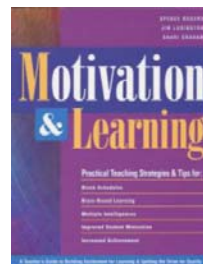


The following strategies and tips are from Peak Learning Systems' best selling title *Motivation and Learning* by Spence Rogers and Shari Graham.

Motivation & Learning shares practical, research supported, brain-compatible guidelines for increasing student motivation in the classroom, the extent of their learning, and the quality of their work. It contains hundreds of easy-to-use, classroom-tested, theoretically sound ways of improving motivation, learning, and quality of student work.

1. **Favorite Things**
2. **Alphabet Soup**
3. **Spider Web**
4. **I'd Like to Introduce...**
5. **Who's Who?**
6. **Memory Wall**
7. **Personal Poster**
8. **The 6 Ultra Supreme Laws**
9. **Vanity Plates**
10. **Door Greetings**



Peak Strategy 2.19 “Favorite Things”

From the book *Motivation & Learning* by Spence Rogers and Shari Graham
Published by Peak Learning Systems, Inc.

Purpose

To determine the students' interests in order to facilitate the development of relationships and the formation of connections between the students' interests and the learning.

Description

Use an “Interest Poll” to learn the students' interests. As the school year progresses, whenever the learning can be tied to the students' interests, they will almost naturally care more about it. As students mature, you can expect the types of things that interest them to vary. For example, very young students will care a lot about animals and very little about world issues. It isn't until the late teens that you can expect most of the students to begin gaining interest in global issues.

Uses

Ice Breaker, Motivational Environment

Procedure

Ask the students to answer questions like the following, but be careful to provide students with the opportunity to not answer if they choose.

- What's your favorite story/novel?
- What's your favorite TV show?
- What movies have you really enjoyed?
- What are your hobbies?
- A really important goal I have is...
- This year, I would like to learn...
- The thing I would like to do more of is...
- My favorite pet is/would be...

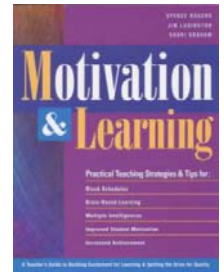
Grade Level: *Elementary, Middle, High School*

Time: *Variable*

Special Materials: *None*

Motivational Standards: *Valuable, Involving*

Pluses: *Block Schedules, Multiple Intelligences, Differentiated Classrooms*



Peak Ice Breaker Strategy 2.25 “Alphabet Soup”

From the book *Motivation & Learning* by Spence Rogers and Shari Graham
Published by Peak Learning Systems, Inc.

Procedure

Ask everyone to take turns stating his/her name and to follow it with a statement of something he/she likes to do that begins with the first letter of his/her name.

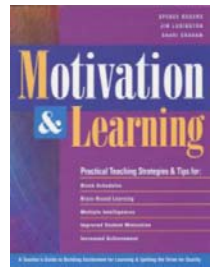
Examples:

“My name is Shawna, and I live to skate!”

“My name is Jason, and I enjoy jogging in Central Park before school.”

“My name is Bart, and I look forward to spending my summer vacation boating with my family and friends.”

Time: 10 Minutes



Peak Ice Breaker Strategy 2.26 “Spider Web”

From the book *Motivation & Learning* by Spence Rogers and Shari Graham
Published by Peak Learning Systems, Inc.

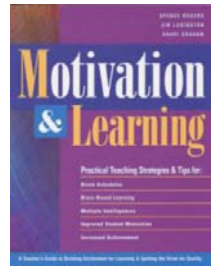
Procedure

1. Begin the activity by stating your name and something interesting about yourself. (e.g., “My name is Miss Grass, and I would like to be a member of the U.S. Olympic Gymnastic Team.”) Then, while holding onto the end of a ball of yarn, toss the ball to someone else in the room.
2. Continue the process until all have shared and a spider web pattern has been created.
3. Reverse the process by repeating the name and the interesting thing for the person who tossed you the yarn, tossing the ball back to him/her. Wind the slack as you progress.

Time: 10 Minutes

Peak Ice Breaker Strategy 2.27 “I’d Like to Introduce...”

