

Facilitator Instructions

Motivation & Resilient Mindset - Student Gameplan



Quick Start Guide:

- Review the purpose of the gameplan below
- Look over the example framing script (adjust to your own style)
- Flip to the back and show the full-size visual metaphor to the student
- Let the student complete the gameplan independently
- Use the discussion prompts (pages 3–4) to process their responses together

The Purpose of This Gameplan

This gameplan helps students explore how their emotional energy—especially in the face of challenges—can be channeled into motivation. It introduces tools to turn stress into strength by focusing on mindset, purpose, and support.

Learning Objectives – I can be resilient by:

- Using challenges to fuel my motivation
- Practicing positive self-talk
- Finding support to help me succeed



Framing the Visual Metaphor

Before handing out the gameplan, **take a moment to introduce the full visual metaphor on the back page**. You don't need to explain everything. This is just a quick intro to help the student understand that it's more than just another worksheet—it's about turning their emotional energy into momentum, especially when life feels overwhelming. Creating this buy-in makes the activity more meaningful and encourages real effort. The example frame below can help you get started. Don't worry about getting it perfect. You know your students best. This is just one way you could say it—use your own words that match your style.

Example Framing (Use your own words):

"When life feels heavy—whether it's school stress, family stuff, or just too much happening all at once—it can feel like you're stuck in a flood. That's what this picture shows: what it's like when pressure builds up, and how you can choose to guide that energy instead of letting it pull you under.

This gameplan is about helping you find ways to stay afloat—and even move forward. It walks through small steps you can take to flip the switch, stay grounded in what matters to you, and reach out to people who can support you.

Your energy is real. So are your challenges. But so is your ability to use both to grow stronger. Let's figure out how."

Facilitator Instructions

Allow students to complete the gameplan individually. This can be done during a class period, a counseling session, or as a take-home activity. Encourage honest, reflective responses. Students may write directly on the gameplan or on the visual, if there is space. Before students start filling out the gameplan, remind them to bring it back completed next time you meet so you can talk more about what it means and how it connects to their real-life experiences.

Image Key:

Storm Cloud = Life's challenges or emotional stressors.

River Water = Emotional energy or motivation.

Flood Zone = What happens when that energy overflows — shutdown, anger, giving up.

Life Preserver = Lifelines — people who can help pull students out of the Flood Zone.

Dams = Four strategies for channeling energy in a positive way:

- **Positive Self-Talk** = reinforces control and focus over internal dialogue, building metacognitive skills.
- **Character and Heart** = ties motivation to relational anchors — family, friends, or mentors.
- **Passion, Purpose, or Interest** = creates intrinsic connection, especially for students unsure of career goals.
- **Get Plugged In** = lays groundwork for future support systems discussions and lessons.

Put It All Together = The **final synthesis** prompt encourages cognitive reframing — viewing adversity as potential fuel.

Use this gameplan flexibly to meet your students where they are, and to help them develop lifelong tools for resilience.

Processing the Gameplan

Start with Curiosity, Not Correction

Begin by showing genuine interest in what the student shared. You might say:

“Thanks for taking time to fill this out. This kind of reflection can really show you some things about yourself.”

Connect to the Metaphor

Remind them of the visual: “Remember how we talked about the river and the flood zone? This whole gameplan is about learning to guide your energy — especially when it feels like too much.”

Ask: “What part of the river do you think you’re in most of the time right now?”

“Which dam or tool do you think helps you the most — or could help if you used it more?”

Highlight Emotional Awareness

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Recognize the student's description of the Flood Zone. This helps normalize strong emotions and creates space for healthy processing.

Try: "What you wrote about your Flood Zone — that's real. Lots of people feel that way. The key is noticing it. That awareness is already a strength."

Reinforce the “Choice” Message (Point to the energy/choice arrow from the visual)

“You can’t always control the storm, but you can choose how you respond. That’s what all these parts are about — building those responses.”

Ask: “Was there anything you wrote that surprised you?” or “What’s one part of this that you think you could actually try next time you’re feeling overwhelmed?”

End with Growth and Ownership

Encourage students to see this as part of their growth: “The fact that you’re thinking through your emotions and challenges means you’re already building resilience. Keep noticing your triggers, but also your tools. You’ve got more control than you think.”

You can close with: “What’s one small step you want to take after doing this?” or “Which of these tools feels most real to you right now?”

Optional Follow-Up:

Encourage students to revisit this gameplan in a few weeks.

Let them know these tools aren't one-time answers — they're habits to build over time.

Facilitator Notes:

Motivation & Resilient Mindset

Student Gameplan - Facilitator Guide

Learning Objectives

I can be resilient by:

- Using challenges to fuel my motivation
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The Motivation Formula

