

# ENDINGS AND GOING FOR GOALS

- SELF MOTIVATION AND WHY CHILDREN NEED IT
  - GIVING PRAISE AND FEEDBACK
  - AIMING HIGH FOR ALL CHILDREN
  - GOING FOR GOALS





Did you do any activity that promoted teamwork?

What benefits could you see?

Rate your effort:

Modelling teamwork (actions and vocabulary)  
Using the Peaceful Problem Solving Process



Think of a goal you wanted to achieve – learning a new language, a new hobby, going to the gym regularly.

What did you do to motivate yourself?

Now think of something your child has achieved /a skill they have e.g. riding a bike.

How did you help your child achieve it?

Did they learn the skill in steps e.g. tricycle, stabilisers, no stabilisers?



It is vital that we motivate our children by making them feel special, valued and important. We can do this by giving them attention, praise and rewards. Children who are praised a lot at home are happier and more successful. It is also important that children learn to motivate themselves. At school we also praise effort. It encourages children to keep on trying and lets them know you are proud of them because they have tried.

Remember to give **specific** praise. It encourages self-motivation if you say ‘I loved the colours you used in the picture’ rather than ‘I like your picture’.





One of the biggest things we can do for our children is give them optimism and hope. Let them know that we believe in them and hopefully this will result in them having belief in themselves and their own abilities.



In school, we encourage the children to set themselves goals or targets and work towards them, monitoring their own progress. Sometimes classes have whole class targets – e.g. tidy up after Golden Time, or get out white boards and pens quietly. Sometimes they have group targets and they all have individual targets for reading, writing and maths. These are explicit and shared with the children. Some children may also have behaviours for learning targets.

What are your hopes for your child/children?





How are you going to help your children achieve these hopes and dreams?

What goals could you set to support them?



Write two or three goals for your family.

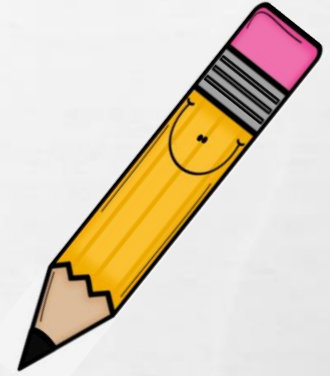
Be specific, clear and concise.

Measure the goals- how do you know you're on track to reach them?

Make them challenging but achievable.

Ensure the goals are relevant to your family life.

Time- set a date to reach your goal by.



## Motivation – Positive Self Talk

How do you motivate your child?

Write up a list of ways you encourage your child to achieve goals e.g. make them promises, do the activity with them, reward them with stickers, praise, thank yous, encouragement (“you can do it, I know you can”), reminding them of what they have achieved in the past, praising the effort and not just the end result, saying we are proud of them for every little step. This is called “external” motivation.

Teaching your child to motivate themselves...

We spend a lot of our time talking to ourselves in our head. It's important those ‘conversations’ are positive and kind. The negativity usually creeps in when something is going wrong, makes us nervous or something is ‘too hard’. When uncertainty sneaks in, we can teach children to do something about it. Negative self talk is usually a sweeping statement, ‘I’ll never be good enough.’

When you hear these types of phrases, discuss the problem, give reassurance, and help children to rephrase the negative to a positive.

Instead of Saying...

**I am no good at this.**



Try Thinking...

**What can I do to improve?**



Instead of Saying...

**I'm not clever enough to do this.**



Try Thinking...

**I will learn how to do this.**



Instead of Saying...

**I just can't do this.**



Try Thinking...

**I am going to try a different strategy.**



Instead of Saying...

**I'll never do it!  
It's too hard!**



Try Thinking...

**This may take some time and effort.**



Instead of Saying...

**I made a mistake.**



Try Thinking...

**Mistakes help me to learn and improve.**







Effective effort is hard work, resilience, stamina. Praising effective effort can lead to learning and growth. (Being careful not to praise effort if the effort was not sincere- i.e. rushing to complete a task, finishing but not done to any quality). Not praising for praises for sake.

We want children to want to learn, to want to work hard and achieve. Praising children for their hard work inspires them to take risks, learn from mistakes, and move on from obstacles.

**PRAISING  
EFFORT vs.  
ABILITY**

# Give It A Try!

You will need:

- Paper
- Colouring pens/pencils

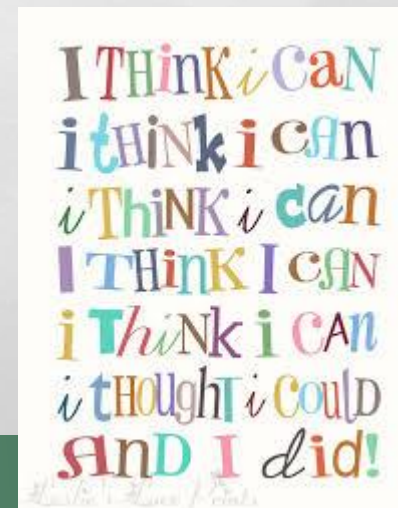
healthy Self-Talk	
THIS	NOT THAT
✓ Whoops. I made a mistake.	✗ I'm so dumb.
✓ I like me.	✗ No one likes me.
✓ I did something bad.	✗ I'm a bad person.
✓ This is really hard, but I'm going to keep trying.	✗ I give up. I'll never be able to do this.
✓ I haven't figured it out yet.	✗ I never get anything right.
✓ I am enough. And worthy, too.	✗ I'm not good enough.

## Create Positive Self Talk Posters

As a family, brainstorm your most used 'negative' self talk. What phrases or sayings are used often that may be influencing a poor mindset?

Discuss how you can change these phrases or sayings to something positive that will support and nurture self –worth, motivation and resilience in the whole family.

Design your own, Positive Self Talk Posters, display them in the most used room in the house. Support one another by modelling positive self-talk and talking through those times when negative thoughts and feelings creep in.







How successful were the discussions around positive self-talk?

What strategies will you put in place to nurture motivation?

Have you been specific with praise to support learning and growth?

**PARENTWORK for the next week:**

- Increase the amount of praise you give your child and use **specific** praise
- Look for the things they are doing well and tell them that you have noticed
- Work towards a goal together and think of incentives to encourage them





## Well done!

You have completed the Family Links programme.

As parents and carers you have been helping your children learn social, emotional and behavioural skills since they were born and are still helping them.

By sharing some of the strategies and systems we use in school to support children, we (school) strive to build successful relationships with children's most influential teachers... you.