



MOTIVATE INSPIRE AND DREAM!

A YOUTHWORKER GUIDE ON MOTIVATION



“Motivate, inspire and dream!” is a Devision project financed by the European Union through Erasmus+ programme. The content of this brochure does not reflect the official opinion of the European Union. Responsibility for the information lies entirely with the author(s).





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Motivation

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. It involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something.

But the challenge in working with non-governmental organizations is how to transform motivation in a successful process that leads to goal achievement and excellent results in project.

Basically you have to be able to motivate your team and choose the most appropriate tools for doing that, but we know that people are different and it is difficult to motivate all of them using the same methods.



We are sure all of you read books and articles about motivation and you saw titles such as “10 simple ways of achieving an objective”, “5 tools for motivating your employees”. The problem with those books is that they are selling dreams; they usually offer simplistic and trivial solutions. We believe there is no universal recipe for motivating the others, what works for some people, the others may find it demotivating. So it is important to be aware of the risks of putting all people in the same pot, rarely the same tool functions for different persons.

Motivate, inspire and dream is a training course financed by the European Commission through Erasmus+ programme implemented by DeVision Association from Romania whose purpose is to help 24 youth workers understand the importance of motivating properly their volunteer and moreover creating non-formal tools and methods that they could use in motivating their teams.

This training course is implemented in partnership with 4 European organizations: L'Isola che non c'è (Italy), Klubs Maja - jaunatne vienotai Eiropai (Latvia), African Centre for Development and Research (United Kingdom), Stowarzyszenie Inicjatyw Obywatelskich "EZG" (Poland).

We hope you will enjoy the information from this brochure and you will find it useful for your future work with volunteers ☺

MOTIVATION THEORIES

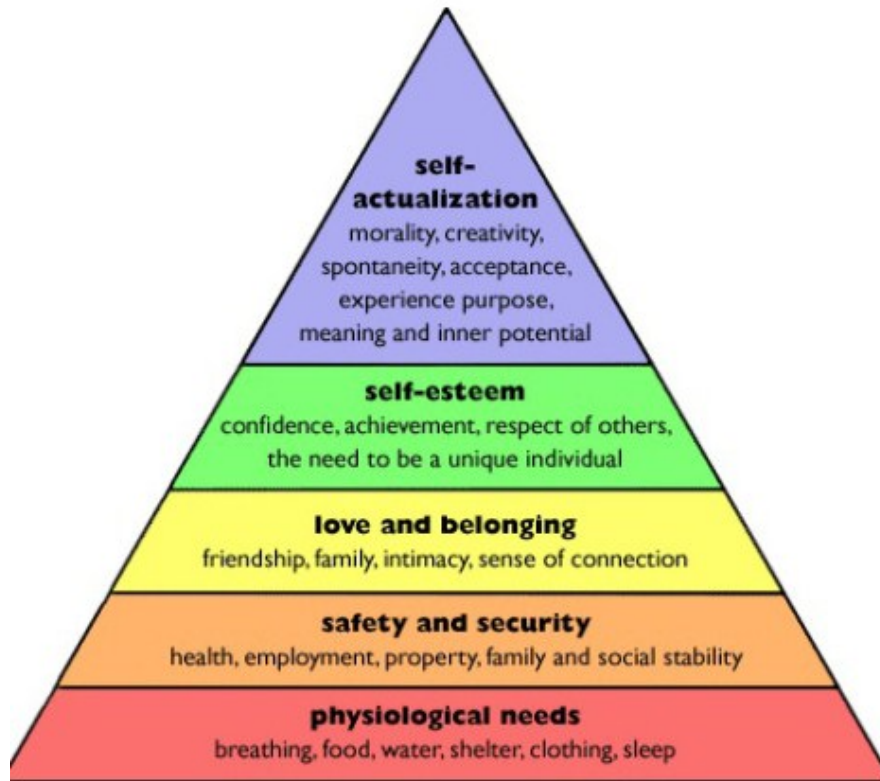


Motivated people advance further and faster in their careers, earn more money, are more productive, experience more satisfying relationships and are happier than less motivated people. So it is important to be motivated and to learn how to motivate the others. There are a lot of motivation theories, it is almost impossible to know all of them, usually they contradict one each other, that is why we decided to present in this material 4 well known motivation theories and to see their pro's and con's, to learn more about them: Maslow's hierarchy of need, Douglas McGregor The theory of X and Y, David McClelland needs theory-achievement motivation needs and Frederick Herzberg Motivator-Hygiene theory.

Maslow's hierarchy of needs is a theory proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in *Psychological Review*. Maslow's theory was fully expressed in his 1954 book *Motivation and Personality*.

