



Agency for International
Programs for Youth
Republic of Latvia



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MOPYL

Mobile Program for Youth Learners



LESSON PLAN 3 SELF-MOTIVATION AND JONAH, AND MONTY ROBERTS

PART A: LESSON METHODOLOGY

QUALITY	Self-motivation
<p>GENERAL DESCRIPTION OF THE QUALITY</p>	<p>According to Merriam Webster dictionary self-motivation is:</p> <ul style="list-style-type: none"> • drive by one's own desires and ambitions; • motivated by oneself. <p>According to Oxford dictionary self-motivation is a quality of being capable of hard work and effort without the need for pressure from others.</p> <p>Self-motivation is, in its simplest form, the force that drives you to do things. But what is self-motivation? When you are self-motivated, you do more than empower yourself to check things off the to-do list. Being self-motivated also means having enough self-awareness to know what works for you and what doesn't. Rather than depending on others to give you a reason for doing, your sense of motivation comes from within. Your drive comes from your interests, values, and passions, not someone else's checklist (<i>BetterUp</i>).</p> <p>But motivating yourself is easier said than done. Some days it feels like you are searching far and wide for anything to help you get things done. Especially since the COVID-19 pandemic, feelings of burnout and languish have become widespread. From less time outside to more time online, the past couple of years have taken on a toll on our well-being</p>

(BetterUp).

The good news? Learning the meaning of self-motivation can help youth improve their mental fitness and start hitting their goals. In fact, self-motivation could be the key to feeling better in both personal and professional life *(BetterUp)*.

Self-motivation is an extremely desirable trait in our society. Many individuals are hardwired even at a young age to continually move forward and lead purposeful lives. How can youth be self-motivated? One of the options is trust in what they do, support in their actions and some award *(Gallup)*. However, how self-motivation is expressed in youth? Here are some tips in order to better understand self-motivation principles in our young people:

- **Responsible parenting and teaching.**
- **Helping youth set goals.**
- **Mentoring youth and building trust.**
- **Providing opportunities.**
- **Instilling self-determination and self-belief *(MyGov)*.**

The Bible has several verses inspiring to become / stay self-motivated. The most popular of them:

Isaiah 41:10

‘So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand’.

Philippians 4:6–7

‘Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus’.

Psalms 34:4–5, 8

‘I sought the LORD, and He answered me and delivered me from all my fears. Blessed is the man who takes refuge in Him!’

Romans 8:28

‘And we know that for those who love God all things work together for good, for those who are called according to His purpose’.

One of the brightest characters of the Bible regarding self-motivation is Jonah, who had to find a great self-motivation

	<p>in himself to do what he was asked to do and what he was not willing to do, but it was the right thing. Of course, many of us have faced this same issue, and the young people sometimes have to deal with this issue every day when they, for example, do not want to go to school or any other extracurricular activities. Lack of self-motivation is one of the greatest factors of dropout of vocational and non-formal education and is also great threat of dropping out of school in the mid-teenage. Therefore, the project team saw a great necessity to promote this quality among other qualities included in the project MoPYL.</p> <p>See what youth themselves according to the research done by the project MoPYL team have to say about the self-motivation below in the chapter of “Dilemma”.</p>
GENERAL DESCRIPTION OF THE LESSON	<p>The lesson consists of three parts – introductory part (~ 10% of the time), main part (~ 75% of the time), and final part (~ 15% of the time). The introductory part consists of: a) links with other lessons; b) introduction. The main part consists of theoretical and practical (individual, pair, group) parts. The final part consists of a lesson summary and conclusions, feedback, questions and answers.</p>
AIMS OF THE LESSON	<p>1) to learn positive features of self-motivation, such as personal drive to achieve, commitment to goals, initiative, optimism or resilience; 2) to put into practice the positive features of self-motivation through life situations.</p>
NON FORMAL EDUCATION METHODS OF THE LESSON	<p>1) theoretical training, 2) discussions, debates, learning to learn, observing, feedback, questions and answers, etc.</p>
AGE GROUP	<p>13-15 years old</p>
EXPECTED OUTCOMES OF THE	<p>1) positive features of self-motivation, such as personal drive to achieve, commitment to goals, initiative, optimism or resilience learned and perceived;</p>

