



It's Like Pulling Teeth: *How to Keep Your Students Motivated and Engaged*



THE GOVERNOR JOHN ENGLER
**CENTER FOR
CHARTER
SCHOOLS**

CENTRAL MICHIGAN
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Do Now

- » In your packet, explain the relationship between student motivation and student engagement.
- » For bonus points, create an analogy that explains how the two concepts are similar or different using a simile or metaphor.
 - For example, "Life is like a box of chocolates, you never know what you're going to get".

Write-Pair-Share:

Discuss your thoughts with two people sitting near you.



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For my presentation today,
I'm going to read my slides
word for word.



Group Norms and Attention Signals

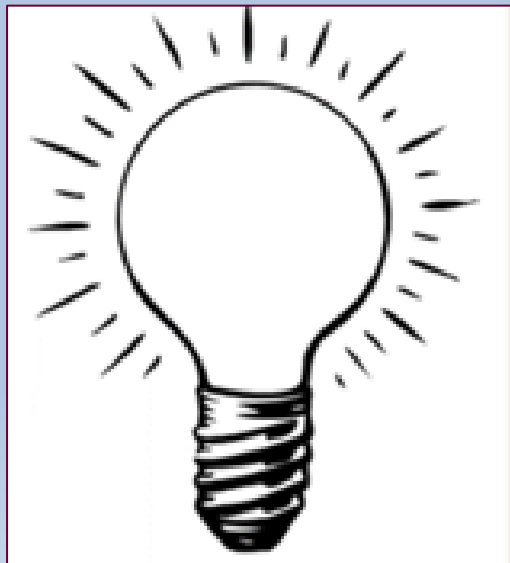


- Respect others
- Use appropriate
- Be diligent and listening



Session Objectives

- » Explore key elements that influence motivation and engagement.
- » Examine strategies to help avoid the difficulties of *pulling teeth* to keep your kids motivated and engaged!

