

Project number:

2017-1-FR01-KA204-037385



20 MOTIVATIONAL DYNAMICS TO WORK WITH ADULTS

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Albacete, Spain

INDEX	Objectives	
1. Survey of motivations		
2. Volunteers to form a group		
3. What does the group provide me?		
4. Personal limitations		
5. Highlights of life		
6. How do I see my colleagues?		
7. Creation of a logo		
8. Fruit salad		
9. Motivational quotes		
10. My secret friend		
11. Money isn't everything		
12. Gifts		
13. My favourite number		
14. Group communication workshop		
15. Sociodrama: classes of groups		
16. I know who knows what you do not know		
17. People who we know		
18. Winner / loser		
19. Treasure hunt		
20. Truths and lies		

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KEY



Getting to know each other



Group motivation



Reflect on...



Group cohesion



Individual motivation



Working as a team

1. Survey of motivations

➤ Objectives:

Starting to know each other.

Getting to know the partners' motivations that make up a group.

➤ Required time:

Thirty minutes approximately (depending on the size of the group).

➤ Group size:

Any group, the ideal one is the one with more than ten people.

➤ Place:

A classroom.

➤ Materials needed:

Paper and a pen for each person.

➤ Steps to follow:

1. Contextualize the activity introducing that whenever we begin a new activity, we do it for a reason. Then, ask the members of the group which has been the motivation that has made them to be there.

2. On an individual basis, the members of the group will answer to a series of questions, such as, for example: "why did I come to this activity?, how do I feel today?, what do I expect from today?, what am I willing to contribute in today?"

3. Everybody shares his/her concerns with the rest of the group, and what (s)he has responded to the questions that the facilitator of the group raised at first.

➤ Discussion:

It is important that the person who directs the activity knows how to manage adequately the comments of the different members of the group.

➤ Other comments:

You can add any object, in order to respect everyone's turn to speak, i.e. the only person who can talk is the one who has such object in his/her hand.

2. Volunteers to form a group

➤ Objectives:

Showing the importance of motivation in a group.

Thinking about different ways to awaken the participants' interest in a particular task.

➤ Required time:

Fifteen minutes approximately.

➤ Group size:

It is indifferent.

➤ Place:

A spacious and comfortable space.

➤ Materials needed:

None in particular.

➤ Steps to follow:

1. Ask volunteers to carry out an activity without giving any explanation.
2. When the number of volunteers required is reached (this number will vary depending on the number of members of the group), ask the rest why they did not volunteer.
3. Ask people who offered voluntary why they did it.
4. Reflect on the concerns and fears that people may experience in a given situation in group.
5. In addition, it is important to think about what strategies can be used to motivate people to volunteer to carry out an activity.

➤ Discussion:

It is normal that without knowing what activity they will perform and without any motivation by the facilitator, volunteers do not arise. Therefore, you should educate the group about which tools you can use to create a participatory climate.

3. What does the group provide me?

➤ Objectives:

Reflecting on adults' strong and weak points on the work being done in that group.

Encouraging motivating memories.

➤ Required time:

Thirty minutes approximately.

➤ Group size:

It can be done in any group, even on an individual basis.

➤ Place:

Place of work.

➤ Materials needed:

Paper and pens.

➤ Steps to follow:

1. Write down ten good things that the institution and working within the same team provide you.

2. Then, at the back, write five things you miss from the work being done in group.

➤ Discussion:

If it is done in group, not individually, try to find time so that each one can share his/her opinion and see what points the team has to work harder to maintain the members' high motivation.

4. Personal limitations

➤ Objectives:

Reconsidering the weak points of each one.

Checking that all have limitations and, actually, they are not so severe.

Thinking strategies and tools that can be used to improve those limitations.

➤ Required time:

Forty-five minutes approximately.

➤ Group size:

It is indifferent. The more people, the more time.

➤ Place:

A classroom that allows the group members to sit in a circle.

➤ Materials needed:

Paper and pens.

➤ Steps to follow:

1. Ask each person to write on a paper three limitations or weaknesses that (s)he thinks that (s)he has. They will not write their names in those papers.

2. After a few minutes, collect all the papers.

3. Distribute these papers randomly so that each person has received one.

4. In order, each person reads the weaknesses appearing in the paper as if they were themselves. They even may exaggerate them.

