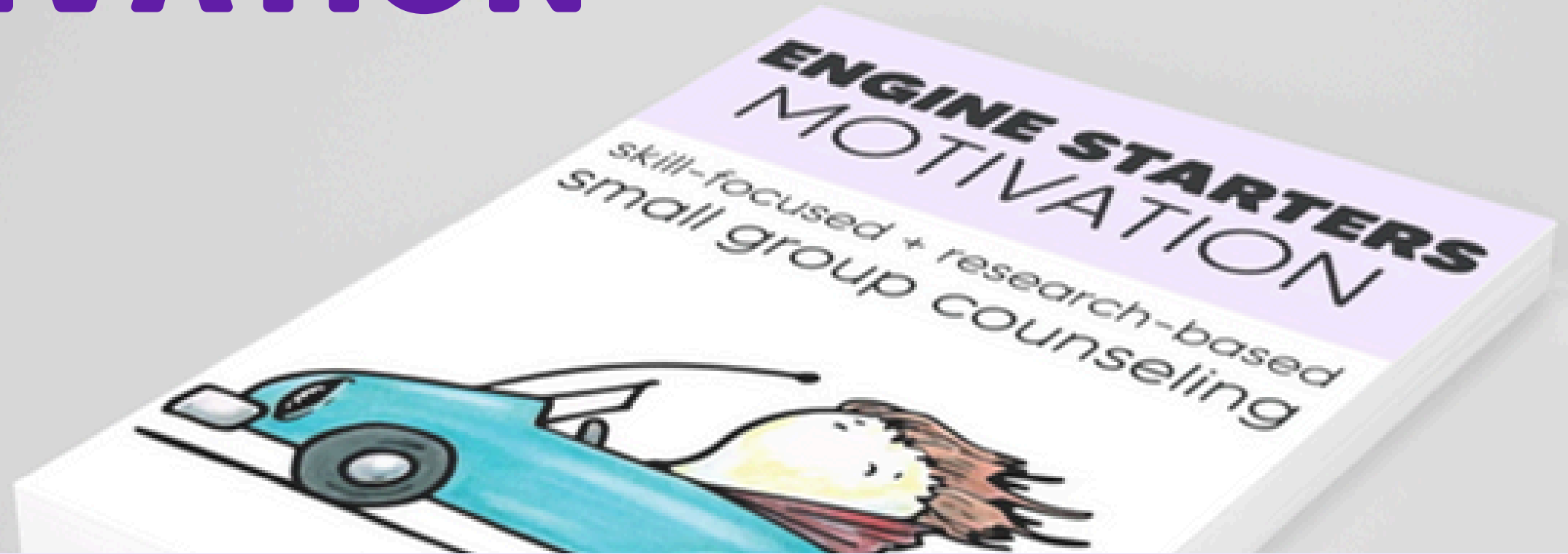


ENGINE STARTERS

MOTIVATION



skill-based + research-driven
group counseling

Why You'll Love It

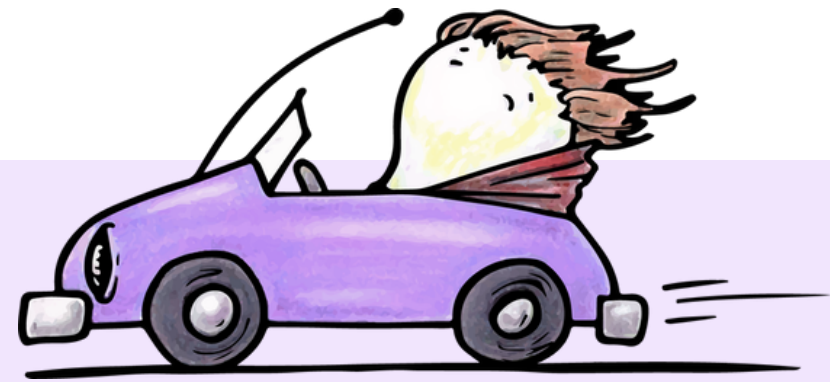
- ✦ Comprehensive + research-based
- ✦ Scaffolded skill-building
- ✦ Flexible, detailed session plans
- ✦ Ready to print and use
- ✦ Built in assessment tools

What drives motivation?

Feeling like you are capable, you belong, and you have a choice.

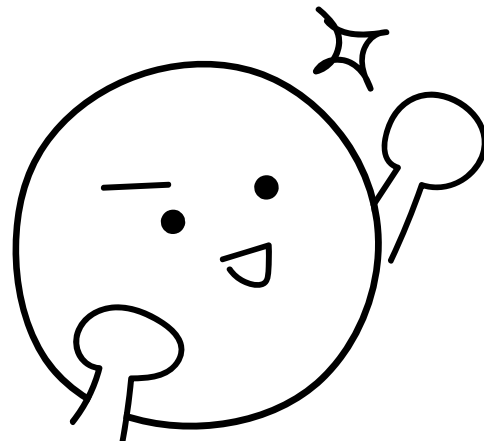
In counseling,

we can teach skills that reinforce these feelings and improve motivation.



Skill-Based Group Curriculum

- | | | | |
|---|-----------------|----|---------------|
| 1 | Welcome | 7 | Self Advocacy |
| 2 | Psychoeducation | 8 | Mindset |
| 3 | Goal Setting | 9 | Strategy Use |
| 4 | Your Strengths | 10 | Purpose |
| 5 | Problem Solving | 11 | Reflection |
| 6 | Belonging | 12 | Termination |



Counseling Map & Skills Checklist

Planning + assessment tools to help you build a flexible, targeted small group intervention

