

Motivation

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BUILDING RESILIENT YOUTH | GROWING STRONG COMMUNITIES



An Introduction

Welcome to Getting Connected. Within this resource you will find seven topics, each with a number of learning Units.

Each Unit has the following components:

1. Points to Remember

These are the core teaching outcomes for the work unit. They are designed to be simple so that each child will have the opportunity to internalise the content.

2. Summary

An explanation of the core points for teacher information.

3. Activities

Each work unit will have some form of activities divided into the categories (borrowed from multiple intelligences theory) listed below:

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also relate to visual puzzles or problem solving activities.

Dramatic/Interpersonal

These activities will challenge students to explore a topic through roleplay or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Kinesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge.

There will usually be a follow-up process of de-briefing in order to process the learning activity.

Linguistic/Intrapersonal

These activities will usually be completed individually by students. They will be predominantly work-sheet or journal based activities that encourage the student to reflect and learn.

Topic: **Motivation**

Units:

1. Attitude
2. Goal Setting

Theory Component

Motivation can be defined as a state that energizes, directs and sustains behaviour. Motivation can assist students by keeping them moving in a particular direction and assist them in achieving their own personal goals. There are two forms of motivation: intrinsic and extrinsic.

Adolescents may be motivated intrinsically, by factors within themselves or inherent in the tasks that they are performing. For example, they may engage in an activity because it gives them pleasure, helps them develop a skill they think is important, or seems ethically and morally the right thing to do. At other times adolescents may be motivated extrinsically, by factors external to themselves and unrelated to the task they are performing.

Motivation

Unit 1: Attitude

Learning Focus Points

- Your attitude affects everything you do
- You control your own attitude
- You are the only one who can examine your attitude

Summary

There are many factors, including self esteem, coping skills, views about career and social status, which can affect your attitude to school. Parents and teachers also play an important role on a young person's attitude to school. When people feel they belong to school and receive support from their family, peers and teachers, they have a more positive attitude or perception about the need of going to school.

Having a positive or negative attitude to school affects your behaviour. A positive attitude to school energizes, directs and sustains academic achievement and peer relationships. A negative attitude to school prevents you from recognizing the good qualities about your school, diminishes your interest in school work, stops you from having healthy interactions with peers and encourages at risk behaviours.

Attitude Classroom Activities

Visual/Spatial

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also relate to visual puzzles or problem solving activities.

Activity - Half Full or Half Empty?

Time: Approx 30 – 50 min

Brief: *Two piece artwork and analysis*

Attitude is all about how you see a thing. The old adage asks, 'is the glass half full or half empty?' Attitude determines the response.

Ask students to present an artwork that shows two looks at the same object, with one showing a positive and the other a negative view. Give students the option of drawing or painting two perspectives – or – finding magazine, newspaper or another print media showing two looks at a person, place or thing.

To accompany the artwork, ask the students to write a 200 words analysis of their work answering: "How does your work reflect attitude?"

Activity - A Word of Advice

Time: Approx 30 – 50 min

Brief: *Decorate matchbox with words inside*

Ask each student to bring an empty matchbox. Supply the class with coloured paper and an assortment of glue, glitter, buttons, and beads. (Give the students warning of what they will be making beforehand and they will have the option of bringing their own decorations)

The task is to decorate a matchbox with a unique look for each student.

Inside the matchbox, each student will write at least five slips of paper or card with words of advice focussing on the topic of attitude. Give the students the option of writing the attitude advice to themselves – to keep themselves focussed for the rest of this year. Or they can write it to their future child, for when their kid is their own age. Or you can allow them to choose another focus option.

Dramatic / Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Dramatic/Interpersonal

Activity - Have Some Fun with Mr/Ms Bad Attitude

Time: Approx 30 – 40 min

Brief: *Skits to portray importance of attitude*

Divide students into small groups and ask them to come up with a 3 scene play to highlight how important attitude is in a job interview. This play will have three scenes:

Scene one is a group of friends talking about the need to get a job. The members of the group are looking forward to working, learning a new skill, being productive and saving money. MBA (Mr/Ms Bad Attitude) however, only wants something that is easy and makes lots of money.