- It is often portrayed in the shape of a pyramid with the largest, most fundamental levels of needs at the bottom and the need for self-actualization at the top.
- Each of us is motivated by needs.
- Our most basic needs are inborn, having evolved over tens of thousands of years.
- Maslow's Hierarchy of Needs states that we must satisfy each need in turn, starting with the first, which deals with the most obvious needs for survival itself.
- Only when the lower order needs of physical and emotional well-being are satisfied are we concerned with the higher order needs of influence and personal development.
- Conversely, if the things that satisfy our lower order needs are swept away, we are no longer concerned about the maintenance of our higher order needs.
- Aims and drive always shift to next higher order needs.
- Levels 1 to 4 are deficiency motivators; level 5, and by implication 6 to 8, are growth motivators and relatively rarely found.

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Maslow's Pyramid of Needs

The X Theory and the Y Theory - Douglas McGregor

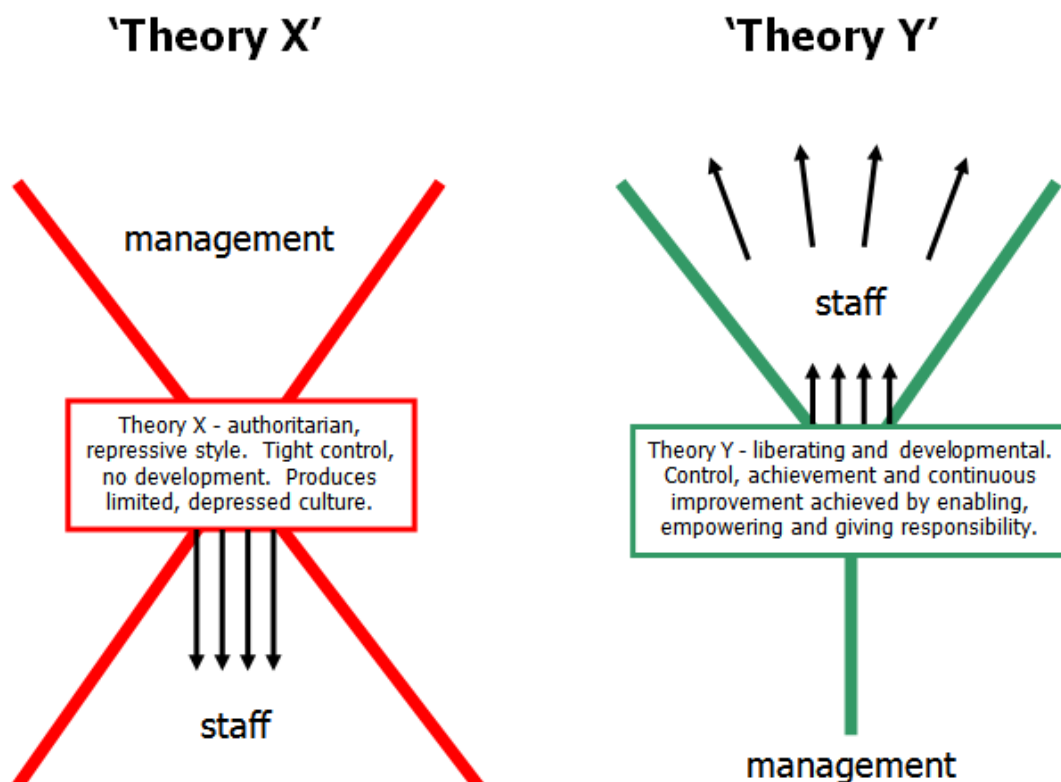
Social psychologist Douglas McGregor expounded two contrasting theories on human motivation and management in the 1960s: The X Theory and the Y Theory. McGregor promoted Theory Y as the basis of good management practice, pioneering the argument that workers are not merely cogs in the company machinery, as Theory X-Type organizations seemed to believe.

The theories look at how a manager's perceptions of what motivates his or her team members affect the way he or she behaves.

By understanding how your assumptions about employees' motivation can influence your management style, you can adapt your approach appropriately and so manage people more effectively.

Understanding the Theories

Your management style is strongly influenced by your beliefs and assumptions about what motivates members of your team: If you believe that team members dislike work, you will tend towards an authoritarian style of management;



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On the other hand, if you assume that employees take pride in doing a good job, you will tend to adopt a more participative style.

Theory X

This assumes that employees are naturally unmotivated and dislike working, and this encourages an authoritarian style of management. According to this view, management must actively intervene to get things done.

Theory Y

This expounds a participative style of management that is de-centralized. It assumes that employees are happy to work, are self-motivated and creative, and enjoy working with greater responsibility.

This more participative management style tends to be more widely applicable. In Y-Type organizations, people at lower levels of the organization are involved in decision making and have more responsibility.

