Learning should have real-world impact

Develop intelligence/abilities through persistence (Growth mindset)

Provide constant challenge at the edge of student’s abilities (Zone of Proximal Development)

Connect learning to students’ prior knowledge

Encourage student choice in learning (Choice Theory)

Apply the information; learn by doing

Provide students responsibility for their own learning (Agency)

Learning should feel like play
Seek student cooperation for building purpose to learning

Design learning activities around students’ interest (Anchored Instruction)

Encourage children to work not only with intensity but also with stamina (Grit)

Project to students that you believe they can be successful (Expectancy)
A small group experiment led to unexpected results for the student

Student gives a presentation to the class and they stumble while presenting, stopping and restarting a few times

Student was out sick for four days, comes back to school for the last day of the unit

Group activity where the student complains that the rest of the group is not considering their participation

Student is not able to understand why they are being made to do certain activity

Student comes after class and expresses that they are not able to follow the topic being taught

Student doesn't know the answer to a question and responds in a disrespectful manner

Student passes a mocking remark at the presentation of another student who stutters while speaking
Scenario

Student is playing a game on their cellphone and not paying attention in the class

Scenario

In an activity requiring making cardboard models, student breaks their model right before demonstration
Steve Timland
- 7th grade Male
- Caucasian
- Often tired in class
- Plays Minecraft all the time
- A in 6th grade science, A in 6th grade math

Cindy “CJ” Harper
- 7th grade Female
- Caucasian
- Sent to principal for fighting
- Loves movies, spends lots of time with 9th grade boyfriend
- F in 6th grade science, C in 6th grade math

Mike Bilson
- 7th grade Male
- Caucasian
- Plays in a band, sings in the school chorus
- A in 6th grade science, A in 6th grade math

Ada Phillipe
- 7th grade Female
- Caucasian
- Reserved behavior
- Plays a sport every season
- Free and reduced lunch
- B in 6th grade science, B in 6th grade math

Jasmine Martine
- 7th grade Female
- African American
- Reserved behavior
- Plays a sport every season
- Free and reduced lunch
- B in 6th grade science, B in 6th grade math

Ed Lewis
- 7th grade Male
- Caucasian
- Talkative
- Wants to be an air force pilot like uncle, plays basketball
- B in 6th grade science, B in 6th grade math

Manuel Martinez
- 7th grade Male
- Puerto Rican
- Arrives late to class frequently
- Does not like to read, very interested in Puerto Rican politics
- C in 6th grade science, B in 6th grade math
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Judge Card

1. Draw a Student and a Scenario Card

2. All other players choose which Motivation Principle fits best

3. Judge their performance
   • Authentically fits the scenario
   • Speaks fluently and concisely
   • Principle is faithfully applied

4. Judge any ‘Rap Battle’ Challenges

5. Let discussion happen

6. Switch Judges and have fun!

Motivation Station

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