Scene two is MBA at home as the time comes to go to the job interview. His/her parents and siblings try to encourage him/her to dress well and present well, but instead, the attitude is sloppy with no care about what anyone thinks or says.

Scene three is MBA in the job interview. First show another interviewee with a good attitude, keen to work with a willing and humble attitude. Then show MBA telling the boss what kind of working conditions and pay he/she will demand.

Activity - How to Make a Teacher Mad

Time: Approx 20 – 30 min

Brief: *Instructional skit on attitude with teachers*

Divide the students into small groups for a fun role play. Each group will have the task of presenting an instructional video on how to use a bad attitude to make a teacher mad. Students should contrast students who have a good attitude (ie... doing the right thing in class) with a student who comes to class late, makes stupid remarks, doesn't bring books, etc...

The objective is to show how big a difference attitude makes in the little things about the classroom.

Kinaesthetic

Activity - Running Games – Lazy and Not

Time: Approx 15 – 30 min

Brief: *Play games with good attitude and with bad*

Take your class outside and try playing some favourite and easy running around type games with the class. Play 'Stuck in the Mud', 'Red Rover Come Over', 'Duck Duck Goose', or even just plain Tag.

The experiment with this activity is to play the game with enthusiasm for a few minutes, and then stop the game and have the students play with a different attitude. Try playing for a few minutes with a lazy attitude; then try playing for a few minutes with a rude attitude (breaking the rules of the game) and finish playing with a positive attitude again. Play as many games as you have time for, and can have some fun with.

Debrief:

- *How did the game(s) change when you changed the attitude for the game?*
- *Did anyone enjoy having a bad attitude? If it was fun for you, did that make it fun for everyone else? What does that teach you about attitude? (Bad attitude is selfish)*
- *What did you learn from this activity?*

Activity - Have You Ever...?

Time: Approx 15 – 25 min

Brief: *Group sharing game*

You can play this game with the whole class, or divide into two groups.

Have the students sit in a circle with each person having a chair except one, who will be standing in the middle. The person in the middle will then make a statement beginning with the words, 'have you ever...'. This statement must be something that has actually happened to the person in the middle – or something he/she has done. For instance, a person might say, 'have you ever accidentally fallen into a swimming pool?' because that actually happened to the person in the middle. The key to this game is that people need to be honest and change seats whenever the situation applies to them.

Then, each person in the circle who has also had the same experience as the person in the middle must change seats. An additional rule is that the people changing seats must change to at least one seat away (ie... not the seat next to you). The objective is for the person in the middle to find a seat when the others change.

Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

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NOTE: It helps move the game along if you give the students categories to play this game. Start the game with the category, 'places you have been'. Then when they get comfortable with how the game works, move to other categories such as, 'pets you've had', 'trouble you've been in at school', 'times you've been embarrassed', etc...

Debrief:

- *Were you always honest in this game? Did anyone enjoy being in the middle? Did anyone not like being in the middle? Why?*
- *This game is about experiences you have had. Does a positive attitude have anything to do with the experiences you have in life? Does attitude make any difference to the way you remember experiences?*

**Linguistic /
Intrapersonal**

Linguistic/Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Activity - Locus of Control

(Worksheet No. 1. See Appendix)

Time: Approx 20 – 30 min

Brief: Worksheet

This worksheet will probably be best used as a teacher led discussion in class. Go through the definition of locus of control and then discuss each quote with the students and see how many agree with you each time. Alternatively you could allow students to work on it in groups.

Activity - Attitude Check

(Worksheet No. 2. See Appendix)

Time: Approx 15 – 25 min

Brief: Worksheet with self attitude check

Start with a class discussion on positive and negative attitude and then allow students to do this worksheet as a self check on their own attitude.

