

FALL DOWN 7 TIMES GET UP 8

RAISING AND TEACHING
SELF-MOTIVATED
LEARNERS, K-12

SECOND
EDITION



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SELF-MOTIVATION

CHAPTER

1

What Is It and How Do We Use It to Empower Children?

What lies behind us and what lies in front of us are but tiny matters as compared to what lies within us.

—Ralph Waldo Emerson

The overnight shift to online learning during the 2020 COVID-19 pandemic disclosed some unsettling weaknesses in both our students and our educational system. Many learners struggled to keep up with the shift from being shepherded by teachers in highly structured classroom environments to working more independently in virtual platforms that required them to plan, problem solve, and take more responsibility for their own learning. Sadly, without the customary supervision and step-by-step prompts from their teachers, some students gave up and decided to wait for things to “get back to normal” rather than seize the opportunity to work autonomously. During the crisis, it became clear that our education system has considerable work to do in helping students to become *self-motivated*. This chapter explores the nature of motivation and explains how teachers and parents/guardians can empower students by increasing their capacity for self-motivation.

Motivation or *Self-Motivation*?

It is a misnomer to say, “It is the teacher’s job to motivate students.” Motivation is not something we can give anyone or do to someone. It is not necessarily transferred from an enthusiastic adult to an uninspired student. The more accurate term to use is *self-motivation*. Self-motivation is what ignites a learner; it is the internal voice that says, “I am a self-directed person who

has power over my choices and my actions. I can affect positive changes in my life if I work for them.”

The classic Ryan and Deci study (2000a, 2000b) on self-determination concluded that the optimal state of motivation resides within the learner and must be fostered by teachers and parent/guardians. Learning that cultivates a sense of autonomy (self-sufficiency), competency (expertise), and relatedness (connectiveness), helps kids take responsibility for their progress. Unfortunately, it is common today to see both teachers and parents/guardians dance around creating uncomfortable emotions in learners, even if it costs them (the learners) the opportunity to build character and to learn from their mistakes. We have somehow communicated to kids that they are the center of the universe and they are entitled to all that they need and the majority of what they want—all without hard work. A sense of entitlement negates self-motivation. Feeling that one deserves something not earned is diametrically opposed to the belief that hard work leads to accomplishments.

In working with educators and parents/guardians throughout the country, I sometimes hear the common question, “Kids today are so hard to motivate, what is wrong with them?” Typical complaints I hear from adults today include the following:

“My daughter told me virtual learning wasn’t ‘her thing,’ and we are putting too much stress on her by making her get up and attend her class Google Meets.”

“I hear my students talk about their grandiose plans for the future, but I watch them repeatedly fail to complete tasks, give up at the slightest frustration, and generally act complacent. I can’t get them to see the disconnect between their actions and their goals.”

“Our 12-year-old says he hates school because it is boring. If he had his way, he’d just stay in his room and constantly play video games.”

“My students whine about every assignment that requires them to think critically or respond creatively. They just want me to hand them a study guide so they can check the boxes and be done with it.”

Now, more than ever, it is critical for students to become intrinsically driven and ready to pursue knowledge unconventionally through whatever resources they need to attain their goals. Motivated learners are willing to seek greater understanding with whatever resources they have, which is one of the requisites for successful living.

“I Wish You Bad Luck” Graduation Address

In June 2017, John G. Roberts Jr., chief justice of the United States, was invited to be the commencement speaker at his son’s middle school graduation. His message reminds young people that in order to be successful, they have to learn to rebound and adjust.

From time to time in the years to come, I hope you will be treated unfairly, so that you will come to know the value of justice. I hope that you will suffer betrayal, because that will teach you the importance of loyalty. Sorry to say, but I hope you will be lonely from time to time so that you don’t take friends for granted. I wish you bad luck, again, from time to time so that you will be conscious of the role of chance in life and understand that your success is not completely deserved, and that failure of others is not completely deserved either.

And when you lose, as you will from time to time, I hope every now and then, your opponent will gloat over your failure. It is a way for you to understand the importance of sportsmanship. I hope you’ll be ignored so you will know the importance of listening to others, and I hope you will have just enough pain to learn compassion. Whether I wish these things or not, they’re going to happen. And whether you benefit from them or not will depend upon your ability to see the message in your misfortunes.
(Reilly, 2017)

I sent a copy of his speech with every graduation card I mailed this spring. I wish every child had at least one adult in their

lives who consistently sends the message that they are not entitled to a life free of hard choices, logical consequences, or frequent disappointments. Every failure has a lesson to teach. View Chief Justice Roberts delivering his speech in the video in QR Code 1.1, also available on this book's companion website at <http://resources.corwin.com/falldown7times>.