David Clarence McClelland – Three Needs Theory

Need theory, also known as Three Needs Theory, proposed by psychologist David McClelland, is a motivational model that attempts to explain how the needs for achievement, power, and affiliation affect the actions of people from a managerial context.



This model was developed in the 1960s soon after [Maslow's hierarchy of needs](#) in the 1940s. McClelland stated that we all have these three types of motivation regardless of age, sex, race, or culture.

- **achievement** - People who are achievement-motivated typically prefer to master a task or situation. They prefer working on tasks of moderate difficulty, prefer work in organization where the results are based on their effort rather than on anything else, and prefer to receive feedback on their work. Achievement based individuals tend to avoid both high risk and low risk situations. Low risk situations are seen as too easy to be valid and the high risk situations are seen as based more upon the luck of the situation rather than the achievements that individual made. This personality type is motivated by accomplishment in the workplace and an employment hierarchy with promotional positions.
- **authority/power** - This motivational need stems from a person's desire to influence, teach, or encourage others. People in this category enjoy work and place a high value on discipline. The downside to this motivational type is that group goals can become zero-sum in nature, that is, for one person to win, another must lose. However, this can be positively applied to help accomplish group goals and to help others in the group feel competent about their work.

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A person motivated by this need enjoys status recognition, winning arguments, competition, and influencing others. With this motivational type comes a need for personal prestige, and a constant need for a better personal status.

- **affiliation** - people who have a need for affiliation prefer to spend time creating and maintaining social relationships, enjoy being a part of groups, and have a desire to feel loved and accepted. People in this group tend to adhere to the norms of the culture in that workplace and typically do not change the norms of the workplace for fear of rejection. This person favors collaboration over competition and does not like situations with high risk or high uncertainty. People who have a need for affiliation work well in areas based on social interactions like customer service or client interaction positions.

Frederich Herzberg's motivation-hygiene theory

The **two-factor theory** (also known as **Herzberg's motivation-hygiene theory** and **dual-factor theory**) states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. It was developed by psychologist Frederick Herzberg, who theorized that job satisfaction and job dissatisfaction act independently of each other.

Two-factor theory distinguishes between intrinsic and extrinsic factors:

- **Motivators** (e.g. challenging work, recognition, responsibility) that give positive satisfaction, arising from intrinsic conditions of the job itself, such as recognition, achievement, or personal growth *and*
- **Hygiene factors** (e.g. status, job security, salary, fringe benefits, work conditions) that do not give positive satisfaction or lead to higher motivation, though dissatisfaction results from their absence. The term "hygiene" is used in the sense that these are maintenance factors. According to the Two-Factor Theory there are four possible combinations:
 1. High Hygiene + High Motivation: The ideal situation where employees are highly motivated and have few complaints.
 2. High Hygiene + Low Motivation: Employees have few complaints but are not highly motivated. The job is viewed as a paycheck.
 3. Low Hygiene + High Motivation: Employees are motivated but have a lot of complaints. A situations where the job is exciting and challenging but salaries and work conditions are not up to par.
 4. Low Hygiene + Low Motivation: This is the worst situation where employees are not motivated and have many complaints.

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Herzberg's theory concentrates on the importance of internal job factors as motivating forces for employees. He designed it to increase job enrichment for employees. Herzberg wanted to create the opportunity for employees to take part in planning, performing, and evaluating their work.

DNA THEORY BY TAMARA LOWE

We have seen that 1960 was a very prolific year, full of theories, but we have discovered a modern and very interesting theory that belongs to Tamara Lowe and it is called the DNA theory.

According to this theory everyone has a unique achievement pattern or what she terms as Motivational DNA. Figure out what your Motivational DNA is, and you will know what makes you get up and go after your goals.

Lowe says that her theory is grounded in eight years of research with more than 10,000 people. In the same way that your genetic DNA determines your physical attributes, Motivational DNA is a part of who you are and dictates how you are best motivated.

Factors that motivate your partner or your parent may not awaken your passion or your ambition. And she emphasizes that no one motivational type is better than any other.

Lowie points out that all the motivators that she discusses in her theory inspire everyone to one degree or another, but each of us has a definite preference or tendency:

DRIVES – The internal forces that mobilize a person to act.

NEEDS – The core requirements that a person must have in order to be fulfilled.

AWARDS – The preferred remunerations that a person desires for achievement; the material, spiritual, and psychological currency that they want to be paid for performance.