Debrief:

- *Is anyone brave enough to tell us your scores?*
- *Do any of you think that you need to work on having a more attitude?*
- *What do you think is useful about this worksheet?*



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Unit 2: Goal Setting

Learning Focus Points

- Goals must be clear, measurable and achievable
- Daily goals become habits
- Short term goals provide achievement
- Long term goals provide direction

Summary

Goal setting is a very powerful strategy that can improve all areas of your life. Setting daily goals provides you with direction on where you want to go in life. By knowing specifically what you want to achieve, you are aware of what you need to focus on and improve, and what obstacles are preventing you from achieving your goal.

The most important aspect of goal setting is that it encourages you to break down a long term vision into small short term steps so that you can gain an overall outcome.

While long-term goals provide direction, short-term goals provide almost immediate gratification of what it has been achieved.

Goal Setting Classroom Activities

Visual/Spatial

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also include visual puzzles or problem solving activities.

Activity - Life Line

Time: Approx 15 – 25 min

Brief: *Planning life goals*

Draw a time line representing your life. Draw markers for every ten years of life. (extend the line right up to age 70!) Draw pictures or symbols of who you want to be and where you want to be and / or what you want to be doing at age 18, 21, 25, 30, 45 and 70 years of age.

Invite your students to share their time lines with a friend.

Debrief:

- *How difficult was it to think that far ahead?*
- *Do you think it makes a difference whether or not you choose goals for your life?*
- *Of the 6 markers on your time line, which one looks the most satisfying to you?*
- *Are your decisions today taking you in the direction of your dreams for yourself?*
- *What decision/s did you make THIS WEEK that will help you move in that direction?*

Activity - What is Important to Me

Time: Approx 20 – 50 min

Brief: *Art box project on personal values*

Ask students to bring a small box to school (or make one with paper). Students will be decorating the box with images and words from magazines and newspapers glued on to both the inside and outside.

On the outside, ask students to focus on images or words that represent the way they would like their life to look from the outside. Ideas might include: what kind of house, job, car, hobbies, friends, etc... What would I like to have in my future life?

On the inside, ask students to focus on images or words that represent the values that are most important to them. Ideas might include: family, friends, money, power, peace, job satisfaction, helping others, serving the community, etc... What kind of person would I like to be in my future life?

These boxes offer a great chance to get a glimpse into the dreams and goals of your students. If you have time, it would be good to have them hand the boxes in and for you to write an encouraging comment.

Students can take the boxes home and use them for keepsakes to remind them of their dreams for the future.

Dramatic/Interpersonal

Activity - Fireman

Time: Approx 20 – 40 min

Brief: *Game based on what you would save out of a house*

Bring some cards (or just bits of paper) to class and ask students to imagine they are firemen (or firewomen) who were called to a burning house:

“When you arrived at the scene you realised that the house belongs to your closest and oldest friend. You quickly went to work to put out the fire, but your team had arrived too late, the fire was too big and with all your experience, you knew that the house was going to be totally destroyed by the fire. Luckily all the family and pets were out of the house and safe.

However, there were still a few minutes left before everything was consumed so without a moment’s hesitation you charged in with all your fire protection gear to save what you could. You knew there wasn’t much time at all so you could only take the very most important things. You had also spent many days with your mate in the house, so knew exactly where everything was and where all your friend’s most treasured possessions were kept.

The other thing that made you so quick and decisive on getting in there to save things was that you and your friend are almost exactly alike. You had grown up together and shared almost all the same interests and certainly thought very similar about your values and goals. You totally agree on what the most important things in life are. So you ran in – straight to the five most important things to save; the things that you knew your friend would treasure above all else. What did you save?”

Ask the students to write down the five things on one piece of paper and hand them in to you. From the front of class, read out some of the lists and let students guess who wrote them.

Debrief:

- *What do these lists tell you about your life goals?*
- *Would you have saved something different if it were your own home?*
- *Were all of your answers fairly similar – or different? Why is that?*
- *What will you do differently (if anything) in your life because of this activity?*

Dramatic / Interpersonal

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Activity - Screenplay

Time: Approx 30 – 40 min

Brief: *Students write a screen play concept and present it*

Divide students into small groups and give them this challenge:

“Imagine you and your group are movie script writers and you’ve been hired by a huge company in Hollywood to write a screenplay (script for a movie) about three people who have the same occupation but different goals in life. You and your team have spent months on this project (well, a few minutes of class time anyway) and you now have a concept to present to the studio.” (The concept is just a story line for what happens in the movie.)

