Facilitator Notes: Student Motivation and Engagement (14 Slides)

Participant 'Take-Away' Element(s):
Learn what are the elements of student motivation and engagement
Be introduced to practices that foster the elements of student motivation and engagement

Facilitation Type(s) Involved:
Table Cards; *Always make sure that each table group has the correct envelope out of the folder before reading any directions on the slide.*

Slide #1:
This is a place holder slide for you to introduce yourselves and give any brief introduction to the topic, if that is appropriate. Move to the next slide.

Slide #2:
Before reading the quotes on the next slide, explain that they come from a book by Daniel Pink, titled Drive: The Surprising Truth About What Motivates Us. Pink synthesized all previous research conducted on motivation. The book has sections on both the worlds of business and education. The quotes you are going to read come from the education sections. Move to the next slide.

Slide #3:
Read the slide without embellishment and then, move to the next slide.

Slide #4:
Explain that Pink identifies four things that are central to motivation and engagement. The reason why 'belonging' is in capital letters and parentheses is that without this element, nothing else is possible. Move to the next slide.

Slide #5:
Read this slide without embellishment, then move to the next slide.

Slide #6:
To make the important point about belonging, explain that this is a basic need in Maslow's Hierarchy of Needs. You can read without embellishment what is in the trapezoid, then move to the next slide.

Slide #7:
Read this slide without embellishment, then move to the next slide.

Slide #8:
Read this slide without embellishment, then move to the next slide.

Slide #9:
Read this slide without embellishment, then ask them if these four elements remind them of any other strength-based model already introduced. Without prompting they should say,

The Circle of Courage. If they don't, then you can mention it, but it is much better to have them come up with the answer, then move to the next slide.

Slide #10:
Once the Circle of Courage graphic is up on the slide, you can say, "belonging is belonging…mastery is mastery…autonomy is??? (hoping they respond with 'independence') and finally 'purpose' is in the arena of generosity." Move to the next slide.

Slide #11:
Before moving to the table task (that the group has never done before because it is not in the one-day School Climate training), explain what "carrots" and "sticks" are. Carrots are the enticements we offer students in hopes of motivating them and Sticks are the threats we give students, again in hopes of motivating them. In all the research, we know that the use of carrots and sticks is neither motivating nor engaging, but we keep using them, regardless. Move to the next slide.

Slide #12:
Read these elements without embellishment unless you have very simple examples to make these clearer. Move to the next slide.

Slide #13:
Make sure all tables have the "Drive" envelope and cards out before reading the direction slide. There are a lot of cards and a lot of text, so they may not be able to get through everything before you want to bring the group together. This process may take some time. Once you see that they are ordering, decide about when to bring everyone back together to begin the processing of the task. If they haven't read everything, you can say, "wherever you are with this, let's bring it back together."

To process this task, ask the entire large group what practices they put at the top of their lists. You will get a variety of practices mentioned, which is what you are seeking. You can follow by asking them if there were any practices that they believe could never be implemented. Again, you will get any number of responses. The whole point of allowing for this group discussion (you will have to say very little because members of the group will jump in and say things like, "we thought that one could never happen – for practices that others put at the top of their lists). You want them to realize that most, if not all of these practices will work in the right setting and give them ideas about what they can do in their classrooms and schools. You could also mention that some of them can be easily tweaked, such as having a "Tinkering Room," that could be used as a "Now That" reward, if there is space in the school.

Slide #14
This slide is meant to indicate that the learning task is finished, so the group will know that your facilitation is over and we are ready to reflect on it.