5. At the same time, (s)he reads them, (s)he should say what strategies can be used to correct them or how one could improve them.

➤ Discussion:

With this dynamic, new perspectives on problems that affect us personally will be offered. In addition, everybody will realize that we all have defects.

5. Highlights of life

➤ Objectives:

Thinking of personal motivations.

➤ Required time:

Twenty minutes approximately.

➤ Group size:

It can be adapted to small and large groups.

➤ Place:

Spacious space that allows the group members to sit in a circle.

➤ Materials needed:

None.

➤ Steps to follow:

1. Ask everyone to think what thirty seconds of his/her life they would want to live again in the hypothetical case that they had that space of lifetime left.

2. Reflect on the group. If the thought is intimate and (s)he doesn't want to share it with the rest of the group, the person should not feel obliged to share it with the others.

3. Guide the reflection with the following questions: “what does your choice say about you as a person?, what are the talents or passions you are neglecting?, if there are other people involved in that special moment, do you think they would also want to relive that moment?”

➤ Discussion:

The facilitator’s task in this dynamic is to encourage people to fight for their dreams and making them think if they are acting the right way according to what they really want in their lives.

6. How do I see my colleagues?

➤ Objectives:

Fostering the motivation at individual level and the cohesion of the group.

➤ Required time:

1 hour approximately.

➤ Group size:

It is indifferent. The more people, more time.

➤ Place:

A classroom that allows the group members to sit in a circle.

➤ Materials needed:

Envelopes, paper (two different colours) and pens.

➤ Steps to follow:

1. Give one envelope with the name of each member of the group on it. They should be delivered at random, nobody could receive an envelope with his/her own name.

2. The idea is that the different members of the group write in a paper a positive and a negative aspect of that person, for instance, a good thing in a green paper and a bad one on a yellow paper.

3. Seated in a circle, deliver one envelope to each person.

4. Take turns opening each envelope and reading aloud the notes they have received.

5. Share with the other colleagues how you felt.

➤ Discussion:

It is important that the facilitator will lead the interaction among peers. They should have the opportunity to express themselves telling his/her partners why (s)he made that comment on the paper.

➤ Other comments:

It is recommended that the negative comments are accompanied by how they could improve that aspect as well, and it should not be understood as a criticism.

7. Creation of a logo

➤ Objectives:

Promoting group cohesion.

Creating a trademark of the group.

Increasing motivation at group level.

➤ Required time:

Half an hour approximately.

➤ Group size:

It can be used with small and large groups, dividing learners into several subgroups.

➤ Place:

Spacious space in which everyone can feel comfortable working.

➤ Materials needed:

A large cardboard and coloured pencils (crayons, markers, paint cans, etc).

➤ Steps to follow:

1. Offer a cardboard to each group and explain that they have fifteen or twenty minutes to create a logo that identifies them as a group.

2. After that time, ask the group members if they are satisfied with the work done, if they have been heard by peers, etc.

➤ Other comments:

The end result can be placed in a visible place in the classroom to have it present. In addition, you can start using it as their logo within the institution.

8. Fruit salad

➤ Objectives:

Meeting the group members.

Promoting group cohesion.

Increasing motivation at group level.

➤ Required time:

Half an hour approximately.

➤ Group size:

It is indifferent.

➤ Place:

A classroom in which everyone can feel comfortable sitting in a circle.

➤ Materials needed:

None.

➤ Steps to follow:

1. The facilitator is in the center of a circle formed by the learners (they are sitting down).

2. The coordinator points to a person and says “pineapple!”. (S)he must answer with his/her colleague’s name who is on his/her right.

3. If the trainer says “orange!”, the student should say the person’s name who is on his/her left.

4. If the student makes a mistake or takes more than three seconds to respond, (s)he moves to the center and the coordinator takes up his/her seat.

5. When the person who is in the center says “fruit salad!”, everybody changes their seats.

6. The one who is in the center must take advantage of that mess to sit down where (s)he can see an empty seat. At the end, there will be a person without a chair who will be the one in the center next time.

9. Motivational quotes

➤ Objectives:

Reflecting on personal motivations.

➤ Required time:

Twenty minutes approximately.

