MOTIVATION

Motivation is a key factor in shaping the lives of young individuals. It drives creativity and innovation, promotes health and well-being, fuels personal development, prepares them for the future, and fosters positive relationships. Ultimately, motivation empowers young people to set goals, overcome obstacles, build resilience, and maintain a positive outlook, contributing significantly to their personal growth.

Learning outcomes:

Young people will:

- Understand the importance of values, goal-setting and overcoming challenges and setbacks.
- Know how to motivate oneself in times of de-motivation.
- Be aware that motivation can be dependent upon one's social and emotional wellbeing.
- Use methods to motivate oneself.



Activity 1



'Defining Your Strenghths'

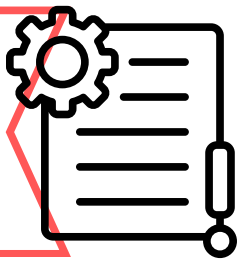
Purpose: Young people will be enabled to increase their emotional vocabulary to enhance their ability to use language to express themselves.

Objectives: *Young people will be introduced to a range of emotions and encouraged to name these emotions.*



Resources: Ball/soft object, flip-chart paper, markers, collage of characters

Note:
Print one copy of the characters collage for each person and one copy as a poster



Steps:

Part One:

1. Outline to the group that you are going to explore individual strengths and how these strengths can have a positive impact on their wellbeing.
2. Discuss with the group that everyone has individual characteristics and traits that can support positive mental wellbeing.
3. These characteristics are called personal strengths and they are different for everyone.
4. Having the ability to identify personal strengths can have a big impact in helping young people through hard times and improve their wellbeing.
5. Outline that sometimes it can be difficult to identify and feel a sense of ownership of our own strengths.
6. Recognising personal strengths is a very important skill for self-awareness and for building self-esteem, creating an identify and assisting with overcoming challenges as well as stress reduction.
7. Display the characters page and discuss the words that are written in it. Clear up and confusion the group may have about the meanings of the words.
8. Ask the young people to form a standing circle in the room, facilitator should take part.
9. Ask the group to choose one of the strengths on the collage or one of their own that they identify as having.

‘Defining Your Strengths’

Part Two:

1. Youth worker leads and begins the activity by holding the ball and sharing one of your personal strengths with the group, and why you think that is important.
2. One of my strengths is positivity. This strength is important because it allows me to look on the brightside.
3. Once you have shared, you will pass the ball to another person in the circle, who will repeat the steps.
4. Continue until each member of the group has had a chance to share one of their strengths with the group.
5. Ask if anyone has any questions of comments about the activity.



Youth Workers joining in this activity can build stronger relationships with young people as they get to know you better.

Processing questions:

1. How did you find this activity?
2. How did this activity make you feel?
3. Do you think it is important to practise naming your strengths?
4. How often do you think young people take time to reflect on and become aware of their strengths.
5. What things could you do to become more aware of your strengths?
6. Did you learn anything from this activity? What was it?


Efficent
Positive
Fair
Talented
Honest
Easy-going
Funny
Reliable
Loving
Resposible
Motivated
Dedicated
Creative
Calm
Intelligent
Warm
Trustworthy
Protective
Considerate
Helpful
Determined
Loyal

Activity 2



'Talking to Yourself'

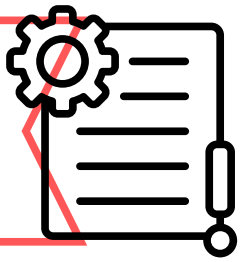
Purpose: Young people will be demonstrate an understanding of positive self-talk and it's importance for personal emotional wellbeing.

Objective: *Young people will be encouraged to use positive self-talk methods to promote their own wellbeing.*



Resources: Flipchart, markers, negative statement sheets

Note:
Provide examples of positive and negative self-talk which is specific to the group



Steps:

Part One:

1. Ask young people, as a large group to brainstorm the concept of self-talk. Ask the group to outline what they think it is, and what it consists of.
2. Explain and discuss that self-talk is the voice in your mind, and how you speak to yourself, sometimes the words they say in your mind can be very loud.

- Self-talk often happens with out even realising it.
- Self-talk can have a huge impact on how people feel about themselves.
- Positive self-talk is the voice in your head that makes you feel good and identifies the good things about yourself and the good things that are going on in your life.
- Negative self-talk is the voice in your head that makes you feel bad about yourself, and the things in your life.