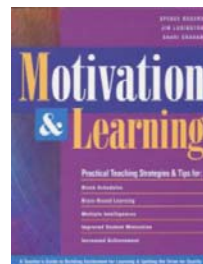
From the book *Motivation & Learning* by Spence Rogers and Shari Graham
Published by Peak Learning Systems, Inc.



Procedure

1. Initially have students get into pairs, exchange names, and share something interesting about themselves.
2. Then, have each pair meet with another pair and introduce their partners. (The introductions need to include the name and interesting things of each partner.)
3. The four meet four and make introductions.
4. The eight meet eight with proper introductions given.

Time: 15 Minutes



Peak Ice Breaker Strategy 2.28 “Who’s Who?”

From the book *Motivation & Learning* by Spence Rogers and Shari Graham
Published by Peak Learning Systems, Inc.

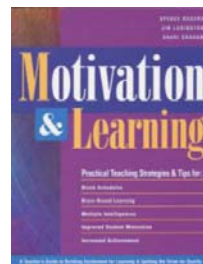
Procedure

1. Give each student a 3 x 5 card and have him/her write five adjectives which best describe who he/she is.
2. Collect cards, shuffle them, and pass out the cards to the other students.
3. Each person then reads the card he/she has been dealt and attempts to identify the student described.
4. When all cards have been read, students indicate whether or not they were correctly matched.
5. At the conclusion of the activity, it is fun to paste the student’s school picture on the card and put all the cards on the bulletin board so students can read the cards at their leisure and begin making connections with their classmates.

Caution

Students must know and adhere to accepted procedures for interacting with each other prior to doing this activity.

Time: 10 Minutes



Peak Strategy 2.32 “Memory Wall”

From the book *Motivation & Learning* by Spence Rogers and Shari Graham
Published by Peak Learning Systems, Inc.

Purpose

To create feelings of progress, inclusion and belonging.

Description

Create a memory wall loaded with pictures of students engaged in learning throughout the year. Just about everyone likes to see pictures of himself/herself – particularly if the picture shows growth, accomplishment or involvement.

Uses

Motivational Environment

Procedure

1. Be certain that you get a relatively equal number of pictures of each student each time you add to the wall.
2. Do not use pictures that capture students in poses they may consider embarrassing.
3. Obtain permission from each student before you display pictures of him or her.
4. Photograph a lot of different group activities. These pictures will provide reminders of success and progress.
5. At the end of the year, put all the pictures in a scrapbook, label it well, and keep it in a special place in your classroom.

Grade Level: *Elementary, Middle, High School*

Time: *On-going*

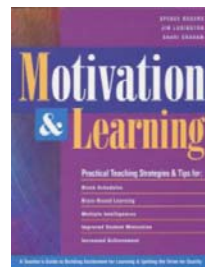
Special Materials: *Digital or disposable camera*

Motivational Standards: *Safe, Valuable, Involving, Caring*

Pluses: *Block Schedules, Differentiated Classrooms*

Peak Strategy 2.37 “Personal Poster”

From the book *Motivation & Learning* by Spence Rogers and Shari Graham
Published by Peak Learning Systems, Inc.



Purpose

To establish the base for a high quality, collaborative classroom.

Description

This strategy results in the teacher and students creating and sharing Personal Posters to introduce themselves to the class. (The content of the poster can focus on family, important dates, accomplishments, likes and dislikes, goals, hobbies, etcetera.) This activity can be completed in class, taking 1 to 2 hours, or introduced on one day with home-time given for development, taking 2 to 3 days. An added benefit of this activity is that it can be used to facilitate getting acquainted in a new learning environment.

Uses Motivational Environment, Quality

Procedure

1. Create and share your personal poster and at least two others done in different styles. Be certain all examples represent desired standards for high quality work.
2. Help the class generate common criteria for quality as seen in the three models.
3. Have the students create their own personal posters, adhering to the quality criteria identified by the class.
4. Have the students share their posters with the entire class and display them in the classroom for a determined length of time.

