

Student Motivation

Do You Believe that You Can Do Well on the Tests that You Take?

Teacher Lesson Plan

Elementary Grades: 3-5

Purpose: This lesson focuses on student motivation utilizing a “positive self-talk” strategy.

Lesson Time: 30 minutes

Activity: Teacher-directed small group or whole class discussion.

Questions for discussion BEFORE using the Student Reflection Sheet:

- How many of you talk to yourself? MOST people do talk to themselves. Many times you think about WHAT you are going to do and HOW you are going to do something.
- Has anyone ever played baseball? What do you say to yourself when you get up to bat? Do you encourage yourself or discourage yourself? Do you think it is better to say positive (good) things or negative (bad) things? Why?

Read and discuss SECTION I:

- Let’s read about - what you might say when you talk to yourself before a test.

Read and discuss SECTION II:

- Let’s talk about WHY you should have confidence that you will do okay on your upcoming test.
- Read and discuss the questions:

Have you gone to school most days this year? We have worked on the skills you need in order to do well on the test. Raise your hand if you remember working on ... (name skills).

Did you complete most of the assignments? The assignments we have worked on will help you do better on the test. Do you know what you did well on? Do you understand the mistakes you made?

Did you work hard to get better at doing your school work? Did you focus? Did you listen? Did you ask questions?

Now let’s BRAINSTORM a list of some other things you have done that will help you do well on the upcoming test. Possible answers: Complete homework, work with a tutor or mom/dad, read extra books, etc.

Name _____ Date _____

Student Reflection Sheet – Elementary Level
Do You Believe that You Can Do Well on the Tests that You Take?

The first step in doing well on a test is having the belief that you will do well!

THOUGHTS → ACTIONS

The way you THINK controls the way you ACT. In other words, what you think controls what you do.

For example, when you take a reading test and start to answer the difficult questions ...

WHAT DO YOU USUALLY SAY TO YOURSELF?

Do you say?
Statement 1: "These questions are too hard, I can't do them."

Or do you say?
Statement 2: "These questions are hard, but I'm going to figure them out!"

Write your answer: _____

Let's look at what happens when you say each statement.

If you say statement 1: "These questions are too hard, I can't do them!" Guess what? You probably won't be able to answer the questions. When you tell yourself you can't do something, you stop trying. If you think you can't do something and you stop trying, there is no way you can be successful.

If you say statement 2: "These questions are hard, but I'm going to figure them out!" You have a much better chance of answering them correctly.

Remember the way you THINK controls the way you ACT.

Let's look at the many reasons why you should THINK you are going to figure out the test questions you will be asked.

- Have you gone to school most days this year?
- Did you complete most of the assignments your teacher(s) asked you to do?
- Did you work hard to get better at doing your school work?

List some other things that you have done that will help you do well on an upcoming test.

• _____

• _____

• _____

• _____

Section II

The School District of Palm Beach County, FL
Department of Safe Schools

Single School Culture © for ACADEMICS
Material adapted from Your "Get Smart" Toolkit –Efficacy Institute

Name _____

Date _____

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- Did you work hard to get better at doing your school work?

List some other things that you have done that will help you do well on an upcoming test.

- _____
- _____
- _____