Six motivators:

D	N	A
Drives	Needs	Awards
Connection	Stability	Internal
Production	Variety	External

DNA THEORY BY TAMARA LOWE

There are 8 different motivational DNA combinations:

- **PSI: The Director (Producer, Stability, Internal)** - Driven by results, needs a stable environment (not likely to challenge the status quo), is rewarded by less tangible awards such as private recognition, internal feeling that the work is worth doing, etc. Is strategic thinker who move projects forward. Motivating factors of PSI: To be free of constraints that are not absolutely necessary, to have the possibility to manage their own time by themselves, recognition from peers and people around them, to have the opportunity to evolve personally, to have an organized system and to receive distinct and positive feedback. Demotivating factors: Unclear tasks, peers that are not doing their job, “spirit of flock” and the incapacity of people around them to manage their time and to find their own solutions.
- **PVI: The Visionary - PVI (Producer, Variety, Internal)** - is persistent, energetic and confident. He is able to organize people and projects. Visionaries exhibit strong leadership potential and react quickly to crisis. Creative thinkers, visionaries have the ability to craft a vision and get others excited about it. PVI Motivators: Inspiring work environment, opportunity to originate and initiate ideas, peer respect, credit for work accomplished and a strong sense of mission. PVI De-Motivators: Rigid structure, routine, delays, time-consuming details and bureaucracy.

- **PSE: The Chief - PSE (Producer, Stability, External)** - driven by results, needs a stable environment (not likely to challenge the status quo), rewarded by tangible awards such as public recognition, higher pay, etc. They are determined persons who know what they want. Motivators: autonomy, public recognition, special privileges, not to be controlled without reasons, the capacity to structure their environment as they like, time for thought, power to act and to be recognized by their capacities and special accomplishments. De-motivators: Rigidity and control from their superiors, inefficient systems and persons.
- **PVE: The Champion - PVE (Producer, Variety, External)** - driven by results, thrive on variety and is likely to shake things up, rewarded by tangible awards such as public recognition, higher pay or status, etc. He/she likes challenges and loves to win. He/she is captivating and enthusiastic leaders. Motivators: hard tasks, power of decision, lack of supervision and excessive control, promotion opportunities, deadlines, risk calculation and popularity. De-motivators: strict controls, incapacity of managing his own time and projects, extended analysis and discussions without important follow up.

DNA THEORY BY TAMARA LOWE

- **CSI: The Supporter - CSI (Connection, Stability, Internal)** - driven by relationships, need a stable environment (not likely to challenge the status quo), rewarded by less tangible awards such as private recognition, internal feeling that the work is worth doing, etc. He/she is practical, trustworthy and loyal person. Motivators: facts and information, respect from peers, sincere appreciations, personal recognition, positive feedback, inspiring work environment, peers that they like, clearly defined objectives, fulfillment feeling and time for thought and planning. De-motivators: deceptions and exaggerations, losing time allocated to family or to themselves, admit injustice, ask for rapid changes.
- **CVI: The Relater - CVI (Connection, Variety, Internal)** - driven by relationships, thrive on variety and is likely to shake things up, rewarded by less tangible awards such as private recognition, internal feeling that the work is worth doing, etc. He/she is caring and creative person. Motivators: Sincere appreciation of the things well done, personal development opportunities, funny peers, team work, new experiences and inspiring environment. De-motivators: isolation, routine, pressing deadlines, restrained creativity, disapprovals and conflict.

- **CSE: The Refiner - CVE (Connection, Variety, External)** - driven by relationships, thrive on variety and are likely to shake things up, rewarded by tangible awards such as public recognition, higher pay, etc. Motivators: comfortable interpersonal relationship, personal development opportunities and promotion in the organization, freedom to make things in their own way, compensations and good bonuses. De-motivators: routine, bureaucracy, isolation, disapproval, suppressed creativity.
- **CVE: The Explorer - CVE (Connection, Variety, External)** - driven by relationships, thrive on variety and are likely to shake things up, rewarded by tangible awards such as public recognition, higher pay, etc. He/she is lively and spontaneous, loves adventure. He/she is responsive, intuitive and very good at reading the terms. Motivators: comfortable interpersonal relationship, personal development opportunities and promotion in the organization, freedom to make things in their own way, compensations and good bonuses. De-motivators: routine, bureaucracy, isolation, disapproval, suppressed creativity.

NON-FORMAL METHODS FOR MOTIVATING VOLUNTEERS

Our participants in the training course had the chance to experience, to understand, to role play the theories mentioned above, but we decided that the best way to understand how motivation works for each individual and to understand what are the best methods we can use is by creating our own methods.

Thus, the participants (*Maria, Roberta, Fabrizio, Walter, Tom, Holly, Joanne, Dima, Justyna, Katarzyna, Piotr, Jakub, Ilze, Rota, Una, Andris, Ovidiu, Ruxandra, Oana, Roxana*) started working in groups in order to create new methods of motivation in different context and for different target groups of their organizations.