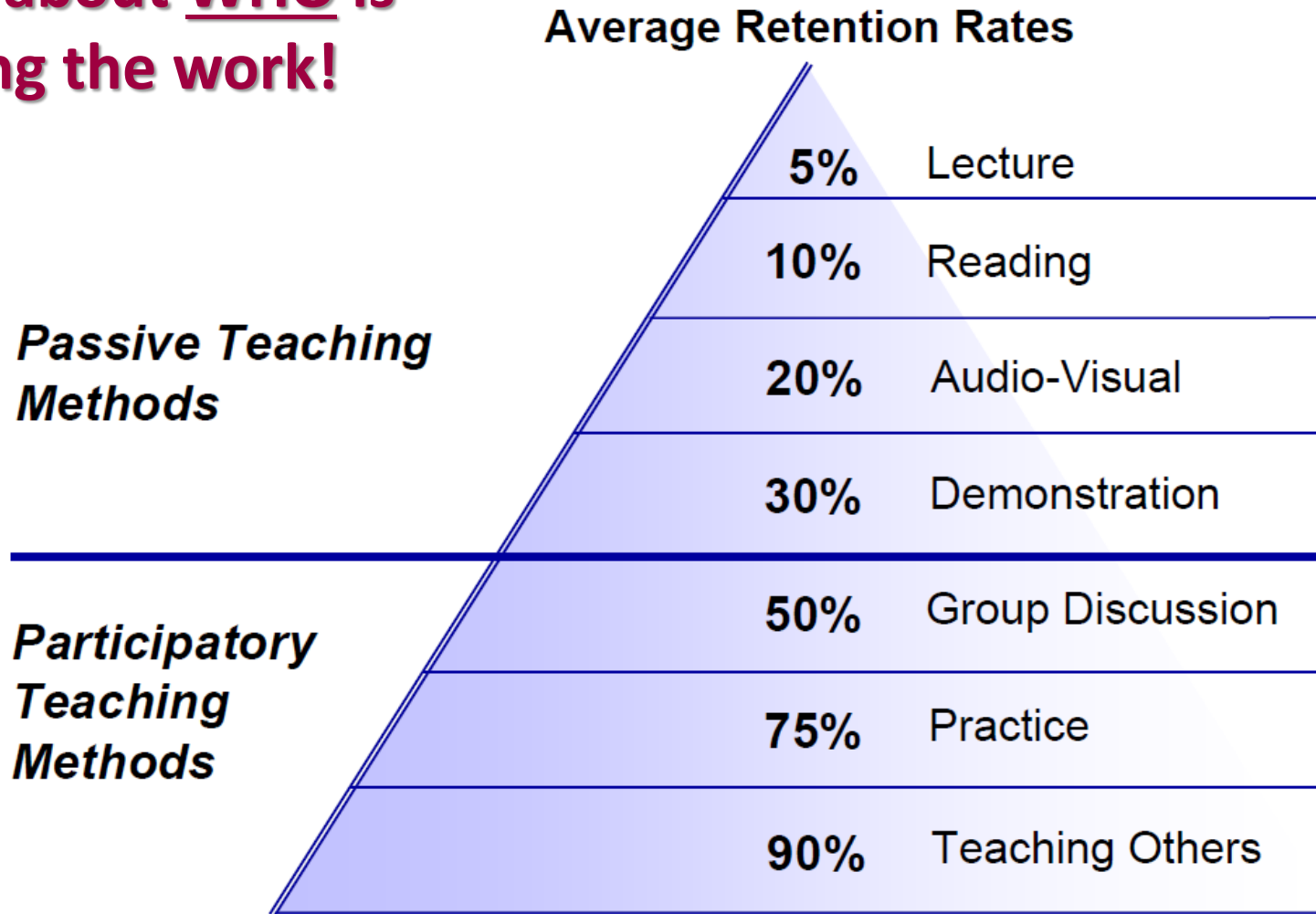


“The problem is not that many students aren’t motivated to learn, it’s that they’re not motivated to learn what we’re teaching or in the way that they’re being expected to learn.”

- Rogers, Ludington, & Graham, *Motivation and Learning*

The Learning Pyramid*

Think about WHO is
doing the work!



*Adapted from National Training Laboratories. Bethel, Maine

Shift Your Mindset

Move away from:

- Why aren't *they* paying attention?
- Why didn't *they* learn it (retain it)?

Move to:

- How can *I* make my classroom and lessons more engaging?
- How can *I* ensure students are motivated to learn the material?

Engagement Continuum

Disengaged (complete disinterest and lack of motivation)	Compliant (willingness to perform at required level of behavior and cognition)	Engaged (active learning with cognitive challenge and piqued interest)
<ul style="list-style-type: none"> • Sleeping • Reading* • Doing other work • Writing notes* • Talking* • Playing around • Getting out of seat* • Using technology* <p><i>*When not intentional for purpose of the lesson</i></p>	<ul style="list-style-type: none"> • Doing task required by teacher • Sitting quietly • Facing forward • Looking at teacher • Answering questions • Nodding 	<ul style="list-style-type: none"> • Asking questions • Solving problems • Critically thinking • Discussing with peers • Researching/Exploring • Applying/Connecting • Analytically reasoning • Generating and testing hypothesis • Constructing/Creating • Critiquing • Responding in writing • Debating



Are You Not Engaged?



Think-Pair-Share:

Discuss what you saw. Where were these students on the Engagement Continuum?
What did this teacher do or not do to motivate and engage his students?

Attention spans for pre-adolescents require you to change up instruction every 5-10 minutes. Adolescents and adults need change every 10-20 minutes!



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Maslow's Hierarchy of Needs Theory

Abraham Maslow proposed that motivation is the result of a person's attempt at fulfilling five basic needs: physiological, safety, social, esteem and self-actualization. According to Maslow, these needs can create internal pressures that can influence a person's behavior.