➤ Group size:

It can be adapted to small and large groups.

➤ Place:

Spacious space that allows that the group members move freely.

➤ Materials needed:

Cards with previously-written fragments of phrases said by famous people that stimulate personal motivation, i.e., each sentence is written on two cards, one of them with its start and its ending part in another.

➤ Steps to follow:

1. The facilitator distributes the cards among the adults and they are asked to find the person who has the other part of their sentence. In this way, couples are formed by exchanging the information they have in their cards.

2. In pairs, they reflect on the meaning of their quote.

3. Then we speak all together as a whole group. The coordinator will guide the reflection with additional questions about their feelings about them.

➤ Discussion:

The facilitator's task in this dynamic is encouraging people to fight for their dreams and to think how to overcome fears or obstacles that may arise to prevent dropping out.

Immediately after, there are some examples of phrases that can be used depending on the situation and the number of learners in the group.

<p><i>Only I can change my life.</i></p>	<p><i>No one can do it for me. (Carol Burnett)</i></p>
<p><i>Life is 10% what happens to you...</i></p>	<p><i>and 90% how you react to it. (Charles R. Swindoll)</i></p>
<p><i>With the new day comes...</i></p>	<p><i>new strength and new thoughts. (Eleanor Roosevelt)</i></p>
<p><i>It always seems impossible...</i></p>	<p><i>until is done. (Nelson Mandela)</i></p>
<p><i>It does not matter how slowly you go...</i></p>	<p><i>as long as you do not stop. (Confucius)</i></p>
<p><i>If you can dream it...</i></p>	<p><i>you can do it. (Walt Disney)</i></p>
<p><i>You are never too old to...</i></p>	<p><i>set another goal or to dream a new dream. (Les Brown)</i></p>
<p><i>Perseverance is failing nineteen times...</i></p>	<p><i>and succeeding the twentieth. (Julie Andrews)</i></p>

<i>Arriving at one goal is...</i>	<i>the starting point to another. (John Dewey)</i>
<i>There's a way to do it better...</i>	<i>- find it. (Thomas A. Edison)</i>
<i>Don't watch the clock...</i>	<i>do what it does. Keep going. (Sam Levenson)</i>
<i>Keep your eyes on the stars...</i>	<i>and your feet on the ground. (Theodore Roosevelt)</i>
<i>Why should you continue going after your dreams?</i>	<i>Because seeing the look on the faces of the people who said you couldn't... will be priceless. (Kevin Ngo)</i>
<i>There is only one thing that makes a dream impossible to achieve...</i>	<i>the fear of failure. (Paulo Coelho)</i>
<i>I attribute my success to this:</i>	<i>I never gave or took any excuse. (Florence Nightingale)</i>
<i>I am not a product of my circumstances.</i>	<i>I am a product of my decisions. (Stephen Covey)</i>

10. My secret friend

➤ Objectives:

Creating a climate of friendship and integration within the group.

➤ Required time:

Throughout the course (no more than fifteen minutes).

➤ Group size:

Any group.

➤ Place:

Classroom where the workshop takes place.

➤ Materials needed:

Small papers.

➤ Steps to follow:

1. The first or second day of the course, ask participants to write their names, jobs and a personal hobby on a small paper. Once all participants have finished, put the papers into a bag and mix them. Then, each person takes a piece of paper haphazardly, without showing it to anyone. That person is going to be his/her "secret friend".

2. Explain that during the time that we are going to work together, we must communicate with our secret friend in a way that (s)he does not know who we are. The sense of this communication is to cheer him/her up in a friendly and fraternal way, recognizing his/her contributions, giving constructive criticism, etc.

This implies that we are going to communicate with our secret friend every week at least once (or what we decide), by sending him/her a letter or a gift (what the imagination of each person suggests him/her).

To give the messages to the secret friends, they can send it with another partner of the workshop, put it in a specific place where we know that (s)he is going to find it or we can create a letterbox to put them there. No one should reveal who is his/her secret friend.

3. Last day of the workshop, secret friends will be discovered. Randomly, each partner says who believes it is his/her secret friend, and we will then see if it was correct or not.

11. Money isn't everything

➤ Objectives:

Showing that motivation is internal, but, external incentives can initiate action in humans.

