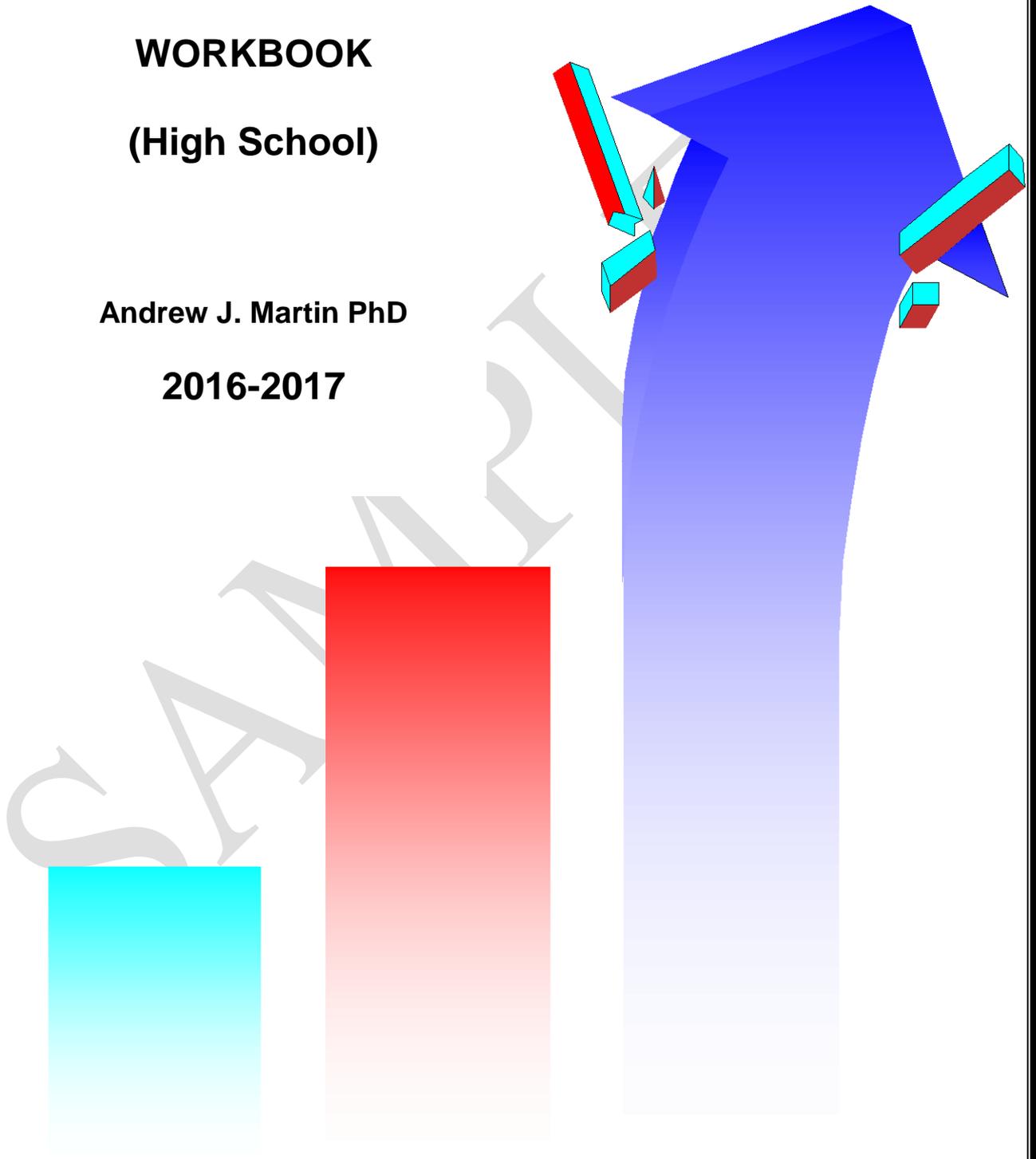


**MOTIVATION  
AND ENGAGEMENT  
WORKBOOK  
(High School)**

**Andrew J. Martin PhD  
2016-2017**



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Published by  
Lifelong Achievement Group Pty Ltd  
PO Box 380 Summer Hill, NSW 2130, AUSTRALIA.  
Internet: [www.lifelongachievement.com](http://www.lifelongachievement.com) ; E-mail: [lifelong@lifelongachievement.com](mailto:lifelong@lifelongachievement.com)  
January 2016

Dear Student

Welcome to the Motivation and Engagement Workbook.

