



Motivating Students 2: The Power of Encouragement

Strand: Teaching and Learning—Student Achievement

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Student Motivation and Achievement

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Learn to communicate encouragement effectively to their students.
- Adopt a positive attitude toward teaching that will encourage students to learn.
- Integrate creative encouragement techniques to expand their teaching methods.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Attendee Handouts:
 - Activity Sheet 1: Numbered Cards
 - Activity Sheet 2: Talk the Talk
 - Activity Sheet 3: Mix and Match
 - Workshop Agenda
 - Attendee Notes
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Communicating Encouragement
2. Influencing Student Behavior Toward Learning
3. Teaching Outside the Box

Subtopics:

- 1. Communicating Encouragement**
 - a. Positive Attitudes for the Teacher
 - b. Giving the Proper Response
 - c. Giving Praise
- 2. Influencing Student Behavior Toward Learning**
 - a. Fostering Student Independence
 - b. Promoting a Positive Attitude Over Adversity
- 3. Teaching Outside the Box**
 - a. Curiosity and Enthusiasm
 - b. Liveliness and Humor
 - c. Acceptance and Allowances

Presentation Outline



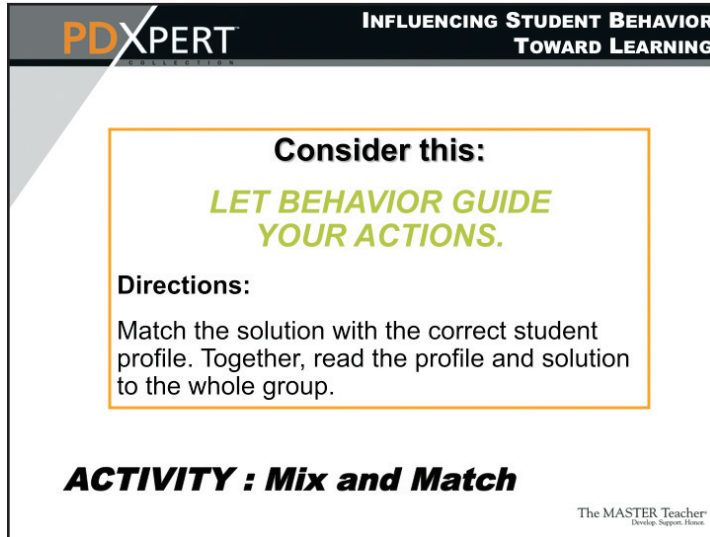
This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Topic 1 – Communicating Encouragement		
	3-13	60
Quick Write – How can you reward good effort without approving the work that wasn't completed correctly?		
	8	(5)
Activity – Talk the Talk		
	13	(30-40)
Topic 2 – Influencing Student Behavior Toward Learning		
	14-22	50
Quick Write – Which steps could be improved?		
	17	(5)
Activity – Mix and Match		
	22	(10)
Break		
Topic 3 – Teaching Outside the Box		
	23-30	35
Discussion Point – Ways to Liven Up Automatic Responses		
	27	(5)
Points for Reflection		
	31	10
Closing Remarks		
	32	5
Total of 2 hours and 30 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 22



Consider this:

LET BEHAVIOR GUIDE YOUR ACTIONS.

Directions:

Match the solution with the correct student profile. Together, read the profile and solution to the whole group.

ACTIVITY : Mix and Match

The MASTER Teacher
Inside Super Heroes

Activity: Mix and Match

Allow 10 minutes for this activity.

Objectives: This activity aims to create an awareness of unique individual cases that educators may encounter in a classroom setting. This activity will teach participants about the interconnectivity of encouragement strategies and how consultation and collaboration with other educators can help clarify an individual student's needs in terms of encouragement and motivation.

Materials: Activity Sheet 3: Mix and Match

Before starting the activity: Let the participants ponder the statement, "Let behavior guide your actions." Read aloud these two questions:

1. *How does letting student behaviors guide your actions help you become a better educator?*
2. *How can you keep from compromising your expectations for an assignment or a behavior?*

Tell them to keep these two questions in mind while completing the activity. Give them 1 minute to reflect on the questions.

Instructions: Hand out cutouts of **Activity Sheet 3: Mix and Match** to the participants. (If there are more cutouts than participants, make sure that you distribute matching profiles and solutions. If there are more participants than cutouts, give profiles and solutions to pairs instead of individuals.)

Tell the participants to find the cutout that matches the half they hold.

When everyone has sorted out their cutouts and paired up, ask the pairs to read aloud their cutouts together to the whole group.

“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. List two encouragement strategies that you frequently use in your classroom. Have you had success with these strategies? Why or why not?

2. What are the long-term effects of not encouraging students to have a positive and proactive attitude toward learning? What are the long-term effects of encouraging students?

3. Have you tried an encouragement strategy that didn't work as you had planned or made a negative impact on the class? How did you turn the situation around? How long did it take before you were able to regain your students' enthusiasm for learning?
