

Re-igniting Motivation

Andrew Fuller

This is the time of the year when motivation often slumps. Weight loss campaigns falter, exercise regimes are neglected and for some students, study routines are ditched.

At this time we look around for that magic ingredient - 'MOTIVATION'. If only it came in a bottle or in a tablet or in the form of a suitably inspiring pep talk.

We need to treat the cause of loss of motivation. Loss of motivation stems from a loss of belief in yourself, that you can be successful. What causes that loss of self-belief is anxiety. One way to manage anxiety is to avoid (weight loss campaigns, exercise regimes and study routines).

Avoidance looks a lot like putting your head in the sand, playing computer games endlessly, languishing on the couch, continually checking social media messages, yawning and looking bored. Of course, it is not always so calm. Avoidance can be interspersed with times of high drama when young people argue, rant, rave and panic.

We have two tasks to re-ignite motivation:

1. Help young people to believe in themselves again; and
2. Reduce avoidance and anxiety.

Re-igniting Self-Belief

Ok you've delivered the pep talk, threatened to restrict all their privileges, pleaded with them, cajoled them, told them they can leave school if they wish and earn a measly pay rate working long, hard hours and they are still looking listless. They are not listening to you. What do you do?

Identify their learning strengths

To re-ignite self belief we need to have our kids know that they can be smart and capable. One easy way to do this is to go to www.mylearningstrengths.com and analyse their learning strengths. If they won't do it for themselves, do it for them on their behalf. You will get a free letter from me that identifies their two top learning strengths as well as an area they are still developing and strategies they can use to do this.

Receiving a letter in the form of a learning strengths analysis report from someone who is neither their parent or a teacher can help them to consider options more deeply.

You can use the letter to have discussions about what they think they should be focusing on and what may be blocking them.

Develop a Personalised Learning Plan

If the letter has been helpful, you might also consider getting a full analysis of learning strengths as well as potential career paths that relate to their strengths. This is available from the same website for a small (introductory) fee.

The full report outlines a Personalised Learning Plan that can be used as a basis for discussions about strengths to utilize and areas to develop.

Remember success is contagious- if you get some, you will often search for more. Learning to utilize your learning strengths increases the chances of success and thereby re-ignites motivation.

Lower anxiety

Anxiety is like an infectious disease passed from one student to the next. Teenagers often give their friend's opinions much more prominence than their parent's advice. Trying to soothe, calm and re-inspire them with your words is like whispering a message while facing into a cyclonic gale.

Get up, stand up

Anxiety is exhausting. However, sitting or lolling about festering over your fears doesn't help. If you can budge them, get them up and moving. Walking with them. Play sport. Even taking them for a drive is better than nothing.

Mindfulness activities and relaxation tapes may also be powerful but when students become really anxious, being active is the best place to begin. When we are stressed our body is geared up for action and unless we do something to rid ourselves of the built up stress hormones they stick around and de-motivate us.

My favourite research based mental stillness app is free and you can download it.

For Mac use:

<https://apps.apple.com/au/app/mental-stillness/id1240081662>

Android use:

https://play.google.com/store/apps/details?id=au.com.healthed.healthedmentalstillness&hl=en_AU

Rev up

Dopamine is the neurochemical most powerfully associated with motivation.

Dopamine is increased when we engage in rhythmical movements. Activities like basketball, dancing, hula hoops, down ball or four-square, drumming, skateboarding,

surfing and playing tennis all increase dopamine.

Goals are good, systems are better

It is great to have a goal to do well but if you have no system to achieve that outcome you are unlikely to get anywhere close to where you want to be.

If you have developed a system earlier in the year, discuss returning to it. If it needs revising and updating, help them to do that. If they have been completing studies without any system at all now is a good time to introduce one.

Imagine forwards, plan backwards

The best systems involve imagining forwards and planning backwards. You can apply this to almost every aspect of life.

Start by imagining forwards. What do you want to have happen in your future and when do you want it to happen by? Just specifying your answer to that question increases the likelihood you will end up somewhere close to where you want to be.

Then plan backwards. What are the steps involved in creating that outcome. Writing down small steps on post-it notes and arranging them into a logical order helps.