By doing the exercises in this workbook you can learn how to maintain and build on your motivation and engagement strengths. You can also learn how to work on areas where you feel you are less motivated and engaged.

To get the most out of this workbook you need to do the following:

**Step 1. Read the Introduction thoroughly (Pages 1 to 3)**

**Step 2a. Do one Module each week (every Module has a number of exercises)**

**OR**

**Step 2b. Do Modules assigned or indicated by your Teacher, Tutor, Counselor, or Psychologist etc.**

*If you have any questions or concerns as you complete the Modules it is important that you talk to your Teacher, Tutor, Counselor, or Psychologist (or the person who administered the workbook)*

We wish you every success.

Lifelong Achievement Group Pty Ltd

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## About your motivation and engagement

### Motivation and engagement

Motivation is your energy, inclination, and interest to learn and to work hard at school.

Engagement is the behavior (eg. persistence) that follows from this energy and interest.

A number of thoughts and behaviors increase motivation and engagement. These are positive motivation and engagement factors.

A number of thoughts and behaviors reduce motivation and engagement. These are negative motivation and engagement factors.

### You improve your motivation and engagement by:

- Increasing your positive motivation and engagement, and
- Reducing your negative motivation and engagement.

### When you are motivated and engaged you can:

- Get better marks at school
- Work effectively on difficult schoolwork
- Understand more of your schoolwork
- Make the most of your abilities
- Enjoy school more.



Motivation and engagement are also important beyond your school years.

### This workbook:

- Describes your positive and negative motivation and engagement
- Provides examples of how to recognize these in your school life
- Shows you how the motivation and engagement factors affect your schoolwork
- Provides tips on how to increase your positive motivation and engagement
- Provides tips on how to reduce your negative motivation and engagement.

**When you read this workbook, remember that:**

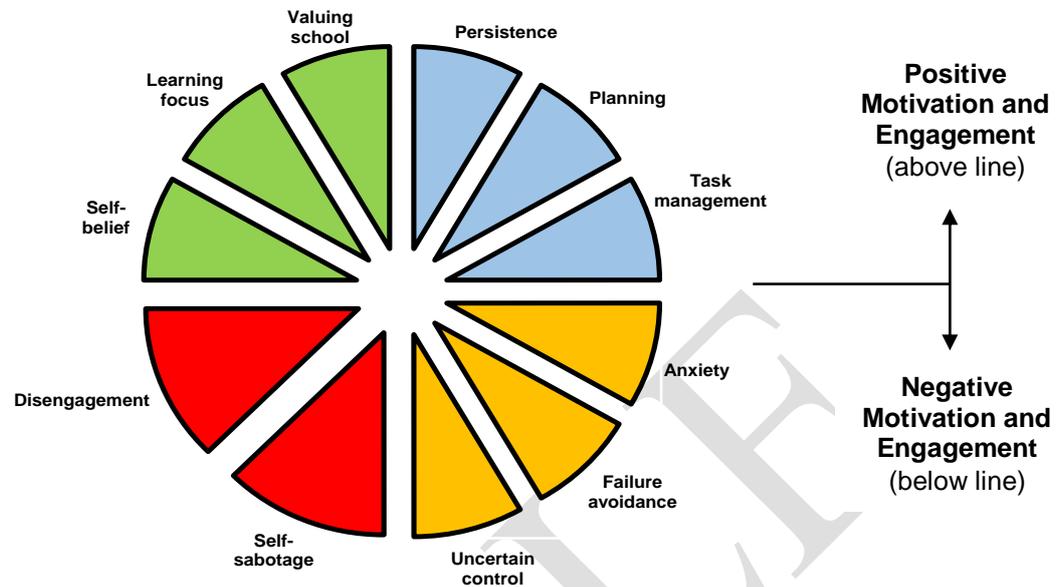
- All the positive motivation and engagement factors are learnable and changeable
- All the negative motivation and engagement factors are also changeable
- If you are not very motivated this does not mean you are a bad student or a bad person. It just means this is one aspect of your school life that can be addressed to help you enjoy school more
- The usefulness of this workbook depends upon you answering the questions truthfully
- Your answers are not meant to be compared with other students' answers – each student has different areas of strength and different areas that need some attention
- If you are motivated in some areas this means your job is to maintain or even build on your motivation and engagement strengths
- Even the high-achieving students may need to reduce some negative motivation and engagement factors or may need to increase some positive motivation and engagement factors – this is not uncommon
- You **MUST** talk to your parent/caregiver, teacher or counselor/psychologist if you are concerned about your motivation or this workbook in any way
- Your answers may change a bit from day to day and can often depend a bit on how you are feeling, what you are thinking, what is happening on the day you do the workbook
- The exercises and ideas in the workbook are only indicators of your motivation and engagement and so are not perfect measures of motivation and engagement
- There are other aspects of school also important to consider in forming a comprehensive assessment of your academic engagement and motivation including school grades, attendance, class participation etc.