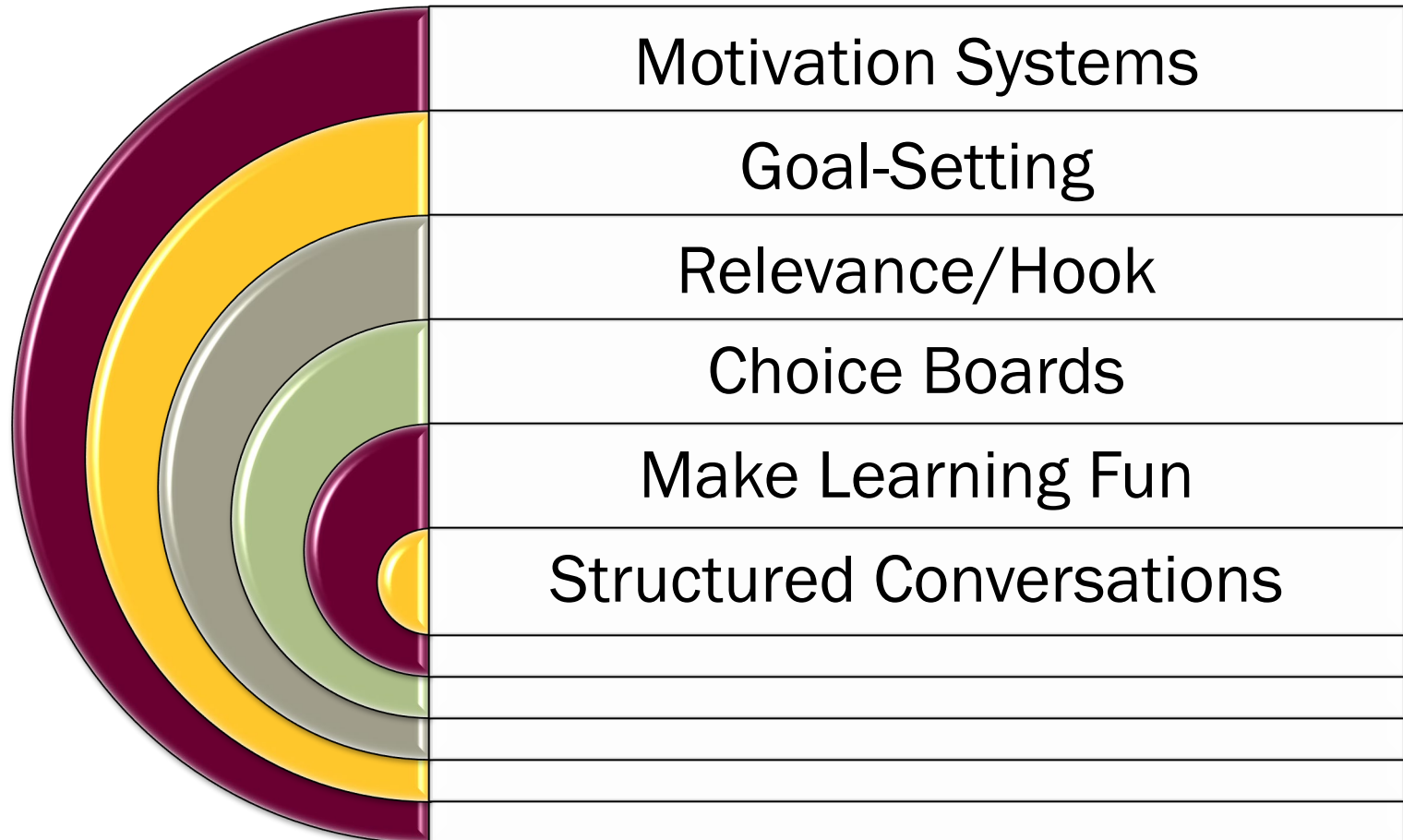
Maslow's hierarchy provides a model for how students are motivated to learn. Without the bottom layer of the hierarchy met, students cannot reach the next level. Each level, once met, allows students the ability and motivation to learn. Each student can move up in the hierarchy with the proper support.