Andrew Fuller is the author of ***'Unlocking Your Child's Genius.'***

Stay in touch with Andrew

On face book

[andrewfullerpsychologist](https://www.facebook.com/andrewfullerpsychologist)

The Learning Brain

On Linked-in and at

www.andrewfuller.com.au

www.mylearningstrengths.com

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Dr Jane Tracy
Medical Practitioner
Nurturing Resilience in Young People with Disability



Dr Gill Hicks AM MBE
Founder of M.A.D for Peace, Survivor London Terrorist Bombings 2005
From Trauma to Strength



Andrew Fuller
Psychologist
Conversations with Troubled Young People – Practical Advice



Greg Gebhart
Office of the eSafety Commissioner
How the Internet is Affecting Youth Wellbeing



Dr Kristy Goodwin
Digital Wellness Expert
Managing Attention Span in the Age of Digital Distractions



Matt X
Preventing Violent Extremism Consultant
Choosing Not to Hate

WHAT IS GENERATION NEXT?

We are a not-for-profit providing education and information to protect and enhance the mental health of young people. Our objective is to raise community awareness of mental illness through increasing mental health literacy, reducing associated stigma and positively influencing individual and community behaviour to improve the mental health of young people.

“ The seminar was fantastic. My brain is still buzzing! Full of ideas and options to incorporate. ”

EDUCATION POINTS

- **Teachers:** This seminar may contribute up to 6 hours towards your annual professional development
- **Nurses:** 6 CPD hours, ACN approved
- **AASW** 8 CPD hours approved



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MAIN PROGRAM

REGISTRATION FROM 8.00am
SEMINAR: 9.00am – 5.00pm
EACH LECTURE 30 – 40min

TOPIC	SPEAKER
How the Internet is Affecting Youth Wellbeing	Greg Gebhart
A Developmental Approach to Nurturing Resilience in Young People with Disability	Dr Jane Tracy
Anxiety in Young people – Practical Support Strategies for School Communities	Kristen Douglas
MORNING TEA & RESOURCES EXHIBITION	
Green Space and the Power of Nature Play for Shaping the Developing Brain	Dr Rachael Sharman
Helping Young People Through Family Separation	Fiona McCallum
LUNCH & RESOURCES EXHIBITION	
From Trauma to Strength	Dr Gill Hicks AM MBE
Choosing Not to Hate	Matt X
AFTERNOON TEA & RESOURCES EXHIBITION	
Managing Attention Span in the Age of Digital Distractions	Dr Kristy Goodwin
Conversations with Troubled Young People – Practical Advice	Andrew Fuller

Program may be subject to change without notice. For the most up to date program, visit www.generationnext.com.au.

MELBOURNE 30 AUGUST 2019

WHO SHOULD ATTEND

- Teachers, Principals, Student Welfare Officers, Leaders
- Psychologists, Counsellors, Doctors, Nurses, OT
- Social & Youth Workers, Pastoral Care, Parents, Police
- Schools, Youth Organisations, Clinics, Churches, Sporting Clubs

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- **Nurses:** 6 CPD hours, ACN approved
- **Social Workers:** 8 CPD hours, AASW approved

REGISTRATION INCLUDES

Program, lecture notes and satchel, morning tea, lunch, afternoon tea, attendance certificate, access to stakeholders' and resources exhibition.

VENUE TRANSPORT & PARKING

Melbourne Convention & Exhibition Centre, Convention Place, South Wharf. The venue is accessible by public transport. Please visit www.ptv.vic.gov.au to plan your trip.

- Silvertop Taxi 131 008 • Taxi Australia 132 227

THE GENERATION NEXT HANDBOOKS ESSENTIAL READING FOR ANYONE WORKING WITH YOUNG PEOPLE



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From Trauma to Strength



Dr Gill Hicks AM MBE, Author, Founder of M.A.D for Peace, Survivor London Terrorist Bombings 2005

Trauma can affect people in many ways. This presentation will showcase the power of the human spirit to triumph over trauma. Be inspired while gaining a greater set of tools to encourage and develop young people's ability to navigate change and gain an appreciation for their personal ability to thrive.