I. Mountain Climb:

Objective: To motivate disabled people to trust that they can do the same things as everyone else and to prove them that there are equal to others.

Target Group: Disabled people (blind, deaf, no hands)

Materials needed: Hiking boots, warm clothes

Concept: A hike up a mountain. We will pair disabled people with non-disabled people (or people with different disabilities) to support and help each other on the walk

Evaluation: Group talk at end

Discussions: How did you feel? Would you find it useful?

Will you do it again? How was your partner? Did he/she helped you?

II. Food Evaluation

Objective: To motivate children to have better diets – to eat less junk food, less sugar, to teach them to choose more natural food.

Target Group: Children in danger of becoming obese. We want to get to them before they have a problem.

Time: 2 hours+

Materials needed: Clothes

NON-FORMAL METHODS FOR MOTIVATING VOLUNTEERS

Concept: Spilt the children into 2 teams, the bananas and the burgers. The teams then have to play football, but the burgers team have to wear a lot more clothes than the Bananas (2 x jackets, 2x jumpers, wody hats, etc). The Burgers will get hot and sweaty much faster than the Bananas – feeling the bad effects of a poor diet.

Evaluation: Which team won? Why?

Discussions:

Would you prefer to be thin and active or bulky and tired

Did the Burgers find it difficult? Why?

III. Box Buddies

Objective: To teach people co-operation skills and to motivate them to build their team spirit

Target Group: Any group of people that need team building, young people, work colleagues, old people

Materials needed: papers, pens, box



Concept: Each person in group gets given a number (1,2,3,4 etc) on a piece of paper, they write their number on the paper and then hand it back to the trainer. The trainer goes to another room and randomly puts each name and number into its own box. The participants take it in turns to go into the box room and have to find their number paper by looking in boxes one at a time. But they only get to look in half the boxes and can only make a plan with the others before entering the box room. After they leave the room, they are not allowed to meet the team.

Evaluation: Discussions at the end, debate

Discussions: Did you all find your number? Do you understand the maths?

IV. Old tech, new tech

Objective: To motivate elderly people to start to use technology (computers, cameras) and to learn how to use it properly

Target Group: Elderly people 60+

Materials needed: laptops, cameras, mobile phones

NON-FORMAL METHODS FOR MOTIVATING VOLUNTEERS

Concept: Use young trainers and older trainers (a mixed group of equal numbers). 10 young people and 10 old people. Need the 10 young people to bring a laptop and a digital camera/mobile. The young people show the old people how to make a Facebook page, upload pictures, download books, visit news website et

Evaluation: discussions, exchange of opinions

Discussions: Ask how the old people will use this new technology and how they feel new they know how to use it.

V. Stay motivated

Objective: Help volunteers stay motivated

Target group: Volunteers

Number: all volunteers participating in a project

Time: 2 hours

Materials: ribbons, beads, markers, string, charms



Concept: In the beginning of every project, all the volunteers participating at this will melt and make bracelets. They will talk about their motivation to get involved in that project. Each one of them will write a word on their bracelet or they will make a sign, a drawing or something to always remind them why they are doing that. When they will feel less motivated, they will look at the bracelet and they will remember the reasons why they are participating at the project.

Evaluation: analysis, discussion

Discussion: Is this method helping you understand why you got in this work for the first place? Does it help you stay focused and motivate? Are you happy with what you are doing?

[VI. Helping me](#)

Objective: Motivate kids and make them understand the idea of helping others from a young age. Teach a group of kids the colors so that they can teach their friends

Target group: kids with ages between 3 and 5

Number: 10 kids with ages between 3 and 5

NON-FORMAL METHODS FOR MOTIVATING VOLUNTEERS

Time: 1-2 hours

Materials needed: colours, cards with the colors

Concept: every object that you see has a color. It is very important that all kids know the colors so they can tell their friends about what colors their toys are or the colors of their dogs. In the first part of the meeting, the kids will learn a song about colours. After each one will be capable of singing it, we will ask them questions about colours like what colours their toys are or about the colours of some objects. In the second part, we will be telling kids that each kid should know these colours and that we need their help in teaching them. We will tell them to go home and sing the song to their families and friends so they could learn colours too.

Evaluation: Discussions and sharing opinions

Discussion: Do you know the colours? Did you enjoy the game? Did you find it useful? Will you help other children learn colours? We want to teach the kids that we should help each other and also to teach them the colours so that they can teach other children too.

The song:

Yellow is the colour of the sun

Like a lemon, this is very fun

Green is colour of the grass

The one you are painting in your art class

Red is colour of the heart

Very important in the colour chart

Orange is colour of the carrot

You can find it also on a parrot

Pink is colour of the pig

It is not always big

Purple is the colour of the grapes

You can eat it in your breaks.

