classrooms? 4.7 What makes a good Class Climate?
Unit 5 <b>Motivation is a two way street</b>	5.4 Respect, Fairness and Trust	5.3 Class dynamics	5.1 Teaching Styles 5.4 How to deal with the different Teaching Styles 5.5 Stance hooks and what they say about school discipline
Unit 6 <b>What's in my tool kit?</b>	6.1 Confidence – It's all in my head 6.4 My Signature Strengths 6.5 Ideas about ability	6.1 Confidence – It's all in my head 6.2 My Personality 6.3 Reputation and Identity	6.1 Confidence – It's all in my head 6.6 Optimist or pessimist? 6.7 My Attitude to Success?

**Appendix iib Concepts Progression Matrix**

THEMES	PRIMARY 5	PRIMARY 6	PRIMARY 7
<b>Unit 1 What is Motivation? And who is responsible for it?</b>	What is motivation; my motivation is my responsibility	What is motivation; my motivation is my responsibility; differences in motivation between pupils; motivation will vary depending on the circumstances.	What is motivation; my motivation is my responsibility; differences in motivation between pupils; motivation will vary depending on the circumstances; motivation can be negative as well as positive; emotions are important in shaping motivation.
<b>Unit 2 The Learning Stances</b>	The learning stances and how they show my motivation	The learning stances and how they show my motivation; the connection between learning stances and emotions; learning stances change; how to get out of the defensive stances.	The learning stances and how they show my motivation; the connection between learning stances and emotions; learning stances change; emotions and motives behind each stance; defensive stances are sometimes appropriate; how to get out of the defensive stances.
<b>Unit 3 Getting the best from me</b>	The idea of a need and how this links to wellbeing	The idea of a need and how this links to wellbeing; the 5 energies required to be up for learning; what my Energy for Learning Profile means about me.	The idea of a need and how this links to wellbeing; how people help me to do my best; the 5 energies required to be up for learning; what my Energy for Learning Profile means about me.
<b>Unit 4 What is our Class like?</b>	The Class and Playground Climate.	The Class and Playground Climate; how I contribute to the Class Climate and how it impacts on me; my class personality, what influences it and how it impacts on me; Class and Playground Dynamics; The Friendship Energisers.	The Class and Playground Climate; how I contribute to the Class Climate and how it impacts on me; my class personality, what influences it and how it impacts on me; Class and Playground Dynamics; the Friendship Energisers; the Classroom Energisers; What makes a good class climate.
<b>Unit 5 Motivation is a two way street</b>	Motivation is a two way process, pupils affect teacher motivation; respect, fairness, trust and blame	Motivation is a two way process, pupils affect teacher motivation; the impact each of the learning stances have on how the class gels; respect, fairness, trust and blame; ways to improve the use of rewards.	The Teaching Styles and how they impact on me; motivation is a two way process, pupils affect teacher motivation; how to best deal with the different teaching styles; the impact each of the learning stances have on how the class gels; respect, fairness, trust ; stance hooks and what they say about school discipline
<b>Unit 6 What's in my toolkit?</b>	The idea of confidence; what goes on inside my head shapes my motivation and confidence, my signature strengths; how people can have different ideas about ability.	The idea of confidence; what goes on inside my head shapes my motivation and confidence, my personality ; how my reputation and identity shape how I interact with the class; my signature strengths; how people can have different ideas about ability.	The idea of confidence; what goes on inside my head shapes my motivation and confidence, my personality ; how my reputation and identity shape how I interact with the class; the dangers of being stereotyped by adults, my signature strengths; how people can have different ideas about ability, the idea of optimism and pessimism; the different Attitudes to achievement.