Give them some class time to come up with a story line and present it to you (as the rich studio executive) in front of the class.

The story must contain: Three people, all friends who grew up in the same town and had the same education; equally talented, who are pursuing the same career path (They can live in different places if you would like). These three all have quite different attitudes and goals in life (you have to outline what those are). The lives of all three end up quite different from each other.

Kinaesthetic

Kinaesthetic

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Activity - Distraction Race

Time: Approx 10 – 20 min

Brief: *Like egg and spoon race with distractions*

Materials: x2 tennis balls and tablespoons

Divide your class into two teams. This race takes the form of a relay. The first player from each team must run to the far side of the room and back with a tennis ball on a tablespoon. On their return the second player proceeds.

While the race is in progress, two members from each team run along the opposing team member and try to distract them by pulling faces, telling jokes, in an attempt to make them drop the ball. NB. They are NOT to touch them in any way. If the ball is dropped, the player must return to the beginning and start again. If one of the ‘distracters’ touches either the runner or the ball, that person can hold the ball in his/her hand and return straight to the next person on their team. The winning team is the first one whose members all successfully complete their turn.

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Debrief:

- *How hard was it to concentrate on the job at hand?*
- *In what ways was this race like your life at school? How is it different?*
- *What did you learn about speed in this race? (More haste, less speed?)*
- *What are some things that distract you from focusing on your school work?*
- *How can you limit these distractions?*
- *What helped you focus in the race?*
- *What helps you focus in life?*

Activity - Team Jump Rope

Time: Approx 10 – 20 min

Brief: *Team challenge with a rope*

You will need a long rope for this. Ask your physical education department, or if there is a rock climber on staff, he/she might have a retired rope you can borrow. Divide the class into groups of 8 – 10.

Have two people (you and another person) stand about 4m apart and turn/twirl/spin (is that what you call it?) the rope as a jump rope.

Start by allowing students to line up in each group and run through one at a time. Make it a competition to see which group can get their team through without stopping the rope.

Once they have been through individually, ask them to go through in pairs – one group at a time. Then put each group into fours and then sixes as they get better at timing the rope and getting through.

The ultimate challenge is to see if each group can get all of their members through at one time in one turn of the rope. If they can accomplish that, have them stand still at the rope (with the rope still) and jump the rope all together once. If they get that, can they do more than one turn of the rope???

Debrief:

- *Would your team have been able to get through the rope all together on the first try?*
- *It was probably easier to do because you got to start something easy and gradually get it more difficult. What does that tell you about setting goals in your life?*
- *What else can you learn about goals and motivation from this activity?*

**Linguistic /
Intrapersonal**

Linguistic/Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Activity - Time Capsule

(Worksheet No. 3. See Appendix)

Time: Approx 30 – 40 min

Brief: Prepare a time capsule to bury with personal goals in it

Divide the class into small groups. Use a Milo Tin to make a time capsule to be unearthed in 6 or 12 months time. Have your students place a photo, an object that represents them and their goals (See Worksheet #3) in an envelope with their name on it. Encourage your students to break their goals down into physical goals, spiritual goals, mental goals, social goals and emotional goals. Ensure that they have another copy of their goals to keep somewhere prominent so they can later develop short term goals from this list.

As you prepare your time capsule, spend time talking about what might be challenges to overcome with achieving your goals. What might prevent you from staying on track? How might you deal with these obstacles? Come back and do progress checks as the semester progresses to help keep your students on track. They will need your continual support and encouragement.

All envelopes could be placed in the tin, shut and buried somewhere on your school grounds. Place a secret marker above the spot, known only to your class. (Or you could store them somewhere – but that wouldn't be quite so cool) Be sure to unearth the time capsule at the designated time, and ask them about how they have gone realising their goals.