Counseling Map - Motivation

Session #1 Intro Session	Session #2 Psychoeducation	Session #3 Goal Setting	Session #4 My Strengths	Session #5 Problem Solving	Session #6 Connection
Focus Build rapport and introduce goal setting	Focus Explain the drivers of internal motivation.	Objective Goal setting	Objective Competence building and celebrating strengths.	Skill Autonomy Building through decision-making and self-advocacy.	Skill Recognizing belonging and building connections.
Checklist Skills none	Checklist Skills B1, B2, D3	Checklist Skills A1, A2, A5, E1	Checklist Skills B1, B3, B4, A6	Checklist Skills C1, C2, E2, E4	Checklist Skills D3, D8, B1
Check-In Welcome	Check-In Welcome and Change	Check-In Welcome and Change	Check-In Goal Check-In	Check-In Positive Interaction	Check-In Yay, Nay, Hip Hip Hooray
Warm Up Two Truths and a Lie	Warm Up Two Truths and a Lie	Warm Up Two Truths and a Lie	Warm Up Character Strengths	Warm Up Passive vs Active Choice	Warm Up Connection Circle
Session Activities Group Introduction Quick state and label room about motivation Motivation Worksheet Setting Intentions (optional): Choose a	Session Activities Introduce SMART Goals We Do: Rewrite goals so they are SMART. You Do: Write your own SMART Goals and then share them into steps. You Do: What Fills Your Motivation Tank? When do they feel they have choices, connected,	Session Activities I Do: Intro to personal strengths. We Do: I can help someone survey where they identify what activities they could help someone else with. You Do: My Strengths Worksheets. Connect strengths to work they are doing on their goals.	Session Activities I Do: Intro to three-step problem-solving process. We Do: Dear Problem Solver scenarios where students can apply 3 steps to help peer solve a common problem. You Do: Build your Support Toolbox	Session Activities I Do: Introduce belonging and connection. We Do: Where Do We Belong? Brainstorm. Brainstorm with students the places where they feel connected and valued. Then value how they contribute or could contribute to strengthen those connections. You Do: Connection Web or Slice of Life Pizza.	Session Activities I Do: Introduce belonging and connection. We Do: Where Do We Belong? Brainstorm. Brainstorm with students the places where they feel connected and valued. Then value how they contribute or could contribute to strengthen those connections. You Do: Connection Web or Slice of Life Pizza.

**Editable
Versions
Included**

Skills that Build Internal Motivation

G. Resilience & Coping		N	P	A
G1	Tries a challenging task, even if unsure of success.			
G2	Identifies one thing they learned from a mistake or setback.			
G3	Sticks with a task after initial failure or frustration.			
G4	Recognizes and celebrates perseverance.			
G5	Reframes negative self-talk ("I can't do this") to a growth statement ("I can try").			
G6	Names a person (real or fictional) who kept trying despite challenges.			
G7	Handles frustration or setbacks with positive self-talk.			
G8	Keeps effort up, even when tasks are hard.			
H. Connecting with Purpose & Values		N	P	A
H1	Identifies a personal reason (goal, value, interest) for learning something.			
H2	Connects schoolwork to future goals or interests.			
H3	Sets goals that reflect personal values.			
H4	Expresses gratitude or pride in accomplishments.			

Each Session Includes

1: Detailed Session Plan

MOTIVATION GROUP		4 - COMPETENCE
Session Structure	Activity	Time
Check-In		minutes
Warm Up		minutes
I Do		minutes
We Do Activit		
You Do Activi		
You Do Activi		
Exit Ticket	Think-Know-Show	3 minutes
Cool Down	Positive Self Talk	2 minutes

1. Check-In: Goal Progress Share 4 minutes

Materials: SMART Goal & Goal Ladder (Session 3)

Welcome students and **review each of their goals**, particularly the first step they have identified as their next action. It might be helpful to have that first goal written on a whiteboard or somewhere visible.

2. Warm-Up: Strength Spotlight 4 minutes

Materials: None

Guide the students to identify different strengths a fictional character has. Choose a popular character students will know (Spiderman, Cinderella).

"Today, we're going to talk about strengths - the skills and traits that help us succeed. Let's start by thinking about a character we all know. Think about [Character name]. What are some things they are good at, a strength they have? (Spiderman is brave in scary situations, Piglet tries to be a good friend, Harry Potter is good at solving tough problems)."

"Everyone has strengths and things they want to improve. Often, something we are good at, one of our strengths, is something we have improved with lots of practice and effort. Today, we're going to discover the strengths that help YOU succeed!"

2: Check-In

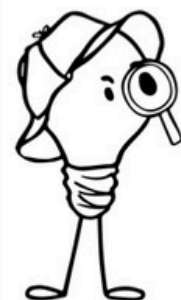
YAY Something great from this week.	NAY Something tough from this week.	HIP HIP HOORAY Something you are looking forward to.
---	---	--

3: Warm-Up

Motivation Detective

I do this because I HAVE to

I do this because I WANT to



ABCs of Motivation



A

AUTONOMY TANK
I can choose

B

BELONGING TANK
I matter here

C

COMPETENCE TANK
I can do this

ABCs of Motivation

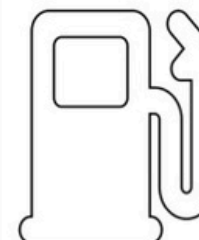


4: Scaffolded Activities

C

COMPETENCE TANK - I can do this

This tank gets filled when you feel capable and able to succeed.



When all the tanks are full, your motivation car is ready to drive!

Each Session Includes

6: Exit Tickets



Think

Write down a situation where you would need to ask for help.

Know

What are the three steps for solving problems?

Show

Describe a time you successfully solved a problem on your own.



5 FINGER BREATHING

Take one hand and spread your fingers out like a star. Take your other hand and place your pointer finger at the bottom of your thumb.

As you breathe in, slowly trace up your thumb. As you breathe out, trace down the other side. Keep going. Breathe in going up, breathe out going down.

Let's keep practicing this breathing technique until we all feel focused.



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7: Cool Down

Notes to Parents/

This week in group,

We learned a 3-step problem-solving process. Your child practiced defining problems specifically, brainstorming multiple solutions, and choosing the best option to try first. We emphasized the importance of trying to solve problems independently before asking for help and identified the people and resources they can turn to when they need support.

