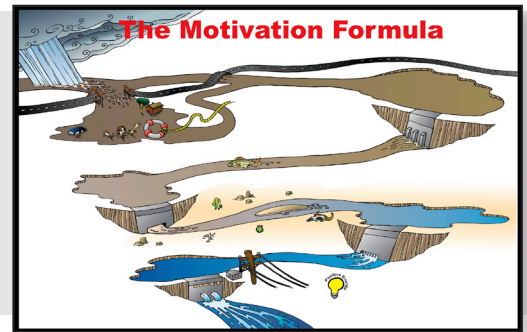


Parent Resources: Lesson 9

“Motivation & Resilient Mindset”

(Motivation Formula)

Part 1



What This Lesson Is About

In this lesson, students learned that motivation isn't something you either have or don't have — it's something that changes based on how challenges and emotions are managed.

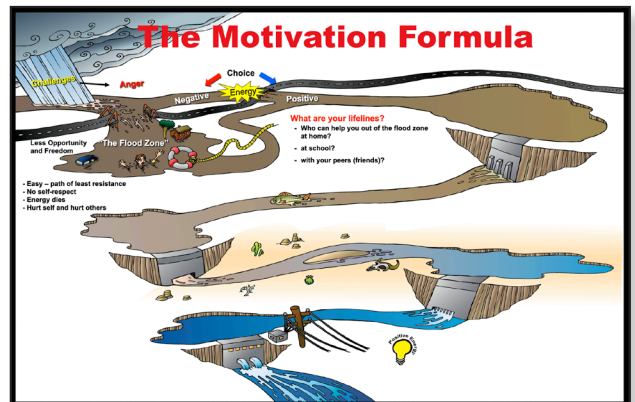
Students explored how stress, frustration, and setbacks create energy. That energy can either be channeled in positive ways or spill over in ways that hurt motivation, relationships, and decision-making. The lesson focused on helping students recognize those moments and make more intentional choices.

The Visual Metaphor: The Motivation Formula

Students were introduced to a visual metaphor called The Motivation Formula.

In this metaphor:

- **The river** represents a student's energy and motivation
- **The storm cloud** represents challenges (school stress, conflict, pressure, disappointment)
- **The dams** represent skills and strategies that help manage emotions
- **The Flood Zone** represents what happens when emotions overwhelm thinking



Students learned that challenges naturally create strong emotions — and that's normal. What matters most is how that energy is channeled.

When energy is unmanaged, students can slip into the Flood Zone, where motivation drops and reactions take over. When energy is managed, it can be used to move forward in healthier, more productive ways.

Key Vocabulary:

Here are a few shared words your student is learning and practicing:

- **Motivation** – The energy or drive that helps someone try, act, or keep going
- **Energy** – Emotional and mental power that comes from challenges and feelings
- **Channel** – To direct energy or emotions in a specific direction
- **Flood Zone** – A state where emotions overwhelm thinking and motivation drops
- **Lifeline** – A person who helps someone get out of the Flood Zone

Using this language at home helps students recognize what's happening before things escalate.



At-Home Vocabulary Activity: “Catch It in Real Life”

This activity is designed to be simple, flexible, and realistic for busy families. The goal is not to quiz your teen or add extra work, but to help them notice and use the same language they are learning at school in everyday situations.

Try This:

Over the next week or two, casually listen for moments when one of these words fits what your teen (or someone else in the family) is experiencing:

Motivation – noticing when the energy to try feels high or low

Energy – recognizing strong emotions that come with challenges

Flood Zone – moments when emotions feel overwhelming and thinking shuts down

Channel – choosing how to direct stress, frustration, or emotion

Lifeline – identifying people who help during hard moments

You don't need to plan a formal conversation. Even brief comments or questions can reinforce learning, such as:

“Does this feel like manageable energy or Flood Zone energy right now?”

“What would it look like to channel that energy differently?”

“Who could be a lifeline for you with this?”

These short, low-pressure moments help teens internalize the concepts and apply them outside of school. Important Note: There's no right or wrong way to do this. The goal isn't to fix behavior—it's to help your teen build awareness and language for what's happening internally.



What Students Are Learning at School

At school, students are practicing how to:

- Recognizing how challenges affect motivation and emotions
- Noticing when stress or frustration starts to overwhelm thinking
- Understanding that emotions create energy — and that energy can be redirected
- Identifying people (lifelines) who can help when things feel overwhelming
- Practicing “silver lining” thinking — finding something useful or strengthening in hard situations

The focus was not on pretending things are easy, but on learning how to respond when things are hard.



At Home – Try This!

You don’t need to fix problems for your teen. Simply helping them name what’s happening can make a big difference.

Try saying things like:

- “That sounds like a lot of energy hitting you at once.”
- “Do you feel like you’re getting close to the Flood Zone?”
- “What might help channel that energy in a better direction right now?”
- “Who could be a lifeline for you with this?”

These questions encourage awareness without judgment.

Why This Matters

When teens feel overwhelmed, motivation often drops — not because they don’t care, but because emotions are taking over.

Learning to manage energy and mindset:

- Builds resilience
- Reduces emotional shutdowns
- Supports healthier decision-making
- Helps teens recover faster from setbacks

This lesson gives students language and tools to understand what’s happening internally before reactions take over.

Conversation Starters

Use these to open low-pressure conversations:

- “What do you think pushes people into the Flood Zone?”
- “What helps you calm down when emotions feel intense?”
- “Who do you think your lifelines are right now?”
- “What’s one challenge that’s been draining your motivation lately?”

Listening matters more than solving.

“What’s one challenge that’s been draining your motivation lately?”

Practice Together: “Silver Lining” at Home

Students practiced looking for silver linings — not to deny frustration, but to build perspective.

You might try this together:

Finish one of these phrases and talk it through:

- “I hate it when...”
- “One thing that makes school stressful is...”
- “It feels unfair when...”

Then gently ask:

- “Is there anything you might learn or gain from that?”
- “How could that experience make you stronger over time?”

Even small reflections help build resilience.



Parent Takeaway

Challenges don’t mean something is wrong with your child — they mean your child is human.

By learning how to manage motivation, energy, and emotions, students are building skills that will help them not just in school, but throughout life.

Thank you for reinforcing this work at home.