Blue is colour of the sky

To touch it you should fly

In rainbow you see these colours bright

We love them all right.

NON-FORMAL METHODS FOR MOTIVATING VOLUNTEERS

VII. Toaster, Washing machine & Hoover

Objective: To energize participants and to motivate them to get more involved in next sessions of the training

Target group: youth workers

Number of people: up to 30

Time: 5 minutes

Materials needed: No

Concept: Group starts in a circle. Leader goes round circle making each person a 'toaster, washing machine or hoover, they then have to get into groups of three with similarly named members of the group. They then go to their groups and do the mimes as the leader calls them out increasingly quickly.

1. Washing machine mime is 2 people create a window by linking their hands and the third person puts their head in the frame and moves it around like washing.

2. Toaster mime is 2 people linking hands facing each other and the middle person stands in the linked hands and jumps up and down.

3. Hoover is a wheel barrow with 2 different people holding their legs.



Evaluation: discussions

Discussions: Did you enjoy it? Do you feel more energized? Are you more prepared to continue working?

VIII. Bomb

Objective: to energize participants and grab their attention

Target group: youth

Number of people : Up to 30

Time: It can happen at any time throughout a session/day

Materials needed: With a more challenging group it might be sensible to have a group names list on the wall and mark it when anyone completes their 'bomb'

Concept: Each group member only has 1 bomb. The group has to police this. When someone uses their bomb everyone has to get down on their knees in a ball with their hands protecting their heads. This can be used alone to simply call a group to attention throughout the session or to keep them alert. However, it can be modified as a simple energiser by having people go down on the first bomb and be released on the second so that people are up and down quite a bit.

Evaluation: Discussions

NON-FORMAL METHODS FOR MOTIVATING VOLUNTEERS

Discussions: Do you feel more energized? Do you feel motivated to continue with the session and be very participative? Are you paying more attention to what is happening around you?

IX. Bushcraft

Objective: To motivate participants to care more about nature and understand it as well as developing their social and team working skills

Target group: young people

Number of people: Up to 30 but would need 2 leaders for every 10 participants.

Time: 1 day

Materials needed: String, previously prepared logs/wood, marshmallows and other things to cook on an open fire (bread, butter in a metal dish, fruits and chocolate in a metal dish and/or just marshmallows), first aid kit, outdoor clothing. Everyone should be wearing practical outdoor clothing.

Concept: Do not litter, be responsible when collecting any items e.g. don't take animal's things, work together as a group, leave things as you find them, do not touch animals without permission. introduce the day.



History of living off the land and questions about previous experience of outdoor activities This day involves 3 separate tasks for each group of 5 people and 1 leader:

- ⇒ Nature walk along a specific trail. Each group has to navigate using a map and compass. They also have to collect items that prove they followed the correct route. Points would be awarded for speed, number of mistakes, number of items collected and general team work skills.
- ⇒ Building a shelter. They have to use whatever they can find in the forest environment (including possibly pre-prepared wood) to create a shelter that would help them have less rain on them if it rained. Points would be awarded for innovation, coverage provided and sturdiness as well as best team working example.
- ⇒ Make a fire & toast foods together. Points for speed and safety considerations as well as making sure it is properly put out. Points for preparing and trying all the food stuffs.
- ⇒ Teams all given prizes at the end and a certificate of 'bushcraft skills'.

Evaluation: discussions, sharing opinions

Discussions: Have you learned more about nature? Was there anything that you learned that surprised you?

NON-FORMAL METHODS FOR MOTIVATING VOLUNTEERS

Which element of the day did you enjoy the most? Have you improved your social skills? Do you feel like you have developed team working skills?

X. Gender Equality

Objective: show both sexes that they are equal and can do whatever they are motivated to do in life. Enable boys and girls to explore gender roles and debunk stereotypes whilst allowing exploration and chatting in a safe environment.

Target group: 6-8 years old but could be made more complicated with older children

Number of people: 2 leaders for every 20 children. Ideally a group of 20.

Time: 45 minutes

Materials needed: Post it notes, markers, paper, board.

Concept: Listen to each other, be creative, there are no stupid answers. Children draw a picture of their dream job. The leader then draws a picture of a boy and a girl. They then share their dream jobs with each other and the leader groups them with the larger pictures at the front.

The leader then leads a conversation driven by the kind of jobs the children have come up with.

Evaluation: Discussions

Discussions: Have you learned more about jobs? Have they learned the kind of jobs they can do? Which element did they enjoy the most? Was there a chance for a discussion to explore gender stereotypes? Did negative gender stereotypes get refuted?