Next week, we'll focus on building connections and understanding how we belong to different communities.

Thanks!

This week in group,

We learned a 3-step problem-solving process. Your child practiced defining problems specifically, brainstorming multiple solutions, and choosing the best option to try first. We emphasized the importance of trying to solve problems independently before asking for help and identified the people and resources they can turn to when they need support.

Some things you can talk about with your child are encouraging students to use their problem-solving steps and recognizing when they advocate for themselves appropriately. For example, "I notice you tried a few strategies before asking for help," or "What solutions have you thought of to solve this?"

Next week, we'll focus on building connections and understanding how we belong to different communities.

Thanks!

Notes to Teachers

This week in group,

We learned a 3-step problem-solving process. Students practiced defining problems specifically, brainstorming multiple solutions, and choosing the best option to try first. We emphasized the importance of trying to solve problems independently before asking for help and identified the people and resources they can turn to when they need support.

Some ways to support in class are by encouraging students to use their problem-solving steps and recognizing when they advocate for themselves appropriately. For example, "I notice you tried a few strategies before asking for help," or "What solutions have you thought of to solve this?"

Next week, we'll focus on building connections and understanding how we belong to different communities.

Thanks for supporting your student's growth!



Student:

This week in group,

We learned a 3-step problem-solving process. Students practiced defining problems specifically, brainstorming multiple solutions, and choosing the best option to try first. We emphasized the importance of trying to solve problems independently before asking for help and identified the people and resources they can turn to when they need support.

Some ways to support in class are by encouraging students to use their problem-solving steps and recognizing when they advocate for themselves appropriately. For example, "I notice you tried a few strategies before asking for help," or "What solutions have you thought of to solve this?"

Next week, we'll focus on building connections and understanding how we belong to different communities.

Thanks for supporting your student's growth!



Student:

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Student:

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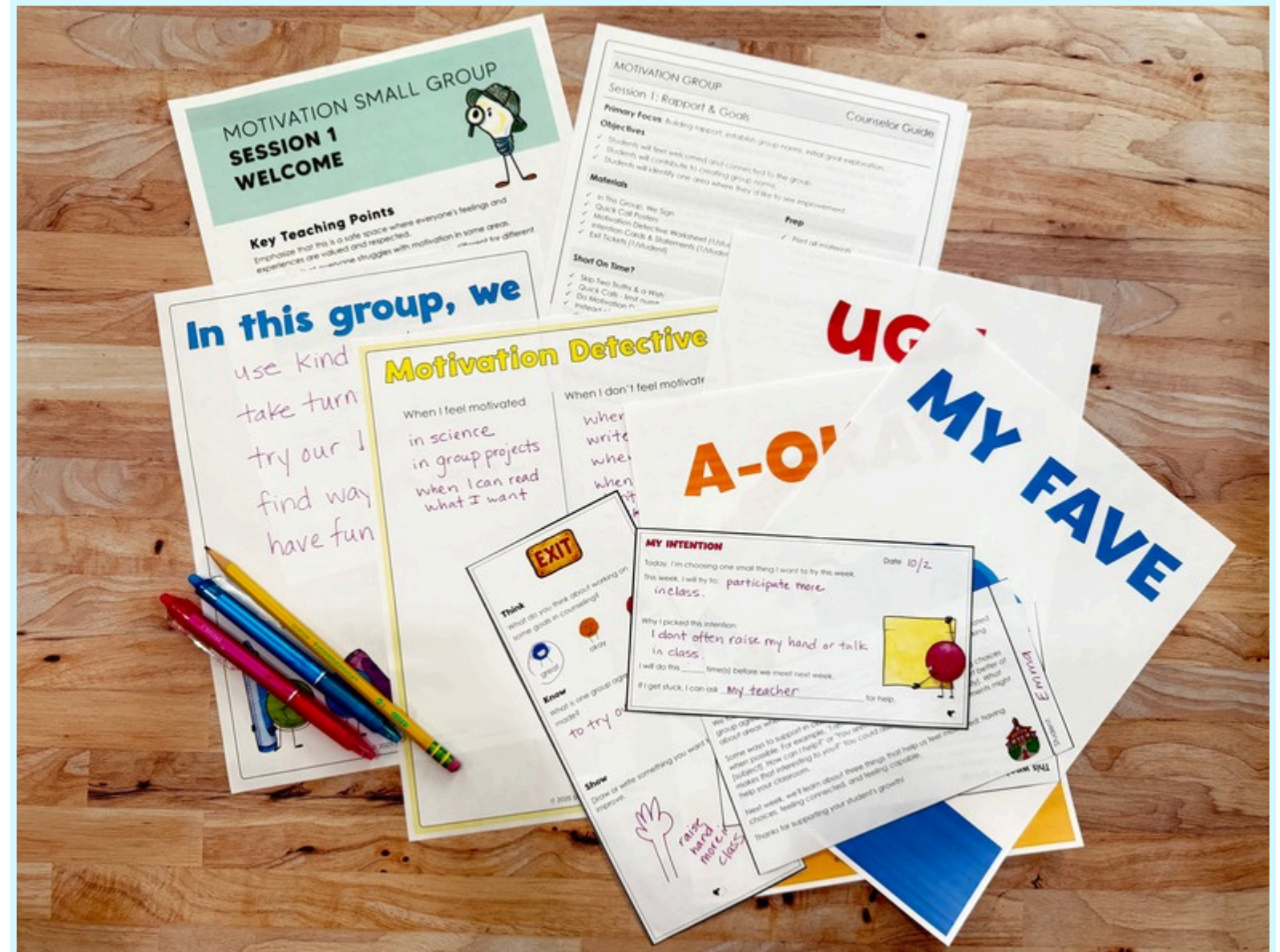
Inside The Sessions