QR Code 1.1 “I Wish You Bad Luck”

<https://youtu.be/Gzu9S5FL-Ug>

As a child, I was told, “Anything easily attained is cheaply held.” It’s true. When people have to stretch themselves to master new learning, they are more motivated and more appreciative of what they achieve. The regular practice of exerting effort and reaching goals instills in learners a resiliency and persistence that helps them adapt to our ever-changing world.

People often ask how society’s attitude shift from “preparing the child for the road” to “preparing the road for the child” came about. Most likely it started in the early 1970s with the *self-esteem movement*. After the 1969 release of Nathan Branden’s book, *The Psychology of Self-Esteem*, early proponents began to focus on how to foster self-esteem in children. Even though the book did not recommend it, educators and parents/guardians inferred the need to “bestow” feelings of self-value onto learners. Adults began trying to heighten children’s self-appreciation with well-meaning but superficial activities. Afraid of damaging learners’ feelings of worth, we delivered constant streams of compliments and affirmations that offered little or no feedback to help students get better. It took a generation to learn how damaging it is to offer unconditional praise to children, to shelter them from adverse consequences, and to withhold constructive feedback.

Some critics blame the movement for the resulting *entitlement era* of child raising. In their 2018 book, *The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure*, Lukianoff and Haidt blame the self-esteem movement for producing a generation of emotionally fragile young adults who expect praise for simply showing

up and cannot accept even helpful criticism. I have to admit that initially I bought into the praise game. I taught in an all-Black, poor, rural school. I enjoyed lavishing praise on kids whom I thought seldom heard affirmations at home or from the community.

I accepted the premise that helping kids feel good about themselves was the most important contribution I could make to their development and ultimately, to society's benefit. I have since changed my mind about how I can best equip learners for a lifetime of successful living. I am convinced that neither I nor anyone else can inspire a child to be successful long term through superficial praise, external rewards, or a reluctance to give them accurate feedback. Positivity is good, but it needs to be grounded in progress toward specific goals.

Early in my career, I kept a smile on my face and tried to make sure that everyone felt like a winner all the time. I was not alone. The self-esteem movement assured us that if adults make kids feel good about themselves despite their lack of accomplishment, the students' positive perceptions will translate into better schoolwork. We did everything we could to keep them from failing at anything. Sometimes we curved grades, *dumbed down* the curriculum, and gave awards to everyone so that no one felt left out.

There is nothing wrong with wanting a person to feel better about themselves. However, esteem needs to be attached to substantive accomplishments, courageous acts, extended insights, and genuine achievement. During one of our State Department of Education's campaigns to raise student self-esteem, I was given an array of activities to implement with my middle-grade students. In one activity, I was directed to have them put their ink-covered thumbs on a piece of white poster board. After all the thumbprints were collected on the class poster, we were supposed to discuss how special each and every one of us is and then close by chanting, "I am 'thumb-body!'" My students laughed aloud at the *lameness* (as they called it) of the exercise. I had to agree. It was pretty silly for that age group.

Not that all well-meaning attempts to raise student's self-esteem are ineffective, but I think some are tremendously misinformed. We cannot change a person's self-image long term

with a one-shot motivational speaker, positive attitude posters, or by chanting, “I am thumb-body.” Even a very powerful person in our life telling us that we are attractive, we are smart, we are talented, we are capable, and so on will not change our self-image very much or for very long. Rather than concerning ourselves with self-esteem (how do we compare to others), we would better serve our students with attention to self-efficacy (what we are able to do for ourselves).

Albert Bandura and Self-Efficacy (Agency)

The popular term, *student agency*, derived from Albert Bandura’s explanation of *self-efficacy*, describes the power of learners to direct and take responsibility for their learning. In 1977, Albert Bandura introduced a psychological construct he calls self-efficacy. Through his studies as a research psychologist, he concluded that the foundation for human motivation is not just about believing one has certain qualities but rather that one believes they have power over their life. Self-efficacy beliefs provide the basis for human motivation because, unless people believe they can affect changes in their circumstances and their lives, they have little incentive to act or to persevere through difficult situations.

Self-efficacy (agency) is unlike other qualities such as self-esteem because self-efficacy can differ greatly from one task or domain to another. A person may have very high self-efficacy about mastering a hip-hop dance and very low self-efficacy concerning learning trigonometry. It is also important to note that self-efficacy judgments are not necessarily related to an individual’s actual ability to perform a task; rather, they are based on the person’s beliefs about their ability.