**SAY, ERNIE, WOULD YOU
LIKE SOME ICE CREAM?**

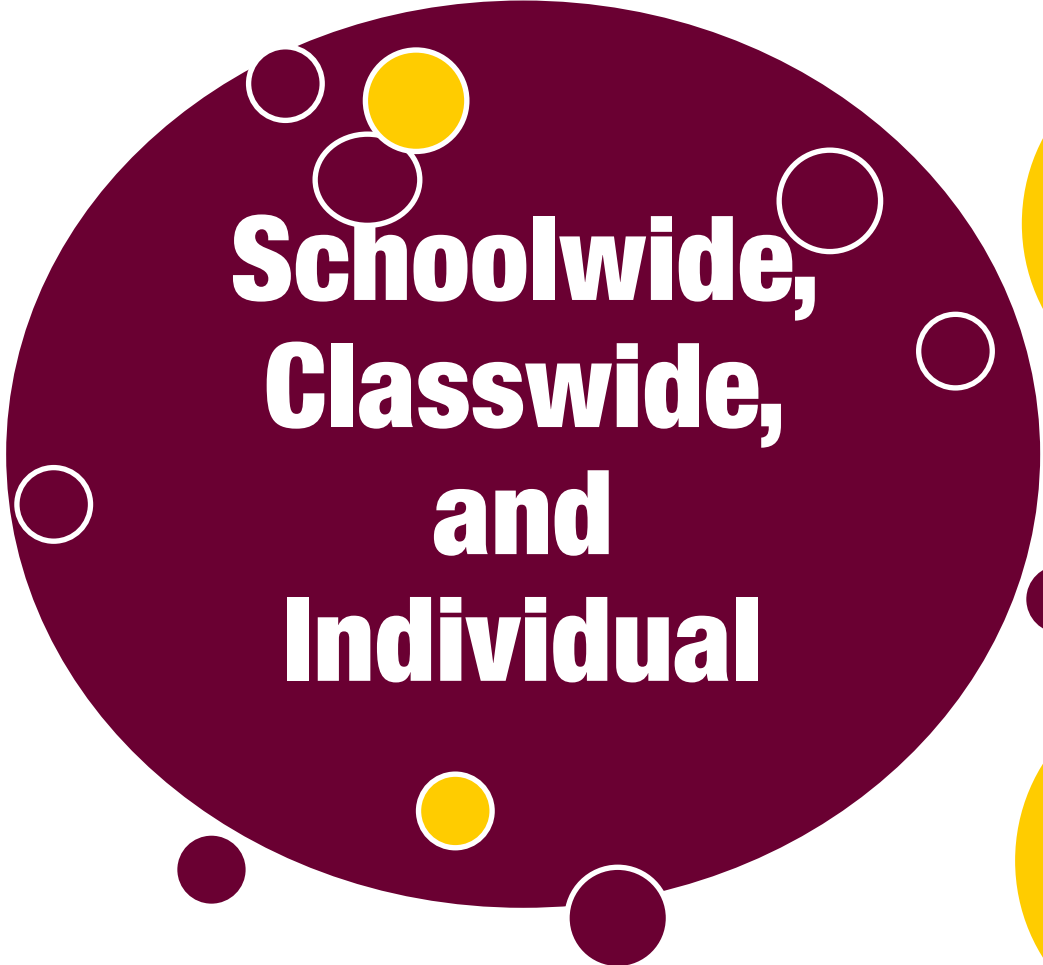


SHERBERT

Strategies To Increase Motivation and Engagement



Motivation Systems



**Schoolwide,
Classwide,
and
Individual**

Goal-Setting

Help students monitor their goals and achievements to heighten motivation.

- Publicize/make goals visible to help students stay accountable.
 - Set short and long-term goals.
- Help students make and take actionable steps to ensure progress.
- Give opportunities and resources such as weekly progress assessments to track and reflect on goals.

Silent Reflection:
Consider your processes for student goal-setting.
How might you strengthen them?

At the beginning of each marking period,
students set goals for the marking period,
and then track their goals in areas such as these:

1. Academic
2. Social life
3. Sports and exercise
4. Healthy eating
5. Family and community
6. Hobbies and interests
7. Screen time
8. Long-term plans



What is Relevance?