1: Intro to Group

Build rapport

Establish norms

Initial goal exploration



Inside The Sessions

2: Psychoeducation

Learn what drives motivation

3: Goal Setting

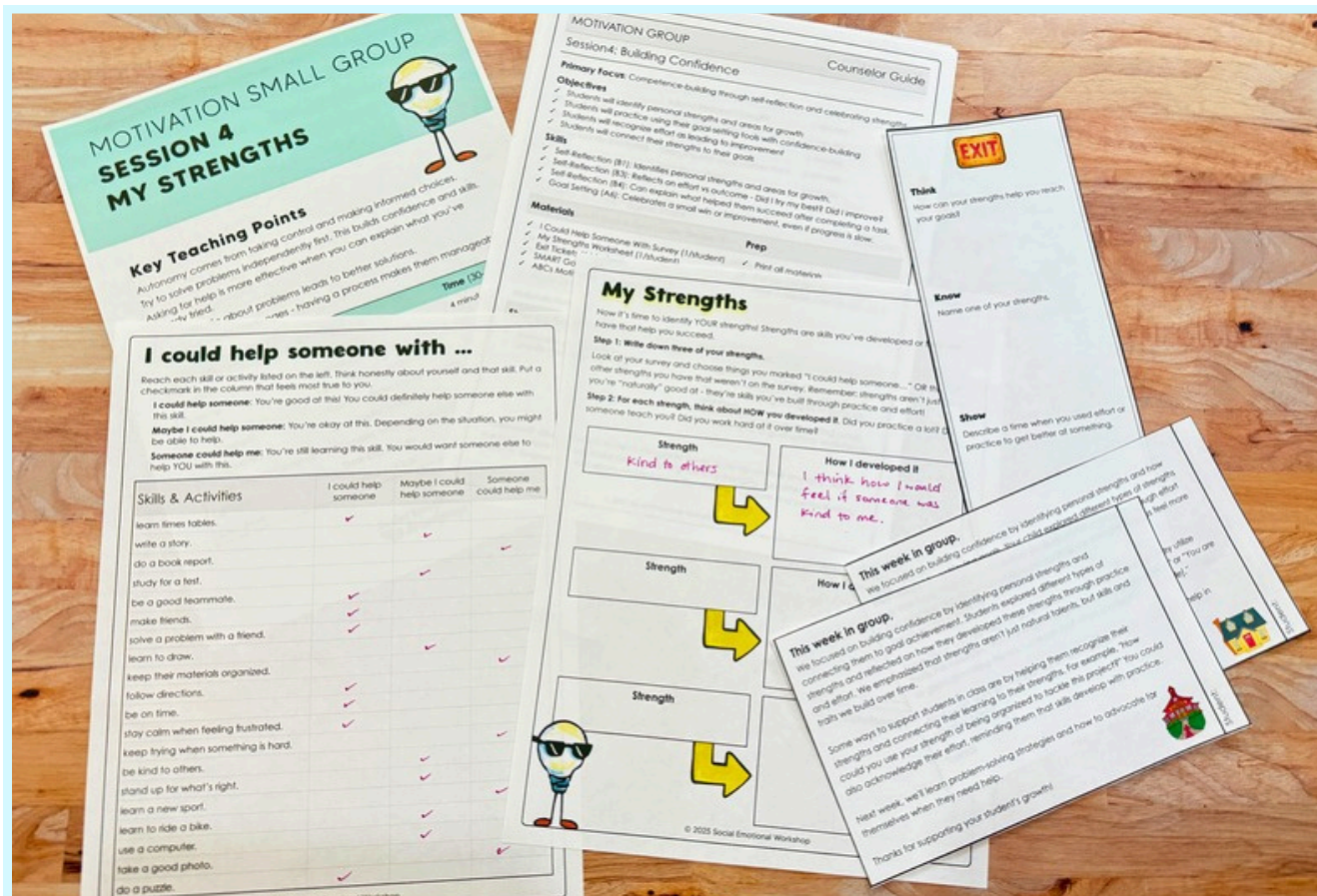
Create goals & action plans



Inside The Sessions