➤ Required time:

20 minutes.

➤ Group size:

Small or large group.

➤ Place:

A sufficiently large room that allows participants to be seated and lift chairs.

➤ Materials needed:

Banknotes (or coins) hidden and pasted with adhesive tape under some chairs.

➤ Steps to follow:

1. The trainer stresses that motivation refers to something internal, not external, which gives the reason to do a thing. To illustrate this, ask the group: "please, raise your right hand". Wait a moment, give thanks to the group and ask them: "why did you do that?" The answer will be: "because you told us." "Because you said 'please' etc.

2. After three or four answers, tell them: "Very well. Now, can you all lift your chairs with your left hand?" It is likely that no one does so. Continue: "if I had told you that there are scattered banknotes under your chairs, could that motivate you for lifting them?" Still, almost no one will move; then say: "Let me say that there are really a few banknotes under some chairs." (Usually two or three learners will stand up and soon the rest will continue likewise).

3. Ask them some questions for their reflection: "why did I need more reasons to motivate you the second time? Did money motivate you? (Emphasize that money does not often act as a motivator). How much money would you ask for undressing? What is the only real way to motivate?" (Accept any relevant answer, but insist that the only way to get a person to do something is to make him/her wish it. There is no other way!).

4. Guide a process in which the group analyzes how they can apply what they have learned in their own personal lives.

12. Gifts

➤ Objectives:

Membership motivation.

Learning to "give" and "receive".

Encouraging reflection and the acceptance of others.

Appreciating the degree of acceptance of feedback.

➤ Required time:

Thirty minutes.

➤ Group size:

Unlimited.

➤ Place:

Normal classroom.

➤ Materials needed:

Cards and pencils.

➤ Steps to follow:

1. Tell participants that those who wish to give a symbolic gift to another person in the group, may be an idea, a power, ability or desire, write it on a card.

2. Ask participants to stand up and form a circle.

3. Inform them that "if someone would like to thank for the received gift, you can do so, but without any verbal expression".

4. The person receiving the gift will read the card and will reflect on what it says and will not make any comment.

5. Discuss the experience by asking questions like: "How did you feel? What have you noticed? How did you value that gift? What utility do you think does it give to you? Would you have liked to receive a different present? Which one? Why?"

6. Guide a process in which the group analyzes how they can apply what they have learned in their daily life, family or friends.

13. My favourite number

➤ Objectives:

Presentation and breaking the ice.

Identifying unaware personality aspects.

Grouping the participants according to their preferences.

➤ Required time:

30 minutes.

➤ Group size:

Unlimited.

➤ Place:

Normal classroom equipped in such a way that participants can work comfortably in subgroups.

➤ Materials needed:

A copy of the model cards (on next pages) for each subgroup.

➤ Steps to follow:

1. Tell the group that "the common use of numbers occurs in the field of mathematics, but in our common and everyday language we also use numbers to express different things, for example: today I am 40%".

2. Ask participants to think what his/her favourite number between one and nine is. Then, each participant says his/her favourite number and the reasons to prefer that number.

3. Form subgroups according to the number of preference and deliver to each subgroup the model card with the characteristics of the selected number. Ask them to discuss the following questions: "does your personality match with what the card says?, in which key aspects does it match?"

4. Then, as a whole group, a representative of each subgroup gives the answers to those questions.

5. A process is guided so that the group discusses how they can apply what they learned to their personal lives.

WORKSHEETS

People who like number **1** are:

- A) inborn leaders, ambitious people.
- B) active, dominant and aggressive.
- C) They pay more attention to what they do than in interpersonal relationships.
- D) This number represents leaders and winners, but also to the authoritarian.
- E) When they get angry, they are merciless and stubborn.
- F) self-centered, they always put everything related to his/her person and interests first.

People who like number **2** are:

- A) variables.
- B) sometimes a bit liars.
- C) ultra-sensitive and depressive.
- D) passive and inclined to art.
- E) They have inventive, but they are little determined when it comes to carrying out their plans.
- F) charming and intuitive.
- G) more interested in the thought than in the action.
- H) They lack of self-confidence.
- I) They get along with people who like number 1.

