

What gets you up in the morning?

LEARNING OUTCOMES

- To identify and explore reasons for not feeling motivated
- To discuss some possible solutions
- To get help and support



RESOURCES

- Copies of Resources 1 and 2
- Alarm clock (Engage activity)
- Audio equipment [4-5](#)
- Copies of audio script 4, with Extract 1 on OHT (Engage activity)
- Local college prospectus and leaflets for local clubs and activities (Activity 3, optional)

RELATED THEMES

- What are you like? (pages 196–203)
- Positive thinking (pages 204–211)
- Getting involved with things (pages 219–233)
- Managing your time (pages 234–243)

HEALTH SKILLS

Having the motivation to get up at a reasonable time on most days, so that there is time in the day to do things, is crucial to how we feel about ourselves. Some people find this very hard. Having a reason to get up is particularly important in preventing a return to the difficulties associated with mental health problems or depression.

Related health information

www.learndirect.co.uk

Information about local specialist advocacy services and local and national organisations, e.g. MIND.

SKILLS FOR LIFE

In order to be able to share their feelings and ideas and discuss sensitive issues with others, learners need to:

- sustain and focus their listening in order to understand and respect other people's points of view
- have the confidence to put their own point of view forward.

Core curriculum

Activities in this theme will contribute to learning in the following curriculum areas:

- take an active part in discussions ([LSLd/E3.2](#))
- listen to and respect other people's points of view ([LSLr/E3.5](#)).



- Stimulate discussion by setting an alarm clock to go off (warn the nervous!). Discuss what it means to hear that noise: 'Does this noise mean the start of a brand new day or something that you dread?'
- Set the context for the five audio extracts – five people talking about their feelings about getting up.
- Play the extracts as many times as required and discuss what each person finds hard about getting up.
- Ask learners if they feel or have ever felt the same way as any of these people. Encourage them to contribute their feelings about getting up.
- Write the words 'positive' and 'negative' on the board, then go through the audio script of the first extract on OHT, pointing out and recording the positive and negative phrases as examples.
- In small groups, give learners a copy of one of the four remaining audio scripts each and ask them to underline or pick out the negative words or descriptions.

What gets you up in the morning?

Have there been times when you haven't wanted to get up?

ACTIVITY 1

Develop listening skills while identifying positive and negative feelings in others

- Ask learners to listen to the audio clip and decide on a scale of 1 to 10 (10 being very positive) where they would put Ray.
- Discuss the scores given. If very negative, remind learners that Ray has mentioned the possibility of doing some additional activity, which shows some positive thinking. Try to elicit that in general he is positive about his life but recognises potential difficulties. Ask: 'How does Ray deal with the times when he feels unmotivated?'
- Discuss any strategies that people use to get them started each day, for example: 'I need to take my time and not be asked to talk too much', 'I need to sit quietly with a drink and wait until I feel I can get going.'
- Summarise on a positive note by asking each person in the group to say one positive reason for getting up. Alternatively, if you know the group (and it seems appropriate), you could write the alphabet downwards on a flipchart so it can be saved and displayed at future sessions, and ask the group to think of positive things about life (S – smile on a child's face; F – frosty glistening mornings, etc.).

What helps you to get started each day?

Support

Give learners Ray's speech on Resource 1 or audio script 5 cut into sentences. They can use these to focus on the separate points for discussion purposes.

ESOL

- As follow-up, provide support with speaking. Work with learners to think of ways of completing these phrases:
 - 'I find it easier to get up if / when ...'
 - 'It helps if ...'
 - 'I try to make sure ...'
 - 'I tell myself ...'
- Set up pairs / small groups to share ideas about getting up, using some of the phrases above.

ACTIVITY 2

Discuss personal preferences for activities

- Encourage learners to discuss their attitudes to participating in clubs and activities. Acknowledge that this is a difficult step for many people, especially if confidence is not as robust as it could be or they are feeling depressed. The greatest barrier – isolation / loneliness – can be very difficult to overcome. Places such as clubs, leisure centres, community centres, etc., may help, particularly if a person can be accompanied by a friend or mentor.
- Note: stress that some of the most enjoyable times can be had simply in the company of a friend (helping people to form better one-to-one relationships is generally the precursor to them being able to do the same in a group).
- Discuss the fact that we are all affected by our relationships with other people and that this can vary from situation to situation. Sometimes we can feel part of the crowd and confident and at other times we may feel isolated even though we are in a group, and envy those we perceive to be having a good time.
- Discuss the list of activities on Resource 1. Ask learners to choose one or two activities that appeal to them and explain why they would enjoy them or find them useful.
- Ask learners to tick any they do and add their own suggestions of activities they have found to be helpful in getting them out and about and enjoying their day. If appropriate, encourage learners to share ideas in the group.
- Move the discussion on to talk about confidence issues. Ask learners to suggest what someone can do if they haven't got the confidence to go to a club or centre on their own.

Support

- Learners could work in small groups with a good reader and work through and discuss together.
- Alternatively, read through the list with learners. Stop after each item to discuss meanings or give learners time to consider which ones to tick.