Bandura (1997) speculates that people with high-perceived self-efficacy tend to feel they have more control over their environment and, therefore, experience less uncertainty. Individuals are more likely to select tasks and activities in which they feel they have a chance to be successful. The higher the sense of self-efficacy, the greater the intrinsic motivation and effort people put toward their goals. They will pursue their course longer and with more diligence than will someone who is not self-efficacious. Research also clearly indicates that people

with a highly evolved sense of self-efficacy recover from failure and setbacks more quickly than those who do not.

Self-efficacy is bolstered when a student achieves something previously thought unattainable. Overcoming initial failure is a powerful incentive for further pursuits. We should provide students with numerous examples of ordinary people who have become extraordinary by repeatedly overcoming failure. We ought to model for them how to learn from missteps and how to stay true to their goals. We have to help students understand that their efforts and their choices make a tremendous difference in outcomes. “If nothing else, children should leave school with a sense that if they act, and act strategically, they can accomplish their goals” (Johnston, 2004, p. 29).

●●● SELF-EFFICACY AFFECTS

- The **choices** we make
- The **effort** we put forth (how hard we try)
- Our **perseverance** (how long we persist when we confront obstacles)
- Our **resilience** (how quickly we recover from failure or setbacks) ●

Bandura believes that verbal persuasion may temporarily convince people they should try or should avoid some tasks, but in the end, it is one’s direct or indirect “vicarious” experience that will most strongly influence one’s self-efficacy. He maintains that high degrees of self-efficacy are built over time and from many sources, but the most influential events that shape positive self-efficacy are mastery through purposeful effort. In later studies, Bandura demonstrates that people can learn from watching others they view as similar to themselves achieve their goals. Learning through vicarious experience, such as viewing role models, is not as strong as a personal mastery experience in helping create self-efficacy beliefs (i.e., “If she can do it, so can I.”), but it can influence attitudes.

Most parents/guardians and teachers yearn for students who are eager to learn new things. Some adults look hopefully toward the next advanced technical device or revolutionary

new product that will make children *want* to learn. They wring their hands in frustration over what they consider unmotivated learners.

Actually, the concept of the *unmotivated child* is an anomaly. Kids start out as interactive discoverers of the world and are naturally curious explorers. Everyone has a basic desire for recognition and productivity. We are hardwired to enjoy achievement and to overcome obstacles in our paths. Consider the toddler who has just figured out she can open a kitchen cabinet and explore the contents within. She is resolute in her pursuit of removing pots and pans. Even if a heavy saucepan lands on her leg or if she scrapes her arm trying to push too close to the edge of the cabinet, she will continue her mission. She is determined and persistent. She approaches her undertaking with a tireless zeal. Any interference with her purposeful task by an outsider (e.g., mom or dad) will be met with vigorous objection and vocal displeasure. The child is self-motivated and wants to learn about this unexplored territory. Once all the former neatly stored objects in the cabinet are displaced onto the kitchen floor, she is off to conquer new worlds.

Although getting a driver's license is no longer the universally anticipated rite of passage it once was, think about teenagers who still yearn to drive a car by themselves. With all the talk about apathetic teens who seemingly cannot read well, communicate coherently, or even remember important homework assignments, is it not amazing how most of them are able to pass written and physical driver's tests? These same supposed slackers usually show up on time for and are able to pass a rigorous written exam. If they fail it the first time, they voluntarily continue to take the test until they finally demonstrate enough mastery to move on to the performance assessment. For the next phase, they show up on time, use every cogent communication skill they can muster to talk with their examiner, and under extremely stressful conditions, manage to maneuver the vehicle with enough proficiency to pass the final part of their test. Who does not remember the thrill and the pride of receiving that first driver's license? Self-motivation is a powerful influencer.

TRY THIS

Figure 1.1



Let's be clear about what we are talking about when I use the term self-motivation. I want you to think of something you have accomplished in the last few years—something important to you, something you really wanted to do. It can be a goal, an accomplishment, something you wanted to learn, something you wanted to win, or just something you wanted to finish. When you first thought about it, you may not have been very sure about whether you would be successful, but something prompted you to try.

(Okay, I see you trying to continue reading here without doing this exercise. Don't do that. Seriously, this will mean more to you if you stop and do this little mental exercise.)

Now picture the steps you had to take to attain your goal—the big ones and the little ones. Maybe your friends and family were on your side saying things such as this:

"I know you can do it."

"I'm here to help."

(Continued)

(Continued)

"You've got what it takes."

"Don't give up."