» “Learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students (*personal relevance*) or that are connected in some way to real-world issues, problems, and contexts (*life relevance*).”

www.edglossary.org



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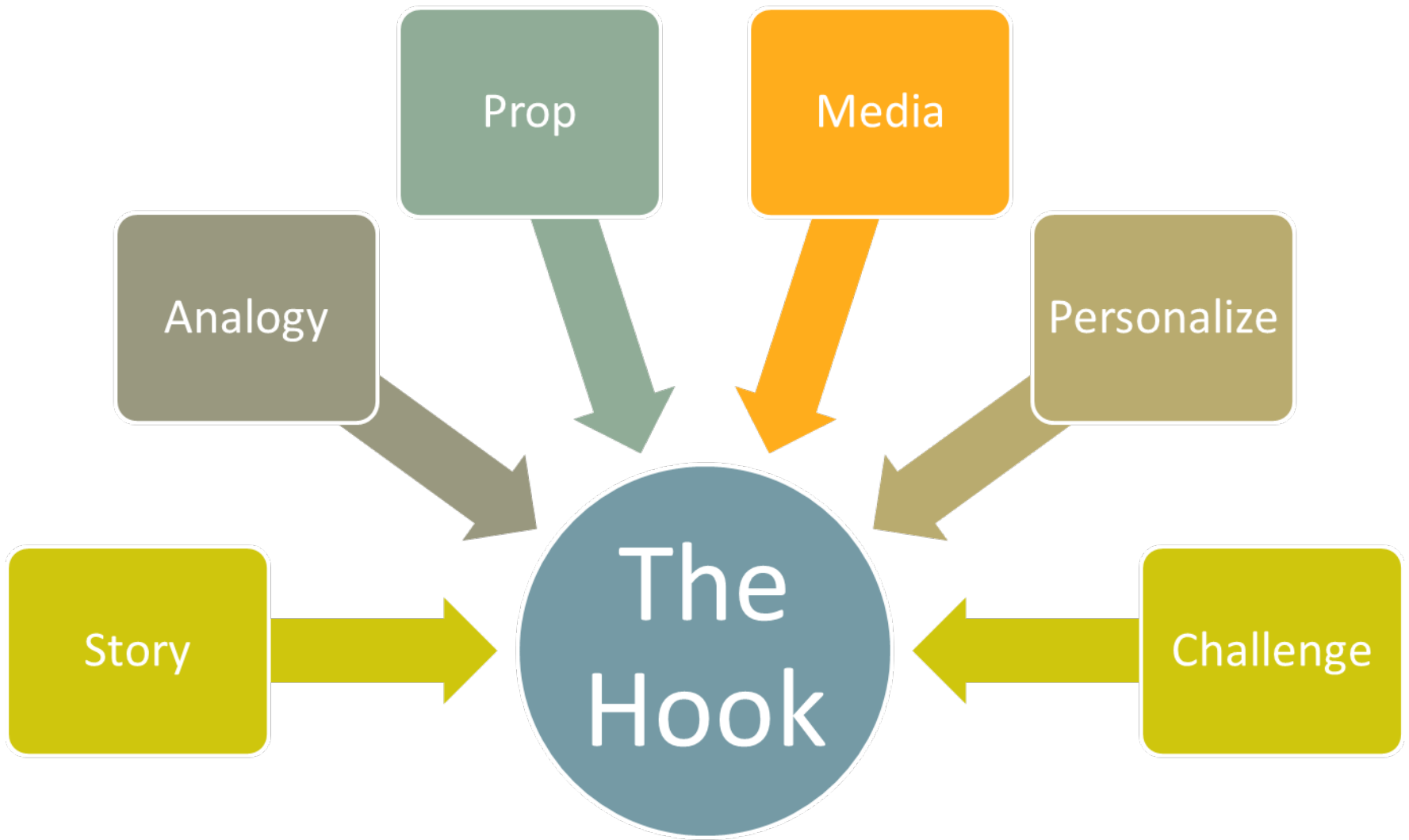
Hook 'Em!

- Plan a short introductory moment that captures the essence of the topic to pique interest and heighten motivation for learning.
- Provide a clear purpose for the learning.
- Help students see relevance and connections to the real world.



1-Minute Quick Write

Write a favorite
hook you have
done or seen by
someone else.



Choice Boards

Core Democratic Values: 4th Grade

List and define each
Core Democratic Value.

Provide an example of an
event in your life where
you had to take a position
and defend a
Core Democratic Value.

Make an illustration to
represent each of the
Core Democratic Values.