ESOL

Check understanding of activities in the list, such as 'calling in at the day centre', 'volunteering', 'place of worship'.

Can you think of a time when you got a real buzz from being with a crowd of people? Why do you think you felt like that?

If you have not felt good in a crowd of people, can you think why that was?

What activities do you enjoy going out to do?

ACTIVITY 3

Identify and discuss personal interests related to social activities

- Ask learners about any clubs or activities they know about or participate in where they live.
- Give learners the checklist on Resource 2. Ask them to discuss it with a partner, then tick the boxes that show for each activity whether they would like to do it, never do it or might consider it.
- If there are learners who are interested in the same things, suggest that they consider joining together.
- Discuss places where learners can get more information, such as the Learndirect website and the local college prospectus. If possible, show examples.

What clubs or activities are in your area?

Support

- Learners may need to use a straight edge or their finger to track across the rows and help them focus on each activity.
- Explain any unfamiliar words or concepts.

ESOL

- As preparation, check learners are familiar with the activities in the list.
- Introduce some useful expressions for:
 - talking about likes and dislikes, for example: 'I like / enjoy (dancing)', 'I don't like / dislike (doing sport)', 'I'm not keen on (sport)'.
 - talking about things you plan to do: 'I'd like to do / try a computer course'.
- Make sure they are clear about how to fill in the checklist using the tick system.

Action

- Invite one or more local people to talk about the clubs or courses they attend. Ensure that this covers a range of interests.
- Encourage learners to say whether they found any of these attractive either for now or the future, or whether they have thought of other things they would like to know more about.
- Suggest that learners go into a local centre or library and pick up some leaflets to bring back and share at the next session.
- Note: there is a natural progression to the next theme in this topic entitled 'Getting involved with things', in which learners find out where and how they can get more information themselves.

TIP

Provide learners with some local leaflets / magazines that advertise 'what's on'.

What gets you up in the morning?

RESOURCE 1

5



What gets Ray up?

There are still days when it would be easier to go back to bed or not go out at all. I know that gets me nowhere, so I try to make sure I have a walk, do a bit of shopping and call in at the centre every day. Someone suggested I do a computer course, so that's something to think about.



What gets you up?

- | | | | | | |
|----------------------|--------------------------|------------------------------|--------------------------|-----------------------------|--------------------------|
| Going to college | <input type="checkbox"/> | Calling in at the day centre | <input type="checkbox"/> | Going shopping | <input type="checkbox"/> |
| Visiting the library | <input type="checkbox"/> | Visiting friends | <input type="checkbox"/> | Visiting a place of worship | <input type="checkbox"/> |
| Cooking meals | <input type="checkbox"/> | Cleaning the house | <input type="checkbox"/> | Using the Internet | <input type="checkbox"/> |
| Reading books | <input type="checkbox"/> | Volunteering | <input type="checkbox"/> | Going to get a newspaper | <input type="checkbox"/> |
| Walking in the park | <input type="checkbox"/> | Visiting family | <input type="checkbox"/> | Taking children to school | <input type="checkbox"/> |
| Looking after pets | <input type="checkbox"/> | Having friends call round | <input type="checkbox"/> | Watching TV | <input type="checkbox"/> |
| Going on courses | <input type="checkbox"/> | Learning new job skills | <input type="checkbox"/> | Reading the paper | <input type="checkbox"/> |

Others

What gets you up in the morning?

RESOURCE 2

Here is a list of activities that you might want to get involved in.

Activity checklist			
Do any of these appeal to you?	Yes	No	Possibly
singing			
dancing			
acting			
drawing, painting or craft			
sport			
computer skills courses			
tai chi			
learning another language			
reading			
going on trips			
creative writing			
playing bridge			
keep fit			
cycling			
walking			
pub quizzes			
yoga			
improving reading and writing skills			
improving number skills			
learning a practical skill			
learning to play a musical instrument			
joining a band			
youth club			
library			
film club			
cookery courses			

What gets you up in the morning?

ANSWERS AND AUDIO SCRIPTS

There are no specific answers for this theme.

AUDIO SCRIPTS

ENGAGE ACTIVITY



Extract 1

I find it hardest to get up when I'm feeling depressed, particularly if I've had a bad time the day before. I try to tell myself that this day will be better.

Extract 2

I find it hardest to get up when I've got to do something I really don't want to do. I suppose staying in bed is a way of putting it off.

Extract 3

I can't get up on dark winter mornings or when it's raining. I'm better in the summer because the light mornings make me more cheerful.

Extract 4

I can't get up if I've got nothing to do. I think 'Oh, what's the point – may as well stay here until there's something worth getting up for.'

Extract 5

The worst thing about getting up is having to talk to people. I don't mind it so much if I can just take my time, sit and have a cup of tea and think about my day.

ACTIVITY 1



There are still days when it would be easier to go back to bed or not go out at all. I know that gets me nowhere, so I try to make sure I have a walk, do a bit of shopping and call in at the centre every day. Someone suggested I do a computer course, so that's something to think about.