XI. Scavenger Hunt

Objective: Observing the world around you more consciously, problem solving, getting rid of prejudices and previous false assumptions, building confidence, freeing your mind and being creative. Participants get to know someone new and explore some interesting areas.

Target group: 15-25 year's old

Number of people: 20 people divided into 10 pairs of 2.

Time: 1 hour.

Materials needed: A scavenger hunt sheet with 10 things to find or notice and pens for everyone in the group. It might be easier if the pairs have a clip board.

NON-FORMAL METHODS FOR MOTIVATING VOLUNTEERS

Concept: Each pair has to consist of 2 people who have never cooperated together before or are very different e.g. boy & girl, different nationalities or faiths or schools or something. They have to work together to find the things on the list. The scavenger hunt should include something they will have to ask someone to help them with (possibly a stranger), everybody has to look for the things from the list (e.g. something blue and rectangular at the same time, something to keep you warm, a tool for opening a bottle, etc). The items should all relate to the theme of the scavenger hunt.

It is possible to make it a race and or award points and certificates for completing certain elements.

The scavenger hunt can be themed e.g.

- Getting young people to know a town.
- Getting to know a certain event , artefact or historical event e.g. at the Cutty Sark or Stone Henge.
- Competing against another school or group.
- Getting to know more about nature or animals.

Evaluation: discussions, sharing opinions, debates



Debriefing: Do you feel like you have developed your creativity? Do you think you can apply the problem solving skills you have learned to real life situations? Was there an obstacle you had to overcome? Did you have some prejudices and assumptions in the beginning? Have you changed any of your attitudes? Do you feel like you've developed your confidence? Was the difficulty level of the scavenger hunt appropriate for the group? Did the hunt teach them things about the intended theme? Did the participants enjoy it? What lessons did they say they had learned?

XII. History Journalism

Objective: To motivate participants to be creative, promote the history of the town, improving the communication and social skills, motivate to go out and do something for people and the community, connecting the elderly people with the youngsters. Help people choose a career path.

Target group: 15-25 year old's

Number of people: 3 person groups, 5 groups ideally, with 5 leaders.

Time: One day

Materials needed: Camera, paper, pens, voice recorder/microphone, tripod,.

NON-FORMAL METHODS FOR MOTIVATING VOLUNTEERS

Concept: Play a role of a journalist, historian. A video of a person connected with a chosen place telling about its history (not longer than 5 minutes) Each group is to establish a set of questions to the chosen person and then create a natural, simply-edited video chronicle (an interview with the person). The young people will do this by connecting with an elderly person and getting their story about history on the film.

Evaluation: sharing opinions and feelings

Debriefing: Have you developed your creativity? Do you feel like you want to show this kind of videos to your peers? Was there an obstacle that you had to overcome? Was it pleasant to cooperate with the elderly? Are you more confident now? Did the young people and the elderly people interact appropriately? Did they find interesting ways to present their films? Was the timeframe appropriate?

XIII. Be the BEST

Objective: To help participants discover what motivates them and how they can be better motivated

Materials: Exercise Handout

Time: 20 minutes



Concept: Divide the participants into groups of two. Have the groups determine who will be the committee leader and who will be the committee member. Give the committee leader the sugar cubes and exercise handout. Tell the committee leader to read each exercise's directions before beginning each activity.

Exercise 1.

1. Read the following instructions to your committee member. "Your job is to discuss to as many committee members as possible, in 5 minutes and find out what motivate them and demotivates them rebuild. Write all information collected on sheets of paper and give them to the leader.

Exercise 2:

Each committee member has to write on a sheet of paper 3 things that best motivates him/her to get involved in different projects/activities. They have to do that very quickly, in maximum 2 minutes.

Exercise 3: Committee members exchange sheets of papers and they have to read the 3 things that motivate the person who has written on the sheet of paper he/she has written and write 2 methods/tools that can be used to help that person get motivated.

NON-FORMAL METHODS FOR MOTIVATING VOLUNTEERS

Exercise 4: All committee members make together a chart emphasizing what usually motivates people and writing the main tools that we can use to motivate others and keep ourselves motivated.

Evaluation: discussion moderated by the committee leader

Debriefing: Was this exercise easy or hard? Do you feel you have identified correctly your motivating factor? How about the tools you suggested for others? Do you feel you have chosen other tools if you had more time to think about them?

XIV. Up and Down

Objective: To help participants become aware of what motivates them best

Materials: No materials needed, just enough space for participants to sit on floor in pairs.

Target group: youth

Concept: Have participants form dyads. Read the following mini-lecture to the group:

Think about the last time you felt really motivated about something. What caused that to happen?



