



## STUDY SKILLS SPOT: Motivation

You might experience loss of motivation as a reluctance to undertake an assignment or project, or attend classes. As a result of loss of motivation you may be thinking about giving up. You might feel: anxious, confused, frustrated, angry, uncertain or depressed.

What makes you want to study...or not?

Is it:

- interest in the particular assignment?
- the need to know and learn?
- the desire to improve?
- seeking knowledge because knowledge is power?
- to be able to do the things you want to do in life?
- to better yourself?
- to enjoy the learning process?

If these are true you obtain motivation from Intrinsic factors (i.e. within the learning) These are also called Mastery Goals as they focus on mastering the work.

Do you instead:

- Want high marks?
- Want to make to able to make lots of money?
- Don't want to let down the teacher?
- Parents will kill you if you don't do well?
- Have to do better than the others in the class?
- Fear failure?

If these are true you are motivated by Extrinsic factors (things outside the learning itself). These are called Performance Goals because they focus on achievement levels.

Most people are motivated by a combination of both of these. Sometimes these no longer have enough power to actually motivate you. Sometimes you aren't motivated at all. You can increase your motivation by combining the two factors. For instance you can use your Goal-setting skills <http://plduffyrc/library/study/goals.htm> to try to achieve some of those Extrinsic goals by setting short term Intrinsic or task-oriented goals. Then be calm, make time, concentrate on one thing at a time. Your attitude to yourself and study plays a huge part in your motivation. Imagine yourself studying hard, make study a priority. Reward yourself (only) when the tasks are complete: watch TV, spend time with friends, eat an ice-cream.

Read more:

<http://www.trinity.wa.edu.au/plduffyrc/library/study/motiv.htm>

## NEWS

### **PAGERS (MERCEDES AND TRINITY) BOOK CLUB**

All Year 8 and 9 students still welcome, assisted by Mrs HORTON (Trinity) Mrs DANIEL (Mercedes) & Ms CRAWFORD (Dymocks). Meetings are on Tuesdays 3:30-4:45 twice a term, alternating between Trinity/Mercedes Resource Centres. We have afternoon tea; we talk, play games and enjoy other activities and reading. And we have fun!

The first meeting was on **28 February** at Trinity Senior Library (P.L. Duffy Resource Centre). The next meeting will be at the Mercedes Library **28 March**

**Interested students please pick up a permission slip from the P.L. Duffy Resource Centre and return it ASAP signed by your parent.**

### **STUDY SKILLS WORKSHOPS**

Do you need help with study skills? In setting up timetables? Working out how to study? Come to the P L Duffy Resource Centre. Drop in at any or all sessions, although you will gain the most benefit if you come to most sessions.

Year 10, 11, 12            3:10 - 3:45 Wednesday

Year 8 & 9                3:10 - 3:45 Thursday

### **PARENTS KEEP A SPOT IN YOUR DIARY**

*Boys & Reading: Linking Facts & Story for Successful Reading* with Dr Ronald JOBE, Professor, Department of Language & Literacy Education at the University of British Columbia, Canada

**Tuesday, 9 May 4.30pm - 6.30pm**

What do we know about boys and reading? Recent research sheds light on boys being information-focused readers, a perennial challenge to teachers and parents. When we link information with novels, we entice boys, some of whom are reluctant readers, to read beyond the plot. How can we enhance the appeal of novels with the facts?

Gold coin donation to contribute to catering. **RSVP 9223 8134.**

### **NEW BOOKS**

We have added a large number of new books (especially some science fiction and graphic novels for the beginning of the year. Remember you can search the library catalogue from home from the library website.

### **WEBSITE NOTES**

Books in Homes in Australia <http://www.biha.com.au/> Organisation that raises funds for disadvantaged families so they have access to good reading material in their own homes. Added to Australian Literature <http://www.trinity.wa.edu.au/plduffyrc/subjects/english/aust/default.htm>

Web Design from Scratch <http://www.webdesignfromscratch.com/> Step by step guide to designing your own website. Added to Web Page Design <http://www.trinity.wa.edu.au/plduffyrc/subjects/it/webdes/default.htm>

## **READING: KEY TO LITERACY, KEY TO SUCCESS AT SCHOOL**

Many parents read to children while they are young, before they learn to read, but once they can read alone discontinue the practice. Children mostly learn to read in Junior School, are encouraged to read widely there and taken regularly to the library by teachers and parents. In Senior School, reading tends to take second place to sport, homework, computers or going out. Students come to regard reading as something that only happens when they're "little kids". Boys may begin to perceive reading as a female activity to be disregarded by anyone who sees themselves as a "real man". These tendencies mean that the valuable skill of reading is pushed into the background.