**What are motivation and engagement?**

Positive motivation and engagement refers to the thoughts, feelings, and behaviors that increase motivation and engagement. They include self-confidence, thinking that school is important, being focused on learning, planning study, and trying hard.

Negative motivation and engagement factors hold you back and get in the way of motivation and engagement. They are anxiety, failure avoidance, uncertain control, self-sabotage, and disengagement.

## Motivation and Engagement Wheel



### Remember

Motivation and engagement are learnable. From here:

- Identify your positive motivation and engagement factors and learn how to increase them in your school life
- Identify your negative motivation and engagement factors and learn how to reduce them in your school life.

You can make good progress to reaching your potential, achieving personal bests, and feeling good about learning by increasing your positive motivation and engagement and reducing your negative motivation and engagement.



**ONLY THE SELF-BELIEF MODULE IS  
PRESENTED IN THIS SAMPLE  
WORKBOOK.**

**THE ADDITIONAL 12 MODULES (55  
EXERCISES) ARE IN THE FULL  
WORKBOOK – AVAILABLE FOR  
PURCHASE AT**

**[www.lifelongachievement.com](http://www.lifelongachievement.com)**

## Self-Belief

Self-belief is your belief and confidence in your ability to understand or to do well in your schoolwork, to meet challenges you face, and to perform to the best of your ability. If you have a positive self-belief you tend to do difficult schoolwork confidently, feel optimistic, try hard, and enjoy school.



General Rules for developing your self-belief:

- ✓ Become more aware of negative thoughts you may have about yourself or events in your life, take time to look for evidence that challenges these negative thoughts, and develop more positive ways to think about things using this challenging evidence
- ✓ Recognize all your successes as you do your schoolwork. For example, break an assignment into smaller parts and be pleased with yourself for completing each part
- ✓ Recognize improvements you make, trying not to focus on your shortcomings. If you do not do so well, focus on how you can learn from that to improve
- ✓ Learn how to recognize your talents – yes, everyone has talents – and learn how to use them to your advantage

In the following exercises you will:

- ✓ Learn how to challenge your negative thinking and learn how to think more positively
- ✓ Identify the many ways you succeed as you do your schoolwork
- ✓ Identify your school-related talents and strengths

### Self-Belief 1: Changing how I think

You increase your self-belief through positive thinking. Students who are low in self-belief tend to think negatively about themselves and what they do. In this exercise you will identify some negative thinking, look at evidence that can challenge these negative thoughts, and look at some other ways of thinking that can increase your self-belief.

Think about an upcoming project, assignment, or test that may be concerning you and complete the following table.

List 3 negative thoughts about this project or test	Write down something that challenges each thought	Write out a new positive thought to replace the old thought
<i>Eg. "I'm scared I'm going to fail this test"</i>	<i>"When I've worked hard before I've usually done OK"</i>	<i>"If I study hard I'll probably do OK in the test"</i>
1.		
2.		
3.		