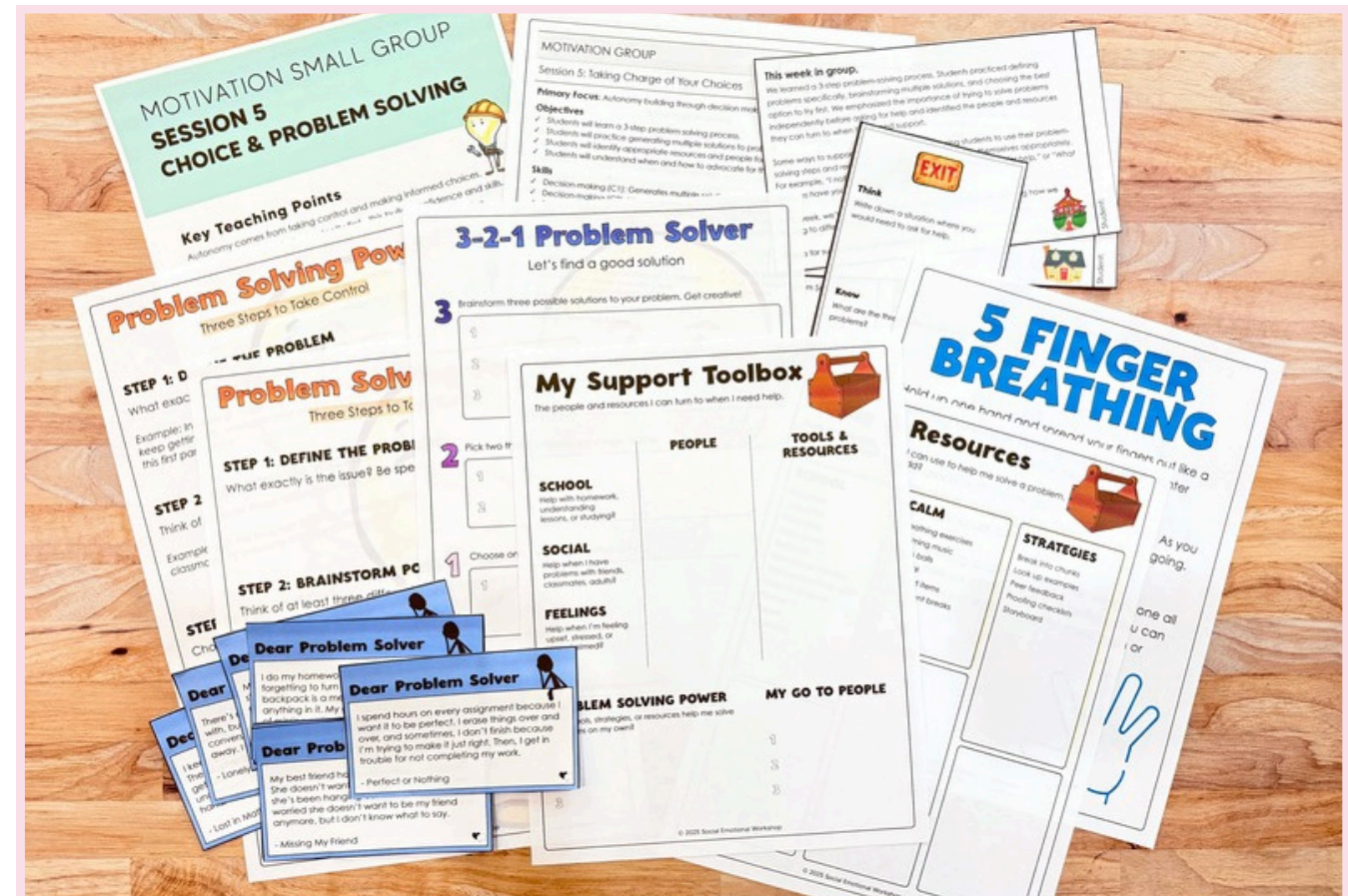
4: Strengths

Build feelings of competence
by celebrating strengths



5: Problem Solving

Build decision-making and
self-advocacy skills



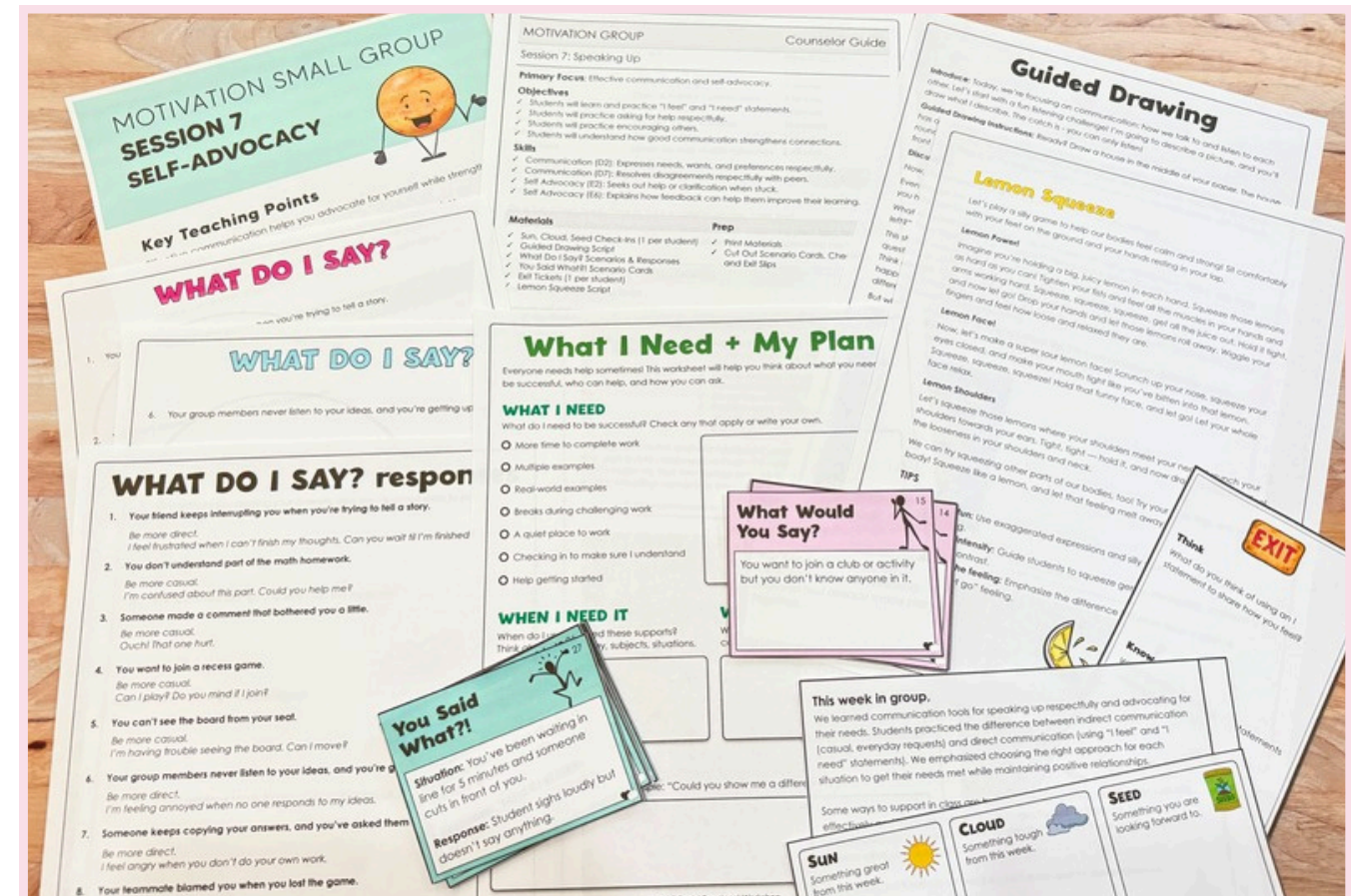
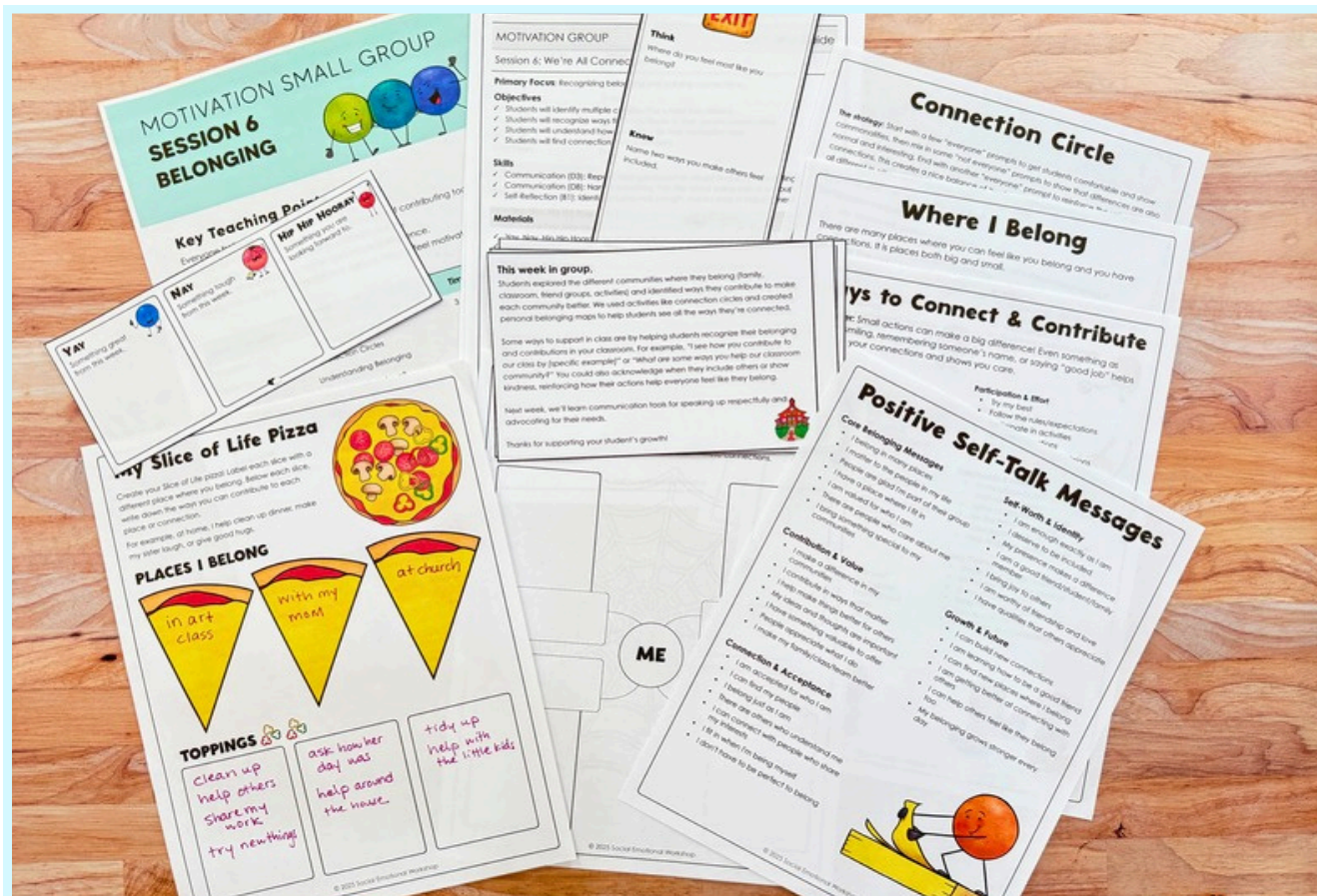
Inside The Sessions