### Appendix iii HWB outcomes and lessons

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 2-04a

Lessons 1.4, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10, 3.2, 4.1, 4.6, 4.7, 5.1, 5.3, 6.1, 6.3

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 2-02a

lessons 1.4, 1.5, 2.3, 2.6, 2.7, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a

lessons 3.4, 3.5, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2-10a

lessons 1.3, 2.2, 2.9, 4.1, 4.2, 4.3, 4.6, 4.7, 5.3

I am aware that positive friendships and relationships can promote health and the health and wellbeing of others HWB 2-44b

lessons 3.1, 3.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 2-05a

lessons 4.1, 4.4, 4.5, 4.6, 4.7, 5.4, 5.5

I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a,

lessons 2.4, 2.5, 4.4, 4.5, 5.2, 5.3

I understand that a wide range of different kinds of friendships and relationships exist. HWB 2-44a

lessons 2.9, 4.4, 4.5, 5.1, 5.2, 5.3

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a

Lessons 6.1, 6.4, 6.5, 6.6, 6.7

I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 2-14a,

lesson 3.4, 4.4, 4.5, 4.6, 4.7

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 2-06a

lessons 2.8, 2.10, 3.1, 3.2, 3.3,

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b

lessons 2.2, 5.2, 5.3, 5.4

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a,

lessons 3.4, 4.6, 4.7, 5.3

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a

lessons 3.4, 5.3, 5.4, 5.5

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 2-08a

lessons 2.8, 2.10, 5.3

I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 2-01a

lessons 1.5, 2.6

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2-15a

Lessons 1.1, 1.2

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07a

lessons 2.10, 5.2

#### **Appendix iv Literacy and English outcomes to which the Programme contributes**

- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a
- I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a
- I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a
- To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08a
- When listening and talking with others for different purposes, I can: share information, experiences and opinions, explain processes and ideas, identify issues raised and summarise main points or findings, clarify points by asking questions or by asking others to say more. LIT 2-09a
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a
- Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a
- I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. LIT 2-25a
- By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a
- I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a
- I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a
- As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. ENG 2-30a
- Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a

## Wellbeing Outcomes by Energy

Getting along	Negotiating	Getting stuck in	Expressing self
<p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. <u>HWB 2-04a</u> Lessons 1.4, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10, 3.2, 4.1, 4.6, 4.7, 5.1, 5.3, 6.1, 6.3</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others <u>HWB 2-44b</u> lessons 3.1, 3.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3</p> <p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and</p>	<p>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. <u>HWB 2-02a</u> lessons 1.4, 1.5, 2.3, 2.6, 2.7, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. <u>HWB 2-10a</u> lessons 1.3, 2.2, 2.9, 4.1, 4.2, 4.3, 4.6, 4.7, 5.3</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. <u>HWB 2-45b</u> lessons 2.2, 5.2, 5.3, 5.4</p> <p>Through</p>	<p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. <u>HWB 2-11a</u> lessons 3.4, 3.5, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations. <u>HWB 2-14a</u> lesson 3.4, 4.4, 4.5, 4.6, 4.7</p>	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. <u>HWB 2-01a</u> lessons 1.5, 2.6</p> <p>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. <u>HWB 2-19a</u> Lessons 6.1, 6.4, 6.5, 6.6, 6.7</p>



<p>others. <u>HWB 2-05a</u> lessons 4.1, 4.4, 4.5, 4.6, 4.7, 5.4, 5.5</p> <p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. <u>HWB 2-45a</u>, lessons 2.4, 2.5, 4.4, 4.5, 5.2, 5.3</p> <p>I understand that a wide range of different kinds of friendships and relationships exist. <u>HWB 2-44a</u> lessons 2.9, 4.4, 4.5, 5.1, 5.2, 5.3</p> <p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. <u>HWB 2-08a</u> lessons 2.8, 2.10, 5.3</p>	<p>contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. <u>HWB 2-13a</u>, lessons 3.4, 4.6, 4.7, 5.3</p> <p>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. <u>HWB 2-09a</u> lessons 3.4, 5.3, 5.4, 5.5</p>		
<p><b>RESPONSIBLE CITIZEN</b></p>	<p><b>EFFECTIVE CONTRIBUTOR</b></p>	<p><b>SUCCESSFUL LEARNER</b></p>	<p><b>CONFIDENT INDIVIDUAL</b></p>

### Responsible Confidence

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 2-06a

lessons 2.8, 2.10, 3.1, 3.2, 3.3,

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.

HWB 2-15a

Lessons 1.1, 1.2

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07a

lessons 2.10, 5.2