

DRIVE Discussion- Part 3, The Type I Toolkit

1. How did Motivation 2.0-- the carrot and stick approach-- affected your personal experience as a student?
2. What type of motivation do you use with your students? In what ways does it differ from your personal experience?
3. How would you redesign your classroom-- the physical environment, process, rules-- to promote greater engagement and autonomy?
4. QUOTE: (Frustration with mismatch in "must do" and "can do.") "When what they must do exceeds their capabilities, the result is anxiety. When what they must do falls short of their capabilities, the result is boredom." p. 119
Applying the Goldilocks principle in schools, what are we doing to insure instruction isn't "one size fits all"? What keeps us from doing better?
5. QUOTE: "We're bribing students into compliance instead of challenging them into engagement." Why has that been our default setting for motivating students? How do we change that? What are the obstacles?
6. A whole chapter was devoted to "purpose." Would you be able to write your school or organization's purpose in a sentence? Discuss the motivating power in being able to state your purpose... for employees, students, parents.
7. Staying with a purpose sentence, what would be your personal purpose sentence? This is what the author referred to as the Big Question. Share your sentence.
8. The small question is just as important-- ask yourself whether you were better today than you were yesterday. Why is this an important question to ask?
9. POLL- Think about what really motivates you. In the past week, what percentage of your time was spent in doing those things?
 - a. 100%
 - b. 80%
 - c. 60%
 - d. 40%
 - e. 20%
 - f. Didn't happen this week

Follow up discussion: Mastery and purpose create renewable energy. How has your energy level been affected by your motivating activity percentage?

The author gave suggestions for helping students stay curious and engaged. Let's look at a few of these suggestions and discuss if and how they could work.

10. POLL: Have a FedEx Day for kids--set aside a day where kids come up with a problem or project to tackle.

- a. That could work!
 - b. Maybe under the right circumstances.
 - c. I'm skeptical.
 - d. Bad idea for the classroom.
11. POLL: DIY Report Cards- at the beginning of the semester have students list their top learning goals. At the end of the semester have them assess their progress.
- a. That could work!
 - b. Maybe under the right circumstances,
 - c. I'm skeptical.
 - d. Bad idea overall.
12. POLL: Give kids an allowance and some chores, but don't combine them. Linking money to completion of chores creates an "if-then" reward where the child doesn't perform any tasks unless rewarded.
- a. I agree!
 - b. I agree for the most things.
 - c. I'm skeptical.
 - d. I disagree.
13. What are some of the obstacles in applying the principles of motivation (autonomy, mastery, purpose) to the classroom?
14. SLIDE: (Management style, survey of Wisconsin educators, 2017)
We know autonomy is an obstacle faced by educators in the workplace. This slide points out a disconnect between admin and teachers in how autonomous they see their staff. Do the results surprise you? What has been your experience?
15. How has your thinking about motivation changed since reading this book?
16. QUOTE: Final words from the author: "If teachers — or anyone really — asks, "Can I change everything?," the answer is, unfortunately, "No." But that's the wrong question. We should all be asking, "Can I do one small thing today in my own realm to make things a little better?" The answer to that is almost always "Yes."