6: Belonging

Recognize and strengthen connections

7: Self-Advocacy

Practice communication and advocacy skills



Inside The Sessions

8: Mindset

Develop a positive, growth mindset



9: Strategy Use

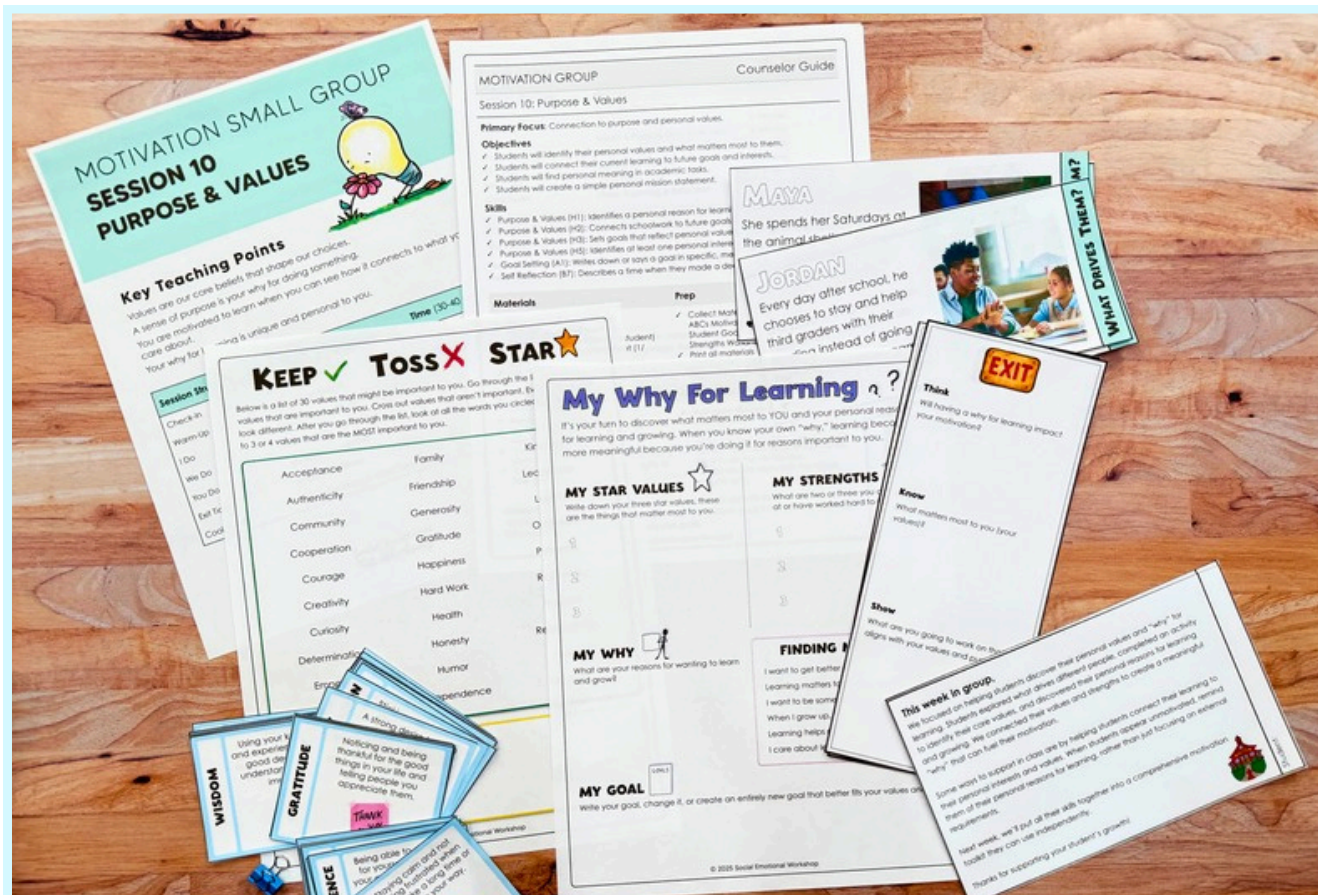
Find and reflect on preferred strategies