3. Brainstorm some examples of positive and negative self-talk.
4. Write these on two different sheets of flip chart paper.
5. Ask for two volunteers to write the brainstorms for both topics.
6. Ask the group to consider both lists and to think about how many times in their day to day lives they say things to themselves that could fall under the negative self-talk category.
7. Now, ask the group to consider how many times they say things to themselves that fall under the concept of positive self-talk.
8. Discuss how it is important to try their best to use positive self-talk as often as they can, in order to protect and build their self-esteem.



‘Talking to Yourself’

Part 2:

1. Explain that you are now going to practice doing some positive self-talk.
2. Show the group a series of negative self-talk statements, ask the group the change these statements into a positive statement.
3. You can cut up the statements and put them into a bag/box, take out the first statement as the facilitator, read out the negative statement and then provide an alternate positive statement.
4. E.g., “I can’t do anything right”
5. “I made a mistake, but I can learn from this, and do it better next time.”
6. Once you have had your turn, pass the box to a young person and ask them to repeat the process until everyone in the group has had a turn.



Processing questions:

- How did you find this activity?
- How challenging was it to turn negatives into positive statements?
- How might negative self-talk impact on young people?
- How might positive self-talk change influence young people differently?
- What can you do to remind yourself to use positive self-talk statements everyday?
- What did you learn from this activity?

boys & girls clubs
reach : involve : enjoy : achieve

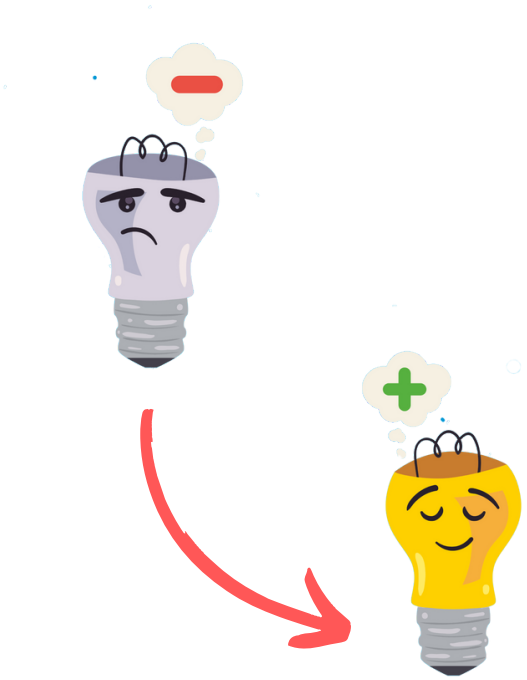


‘Talking to Yourself’

Statements:

Negative

- I can’t do anything right
- I never win
- I’m so lazy –
  I should just give up now
- No one cares,
  I’m never going to find
  anyone to care
- I am going to fail
- I’m too stupid to learn anything
  there’s no point in even trying
- I’m not as smart
  as everyone else
- Nothing ever works out for me.
- This is too hard, I give up!
- I’m not going to try,
  I always fail anyway
- I am going to make a
  complete fool of myself
- Why is everyone’s life
  so much better than mine
- Why do bad things
  always happen to me?



Activity 3



'Motivation'

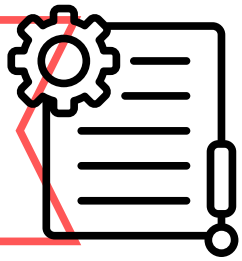
Purpose: Young people will be encouraged to outline and practice methods that motivate them.

Objectives: *Young people will be enabled to describe what motivates/demotivates them.*



Resources: *Flipchart & Markers*

Note:
If your group works better individually, ask them to use post it notes and discuss as a larger group at the end.



Steps:

1. Separate the group into smaller groups of 3 or 4 and ask them to think about what motivates them.
2. Ask the groups to record their answers on flipchart.
3. On the reverse side ask them to think about what de -motivates them/what they do not like doing.
4. Ask young people to feed back their suggestions into the larger group.
5. Remember, what is motivating for someone may not be motivating for someone else.
6. Which side of the flipchart do we focus on the most; the things that motivate us or the things that de -motivate us?
7. What might happen if we start to visualise what we can achieve if we are motivated?
8. Inform young people that the more we focus and really think about our end goals (and how great our life would look it was achieved!) the more likely we are to be motivated.
9. This can be related back to the pledge and the task of setting ourselves small goals/ achievements each week.

