# Pedagogical Animation Skills II

## Implementation: Motivation management & energizers

In this activity, you will go over several techniques to manage motivation in a group and to keep pupils active. There are the so-called *Energizers*, differentiation between pupils and clear, but fun introductions.

### *Fun, clear introductions*

Every activity should start with a good introduction. A good introduction contains:

- A clear explanation of the activity
- The goals of the activity
- A fun or motivating element

When writing an introduction for an activity, the students should keep the following questions in mind:

- How will I explain what the pupils have to do? Is this clear to them?
- How will I make the explanation interesting or fun?
- What goals do I want the pupils to achieve by the end of the activity?

Here are some fun ways to brighten an introduction, instead of just talking and listening:

- A short piece of theatre
- A video
- Show-and-tell

### *Energizers:*

Traditionally, every activity in a coding program starts with a short energizer: a 10-15 minute game designed to boost the energy and motivation level of participants. In Appendix III, you will find five fun energizer activities, that you can use at the start of an activity or whenever you feel morale is low. Some are meant to play outside (with a lot of space), while other activities can be played indoors. You can find plenty more different games and energizers online.

*NOTE:* these games should be spread out across the whole program. In this activity, you can play one as well, but mostly discuss the benefits with the students: why do you do it?

### *Differentiation between pupils*

First, start off with a group discussion: why would pupils lose motivation or act out during an activity? What can be the reasons behind it?

There are plenty of causes for pupils to lose their motivation or attention, such as hunger, a bad night sleep, a fight with parents, … But sometimes you can also find the cause in the activity itself: perhaps it is too difficult, the introduction was not clear, or even too easy.

During an activity with pupils, the students should pay attention to how they are doing. A child that finds it very difficult, might need more individual explanations. Or perhaps another one finds it too easy and is done too fast. This child may then be asked to help others.

## Implementation: Practical organisation & preparation

The majority of a successful activity lies in the preparation. During this session, you will support your students in the practical preparation and the content.

*Team creation*:
Your students will be divided into teams of three. In this team, they will be organising activities for pupils in primary education.

You can choose to let the students make their own teams, but we do not recommend this. Try creating teams that are balanced in:

| | |
|---|---|
| Skill differentiation | Some students are strong on a pedagogical level, while others are better with technology. |
| Gender | Female animators can be a great role model for young girls. Try not to have teams with only one gender. |
| Social relationship | We don't recommend teaming up best friends or 'enemies'. Try to make sure the dynamic between the three students will work well. |

*Tasks and responsibilities as an animator:*
As animators, the students will have certain tasks and responsibilities to successfully carry out the coding activities with the pupils. The students will also decide which animator is responsible for which activity.

| Animator Tasks and responsibilities | |
|---|---|
| Preparing the activities | Every animator has to fill out the preparation for their activities and learn the contents of the activity. |
| Setting up the materials | Before the start of every activity, the materials need to be set up. After the activity, the materials are checked and organised. |
| Introducing and accompanying activities | The animators create a good introduction and make sure all pupils are actively engaged in the activities. |

| Helping team members | Every animator helps his team during activities. No animator stays absent on the side. |
|---|---|
| Being a good example for pupils | Animators show good and respectful behavior, to be an example to the pupils. |

*Schedule*

You and your students take a look at the activity schedule. Make sure all the activities are clear to them and they know what to do. You can find an empty activity schedule to print out in Worksheet 5.

For every activity, the team needs to write down a date and time they will visit the group of pupils; as well as assign one or two main responsible animators for each activity. This student will take the lead on that activity, while the others will help and support him/her. Make sure this division is done fairly and not one student does all the work.

*Preparations for individual activities*

Worksheet 6 is a template that your students can use for preparing each of the individual activities. It is important that they fill these in for all the activities, so they are well prepared and don't forget any details.

On the preparation sheet, they will have to fill out the content of the activity, the learning goals, the introduction, what materials are needed.  Also they will make a detailed step-by-step course of the activity, in which they fill out what they will do first, next, with a detailed description and timeframe.

Materials:
- Code Etiquette poster, printed on A3 size
- Worksheet 5 and 6 for each student
- Pens
- Post-it notes
- Paper