Write a one-act play
dramatizing a scenario in
which a Core Democratic Value
had to be put into practice.

Student Choice

Use political cartoons
to illustrate five of the
Core Democratic Values.

Compose a song using
one or more of the
Core Democratic Values.

Make a poster that illustrates
why the Core Democratic
Values are important in a
school playground setting.

Make a board game about
the Core Democratic Values.
Teach it to your teacher.

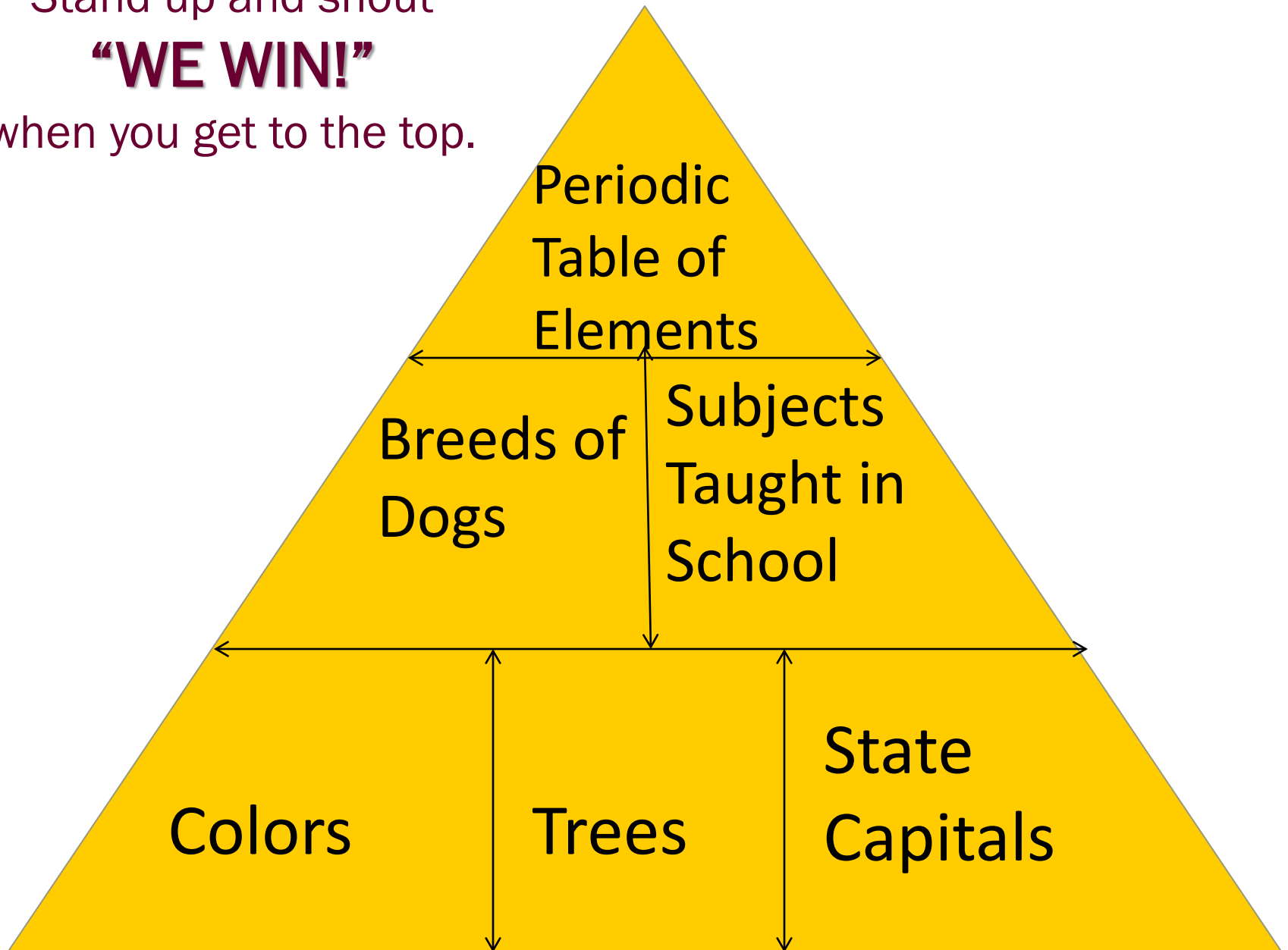
Make Learning Fun



Stand up and shout

“WE WIN!”

when you get to the top.