LESSON	2) positive features of self-motivation through situations of life put into practice.
PART B: LESSON DESCRIPTION	
SLOGAN	<p>Whenever you face a challenge don't ask why me because God only gives challenges to those who are capable of achieving something.</p> <p style="text-align: right;"><i><u>The Dark Secrets</u></i></p>
DILEMMA	<p>Project qualities promoted by this lesson plan along with the self-motivation, are also patience shown by Jonah when he was forced to withstand the burning sun and the withering plant and Monty when he had to stay unshaken and patiently move ahead for his dream. In addition, the lesson plan covers self-control that Jonah was also forced to take upon himself at the end of the story.</p> <p>According to the project MoPYL Research done on self-motivation, grouped by summarization showed the results in terms of instrumental values. In Latvia self-motivation (8.2), followed of responsibility (7.8) and leadership (7.6) obtained the highest average punctuation. Romanians again scored much lower than the other countries, and all items in a similar level between 5.5 and 5.6. Finally, in Spain responsibility (8.5) and self-motivation (8.3) obtained the highest scores, followed by leadership (7.8) and belonging (7.3) (page 13).</p> <p>Instrumental values regarding self-motivation were grouped in the following summarization (page 14):</p> <ul style="list-style-type: none"> • Ability to enjoy. • Spirit of self-improvement. • Curiosity.

	<ul style="list-style-type: none"> • Imagination, creativity. • Feeling motivated. <p>The role of youth in society per country according to comprehension of self-motivation by the young respondents of the MoPYL research differed equally among respondents of Latvia. They considered: 1) young people to be committed; 2) being a volunteer implies giving oneself to others, but also receiving valuable learning; 3) it would be interesting if a greater number of young people were involved in volunteer activities, and reaching a high importance – all above 3 points out of 4 maximum. Respondents of Romania also kept the equality principle, yet with lower value ranging between 2.39 and 2.54 points. In the same time Spaniards emphasized <i>‘being a volunteer implies giving oneself to others, but also receiving valuable learning’</i> with the highest points of all reaching 3.26 (page 16).</p> <p>Within the Focus Groups of the project MoPYL, self-motivation was mentioned in the context of promotion of volunteering within young people stating that between the benefits the ability to communicate (especially after these two isolation years), respect for others, self-improvement, and self-motivation, should be highlighted (page 4 of the Focus Groups).</p> <p>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values of self-motivation to be promoted by the project plans.</p> <p>See the full project MoPYL Research Report in the project’s homepage www.mopyl.eu.</p>
<p>MATERIALS NECESSARY FOR THE LESSON</p>	<p>Projector, screen, computer, access to Wi-Fi or mobile internet</p>
<p>LESSON LENGTH</p>	<p>1 learning hour, i.e. 45 minutes</p>



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<u>INTRODUCTORY PART</u>	Anticipatory set	3 minutes	<ul style="list-style-type: none"> greeting, blessing and engaging students connection with prior learning – reflections, feedback, discussions explanation of the current lesson’s material explanation of tasks for the students connection to the future learning
	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> direct instructions of the content modelling of new skills – self-motivation checking of students’ understanding
<u>MAIN PART</u>	Guided practice: youth leaders are given two options for this part: part A is a Christian lesson; part B is a secular lesson. Both lessons stand on equal qualities.	28 minutes	TITLE A SELF-MOTIVATION AND JONAH <u>or</u> TITLE B SELF-MOTIVATION AND MONTY ROBERTS
	<p><u>PART A</u></p> <p>Jonah is good representative of self-motivation necessity. Jonah's great mission to Nineveh has revealed him to us; and who can tell how much it revealed him to himself? The story of Jonah is told in the biblical book of Jonah.</p> <p>Jonah’s story of the whale either told by the teacher itself following chapters 1 – 4 in the Book of Jonah of the Scripture, or displayed in a Superbook episode 1 of season 2 HERE (episode 201) once you are logged in (registration is mandatory to be able to watch the Superbook episodes). Length of the episode – 24 minutes.</p> <p>Free online registration to watch Superbook episodes throughout all seasons HERE.</p>		