What do you think motivates you best and how can you achieve that and be really motivated in all you do? Think of all these things and try to have a small talk of 1 minute that you would like to share with someone else. After each of you have thought of this, one of you should stand and the other should be seated on the floor directly in front of the other. While in this position, share your thoughts on what motivates you with each other. Then change positions and share the other motivating factors with each other.

After a few minutes, stop and share with your partner how it feels to communicate in this position. Ask him what he understood? What does he believe your motivating factors are? Did either of you feel uncomfortable? Did you find yourself trying to do things to compensate for the differences in height? What might you do to help open communication in this situation?

Evaluation: discussions

Debriefing: How did you feel sharing your thoughts on motivation factors? Did you feel understood?

NON-FORMAL METHODS FOR MOTIVATING VOLUNTEERS

XV. Just words:

Objective: To demonstrate how important words are when the person talking and the listener cannot see each other and to motivate them to use the proper words when communicating with someone.

Materials Needed: Small pieces of paper with one of the following words on each:

Novel	Pizza	Children	Chocolate
Apple	Grapes	Flowers	Garbage
Sunset	Box	Summer	Ice Cream

Target group: young people aged 18-35

Concept: Ask one person, or several from the group to take a paper with one of the words on it and give a verbal description of what is on the paper (no hands allowed). Tell them to concentrate on the careful choice of words, avoiding non-verbal signals as much as possible. Use descriptive words relating to all five senses (smell, touch, etc...).

Example: apple– green or red, juicy, fresh

Evaluation: discussions

Debriefing: How efficient were words alone in expressing ideas? How did you feel doing this activity? (talker and listener).



What does this remind us to do in our own communication?

XVI. Catch and motivate

Objective: energize the group and find things that motivate people to do something

Time: 20 minutes

Target group: volunteers

Concept: The players should be standing in a circle with their arms crossed. The person in the center will throw the ball to someone in the circle. They will either say, "Motivate" or "Don't Motivate". If they say "Motivate", the player should catch the ball and say something that motivates people (for example money, appreciation and so on). If they say "Don't Motivate" , the player should not catch the ball and say a thing that does not motivate people (for example screaming or criticizing them). If a player does not answer to the question quickly or misses the ball or does the wrong, then he is out.

Evaluation: discussion

Debriefing: Was it hard? Did you identify easily motivating factors where you were put under pressure?

NON-FORMAL METHODS FOR MOTIVATING VOLUNTEERS

XVII. My story

Objective: put volunteers face to face to their target audiences in order to help them see the results of their work and to help them feel more motivated about what they are doing

Concept: Split the group into two: one will be the beneficiaries and the other the volunteers. The beneficiaries will have to think about how volunteers help them by doing this activity and to write a note to one of the volunteers and say thank you. In pairs beneficiaries exchange messages and discuss.

Time: 20 minutes

Target group: volunteers

Evaluation: discussion

Debriefing: How did you feel? Did you feel your work was appreciated? Did you feel valued?

XVIII. Thank you telephone

Objective: To help volunteers understand the importance of being grateful for what they learnt during their volunteering activity



Time: 20 minutes

Target group: volunteers

Concept: In pairs volunteers have to “give calls” and say to the person they are talking with why they are thankful for. For example, “I have called to say thank you for all the wonderful friends I have since I am a volunteer” , “I have called you to thank you for the wonderful experience of drafting on a river in teams with other volunteers”

Evaluation: Discussions

[XIX. Drawing your story](#)

Objective: help volunteers express their feelings to drawing and motivate them to get out of their comfort zone

Target group: volunteers

Time: 30 minutes

Materials: papers, pen, colours

Concept: Draw your story. Drawing something to answer to this question: what keeps you going on with your volunteering work? After everybody finishes we will organize an exhibition of “stories”.

NON-FORMAL METHODS FOR MOTIVATING VOLUNTEERS

Evaluation: discussion

Debriefing: Was it hard to draw the answer? Would have been easier to say it? Was it hard to decide what is the reason?

XX. Like

Objective: Motivate participants to get to know each other in an active way and to feel more energized

Time: 5 minutes

Target group: Young people participating in trainings

Concept: The leader may have the group physically separated in two groups and ask different questions pointing the corners of the room. If he say “ Are you like a dog or like a cat? He points in the left corner when he says cat, and right corner when he says dog. All people who believe they are more like a cat go in the left corner and the others in the right. The exercise continues till everybody is energized.

Evaluation: discussion

Debriefing: Was is hard to choose between two options? Why did you choose cat instead of dog?

Sources:

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<https://en.wikipedia.org/>

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MOTIVATE, INSPIRE AND DREAM!

A YOUTHWORKER GUIDE ON MOTIVATION

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