Inside The Sessions

10: Purpose

Explore values and why for learning and growing



11: Reflection

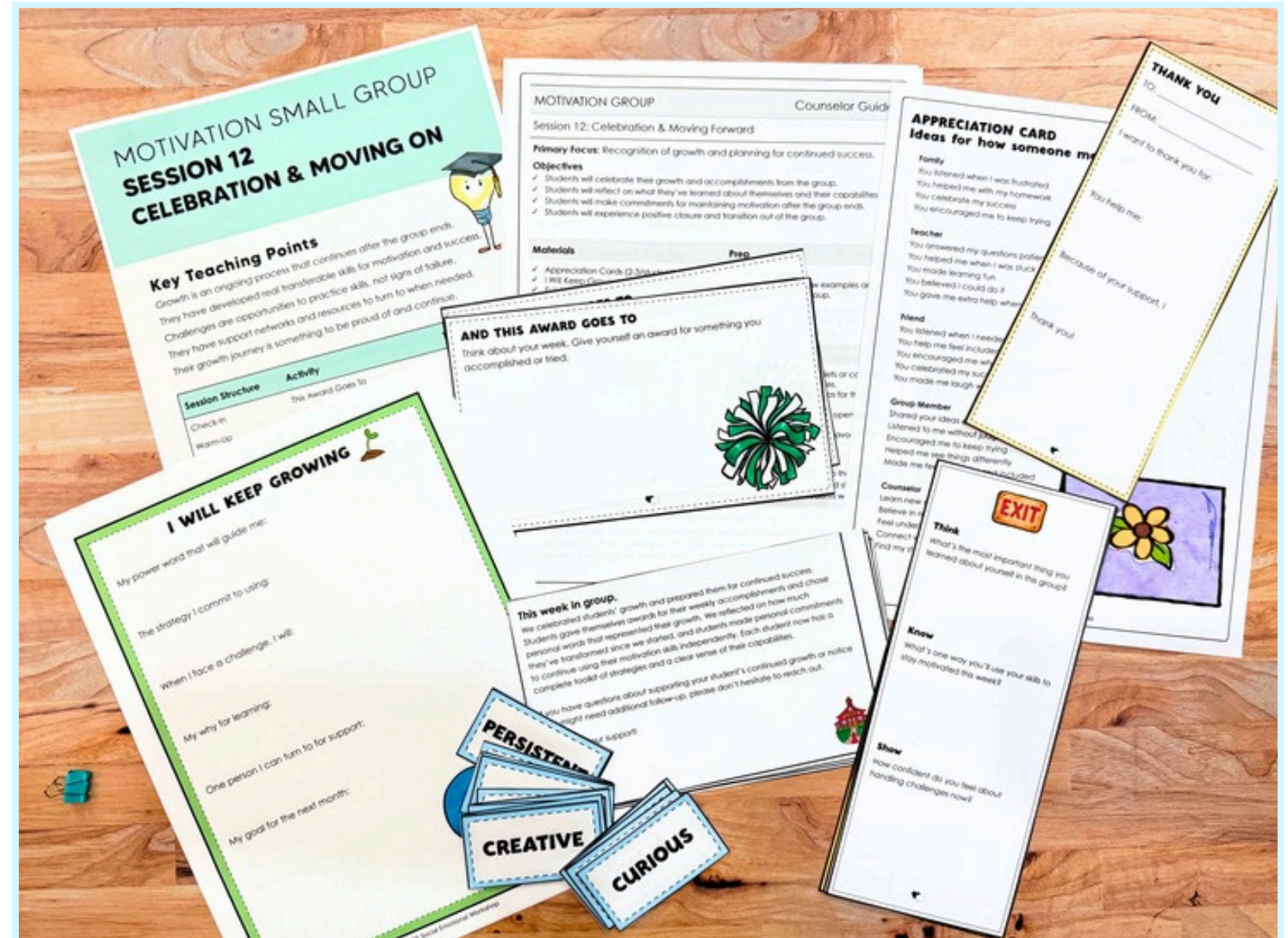
Put it all together! Reflect and practice learned skills.



