

The power of rituals and anchor activities.

Pay attention to beginnings and endings.

BUT REMEMBER, WE ALSO NEED:

"I wonder what's going to happen?
I want to find out!"

Now Try This for 30 Minutes

- 1+3=___ 4+5=___ 6+2=___
- 3+6=___ 2+2=___ 7+1=___
- 5+5=___ 2+5=___ 9+2=___
- 3-2=___ 8-4=___ 2-1=___
- 7-6=___ 5-4=___ 6-3=___
- 10-5=___ 4-3=___ 8-7=___

Try This for the Next 30 Minutes

$$\vec{f} \cdot \vec{p} = \left\{ \left(\vec{v} \cdot \vec{p} \right) \vec{u} \right.$$

$$\vec{v} \cdot \vec{p} = \left(\frac{\partial \vec{v}}{\partial x} \cdot \frac{\partial \vec{p}}{\partial x} \right) + \left(\frac{\partial \vec{v}}{\partial y} \cdot \frac{\partial \vec{p}}{\partial y} \right) + \left(\frac{\partial \vec{v}}{\partial z} \cdot \frac{\partial \vec{p}}{\partial z} \right)$$

$$\text{if } \vec{p} = \nabla U = \left(\frac{\partial U}{\partial x}, \frac{\partial U}{\partial y}, \frac{\partial U}{\partial z} \right) \text{ then}$$

$$\frac{\partial \vec{v}}{\partial x} = \frac{\partial U}{\partial x} \text{ and } \frac{\partial \vec{v}}{\partial y} = \frac{\partial U}{\partial y} \text{ (etc.)}$$

The Sweet Spot for Motivation

- If the task/environment is **too hard or stressful**, we check out, give up, act out.
- If the task/environment is **too easy or predictable**, we check out, get bored, act out.
- Just right** (resources, time, skills and support to achieve mastery) = Motivated learning

Assessing the "sweet spot" for each student:

- Observation and reflection.
- Three piles "Got it, Sort of got it, Didn't get it."
- Free writes on one thing you learned, one thing you are still curious about, one thing you don't understand
- "Dipsticks" - think/pair/share, draw, write a letter, etc...
- Peer "TAG" feedback - something you did well, thoughtful question, positive suggestion.

BOREDOM?

"There is a certain amount of repetition that comes with mastery."

- Relationships
- Student Choice
- Student Voice

Structure

Choice

"What's your plan for..."

"Do you want to do ___ or ___"

Examples:

- Opportunities to bring identity into work.
- Ways to fulfill / evaluate assignment.
- Space
- Schedule
- Path towards goal
- Ways of connecting

Instead of....	Try....
I expect you to....	Your next challenge is...
I need you to....	What is your plan for...
You have to do these three things...	Here are three things to try as you...
I've created this for you...	You have three things to choose from...

Motivated learning ≠ compliance.

Extrinsic motivation

Intrinsic motivation

- Relationships
- Choice
- Student Voice

"Feeling helpless and believing that abilities or environments are fixed and unchangeable can disrupt the brain's motivational systems."

- Harvard Center on the Developing Child

FIGURE 3
THE SPECTRUM OF STUDENT VOICE ORIENTED ACTIVITY

Students articulating their perspectives → Students involved as stakeholders → Students directing collaborative activities

Students as data sources → Students as collaborators → Students as leaders of change

Share power, protect against tokenism, demonstrate trust, learn from students.

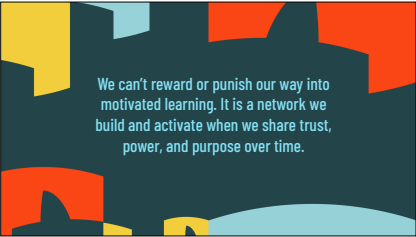
- Toohall & Nakula, 2012

Expression	Consultation	Participation
Volunteering opinions, creating art, celebrating, complaining, praising, objecting	Being asked for their opinion, providing feedback, serving on a focus group, completing a survey	Attending meetings or events in which decisions are made, frequent inclusion when issues are framed and actions planned

- Tothatis & Naakula, 2012

Partnership	Activism	Leadership
Formalized role in decision making, standard operations require (not just invite) student involvement, adults are trained in how to work collaboratively with youth partners	Identifying problems, generating solutions, organizing responses, agitating and/or educating for change both in and outside of school contexts	(Co-)Planning, making decisions and accepting significant responsibility for outcomes, (co-) guiding group processes, (co-) conducting activities

- Tothatis & Naakula, 2012





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