Managing Attention Span in the Age of Digital Distractions



Dr Kristy Goodwin, Digital Wellness Expert

Banning technology isn't the solution. Instead, we need to teach our kids how to manage technology in healthy and helpful ways. In this session Dr Kristy will equip classroom teachers and health professionals with research-based practical strategies to help kids manage their attention without telling them they need to give up their devices.

Choosing Not to Hate



Matt X, Preventing Violent Extremism Consultant

This presentation uses the power of personal narratives to make a difference in young people's lives and change perspectives. Be uplifted and upskilled in addressing bullying, violence and hate by using narratives and stories to help adjust hateful attitudes and empower young people to make positive choices.

Helping Young People Through Family Separation



Fiona McCallum, General Manager, Good Grief

This presentation will equip participants with a better understanding of the experience of separation and divorce from a young person's perspective as well as evidence-based strategies to provide grief and loss support to help young people to transition well through family change.

Anxiety in Young people – Practical Support Strategies for School Communities



Kristen Douglas, National Manager, headspace in Schools

Educators, parents and mental health workers are reporting an increase of anxiety in children and young people, commencing at an early age. This presentation will assist those who support children and young people to recognise signs of anxiety and provide some practical support strategies to teach coping skills designed to reduce stress and anxiety.

How the Internet is Affecting Youth Wellbeing



Greg Gebhart, Senior Education Trainer, Office of the eSafety Commissioner

Increased digital participation by young people has provided many positives. However, it has also enabled exposure to digital dangers including inappropriate content, excessive use, and image-based abuse. These negative experiences can reinforce and/or heighten vulnerabilities impacting on wellbeing. This session will share some of the latest research from the Office of the eSafety Commissioner and highlight a range of resources to assist those working with young people.

A Developmental Approach to Nurturing Resilience in Young People with Disability



Dr Jane Tracy, Medical Practitioner and Director of the Centre for Developmental Disability Health, Monash Health

People who live with disability face particular challenges in building their resilience and maintaining good physical and mental health. This seminar will present some key strategies to optimise health, as well as a developmental model that informs the identification of practical, everyday strategies to support young people with different abilities develop the resilience they need to live a great life.

Conversations with Troubled Young People – Practical Advice



Andrew Fuller, Child and Adolescent Clinical Psychologist, Inyahead

The art of conversation is our primary tool for connecting with others, feeling understood, changing perspectives, stating beliefs and defining and redefining our identity. This presentation covers how to understand identity development and the change process towards more adaptive identities, how to initiate and continue a conversation with a troubled young person and when to refer to higher levels of expertise.

Green Space and the Power of Nature Play for Shaping the Developing Brain



Dr Rachael Sharman, Senior Lecturer in Psychology, University of the Sunshine Coast

Research demonstrates that by over-sanitising early play experiences, we have done our children more harm than good. In this session, participants will learn about the way in which the developing brain wires itself to the environment in which it finds itself, how access to play in green space improves physical and cognitive development and the importance of unstructured play with the full potential for both risk and reward in social emotional development.



THE GENERATION NEXT HANDBOOKS ESSENTIAL READING FOR ANYONE WORKING WITH YOUNG PEOPLE

- ✓ Addresses current, relevant and high priority issues
- ✓ Practical and easy to read with details on where to find unique additional resources, provided directly by some of Australia's most respected practitioners
- ✓ All proceeds go towards funding Generation Next not-for-profit initiatives

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MELBOURNE FRIDAY 30 AUGUST 2019

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Dietary Choice ☐ Gluten Free ☐ Vegetarian ☐ Vegan

PLEASE ATTACH COPY OF STUDENT ID

***required information**

Title* _____ First Name* _____ Surname* _____

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ALL CORRESPONDENCE (e.g. TAX INVOICE, CONFIRMATION OF REGISTRATION, SUPPLEMENTARY EDUCATIONAL MATERIALS) WILL BE SENT BY EMAIL

Payment (tick box ☒) ☐ Visa ☐ Mastercard ☐ Cheque \$ _____ Total

Cheques are to be made payable to: 'Generation Next Australia Ltd' All Prices are in Australian Dollars (AUD) inclusive of GST.

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