Processing Questions:

1. What did you learn through doing this activity?
2. What side of the flip-chart do you think successful people focus more on?
3. Do you think focusing on one side or the other of the flipchart can be harmful or supportive of our mental health?

Activity 4



'My Values'

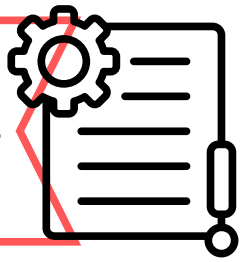
Purpose: Young people will prioritiese values

Objectives: Young people will be able to explore the importance of overcoming setbacks and failure



Resources: My values handout, one envelope per participant, blank pages, glue/tape

Note:
You may want to add or remove some values depending on suitability of the group



Steps:

1. Cut each value on the 'My Values' worksheet out and place them into each young persons envelope - each young person will have 20 values
2. Explain to young people that this activity will give them the space to become more aware of what is most important to them
3. Give an envelope and a blank piece of paper to each young person
4. Explain that there are strips of paper with values on them inside
5. The young people have to pick out their top 5 values from the options provided
6. They must arrange these top 5 values from most important to least on top of the blank sheet of papers
7. Once they are happy with their order, they must glue their values onto the page

Processing Questions:

1. What did you learn through doing this activity?
2. What were your top 5 values?
3. Why do you think you prioritised these particular values?
4. Why is it important to be aware of your values?
5. How do you believe your values motivate you?



‘My Values’

BEING IN GOOD PHYSICAL SHAPE	LOOKING GOOD
BEING HAPPY	GETTING ALONG WITH FRIENDS
BEING A HARD WORKER	GETTING A LNG WITH FAMILY
BEING SMART	BEING GOOD AT SPORT
ENJOYING MUSIC	BEING POPULAR
GOING OUT	NEING MENALLY WELL
HAVING FUN	BEING IN A RELATIONSHIP
BEING SMART	MAKING A DIFFERENCE IN THE COMMUNITY
MAKING MONEY	GETTING AN EDUCATION
FEELING SUPPORTED	HAVING A GOOD JOB

Activity 5



'That's My GOAL!'

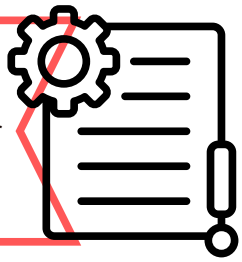
Purpose: *Young people will be able to set goals using the SMART model*

Objectives: *Young people will be able to explore what goals they would like to accomplish and create a plan to reach them*



Resources: Pens/pencils, flip-chart paper, markers, tape, 'Thats my goal' worksheet 1 & 2

Note:
If the group is struggling to come up with examples you could give them one to further their understanding



Steps:

Part 1

1. On a flip-chart page, write the word GOAL
2. On a separate flip-chart write 'S.M.A.R.T' along with the meaning of each letter - these are detailed on the 'thats my goal' worksheet
3. Print one copy of the 'Thats my goal' worksheet 1 per young person and give them out
4. Explain that this activity will give them a space to reflect on their goals and aspirations and think about what the possible steps could be to attain them
5. Pose the question 'what is a goal' to the group and let them discuss, write what is being discussed on the flip-chart page labelled 'GOAL'
6. Also ask the group what makes a goal achievable and record on the flip-chart
7. Next, read out each of the letters and their meaning in the SMART model - explain that these are helpful words to think about when setting a goal
8. Ask the group to give an example of a goal and how they could accomplish it using the SMART model



‘That’s My GOAL!’

S.M.A.R.T MODEL

	Letters and their meaning	Examples
S	**SPECIFIC** You should be clear about what you want	**Not a specific goal:** I will do something to be more healthy **Specific Goal:** I am going to take up swimming and eat healthier food
M	**MEASURABLE** You should be able to track your progress	**Not measurable:** I want to get better at swimming **Measurable:** I want to be able to swim 10 lengths without stopping
A	**ACTION** What small actions must you take to reach your goal?	**Not Action orientated:** I will swim a few times a week **Action orientated:** I will go swimming three times a week, I will add these to my calendar so i have a clear schedule
R	**REALISTIC** Is this goal doable?	**Unrealistic:** Im going to stop eating sugar and carbs **Realistic:** I am going to limit myself with a treat at the weekend
T	**TIME** You should set a timeframe for your actions and goal	**Not time specific:** I will work on getting better at swimming this year **Time specific:** I want to be able to do 10 lengths by 29th of June this year

SMART goals were developed by George Doran, Arthur Miller and James Cunningham in their 1981 article “There's a S.M.A.R.T. way to write management goals and objectives”



‘That’s My GOAL!’

