

Slide #2: Intrinsic Motivation

Read the quotes about intrinsic motivation to the group. All quotes are from the book “Drive” by Daniel Pink, which explores the research around motivation

- ▶▶ You do not need to process this slide – just read it and move in

Slide #3: Autonomy, Mastery, and Independence

The research tells us that to build intrinsic motivation, we need to provide environments that nurture autonomy, mastery, and purpose.

- ▶▶ Again, no processing needed.

Slide #4: Autonomy

Autonomy is acting with choice

- ▶▶ Task: there are many tasks that can get us to the same outcome; do we provide students with the choice of task (for example – which book to read, to do a paper or to write a play)
- ▶▶ Time: When do students get to work on what they work on? We do have some restrictions on this within a school day, but often we can provide students with more flexibility as to when a specific something gets worked on
- ▶▶ Technique: How does the task get done? Do students get to choose to complete a worksheet or use the computer or write on a white board?
- ▶▶ Team: Do students get to choose who they work with, or to work alone?

Slide #5: Mastery

Mastery is the desire to get better and better at something that matters

- ▶▶ Flow is essential: In flow, people live so deeply in the moment, and feel so utterly in control, that their sense of time, place, and even self melt away

- ▶▶ Mastery is a mindset: Our beliefs about ourselves and the nature of our abilities determine how we interpret our experiences and can set the boundaries on what we accomplish
- ▶▶ Mastery is pain: Mastery hurts. Sometimes – many times – its not much fun. Effort is one of the things that gives meaning to life. Effort means you care about something, that something is important to you and you are willing to work for it.
- ▶▶ Mastery is asymptote: Every approaching but never quite reaching – mastery is impossible to fully realize. The joy is in the pursuit more than the realization.

Slide #6: Purpose

Purpose is doing something in service of some greater objective, having a sense of something beyond ourselves

Slide #7: The Circle of Courage

Where have we seen autonomy, mastery, and purpose before?

- ▶▶ Autonomy → Independence
- ▶▶ Mastery → Mastery
- ▶▶ Purpose → Generosity
- ▶▶ Even though not stated as one of the main components, Belonging is very clearly indicated in the book / research as a foundation which creates space for the other three to flourish

Slide #8: Carrots and Sticks

When we think of motivation, we often think of rewards and punishments, carrots and sticks.

- ▶▶ The concept is simple: Rewarding an activity will get you more of it. Punishing an activity will get you less of it
- ▶▶ The research does not agree with the concept (no processing, simply move on to the next slide)

Slide #9: Carrots and Sticks

This is what the research tells us about rewards and punishments. Its enough to at the very least get us to reconsider extrinsic rewards and look towards intrinsic motivation.

Slide #10: Drive for Students

At your table, consider the provided cards outlining practices that encourage autonomy, mastery, and purpose. Sort the ideas from the one schools would be most likely to adopt to the one schools would be least likely to adopt.

- ▶▶ The goal of this task, is the dialogue – there is no right or wrong answer
- ▶▶ Encourage groups to try and find consensus (this encourages dialogue) even if they are from different schools and have different perspectives
- ▶▶ After groups have ordered the cards, facilitate a conversation around how they came to their decisions. See if there are some practices that are consistently high on the list or low on the list
- ▶▶ While some of the practices may seem radical (especially at first) there are often ways to honor the spirit of the practice in a way that would be more acceptable in a typical school environment; BUT, remember to enter the stretch zone and think outside the box