**Session 1: What Motivates Students to Do Academic Work?**

**The Importance of Belonging and Relationships**

**Objectives**

The goal of this session is to stimulate teacher thinking and collaborative discussion about what motivates students to exert effort on academic tasks and how they can regularly do the types of things in their classrooms that activate student motivation. In the session teachers reflect on their own motivation for their work and the similarities (and differences) in what motivates their students. The session sets forth an overarching framework of key components of motivation, and then narrows to focus on the importance of belonging and relationships for students’ academic motivation.

**Guiding Questions**

* How do we motivate students to engage in rigorous academic work?
* How can we adapt our classroom instructional practices to tap into students’ intrinsic motivation?
* How can we do this as a collaborative community?

Introduced somewhat later in the session:

* How do we build the kind of classroom community that creates a sense of belonging that will motivate students to engage in rigorous academic work?
* What are the challenges in ensuring a sense of belonging, and how can we address those challenges?

**At a Glance**

* Optional – Passion Profiles icebreaker
* Intro – Guiding Questions about motivating students
* Venn Diagram Brainstorming exercise about motivation
* Gallery Walk and Discussion
* Presentation of Motivation Components (from ABCs to BRACE)
* Focus on Belonging – Student quotes about relationships with teachers
* Vision of Belonging -- Video clip about the power of the circle
* Small Group Discussion of video
* Time to explore ideas/resources for relationship building
* Teacher self-reflection

**Facilitator Notes**

First session can begin with optional “Passion Profiles” icebreaker activity (see separate guide and materials).

In addition to reviewing the procedure in preparation for facilitating the PD session, reviewing the short background material on components of motivation (need for autonomy, belonging, competence, relevance, interest) is useful for presenting to teachers. Previewing video on use of circles to create sense of belonging is also a good idea.

**Materials**

Poster-size Venn Diagram charts (produced from PDF included in materials packet)

Markers in various colors

Handout 1.1 (First Day Activity – Math)

Handout 1.2 (First Day Activity – English)

Handout 1.3 (First Day Activity – History)

Handout 1.4 (First Day Activity – Science)

Handout 1.5 (Teacher Reflection Questions)

**Additional Resources for Teachers**

Power of Personal Relationships article

Power of the Circle article

**Additional Resources for Facilitator**

Background resources on motivation
The ABCs of Motivation
What Teachers Can Do to Boost Student Motivation

Live polling instructions

**Procedure**

**Set-up:** Teachers should sit at tables in groups of about 4.

**Icebreaker (10 - 15 minutes; see Passion Profiles Facilitator Guide)**

**Introduction**

Facilitator makes the connection between our passion and motivation and introduces the goal of the series: how do we motivate students to do academic work. Facilitator introduces guiding questions for the series (above and Slide 2).

**Teacher Brainstorming Venn Diagram Activity (7 minutes)**

In groups of about 4, have teachers use the provided Venn diagram chart paper to discuss the things that motivate teachers to do their work, the things that motivate students to do their work, and the intersection between them.

**Gallery Walk and Debrief (8 minutes)**

Teachers do a gallery walk to see what other groups have produced.

Large group sharing about the common themes they have noticed.

**Summary of Motivation Elements and Focus on Belonging (10 minutes)**

Facilitator uses graphic to summarize research about human motivation into 5 components (Slide 8):

See “The ABCs of Motivation” article (<https://www.jstor.org/stable/30189907>) and Education Week article/video (<https://www.edweek.org/ew/collections/student-motivation-videos/what-teachers-can-do-to-boost-student.html>) for background in summarizing key components of motivation.

Facilitator focuses group attention on the B (Belonging – Slides 9-11) and discusses students’ hunger for relationships with quotes from article.

Facilitator then uses the video link (<https://www.youtube.com/watch?v=RdKhcQrLD1w>) to cast a vision of belonging in the high school classroom.

**Small Group Discussion Time (15 minutes)**

Teachers move into small groups with other members of their department to discuss the questions on Handout and Slide 13.

Facilitator interjects midway to alert teachers to the resources provided for first-day activities, as well as articles about building relationships. Teachers have time to peruse these activities and articles and discuss with the group.

**Individual Teacher Reflection Time (3-5 minutes)**

Facilitator summarizes session briefly and asks teachers to spend a few minutes individually reflecting on questions on Handout and Slide 15.

Provide participants with a few minutes to process and reflect and begin to craft their individual plan for how they will build community in their own classroom – starting with some activities in the very first week of school.