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| **Teaching scenario # 1**: As you plan and prepare for an upcoming lesson, you think about what needs to be covered. You make a step-by-step plan of what students are supposed to do and when they are supposed to do it. As the class period begins, you tell students what to do, monitor their compliance closely, and when needed make it clear that there is no time to waste. To keep students on-task, you make sure they follow your directions, obey their assignments, and basically do what they are supposed to do while not doing what they are not supposed to do. When students stray off task, you correct them saying, “You should be working now”, “act responsibly”, and “there is a time to for work and there is a time for talk – now is a time for work”. To motivate students, you offer little incentives and privileges. When students encounter difficulties and setbacks, you intervene quickly to show and tell them the right way to do it. When they do what you tell them to do and when they produce right answers, you smile and give your praise. When they don’t do what you tell them to do and when they misbehave, you make it clear that you are in charge and that is your responsibility to make sure that they act responsibly and complete their work. Overall, you take a “no-nonsense” attitude and make sure students do what you tell them to do, even if it means you need to push and pressure them into doing what they are supposed and required to do. |
| Does this approach to teaching describe what you do on a daily basis to motivate and engage your students? |
| No, Not at All  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Yes, Very much |

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| **Teaching scenario # 2**: As you plan and prepare for an upcoming lesson, you think about what your students want and need. You wonder if students will find the lesson interesting and relevant to their lives. To support their interest and valuing for the lesson, you prepare some resources in advance so that they can see how interesting and how important the lesson truly is. To better engage students in the lesson, you create a challenging activity for students to do, and you create some engaging questions to pique their interest. As the class period begins, you invite your students’ input and suggestions before finalizing the days’ lesson plan, letting your students know that you welcome and value their thoughts, ideas and suggestions. To motivate students, you take the time to explain why the lesson is important, how it aligns with their personal goals, and why it is worthwhile thing to do. When students encounter difficulties and setbacks, you display patience – giving them the time and space they need to figure out the problem for themselves. When students complain and show little or no initiative, you acknowledge and accept their negative feelings, telling them that you understand why they might feel that way, given the difficulty and complexity of the lesson. As you talk with the students, you resist any pressuring language such as “you should”, “you must”, and “you have to”. Instead, you communicate your understanding and encouragement. Overall, you take your students’ perspective, welcome their thoughts, feelings, and actions into the flow of the lesson, and support their developing capacity for autonomous self-regulation. |
| Does this approach to teaching describe what you do on a daily basis to motivate and engage your students? |
| No, Not at All  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Yes, Very much |

Write down 2-3 sentences of your own teaching routine. Then discuss with the person next to you if your teaching routines are closer to the scenario # 1 or # 2.

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