Steps:

Part 2

1. Ask the young people to think of one goal they would like to set for themselves - ask them to ensure this goal is a SMART goal
2. Once the group have individually decided on their goal, give each person a the ‘Thats My Goal’ worksheet 2
3. Break the group into pairs or groups of three depending on size
4. Explain that their task is to share their goal with their pair/group
5. They will then take on epersons goal and go through it together to ensure it is a SMART goal
6. They will then have to do this for the other person(s)



Processing Questions:

- What did you learn through doing this activity?
- Did you find it easy or difficult to use this process?
- Was it helpful to talk through your goal with someone else?
- If not, why?
- Why do you think it’s important to consider the challenges you might face when trying to reach your goal?
- What happens if a person fails to achieve their goal?
- What might you need, e.g. resources to reach your goal?





‘That’s My GOAL!’

S	**SPECIFIC** You should be clear about what you want	What do you want to acomplish?
M	**MEASURABLE** You should be able to track your progress	How will you know when you've reached your goal?
A	**ACTION** What small actions must you take to reach your goal?	What steps must you take to reach your goal?
R	**REALISTIC** Is this goal doable?	Is it doable?
T	**TIME** You should set a timeframe for your actions and goal	By when will this goal be completed?

What challenges could get in your way from reaching your goal?

How are you going to deal with these challenges?

Who or what can help you reach your goal?

Activity 6



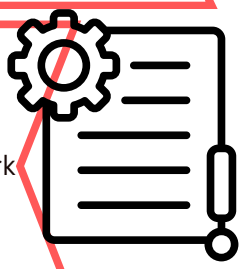
Purpose: young people will clarify their goals and aspirations

Objectives: To help young people clarify their goals and aspirations, visualise their dreams, and create a visual representation of what motivates them



Resources: Magazines, newspapers, or printed images, scissors, glue or tape, poster boards or large sheets of paper. Markers, coloured pencils, or pens, stickers, glitter, or other decorative materials (optional)

Note:
The activity allows young people to express their goals and aspirations visually, helping them stay motivated and inspired as they work toward their dreams. It's a creative and empowering exercise that encourages self-reflection and goal setting



Steps:

1. Explain the purpose of the activity: to create a vision board that represents their goals and aspirations, serving as a source of motivation.
2. Ask participants to take a few minutes to think about their short-term and long-term goals. These can be related to personal life, education, career, or hobbies.
3. Provide a variety of magazines, newspapers, and printed images.
4. Instruct participants to browse through the materials and cut out images and words that resonate with their goals and aspirations.
5. Encourage them to be creative and select items that truly inspire them.
6. Give each participant a poster board or large sheet of paper.
7. Provide glue, tape, and art supplies.
8. Instruct them to arrange the images and words they've collected on the board in a way that visually represents their goals and aspirations.
9. Participants can also use markers, coloured pencils, or pens to add personal notes, drawings, or additional details to their vision boards.
10. After everyone has completed their vision boards, have each participant share their board with the group.
11. Encourage them to explain the significance of the images and words they've chosen.
12. Lead a discussion on how creating vision boards can be a source of motivation and help clarify goals.

Activity 7



'Role Models'

Purpose: Young people will share stories of individuals who have overcame challenges and achieved success, while identifying their own role models and the qualities that make them inspiring

Objectives: To inspire and motivate young people by sharing stories of individuals who have overcome challenges and achieved success, while also encouraging participants to identify their own role models



Resources:
Whiteboard or flip-chart, markers, a list of short stories about real-life individuals who have achieved success despite obstacles.

Note:
By identifying the qualities they admire in these figures, participants can apply those attributes to their own lives and work towards their goals with determination and resilience.



Steps:

1. Explain the purpose of the activity: to create a vision board that represents their goals and aspirations, serving as a source of motivation.
2. Ask participants to take a few minutes to think about their short-term and long-term goals. These can be related to personal life, education, career, or hobbies.
3. Provide a variety of magazines, newspapers, and printed images.
4. Instruct participants to browse through the materials and cut out images and words that resonate with their goals and aspirations.
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11. Encourage them to explain the significance of the images and words they've chosen.
12. Lead a discussion on how creating vision boards can be a source of motivation and help clarify goals.