

# Some of my Favorite Motivational Activities

When transferring capacities to our learners via a formal training session we should start with a motivational activity that clearly demonstrates why our session is worth their time.

## Personal Experience



Sandra Conde started her **Working with Volunteers** session with Campaign Managers individually remembering a personal volunteering experience, what motivated them to engage in it and its significance in their lives.

All shared their experiences and reflected on the importance of maintaining volunteer motivation.

## Games with a Twist

**Principles of Quantitative Research** was kicked off by Ulises Mendez by giving Campaign Managers equal amounts of candies to throw into buckets.

When they counted how much candy was in their buckets they found out there are too many and conclude candy had been placed inside beforehand. They reflect on the importance of collecting baseline data to be able to accurately report campaign results.



## Expressions of Creativity

To start a session on **SMART Objectives**, Itala Yopez asked groups to use their bodies to make statues that represent an objective.

Afterwards, they explained their representation, compared interpretations of the same concept and reflected on the importance of creating objectives to guide their work.

During motivational activities **learners discover why** the session is important.

The role of the **facilitator** is to **create an experience** that inspires them to learn.

### Role Plays



For a **Barrier Removal** session, Natalie Rodriguez, asked pairs to convince one another to do homework over the weekend instead of taking a road trip to the beach.

They shared their strategies, if they were successful and reflected on the importance of a strong benefits exchange and incentives for behavior change.

Alex A. and Claudia Q. opened a **Biological Monitoring** session by asking groups to calculate how many mini marshmallows were in a cup. In the 1st round they could not use any tools. In the 2nd round they could buy measuring tools (cups, kitchen scale, etc).

At end they compared both calculations with and reflected on the importance of monitoring, the criteria for choosing different types of monitoring plans and tradeoffs they needed to consider.



### Interactive Games

### Use the Concept

A session on **Qualitative Research Methods** was started by Claudia Quintanilla by asking Campaign Managers to individually answer the same question in writing, no talking was allowed. Then as a group they had to come to one unified answer to the same question.

Compare if and how their individual answers are different from their collective one; as well as, what led them to change their original response. Reflect on the pros and cons of focus groups and interviews in the context of their campaign.

Motivational activities are especially important for **imaginative learners** who make connections, learn by feeling and watching; seek personal associations, meaning and involvement.

Although this might not be your preferred learning style we all naturally start in this phase as we go through the **experiential learning cycle**.

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### Mind Teasers



Tjerk Van Rooij surprised Campaign Managers at the beginning of an **Observational Research** session by showing them different pictures with lots of information and/ graphics. After each one he asked them a random question about details they could usually not remember.

They reflected on the importance of defining research objectives to make sure they “saw” useful information in their communities.

These are great for all sorts of sessions from Guerilla Marketing to Leadership Skills, videos of campaign activities and alumni testimonials, they all bring excitement to sessions.

Use our beloved ORID to guide Campaign Manager reflection:

- Describe what caught your attention the most.
- What was significant about that particular part?
- Can you identify key themes?
- How could you apply this to your Pride Campaign experience?

### Videos



There are lots of great motivational activities out there, choose one that **clearly contributes to your learning objectives** and plan a smooth transition from the activity to the informational portion of your session, even if learners conclude something you did not expect!

Remember that your job in a motivational activity is to **create the environment for learners to discover** the intrinsic value of what you are going to teach, do not focus on concepts or skills! Be an active observer, motivate them to participate and have fun!