

Chapter 10: Reflective Practice

Use the three activities in this reproducible—(1) identify scarce rewards, (2) utilize loss aversion, and (3) engage in sponge activities—to reflect on ways to motivate your students.

Identify Scarce Rewards

Think about the students you have in your class. Based on what you know about them, use the following chart to list three types of tangible rewards you are confident they will like and three nontangible rewards you believe they would want. Ensure you create scarcity in issuing these rewards.

Three tangible rewards you believe your students would value	Three nontangible rewards you believe your students would value
Examples: candies, small toys, pizza, movie pass, movie of the month afternoon, store pass	Examples: free class time, exemptions from exams, get-out-of-class early passes
1.	1.
2.	2.
3.	3.

After you complete your list, try implementing some of these strategies in your classroom. Monitor which ones appear to work the best with your particular students, and adjust your implementation strategies accordingly.

Utilize Loss Aversion

Think about what you learned about loss aversion in this chapter. List three ways that you are currently using loss aversion, or three ways that you could use the loss-aversion strategy with your class.

1. _____

2. _____

3. _____

Which of these strategies seems to be the most effective for your particular students? How might you utilize loss aversion more effectively, given the students you have at this time?

Engage in Sponge Activities

Think about the ideas discussed in the Soak Up Extra Time With Sponge Activities section (page 132). If you currently do not use sponge activities, list five sponge activities that you commit to implementing in your classroom within the next three weeks. Use the space provided to reflect on the outcomes.

1. _____

2. _____

3. _____

4. _____

5. _____