Or maybe they weren't so supportive. Maybe you heard things such as this:

"You've got to be dreaming."

"Don't you think that goal is a little ambitious for someone like you?"

"You know you always have the great ideas, but you never follow through." (*You get the idea*).

The point is it really doesn't matter what *they* said or did. What matters is what *you* did to achieve your objective. You probably had to do some things you had never done before—take some risks, stretch your abilities, and work harder than you ever had before. And just as important, you had to give up some things—a safe zone, maybe some sleep, maybe some comforts. But in the process, you committed your heart and soul to the thing you wanted. You did whatever it took.

Do you remember how you felt the moment you realized it finally happened—when you had that one brief shining moment of realization that you *did* it? *You did it*. I wasn't there, but I'll bet you felt like putting your fists on your hips, sticking out your chest, and shouting a "TUH-Tuh-Tuh-DAH!" super-hero call. ●

TUH-Tuh-Tuh-DAH! for Kids

I'll bet you also felt like you could do more of the same thing you just did and were willing to try. Is there anything more gratifying for a child than to accomplish something that they were heretofore unable to attain? Think about the sheer joy for the child when they put their entire heart and soul into a directed effort. At first success evades them, but they continue to try new strategies, to patiently build a repertoire of skills

until they finally make it happen. Immediately, the child gleefully proclaims, “I did it! I *did* it!” Then they often ask, “Did you see that?” Finally, they announce, “I did it all by myself!” Generally, at that point, the child is ready and more than willing to proceed to the next level.

That moment holds one of the greatest feelings in the entire world. And I want that feeling for all our children today. I want kids to have more TUH-Tuh-Tuh-DAH! moments in their school days and at home. My belief is that those moments can provide a carryover effect that keeps them moving forward through the moments that aren’t so spectacular.

Unfortunately, in a world of enabled, entitled, overprotected offspring, we have robbed them of the very essence of what builds resilience, persistence, courage, patience, and joy. We rush in to make sure children feel good all the time. We don’t want to risk their egos getting bruised or their comfort zones getting violated. Moreover, our behavior sometimes implies that the only way to get kids to do anything taxing or conscientious is to force them to do it.

The Pond Project

Amy Chua (2011), Yale law professor, created quite a controversy a decade ago over her contention that her Chinese and other Eastern cultures do a much better job rearing children than do traditional Western parents. She contends that children never want to work hard on their own, so parents must force them to work hard now and learn to reap the rewards later. Although I agree with her view that there is an overreliance on self-esteem in the Western world, I disagree with her on the issue of whether children are intrinsically motivated. Behaviorists in general believe that the only way to get children to comply is to coerce them either overtly or covertly.

I don’t agree. I have seen countless children work hard on their own, with virtually no input from an adult. Each time I was pregnant, I was unaware of the gender of my unborn child. Sonograms had not yet reached their zenith in the rural area of Louisiana where I lived. I had two boys and was expecting a third baby. My 9-year-old and my 6-year-old decided that if the new arrival was not of male origin, they would be forced to abandon our family forever. They devised a plan and enlisted

their two best friends, also brothers, to pursue it. We lived on a 42-acre plot of wooded land etched by a tributary to a nearby river. The boys decided they would dig a pond in our backyard that would connect to the creek leading to the river. Their plan was to build a raft capable of sailing them to the river, and if a female child was born, they would sail away, never to be heard from again.

I laughed when I heard their preposterous idea, but I figured even if they dug up some of the yard, it wouldn't matter. With no provocation or assistance from any adults, these two nine-year-olds and their 6-year-old brothers began their labor of love. It was summer, so every day they were able to devote the full day to digging in the hard dirt. In Louisiana during the summer, the heat and the humidity are stifling, but the boys were undaunted. Filthy with grime and sweat, they paused only for food, refreshment, and other essential needs. They worked from sunrise to sunset every day for weeks. My oldest, usually the leader of the pack, devised a work schedule and a division of labor that would have delighted the Army Corps of Engineers. While two dug, two cut and stripped small saplings for the raft. They worked tirelessly. I began to worry when the hole reached proportions of about 100 square feet and a depth of three to four feet. But on they worked. I'm not sure how long this would have gone on, but eventually my third son was born, so the river project was moot, and the boys moved on to other endeavors. The hole they dug was so large that when it rained, it really did create a pond of sorts, and they enjoyed the use of it for years. My point is that I have seldom seen children work as hard at anything in my entire life. Of their own volition, with their ingenuity and without any adult meddling, these boys performed hour upon hour of backbreaking labor toward a goal they set for themselves. And they loved every minute of it. They were truly self-motivated. (TUH-Tuh-Tuh-DAH!)