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<p>GROUP PRACTICE PART A</p>	<p>10 minutes</p> <p>At first, the teacher asks if there are any questions related to the story Jonah. The teacher answers and explains all related issues. Prior to giving answers, the teacher encourages other learners to reply.</p> <p>The teacher asks if the class can name a similar person of our time. Can they link Jonah’s actions to any famous person, or maybe not famous – perhaps, somebody can name their parents, friends, relatives, etc., who has needed encouragement to be self-motivated to do something?</p> <p>If no one can mention anyone, the teacher relates to the story of Jonah to people of today. Jonah is famous of being a mixture of a variety of characteristics – stern truthfulness, a man of imagination, a man of selfish cares, a man of irascible temper and in the same time he stayed faithful to God and was His servant. Taking into account Jonah’s ‘humanistic’ qualities often seen in different people, it will be easy to find a life story of some similar traits to Jonah’s.</p>
<p>SITUATION</p>	<p><u>Part B</u></p> <p>I have a friend named Monty Roberts who owns a horse ranch in San Isidro. He had let me use his horse ranch to put on fund-raising events to raise money for youth at risk programs.</p> <p>The last time I was there he introduced me by saying, “I want to tell you why I let you use my horse ranch. It all goes back to a story about a young man who was a son of an itinerant horse trainer who would go from stable to stable, race track to race track, farm to farm and ranch to ranch, training horses. As a result, the boy’s high school career was continually interrupted. When he was a senior, he was asked to write a paper about what he wanted to be and do when he grew up.”</p> <p>“That night he wrote a seven-page paper describing his goal of someday owning a horse ranch. He wrote about his dream in great detail and he even drew a diagram of a 200-acre ranch, showing the location of all the buildings, the stables, and</p>

	<p>the track. Then he drew a detailed floor plan for a 4,000-square-foot house that would sit on a 200-acre dream ranch.”</p> <p>He put a great deal of his heart into the project and the next day he handed it into his teacher. Two days later he received his paper back. On the front page was a large red F with a note that read, `See me after class.’</p> <p>The boy with the dream went to see the teacher after the class and asked, `Why did I receive an F?’</p> <p>The teacher said, `This is an unrealistic dream for a young boy like you. You have no money. You come from an itinerant family. You have no resources. Owning a horse ranch requires a lot of money. You have to buy the land. You have to pay for the original breeding stock and later you’ll have to pay large stud fees. There’s no way you could ever do it.’ Then the teacher added, `If you will rewrite this paper with a more realistic goal, I will reconsider your grade.’</p> <p>The boy went home and thought about it long and hard. He asked his father what he should do. His father said, `Look, son, you have to make up your own mind on this. However, I think it is a very important decision for you.’ Finally, after sitting with it for a week, the boy turned in the same paper, making no changes at all.</p> <p>He stated, “You can keep the F and I’ll keep my dream.”</p> <p>Monty then turned to the assembled group and said, “I tell you this story because you are sitting in my 4,000-square-foot house in the middle of my 200-acre horse ranch. I still have that school paper framed over the fireplace.” He added, “The best part of the story is that two summers ago that same schoolteacher brought 30 kids to camp out on my ranch for a week.” When the teacher was leaving, he said, “Look, Monty, I can tell you this now. When I was your teacher, I was something of a dream stealer. During those years I stole a lot of kids dreams. Fortunately, you had enough gumption not to give up on yours” (<i>Moral Stories</i>).</p>
<p>MORAL</p>	<p><i>Don’t let anyone steal your dreams. Follow your heart, no matter what. No Dream is too big or too small when one works hard to live it and is self-motivated. One should always try making dreams come true no matter what.</i></p>



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<p>GROUP PRACTICE PART B</p>	<p>10 minutes</p>	
	<p>At first, the teacher asks if there are any questions related to the story. The teacher answers and explains all related issues. Prior to giving answers, the teacher encourages other learners to reply.</p> <p>The teacher asks if the class can name a similar person or story, where someone did not give up and did not give in to others objections, stayed firm and kept hoping for its dreams?</p> <p>Dreams is a wide ground for discussions – everyone has at least one, especially in childhood. Teenage is the age period when young people start losing their dreams due to the pressure of the rules of society. This is a theme where the teacher has a possibility to promote positive dreaming.</p> <p>A task the teacher can use is a ‘Wish list’ of four columns.</p> <p>The first task is to put down on a paper or their mobile devices at least 3 dreams in a column one (if on the paper).</p> <p>Next, in the second column, the learners are asked to put down what they can start doing today to achieve their dreams?</p> <p>In the third column, the learners are asked to put down what are the steps they see should be taken in the future to achieve their dreams.</p> <p>And the teacher asks the group – what shall we put down in the last column?</p> <p>After answers of the group. The teacher explains that the fourth column is to be kept empty. This is the column that we do not know and will fill in only when some definite thing (not foreseen) happens and then it should be put down in it. This is because sometimes steps of our dreams work out themselves in a different manner than we have foreseen in our minds.</p>	
<p><u>FINAL PART</u></p>	<p>12 minutes</p>	<p>Brief summarizing of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues.</p> <p>Feedback of learners for the best practices to be applied for future.</p>



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