

Extrinsic Motivation

External Regulation (Rewards and Penalties)

Rewards

1. Bonus point
2. Homework pass
3. Hall pass
4. Choice of the next game/reward
5. Choice of movie/book for a free day
6. Points towards a major reward (like choice of food for a class party, free entrance to dance or sporting event, etc.)
7. Early to lunch/early off
8. Choice of a song to start the class/end the class
9. Choice of a TED talk or other educational piece you may want to introduce to students
10. Candy
11. Soda
12. Snacks
13. Access to a bonus question for a major test
14. Free seating within your team for a day
15. Trophy to whichever team won most recently
16. Chance to create and swap out the trophy
17. Pencil pass
18. Hat pass
19. Steal someone for your team
20. Shoutout from local radio station
21. Recognition on photo wall
22. Shoutout in school newspaper
23. Choice of homework assignment
24. Library pass to research a topic of interest
25. Drinking fountain pass
26. Computer pass
27. Morning announcement shoutout
28. Determining a morning announcement inspirational message
29. Making the morning announcements
30. Reserved seating at an event
31. Letter of acknowledgment to go home to student's parents.
32. Choice of homework problem to get a freebie answer
33. Choice of goofy costume teacher wears for a day
34. Right to add a decoration to the bulletin board
35. A raffle ticket for each team member for a year-end reward
36. Choice of music to play during the next bell ringer
37. Quiz waiver
38. Right to listen to music during the bell ringer

Penalties

39. Grades
40. Discipline
41. Studying instead of attending school events

Introjected Regulation (Maintaining Self-Worth)

42. "Not every child gets a cookie" policy
43. Have and have-not incentives make it cool to be smart
44. Pizza party
45. Free dress
46. Lunch line jump
47. Reserved seating
48. First dismissal
49. Day off
50. Hype video
51. Recognition wall with student photos
52. Cold calling students for answers, not just those who volunteer
53. Transparency on achievement (make sure academic achievement is highly visible in each class)

Regulation Through Identification (Identifying a Task as Personally Valuable)

54. The broccoli argument: "Why is this good for you, even if you don't like it?" discussion
55. Assign upperclassmen to explain to underclassmen why the ACT is important
56. Role-play through decision to study for the ACT and keep trying when the going gets tough (inoculation)

Integrated Regulation (Autonomous Regulation)

57. "My Future" research project (students develop possible life plans in detail)
58. Start early (middle school)

Intrinsic Motivation

Intrinsic Motivation "To Know"

59. Entrance tickets
60. Pre-selling what this information does, context
61. Mystery
62. Puzzles
63. Inquiry-based tasks
64. Relevance exercises ("Why is what we learned relevant to you?")

Intrinsic Motivation "To Accomplish"

65. Competition
66. Recognition systems
67. Verbal recognition
68. Feedback on and encouragement for demonstrated competence
69. Goal exploration
70. Exit tickets
71. Provide a pathway to better ACT scores
72. Give the pathway milestones
73. Recognize achievement of milestones
74. Visits from motivating, and accomplished people

Intrinsic Motivation: "Stimulation"

75. College campus visits
76. Mentors
77. Fun activities
78. Incorporating music/art
79. Teacher excitement/enthusiasm
80. Visitors excitement/enthusiasm
81. Exciting applications of what is learned

Combating Amotivation

Eliminate Amotivation ("You Can Do It")

82. Start Small
83. Aim for 40-60 (at least 40% of students answering each ACT question correctly)
84. Scaffold questions
85. Double back (often)
86. Student recaps (shout out loud)
87. Point out progress (POP)
88. Elimination (knock out one thing)
89. Educate on the changeability of test scores
90. Share anecdotes of progress of similar students
91. Approachable tips to memorize, i.e. "When in doubt, commas out."
92. Provide examples of other people experiencing challenges and overcoming them
93. Fess up (if the teacher admits to making a mistake, students won't be afraid to admit when they make their own mistakes in class)
94. Recognize growth

Avoiding Demotivation

95. Remove self-preservation incentives to non-participation
96. Heavily penalize social pressure against academics
97. 5 to 1 compliments vs. criticism
98. Eliminate the "You have to do this" speeches
99. Eliminate the "I have to do this" speeches
100. Avoid singling out high-performers in ways that are hostile to peers
101. Talk about values for college and the ACT

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