Inside The Sessions

12: Termination

Recognize growth
Plan for the future
Healthy goodbyes



Extra Support Tools - Editable

Pre/Post Surveys

- parents
- teachers
- students

Blank Recap Notes

Group Passes

Consent Form

The image shows a stack of three forms titled "MOTIVATION SKILLS ASSESSMENT". The top form is for "PARENT" use, the middle for "STUDENT" use, and the bottom one is partially visible. Each form includes fields for "Student Name", "Date", and "Grade". The parent form has a "Rating Scale" (1 = Never - I don't do this, 2 = Sometimes - I do this once and awhile, 3 = Often - I do this a lot, 4 = Always - I do this all the time) and a "GOALS" section with checkboxes for "Behavior" (Makes plans, Breaks big jobs into smaller pieces, Follows through, SELF-AWARENESS, Can explain feelings, Recognizes own feelings, Tries a different way, ASKING, Asks for help, Explains what's going on, Speaks up, EFFORT & PERSISTENCE, Keeps trying, Uses different resources). The student form has a "PLANNING & GOALS" section with checkboxes for "How often do I ..." (Always, Often, Sometimes, Never) and a "THINKING ABOUT MY LEARNING" section with checkboxes for "How often do I ..." (Always, Often, Sometimes, Never). The bottom form has a "WHEN THINGS GET HARD" section with checkboxes for "How often do I ..." (Always, Often, Sometimes, Never). The forms are resting on a wooden surface, and two markers (one green, one pink) are lying across them.

Everything In Black & White Too!

Strategy Success Stories

STRATEGY SUCCESS

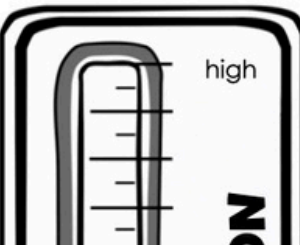
WILL

Will always rushed through math and made careless mistakes. Then he started doing something different. After each problem, he would ask himself "Does this answer make sense?" and double-check his work.

What was the key to Will's success?



Motivation Thermometer



Life of Life Pizza

Life pizzal Label each slice with a are you belong. Below each slice, ys you can contribute to each en.

me, I help clean up dinner, make give good hugs.

BELONG



GROWTH HALL OF FAME

AMELIA EARHART

Amelia Earhart became famous as the first woman to fly solo across the Atlantic Ocean and for setting numerous aviation records that made her

Strategy Success

STRATEGY SUCCESS

WILL

Will always rushed through math and made careless mistakes. Then he started doing something different. After each problem, he would ask himself "Does this answer make sense?" and double-check his work.

What was the key to Will's success?

STRATEGY SUCCESS

EMMA

Emma was really struggling with her words for the spelling test. She kept reading them over and over but couldn't remember them. Then, she started making up silly sentences with each word and drawing little pictures to go with them. Suddenly, the words stuck in her brain!

What do you think made this approach work?

STRATEGY SUCCESS

MARCUS

Marcus would sit down to start his book report but just stare at the blank page for 30 minutes. Then, he tried something different. He set a timer for 10 minutes and told himself he only had to write anything at all, even if it was terrible. Once he started, he kept going past the timer!

Why do you think the timer trick helped Marcus?

Exit Tickets



Think

How does feeling like you can do something (feeling competent) influence what you decide to do?

Know

What's the difference between doing something because you have to versus want to?

Show

Give an example of when you felt really motivated to do something.



Think

How does feeling like you can do something (feeling competent) influence what you decide to do?

Know

What's the difference between doing something because you have to versus want to?

Show

Give an example of when you felt really motivated to do something.

What Would You Say?



Your friend keeps sharing your secrets with people after you asked them not to.

What Would You Say?



You want to try out for the school play but you're nervous about auditions.

What Would You Say?



You forgot your lunch money and you're really hungry.

What Would You Say?



Someone at your lunch table is saving all the seats so your other friends can't sit down.

What Would You Say?



Your teammate always blames you when your group loses a game, even when it's not your fault.

What Would You Say?



Someone keeps interrupting you every time you try to share an idea in group discussions.

ABCs of Motivation



A

AUTONOMY TANK - I can choose

This tank gets filled when you have control and can make your own decisions.

B

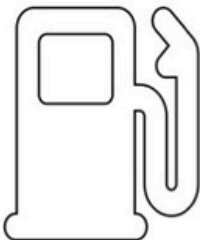
BELONGING TANK - I matter here

This tank gets filled when you feel connected and valued by others.

C

COMPETENCE TANK - I can do this

This tank gets filled when you feel capable and able to succeed.



When all the tanks are full, your motivation car is ready to drive!

Details

Grade Level

3rd to 7th

File Formats

PDFs

Editable Powerpoints

Printing

Color & BW

Made For

Small Groups

AND

Detailed Session Plans

Exit Tickets

Recap Notes

Pre/Post Surveys

Questions?

How long does each session take?

Each session is designed to take about 30 minutes. There are options given for how to shorten and extend each session.

Could I use this in the classroom?

The materials are designed for small groups, but could easily be adapted for a classroom setting or for individual counseling.

What does research-based mean?

This group curriculum is informed by Self-Determination, Growth Mindset, and Mastery Orientation Theory. It also uses effective small group teach practices.

You Might Like

COUNSELING BUILDING BLOCKS

Planning Tools

First Session

Last Session

Check-Ins

Exit Tickets

Cool Downs

Counseling Building Blocks Bundle

Comprehensive set of resources to help you build consistent and effective individual counseling sessions.

Hi! I'm Laura

I create research-driven, uncomplicated tools and resources designed to build students' social and emotional skills in counseling or the classroom.

During ten years as a school psychologist, I wore all the hats - but the one I never took off was supporting my colleagues.

Whether you're a first-year counselor or a seasoned teacher, I want you to have the tools you need to support each student.

Visit [my blog](#) for more ideas and [subscribe](#) for exclusive resources!

contact: support@socialemotionalworkshop.com



connect



shop