Next time you think about an assignment or test in a negative way, remember to (a) identify the negative thought, (b) think of some evidence to challenge this negative thought, and (c) use this evidence to develop a new positive thought.

## Self-Belief 2: Building more success into my life

To build or maintain your self-belief it is important to recognize that we don't often give ourselves credit for all the successes in our lives. For example, we don't recognize that in doing an assignment we achieve many successes along the way.

In this exercise you are going to identify the many ways you succeed in doing an assignment. Think about the last assignment or project you completed. List the steps involved in completing that assignment or project. Think about whether you went to the library, surfed the Internet, prepared a plan, talked to teachers, summarized main points, read some books, wrote a rough draft etc. If you did any of these things, write them in the table below – these are all small successes that you achieved along the way (you don't have to list all 16 things – just as many as you can think of).

<b>In my last assignment I did these things . . .</b>	
1. <i>Defined and understood the question/problem</i>	9
2. <i>Broke the question into parts</i>	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.
8.	16.

Next time you do an assignment or study for a test, remember to give yourself credit for all the steps you completed along the way before handing in your assignment or doing the test. By doing this, you immediately build success into your life even before you get your mark for that assignment or test. When you recognize these successes you have every reason to feel good about yourself.

### Self-Belief 3: Talent Scout

Another important way to build your self-belief is to be fully aware of your talents. Too often we do not recognize our talents.

#### WE ALL HAVE TALENTS

In this exercise you MUST list 8 school-related talents. Throw modesty out the window.

<i>Eg. I take good notes</i>	4.
<i>Eg. I present my work neatly and creatively</i>	5.
1.	6.
2.	7.
3.	8.

These are your talents and are the keys to your success.

- Write them out in large print
- Put them in your diary
- Pin them on your wall at home
- Even memorize them

### Self-Belief 4: Stock take

Take a look at what you have written in the last three exercises. Think about what you have learnt and what you found helpful.

Now work through the following questions. Remember, there is no right or wrong answer – just write what applies most to you.

Which of the last three exercises do you think could be most helpful or useful to you?

Exercise Number: \_\_\_\_\_

List at least two things (try for a third!) that this exercise taught you that you think will be most helpful to you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

In the table below are three messages from this week’s exercises. For each message, write out a specific way you can use it (eg. *“Every time I think I can’t do something I’ll remember times I’ve been successful”*).

Message	How it applies to me
Tackle negative thinking with evidence so as to develop more positive thoughts	
Identify the many ways you succeed as you do your schoolwork	
Get to know your school-related talents and strengths	

Thinking about these exercises on Self-Belief, circle the number that most applies to you:

	Disagree Strongly	Disagree	Disagree Somewhat	Neither Agree nor Disagree	Agree Somewhat	Agree	Agree Strongly
I believe I can apply what I’ve learnt in these exercises	1	2	3	4	5	6	7

**For more ideas try some of the reading listed on the first page of this week’s exercises**

### Self-Belief 5: Signing Off

You should now have completed all four Self-Belief exercises.

It's time to officially sign off from this part of the program.



Before signing off, have another look at the General Rules for developing your Self-Belief:

- ✓ Become more aware of negative thoughts you may have about yourself or events in your life, take time to look for evidence that challenges these negative thoughts, and develop more positive ways to think about things using this challenging evidence
- ✓ Recognize all your successes as you do your schoolwork. For example, break an assignment into smaller parts and be pleased with yourself for completing each part
- ✓ Recognize improvements you make, trying not to focus on your shortcomings. If you do not do so well, focus on how you can learn from that to improve
- ✓ Learn how to recognize your talents – yes, everyone has talents – and learn how to use them to your advantage

I certify that all Self-Belief exercises have been completed.

\_\_\_\_\_

Student signature

\_\_\_\_\_

Date



I certify that this student has completed all Self-Belief exercises.

\_\_\_\_\_

Supervisor signature (eg. Teacher, Counselor, Parent)

\_\_\_\_\_

Date



**PLEASE NOTE THAT THE  
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EXERCISES) ARE IN THE FULL  
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