



PARENT INFORMATION

Motivated Me Workshop

Dear Wonderful Parent,

Today, your son or daughter attended a workshop called Motivated Me. It inspires students to feel excited about their futures and equips them with the knowledge and tools they need to plan their routes to success. We know that kids very often don't talk much about their day, so we thought we'd give you a little insight into what was covered and, more importantly, what you can do to support and encourage the continued use of these tools and techniques.

KEY TOPICS

What is Motivation?

We explored different models of motivation including the carrot and the stick but concluded that the most powerful form of motivation is finding your own reasons for 'why' you want to do something – self-motivation. The students were asked to think about what they could achieve for themselves if they were motivated.

Paradigm Shift

Your paradigm is the way that you see the world. It's neither right nor wrong, it's just based on your life experience so far. For example, if you had a bad experience with a dog when you were young, you may fear dogs now. If you had only good experiences, you probably love dogs.

However, our paradigm, in times of difficulty, can become very narrow. We naturally try to avoid whatever we fear and our view of the world can become very blinkered.

It's important to understand that your paradigm is just one way of seeing the world – every single person has a different paradigm which simply means that, when you are struggling, there is more than one way to look at the problems – if you allow yourself to be open to change.

Human beings have the power to change their paradigm – and therefore, the power to change their outcomes.

The whole workshop is based on the psychological model of 'How I Think affects How I Behave affects the Results I Get'. It's a cycle. If you think positively then you will put the right behaviours in place and get the results you want. But what if you don't?

HOW YOU CAN HELP...

When our kids are taking exams, it's all too easy to want to push them to do their best (I know, I'm guilty too).

However, pushing and nagging are about you – not them. For them to really knuckle down and push themselves, they have to find their own reasons why. You can help them to do this by talking to them about what they'd like to do after their exams and what they'd like to achieve in the next stage of their life.

If they don't know, then encourage them to see that the exams will open doors for them and help to keep their choices open.

- If your child is struggling, encourage them to 'open up the blinkers' and to consider a wider range of possible solutions.
- Suggest that they talk to others about it (maybe you, maybe teachers, maybe friends, maybe even a professional).
- Talking to others helps us to shift our paradigm and see possible solutions that were initially invisible to us.

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KEY TOPICS

If you get disappointing results, you have a choice. You can either be upset and angry and give up on yourself. This will cause destructive behaviour, like not bothering to revise and this will lead to even poorer results. OR, you can be disappointed with your results but decide to find out what went wrong (positive mindset) then put the actions in place to improve (positive behaviour) and enjoy better results the next time.

Balance

Adults often talk about the work/life balance but young people also need to have balance in their lives. Human beings are at their happiest when all aspects of life are in balance e.g work, health, family, friendships, hobbies etc.

It is very easy to get out of balance – particularly during exam periods.

Using a technique called the ‘Balance Wheel’ we asked your son/daughter to examine their own balance today – looking at six key areas of life. We then asked them to pay attention to the areas that are currently weak and to think about how they could improve in this area.

Focus

It’s a bold statement but – human beings see what they expect to see and they get what they expect to get. No, really!

I often run workshops for adults and in this section I walk behind a desk and ask them to describe the shoes I am wearing. Most of the people in the room cannot do this. The reason is simple – they were not interested in my shoes so they did not ‘see’ them (their eyes saw them but chose not to process the data). Any room, no matter how simple, has millions of pieces of data in it and human beings cannot process all this data. So, a part of our brain (our life filter) will filter in the things that we are interested in, and the things that may cause trouble for us, and will simply leave everything else out.

The problem with this system is that we don’t always see what is right in front of us – something that might actually help us.

The other problem is that we all have busy brains. We think about many thousands of different things throughout the day. Our brain can’t make everything we think about happen so, it will go for whatever we think about the most e.g. a child may want to get a 7 (GCSEs) or a B (A Level) but they fear getting a lower grade. Fear is a VERY powerful emotion so your brain will focus on the fear and help you to get the lower grade – even although this isn’t what you actually want.

The key message is to focus on what you want – not on what you fear. **Balance**

HOW YOU CAN HELP...

- If they are willing, ask your child to share their balance wheel with you
- They may have set goals to improve their weaknesses – please provide them with any necessary resources e.g. if they want to improve their diet, talk to them about what they’d like to change (white bread to brown bread, crisps to fruit) and help to facilitate this change.
- Ask your child what their goals are
- Provide any resources to support them achieving their goals
- Help them to focus on what they want and remind them that worrying is just more likely to result in disappointment.

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KEY TOPICS

Setting Goals

In this workshop we used something called the face model to help set short and longer term goals. Goal setting is an extremely important life skill and it is important that the process is done properly.

We looked at:

1. When they would like to achieve their goals (short, medium and longer term)?
2. What their goals would be for each time period?
3. What mindset (state of mind) would help them to achieve these goals?
4. What behaviours (actions) would help them to achieve these goals?
5. What the first step for each goal will be?

HOW YOU CAN HELP...

- Ask them about their goals
- Provide any resources to support them achieving their goals
- Check in with their progress
- Ask if they need anything further from you
- If they miss deadlines, help them to focus on why they missed it and what they need to do differently – remember, we get what we focus on so focus on the solutions and positive ways forward.

An online version of the Motivated Me workshop is available to purchase at resilientmeonline.com



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