Snowball Fight



Table Talk: What are some ways to use this game?
What are other games you play with students?



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DOWN WITH WORKSHEETS!

"That was an awesome worksheet,"
said no student ever.



som^{ee}cards
user card

"I really love those worksheets
we did today. Can we do
some tomorrow,
too?" said no
student ever.



som^{ee}cards
user card

Structured Conversations with Accountability

Think-Pair-Share
Write-Pair-Share
Stand Up, Hand Up, Pair Up
Give One/Get One

59 KAGAN STRUCTURES



Dr. Spencer Kagan
Miguel Kagan
Laurie Kagan

Kagan
Holt, Rinehart & Winston

The person doing the talking is the person doing the learning.

Give One / Get One!

- Do Now
- Analogy
- Write-Pair-Share
- Humor/Jokes
- Group Norms
- Attention Signal
- Quotes
- Research
- Video
- Think-Pair-Share
- Silent Reflection
- Timer
- 1-Minute Quick Write
- Music
- Movement
- Stand Up, Hand Up, Pair Up
- Give One/Get One



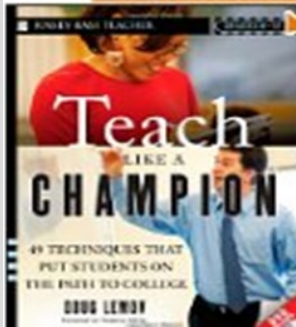
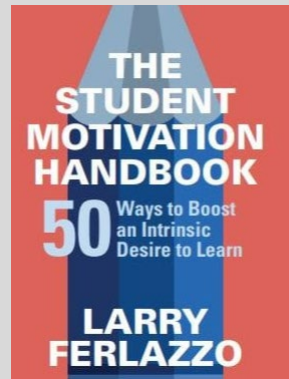
WHAT DOES A NOSY PEPPER DO?

GETS JALAPEÑO BUSINESS

clipart.com

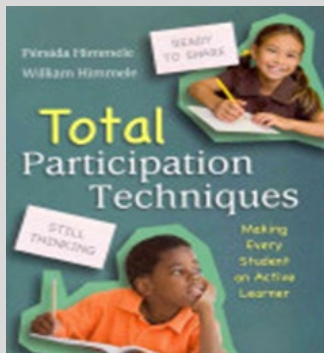
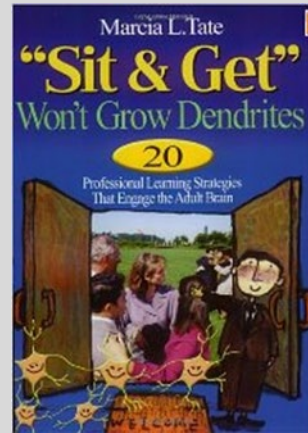
Resources

The Student Motivation Handbook by Larry Ferlazzo



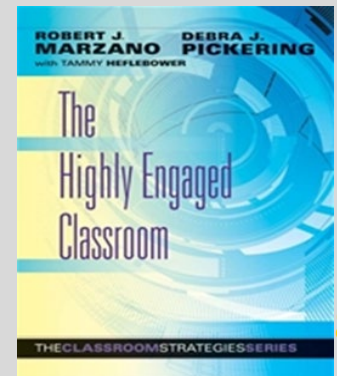
Teach Like a Champion by Doug Lemov

Sit & Get” Won’t Grow Dendrites by Marcia L. Tate



Total Participation Techniques by Persida Himmele and William Himmele

The Highly Engaged Classroom by Robert Marzano and Debra Pickering



Session Outcomes

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Contact Info/Questions

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For a deeper dive, mark your calendars for a full-day session on **Wednesday, November 29, 2023.** Registration will be sent to principals via email.



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"A well prepared
and engaging
teacher is a
catalyst...a spark
that creates the
desire to learn in
our students."

--Robert John Meehan