Variation

Following the same format above, students design:

- Hats or T-shirts;
- A product based on a goal;
- School motto, or relevant theme; or
- Name strips and/or Vanity Plates. (After the strips are designed and shared, they can be posted around the room or used as name plates on desks until everyone knows each other.)

Note

Remind students that whatever they do/present in school needs to be appropriate for a school setting. Also, be certain that whatever the students share of a personal nature has the approval of their family or guardians.

Extension

As students share their posters, other students reflect on connections, jot them on “sticky” notes, and put the notes on the posters when they are displayed.

Grade Level: *Elementary, Middle, High School*

Time: *30 minutes to 2-3 days – varies with scope*

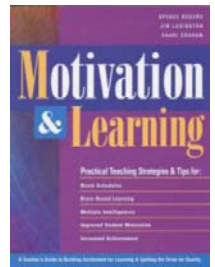
Special Materials: *Chart paper, marker*

Motivational Standard: *Involving, Caring, Successful*

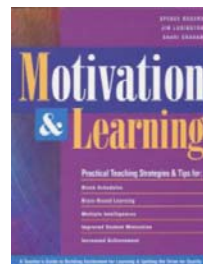
Pluses: *Block Schedules, Multiple Intelligences*

Peak Quick Tip Strategy 2.61 “The 6 ULTRA SUPREME LAWS FOR HAVING A MOTIVATING CLASSROOM ”

From the book *Motivation & Learning* by Spence Rogers and Shari Graham
Published by Peak Learning Systems, Inc.



1. Ensure that no student will be embarrassed or hurt.
2. Ensure that the learning will be interesting or valuable to the students, or embed it in what's interesting or valuable to them.
3. Ensure meaningful involvement of all students in setting direction and standards
4. Ensure adequate evidence of progress and mastery.
5. Ensure each student feels included, cared for and valued.
6. Ensure effective instructional practices for each student's needs.



Peak Strategy 2.64 “Vanity Plates”

From the book *Motivation & Learning* by Spence Rogers and Shari Graham
Published by Peak Learning Systems, Inc.

Purpose

To introduce students to each other.

Description

A fun, easy and quick way to have students introduce themselves to each other is through the use of personalized license plates or “Vanity Plates.” The real Vanity Plates are designed to reveal something about the owner in a quick, yet clever way. The classroom Vanity Plates are exactly the same.

Uses

Motivational Environment

Procedure

1. Share numerous examples of real-world Vanity Plates with the students. Have the students compile a list of similar traits they see in all or most of the examples that make them “exemplars” (examples of exemplary work).
2. Have the students create personal Vanity Plates that will denote something unique or interesting about themselves and adhere to the quality criteria previously identified.
3. Have the students share their Vanity Plates and then post them around the room.
4. Have the students write a short essay explaining and justifying why they did their Vanity Plates the way they did.
5. If the students actually need more time when the time is up, repeat the process with a slight variation. First, give the groups that need more time 20 seconds to decide how much time they need. Then poll the groups and give them the amount of time you think they need and is within the time limits given by the students.
6. Before you ask them to begin again, tell the students what they should do if their group finishes before the time is up.
7. When the time is up, be certain you have a meaningful, value added discussion planned that will allow a group that needs more time to finish quickly.

Grade Level: *Elementary, Middle, High School*

Time: *20 minutes*

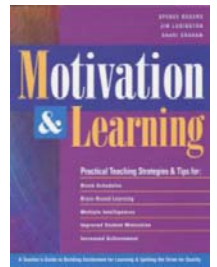
Special Materials: *Construction paper or 5 x 7 inch index cards, markers, tape*

Motivational Standards: *Involving, Caring*

Pluses: *Block Schedules, Group Processing, Multiple Intelligences, Differentiated Classrooms*

Peak Quick Tip Strategy 3.10 “Door Greetings”

From the book *Motivation & Learning* by Spence Rogers and Shari Graham
Published by Peak Learning Systems, Inc.



Greet the students at the door. Use their names – no one can ignore the sound of his or her own name. Also, before beginning an instruction, try to scan the room and make eye contact with each student. Winks, nods and other welcoming gestures are great also, but be certain to be completely equitable.