People who like number **3** are:

- A) disciplined, energetic and talented in what they intend to succeed.
- B) They do not complicate with little things.
- C) They like controlling everything.
- D) proud and independent, they give the impression of being superficial, but inside they hide a considerable dose of spirituality.
- E) They get on well with numbers 3, 6 and 9.

WORKSHEETS

People who prefer number **4** are:

- A) very firm, practical and they have a high resistance.
- B) They see things from the opposite side what makes them to be rebels and little materialistic.
- C) They find difficult to make friends, they even may feel alone and isolated.
- D) Their best friends are numbers 1, 2, 7 and 8.

People who like number **5** are:

- A) lively, sensual, pleasure lovers.
- B) with fast and impulsive reactions.
- C) ultrasensitive, they may even suffer from nerves. They easily recover from failures.
- D) friendly and they do not have problems to interact with other people.
- E) It's easy for them to make money.

People who prefer number **6** tend to be:

- A) balanced and peaceful.
- B) home-loving and they like family life.
- C) They are people who can be trusted.
- D) romantic rather than sexy.
- E) They feel a great love for beauty and they tend to be attractive.
- F) stubborn and courageous.

WORKSHEETS

People who prefer number **7** are:

- A) original thinkers.
- B) strongly inclined to spiritual things and not so much to material things.
- C) They tend to exercise a mysterious influence over other people, although they also show a tendency to introversion.
- D) They like travelling.
- E) related to water.

People who like number **8** are:

- A) People of deep and intense feelings.
- B) They tend to be misunderstood by others.
- C) with a somewhat strange and difficult personality.
- D) They have a strong willpower, but they tend to be cold.
- E) are associated with sadness and with mundane success.

People who prefer number **9** are:

- A) brave and active.
- B) They possess a great decision making ability.
- C) The highest qualities of courage and brotherly are in their heart.
- D) When facing challenges they tend to get away with it.
- E) prone to incidents and injuries.

14. Group communication workshop

➤ Objectives:

Analyzing the communication group (motivation) and different forms of rejection or acceptance, making a prior individual reflection.

➤ Required time:

Twenty minutes.

➤ Group size:

Unlimited.

➤ Place:

Classroom.

➤ Materials needed:

A copy of the questions for all participants or a power point with them to be projected in the classroom (computer + projector).

➤ Steps to follow:

1. The moderator delivers or projects questions and each participant must think of his/her personal answers.

-When I join a group, I feel...
-When the group starts working, I...
-When other people meet me for the first time, they...
-When I am in a new group, I only feel good if...
-When people keep silent, I...
-When one person speaks a lot, I...
-In a group I am afraid of...
-When someone attacks me, I...

-I feel wounded more easily when...
-Those who know me well think that I...
-I feel alone in a group when...
-I only trust those people who...
-People like me when...
-My great personal strength is...
-I am...
-I'm sad when...
-I feel anxious when...

2. Then, they answer and exchange information orally, all together, sharing their previous experiences in other groups.

15. Sociodrama: classes of groups

➤ Objectives:

Appreciating the sense of collaboration and working as a team.

➤ Required time:

Thirty minutes.

➤ Group size:

Unlimited.

➤ Place:

Classroom.

➤ Materials needed:

A card with the features of each subgroup.

➤ Steps to follow:

1. The facilitator explains that all human groups have different attitudes that should be studied to prevent the damage that a bad group can make them.

2. The whole group is divided into four sub-groups and they are given a card randomly with one of the following groups and features:

A) *Closed group*: a group where they don't let anyone participate.

B) *Cyanide group*: all of them have an attitude of destructive feedback.

C) *Ordinary group*: they are united without any interest in common because each person acts as an individual, selfishly.

D) *Built-in group*: they can find collaboration and friendship between its members.

3. Each subgroup invents a sketch in which its defining features are displayed and they represent it in front of others so that they try to figure out which group they are.

4. Finally, discuss advantages and disadvantages each group has, which one they would like to be and why.

16. I know who knows what you do not know

➤ Objectives:

Giving clear and brief information about a topic.

Recognizing the importance of helping each other.

Teamwork.

➤ Required time:

Forty-five minutes.

➤ Group size:

Twenty people or more.

➤ Place:

Classroom.

➤ Materials needed:

Pens and paper.

