

1. Motivation and Mindset

What do we want the students to learn and why?
<ul style="list-style-type: none">• That there is a strong connection between self-control and success in life, including academic success. In some studies self-control has more influence on academic achievement than IQ.• That self-control is not a fixed psychological attribute but rather is a skill that can be cultivated if approached in the right way.• One strategy for increasing the probability of self-control when pursuing a goal (WOOP). <p>Because understanding these things may increase students' sense of agency and control over their own learning, which should increase their intrinsic motivation, help them enjoy their learning more and learn more effectively.</p>

What other things need to be done?	What resources are needed?
There is a videoclip linked to the slideshow. Check that it works on the equipment you will be using.	Laptop, projector and speakers.

Activities

Timing	What to do	Additional notes
0-5	Welcome the group. Review the learning intentions.	
5-15	Explain the context of the video you are about to show Show the video. Outline the results of the follow-up studies. Stress that self-control has emerged as a very significant influence on success in life.	Mischel (1973) is a classic study of self-control. Young children were taken into a room and offered a treat – a cookie or a marshmallow. They were told they could eat it straight away but if they could wait for a while they would be given an additional treat. The researchers observed what happened. OPTIONAL: explain that the 30% who waited for the extra treat did so mainly by distracting themselves from the marshmallow. Those who tried to 'tough it out' and those who dwelt on how good it would be to get an extra marshmallow, how good it would taste when they did get it etc. were more likely to give into temptation. FUN FACT: 30% 'pass rate' is typical in US and European kids. A recent investigation in Cameroon found around 70% of 3 year olds able to pass the marshmallow test!

IF TIME	<p>Questions: How good is your self-control? Would you eat the marshmallow? Why is it so difficult to exercise self-control?</p> <p>Allow discussion; invite responses.</p>	
15 - 20	<p>Explain: our brains are wired up for a short term view. When we are close to a valued reward our brain 'magnifies' it. This means that trivial pay-offs (like watching YouTube videos) can suddenly seem more attractive than significant pay-offs that are far away in time (like going to a good university to study the course you really want). When this happens, we make illogical choices.</p> <p>In addition, a fixed mind-set means that some people become 'helpless' in the face of their own lack of will-power as they believe that they cannot change.</p>	
20-35	<p>Stress that self-control is something that can be learned.</p> <p>Present WOOP as a way of increasing self-control. You can either (1) describe the process to them and then invite them to have a go, or (2) step them through the process. Either way, what needs stressing is (1) they have to do all the steps; (2) they must identify <i>internal</i> obstacles not external ones; and (3) the plan must involve specific <i>actions</i> not just vague <i>intentions</i>.</p>	<p>Mischel found that he could teach kids the strategies used by the successful children in his original study and their performance got a lot better.</p> <p>E.g. "If I find myself getting tired then I'll try harder" is poor. "If I find myself getting tired then I'll stop what I'm doing, stand up and walk about for three minutes, then resume" is much better.</p>
	Review learning intentions and close.	