Activity - Life Resume

Time: Approx 20 – 30 min

Brief: Develop a life resume

Ask students to work on a resume to present to you as their teacher. This resume is not for a specific job, but rather to see what your student has learned and achieved so far in life. Have the students type out the resume and include a photo if they wish.

They should also include:

- Any sports achievements
- Any music achievements
- Any skills they have learned from their parents or siblings (including fishing, cooking, cleaning, crafts, camping, mechanics, or any other hobbies that they participate in with their parents)

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- Any skills they have learned from coaches or older mentors in their lives
- Any involvement in community service
- Any involvement with church or a local club
- Any awards, trophies or badges
- Anything else you can think of!

The goal of this activity is for students to value how much they have grown and learned over their short years. It would be good to present a few of the resumes to the class to illustrate the different kind of accomplishments and skills that individuals have gained.

This is an especially good activity to help students appreciate their parents and other mentors who are preparing them for life. Perhaps they can finish with writing some thank you letters...

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Appendix



Locus of Control

When things go wrong in your life, whose fault is it? Who do you blame? Do you blame others and feel like you're a victim of circumstances beyond your control or do you take responsibility for what is happening to you and deal with it?

People who believe that they are responsible for what happens to them tend to be able to deal with circumstances better and achieve more than those who want to blame others or circumstances when life gets tough.

When a person accepts circumstances without blaming and changes their behaviour to deal with situations they are said to have an **internal locus of control**. A person who feels helpless because of other people or the situation they are in is said to have an **external locus of control**.

Most of us have times of both in our life, but we quickly lose motivation and get a defeated attitude when our locus of control is external.

Read through the quotes listed below and decide whether you think the person is speaking from an internal or external locus of control:

Internal Locus of Control	External Locus of Control	Quote
		"I'm sorry the assignment was late. I'll work harder next time."
		"I couldn't get a good grade, the teacher hates me."
		"You did really well on that test. I wish I had studied harder."
		"He hit me first!"
		"But Miss, I couldn't hear you properly."
		"I'm going to win that race next time."
		"This school is stupid."
		"What was I supposed to do? She called me a ..."
		"I'm not going in it, what's the use?"
		"It was my fault."

Attitude Check

Most of us, if we are really honest, can look at our attitude in most situations and tell if we are being positive or negative. Of course, the more positive our attitude, the better chance we have of doing well, enjoying, or getting the most out of any situation.

Look at each of the situations listed below and judge yourself on what your attitude is like most of the time:

Attitude				Situation
Bad	Poor	Good	Excellent	
1	2	3	4	
				Getting up on Monday morning
				Walking in to your hardest class
				Being asked by your parents to do an unexpected chore around the house
				When your team is hopelessly behind in a sports game
				Getting caught in the rain and getting wet
				At home in your room at night
				At breakfast most mornings
				Watching your favourite team lose on TV
				Going in to assembly at school
				Getting an assignment back from a teacher
				Total Score

Only you know what your real attitude is like. Others can only see what you show on the outside. Count up your score in the little table above and pretend you are your own teacher marking this as an exam.

What kind of comment about your attitude will you write to yourself:

Time Capsule Goals

You are going to be placing some items in a time capsule to look at again later in the year. This worksheet is to help you write down the goals that will go in there.

Then when you open the time capsule, you'll be able to look at the goals you wrote today and measure how well you've done! Remember to make your goals very specific.

Use the table to fill in your goals:

Types of Goals	Write your specific Goals here			
	One Month from Now	3 Months from Now	6 Months from Now	1 Year from Now
Physical Goals (What would you like to accomplish in your body? Get fit? Lose weight? Win a race? Join a team?)				
Social Goals (What would you like to be doing socially? What about relationships? Friendship groups?)				
Emotional Goals (How stressed are you now? Are you happy? Are you at peace? How are things like your temper, stubbornness, politeness?)				
Mental Goals (What would you like to learn? How well would you like to do in your grades? Which classes need improvement?)				
Spiritual Goals (How are you doing with what you believe in? Are you taking time to nurture your spiritual life? Do you pray?)				