This is real tragedy for our boys. Regular wide reading is a passport to improved literacy. Reading helps develop vocabulary, grammar and spelling skills as students can see correct writing modelled. When a boy reads he comes in contact with new ideas, varied points of view, different people and cultures than those that surround him day to day. When literacy improves students are able to succeed at all subjects, as all areas of the curriculum require high standards of literacy.

What can you do to encourage your son to read? There are a number of steps you can take:

- 1) Read yourself, and let him see relations, mates and role models reading. If students see fathers, mothers, uncles, aunts, neighbours and friends reading they will see the activity is valued by people they respect.
- 2) Read with your son. Even though your son can read himself, the opportunity to share great books while he still is at home with you, lets you develop areas for discussion. Each read a chapter on alternating nights.
- 3) Talk to him about what he reads. Discuss ideas and different world views.
- 4) Allow him to choose fiction as well as non-fiction books, to allow his creativity and imagination to develop alongside his vocabulary and writing skills.
- 5) Surround him with reading material: newspapers, magazines, maps, charts and books.
- 6) Help him to "read" in every form: e.g. how to understand a map, follow directions for putting equipment together, nut out figures in a graph, cook from a recipe, and search on the internet.
- 7) Remind him to borrow books from the library. We are open Monday – Thursday from 7:45am – 3:45pm, on Friday 7:45am – 3.00pm and every lunch time.
- 8) Encourage him to join the Pagers Book Club.
- 9) Take him to join the local library. Encourage him to borrow and read.
- 10) Buy him good books for birthdays and Christmas.
- 11) Encourage him to read at least 15-20 minutes every day.

## BOOK REVIEWS

### ***The Fur*: Nathan Hobby Fremantle: Fremantle Art Centre Press**

Michael lives in Western Australia, but it is strangely changed from our world of today. The "fur", a vicious fungus type growth, has taken over large areas of WA, land and people alike, and the state is isolated into a Third World ghetto, separated from the wealthy, untouched East. Michael, lonely and isolated himself, longs to escape into the civilised East where everything seems clean and uncontaminated.

His father, a fundamentalist preacher, offers no support, only criticism. His mother is killed by the fur. His community is insular and inward looking. Michael is alone. His journey towards understanding his own truth and his relationship with the rest of his world is vivid and poignant.

He is a very real boy, albeit in a strange world that has been poisoned for as long as he can remember. He is, like many young men, self-centred, naïve and opinionated, but he is also idealistic and enthusiastic.

Winner of the 2003 TAG Hungerford Award, this fascinating and multi-layered book is suitable for older readers and has been likened to *Catcher in the Rye*. However, unlike the earlier novel, it takes for granted a Christian faith, although it explores varied ways of living that out. This religious background is unobtrusive but ever present. The book transmogrifies recognisable features of our suburbs into a very changed landscape. However we recognise the corrupt and ruthless politicians, the narrow-mindedness of the "bean counters", and the very real honesty and passion of ordinary people.

### ***Night People* Anthony Eaton University of Queensland Press**

There's always a proprietary feeling when seeing one of Anthony's books as he was an English teacher at Trinity just a few years ago: he is one of ours! This new book takes us, with him into a new realm.

*Nightpeople* is a fantasy book, set in a future time, where a lonely girl lives in a contaminated world. The fearsome Nightpeople have condemned Saria's people to misery, poverty and inevitable extinction. She is special, born to an infertile tribe and spirited away to be brought up alone and ignorant of the history and customs of her world. She is to be a pawn for varying squabbling clans, a promise, a fulfilment of prophecy, but she also a very ordinary girl, balky, and confused, overwhelmed and reluctant to take on any great quest.

The groups of struggling folk, living on the edge of destruction, are barely surviving. Most are full of despair, hate, and only interested in the survival of their immediate family for the next day, irrespective of anyone else. Some have faith in the prophecy of future freedom, but none allow themselves to even think of a world beyond the walls: their world is circumscribed and limited, contained in hardship and desolation. Like all good fantasy, we are also reminded of reality: in this case the plight of refugees and indigenous peoples of our own world.

The novel is highly entertaining, exciting and thoughtful. Recommended for 13+