➤ Steps to follow:

1. After choosing the topic (worked previously in class), ask adults to write questions about what they don't know about it (one question per person).

2. Form sub-groups with four people.

3. The moderator reads every question aloud and the subgroup who knows its answer, asks for it.

4. Leave some time for subgroups to study the questions and prepare their answers (they must be clear and brief).

5. Then, each subgroup gives their answers and the necessary clarifications.

6. When doubts have already been resolved, the facilitator opens a debate about what has led them to choose these questions, how they worked in their sub-group (if there has been a leader, they distributed the work or have worked collaboratively), if they believe that form of study is more efficient than studying individually and why.

17. People who we know

➤ Objectives:

Showing that knowledge is superficial.

Improving group relationships.

➤ Required time:

Thirty minutes.

➤ Group size:

Unlimited.

➤ Place:

Classroom.

➤ Materials needed:

None.

➤ Steps to follow:

1. The coordinator tells the group that as they already know each other (this dynamic must be made halfway through the course, when learners have already met each other), they are going to come into action working with what they presumably know of others.

2. Six subgroups are formed.

3. A subgroup is in the middle of the class and a person will tell something (a hobby, his/her favourite colour, animal, subject...) about the partner who is on his/her right and so on.

4. Once the presentation is finished, do the same until all the subgroups have been in front of the class group.

5. Finally, the coordinator will ask a series of questions based on the information that each subgroup has said: if they were superficial or deep data, if there were groups that knew themselves better and why, what they would have liked his/her colleagues had told about them and what they should have omitted and why.

18. Winner / loser

➤ Objectives:

Reformulating negative situations in learning experiences.

Trying to cope with the difficulties that can appear always seeing the positive side.

➤ Required time:

Fifteen minutes.

➤ Group size:

Unlimited.

➤ Place:

Classroom.

➤ Materials needed:

None.

➤ Steps to follow:

1. Learners are divided into pairs.

2. A student tells a negative thing of his/her life to his/her partner. It can be a personal memory or one related to their jobs or studies, but it has to be true.

3. Then, the same person will have to talk about the same experience, but focusing only on the positive aspects.

4. After that, his/her partner will help him/her to explore the positive side of the negative experience, trying to make him/her see aspects in which the other person had not realized.

5. Finally, pairs change roles.

6. The coordinator may ask if they had thought that, even though it is the same situation, reacting positively or negatively to it is their own choice and that any setback contributes an equal benefit if one knows how to look for it.

19. Treasure hunt

➤ Objectives:

Promoting team spirit.

Breaking the already established subgroups by encouraging work between people from other teams, departments or social circles.

➤ Required time:

More than an hour.

➤ Group size:

Unlimited.

➤ Place:

The classroom and the surrounding streets.

➤ Materials needed:

Pen, paper and a prize for learners (a sweet or trinket, for example).

➤ Steps to follow:

1. The coordinator divides the participants into small teams and gives them a list of ridiculous tasks for each team to do as a group. Among the tasks you can include taking a photo with a stranger, buying a coffee in a place that is out of class, etc.

2. They are given a fixed time limit in which they must complete all the tasks.

3. The winner is the team who completes most of the tasks in the shortest time. (If you want, you can create your own scoring system according to the difficulty of the tasks).

4. When they finish, ask how each group has worked, if they felt comfortable with their not "well known" partners, what they would have liked to change or improve in their group...

20. Truths and lies

➤ Objectives:

Breaking the ice, especially in new groups.

Preventing the formation of prejudices among peers.

Offering the most introverted people the same opportunities to share some data about themselves.

➤ Required time:

Fifteen minutes.

➤ Group size:

Five or more people.

➤ Place:

Classroom.

➤ Materials needed:

None.

➤ Steps to follow:

1. The coordinator asks everyone to sit in a circle looking towards the center.
2. Each person thinks of two real facts about them and a false one. The false one must be realistic, not extravagant. Eg. I love travelling, I won the Christmas lottery once and I have six children.
3. Move round the circle and ask each person to say the two real and false data in a random order, without revealing the false one.
4. When someone has shared their facts, others will have to guess which ones are true, the false one and why they believe it.
5. If no one wants to be the first one speaking, the coordinator could by saying something personal about himself/herself so that learners have the necessary confidence to say what they have thought afterwards.