

MOTIVATION TO LEARN*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 30 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Identify appropriate teaching methods for peer educator in peer sessions.
- ★ **Training Methods:** Large Group Discussion, Lecture
- ✓ **In This Activity You Will...**
 - Ask questions to stimulate group discussion (5 minutes).
 - Define the acronym MARS (Motivation, Association, Repetition and Senses) and give examples (20 minutes).
 - Summarize in a large group the benefits of using this new concept to problem techniques in teaching (5 minutes).
- ✂ **Materials:**
 - Newsprint, markers, tape
 - Projector, screen, computer (optional)
- 🔪 **Preparation:**
 - Set up computer for PowerPoint presentation (optional)

Instructions

1. Lead a group discussion using the following question:

Why does a peer need to understand how people learn?
 2. Follow up with the definition of learning as indicated in the power point presentation. Discuss how each element of the MARS mnemonic enhances learning from both the client and peer educator perspectives.
 - The definition we are going to use today is:

Learning is the process of acquiring knowledge or skill through study, experience or teaching.
 - Most would agree that learning:

Comes from study and/or life experiences
Requires acquisition of new knowledge, skills or attitudes
Occurs over a period of time
Involves the process of change
Is a life long process
 - Using **MARS** to enhance learning
- The mnemonic **MARS** (motivation, association, repetition and senses) can help participants remember these four concepts that enhance learning. We will explore each of these aspects from 2 perspectives: the clients' and the peer educators'.
1. **Motivation**

Client

 - Comes from within.
 - Motivation is related to an immediate need, problem, or deficit and is encouraged when the person finds value.

* This module comes from the Missouri People to People Training Manual, 2008.

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Peer Educator

- Creates an environment to encourage and connect motivation to learning.
- Connect new information to the values of the person.

2. Association

Client

- Clients learn more rapidly when they can associate the information with previous experiences or learning.
- New material draws on past experiences and is related to something the learner already knows.

Peer Educator

- Draw from the clients' past experiences and knowledge with the new necessary information.
- Relate complex ideas to everyday occurrences or their frame of reference.
- Using personal stories to connect with the clients' experiences with new information.

3. Repetition

Client

- Frequent reviewing, summarizing and practicing provides the repetition that helps learning and remembering.
- Repeated interactions or experiences with content reinforce learning.

Peer Educator

- Reframing and restating information multiple times and ways support clients' understanding.

4. Use of Sense

Client

- Clients learn more effectively when multiple senses are used.
- If clients use, see and hear new information they have a better chance of remembering.

Peer Educator

- Learning occurs more effectively when participants are actively involved in the learning process through the use of as many senses as possible.
- Examples: books, videos, personal experiences, role-play, etc.

Summary

Wrap up session.

* This module is part of the online toolkit *Building Blocks to Peer Success*. For more information, visit http://www.hdwg.org/peer_center/training_toolkit. This module comes from the Missouri People to People Training Manual, 2008.

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SESSION POWERPOINT



Motivation to Learn



Learning

- Why does a peer need to understand how people learn?



Learning...

- Comes from study and/or life experiences
- Requires acquisition of new knowledge, skills or attitudes
- Occurs over a period of time
- Involves the process of change
- Is a life long process



M.A.R.S.

- **M**otivation
- **A**ssociation
- **R**epetition
- Use of **S**enses



M.A.R.S.

Client

Motivation-

- Comes from within.
- Motivation is related to an immediate need, problem, or deficit and is encouraged when the person finds value.

Peer Educator

Motivation-

- Creates an environment to encourage and connect motivation to learning
- Connect new information to the values of the person



M.A.R.S.

Client

Association-

- Clients learn more rapidly when they can associate the information with previous experiences or learning.
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Peer Educator

Association-

- Draw from the clients' past experiences and knowledge with the new necessary information.
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SESSION POWERPOINT (cont.)




M.A.R.S.

Client	Peer Educator
R epetition-	R epetition-
<ul style="list-style-type: none">• Frequent reviewing, summarizing and practicing provides the repetition that helps learning and remembering.• Repeat interactions or experiences with content reinforces learning.	<ul style="list-style-type: none">• Reframing and restating information multiple times and ways supports clients' understanding.




M.A.R.S.

Client	Peer Educator
U se of S enses-	U se of S enses-
<ul style="list-style-type: none">• Clients learn more effectively when multiple senses are used.• If clients use, see and hear new information they have a better chance of remembering.	<ul style="list-style-type: none">• Learning occurs more effectively when participants are actively involved in the learning process through the use of as many senses as possible.• Examples: books, videos, personal experiences, role-play, etc.



Barriers to Learning

- Brainstorm Activity
What are examples of barriers to learning?



M.A.R.S.

"Meeting Diverse Barriers to Learning" activity