I have watched children in skateboard areas try to master new techniques. They fall down. They get up and try again. They get scrapes and bruises and keep trying. They do the same moves over and over and over until they achieve their goal. They do not get bored, whine, or complain. They keep trying until they master the desired skill. TUH-Tuh-Tuh-DAH! They are truly self-motivated. Unlike Ms. Chua and other behaviorist advocates, I think children are naturally motivated to do many things.

Adults Need to Work in Tandem With Children's Motivation

I am not saying that children should be allowed to pursue only what interests them at the exact moment. Often, it is hard for them to see the big picture and understand the things they will need to attain mastery. They do not yet understand that some steps are really building blocks for future pursuits. I think part of the adult's job is to explain those things to children—to help them see relevance in their exploits. I still maintain that children are intrinsically motivated and, with the proper kind of feedback, they can learn all sorts of necessary skills and self-sustaining learning practices.

I don't think the objective of most adults is to act as policing agents who enforce our desires on our reluctant subordinates. We would much prefer that children make wise choices, and we would like to be able to support their pursuit of them. We would rather not force kids to do things against their wills. So how do we set about capitalizing on what is already there—children's natural enthusiasm for becoming independent learners? How do we provide every child with more *TUH-Tuh-Tuh-DAH* moments? We need to examine purposefully how adults can foster that very special kind of motivation in our children as well as in ourselves.

Edward Deci, codeveloper of *self-determination theory* and a researcher who has expertise in intrinsic motivation, is convinced that children seek the novel and are eager to learn until adults get in the way:

For young children, learning is a primary occupation; it is what they do naturally and with considerable intensity when they are not preoccupied with satisfying their hunger or dealing with their parents' demands. (Deci, 1995, p. 19)

One might ask, "If children are so naturally inquisitive, what happens to their drive and enthusiasm as they grow older?" One explanation is that as individuals interact with their environment, they internalize all kinds of feedback. Their attempts to problem solve meet with varying degrees of success and failure. As individuals evaluate themselves, they consider the responses of others in their lives, particularly those from

important adults. All of the input shapes the individual's self-identity. Many times, the perceived self is quite different from the actual self, but growing research indicates people act more in accord with their self-perception than with reality.

Figure 1.2



To foster self-efficacy, teachers and parents/guardians need to take notice of their learners. Like every generation before them, our kids want and need regular, focused, undivided adult attention. Of course, they need alone time and time with peers apart from adult supervision to figure out who they are in the world, but it is natural for young people to seek significant adults who will look them in the eye and really listen to them. In today's distracted world of personal devices and multitasking, many adults forget the importance of taking the time to watch, to listen, and to give constructive feedback to kids. Face-to-face interactions are fading in our screen-dominated world, and children suffer when the adults in their lives do not have centered conversations that offer opportunities for valuable interactions and feedback. (More on feedback in Chapter 7).

Entitlement or Empowerment?

Self-motivation comes from feeling empowered. It does not result from feeling entitled. We need to shift our focus from providing meaningless platitudes and praise in hopes of raising students' self-esteem to helping them understand the power they already have over making positive choices and exercising sustained efforts. We should worry less about entertaining kids and more about engaging them in meaningful tasks that encourage them to grow. To enable our young people to feel the confidence of self-efficacy, we have to help children see the relationship between their actions and the consequences. Next are some examples of how adults can begin this process.

Self-motivation comes from feeling empowered. It does not result from feeling entitled.



Sample Adult Statements

Entitling: “I don’t blame you for hating this online learning stuff. It’s crazy! You deserve to be in a real classroom with a real teacher. Somebody is going to have to do something about this virtual classroom stuff. This just isn’t right. How can they expect you to learn when you can’t even talk to your teacher when you need to? I don’t think legally they can hold you accountable for not doing work you don’t understand.”

Empowering: “Virtual learning is going to be a bit different, but I’ve seen you play games on your iPad like a pro, so I have every confidence you will figure this out. It may seem harder to learn this way, but everything is hard before gets easy, so let’s just take this one step at a time. If you

don't understand something, how could you get the information you need without waiting on the teacher? I'll bet you can come up with at least three ideas."

Entitling: "Why are you so nervous about this tournament? As your coach, I know you've got this! You've got a natural talent, and you're better than anyone else here. Everyone I've ever coached has placed at this event. You're a shoo-in. Relax!"

Empowering: "You are prepared, and you have done all the things needed to get you here today. You have demonstrated your athletic skills repeatedly in this game. You are likely to meet some fierce competition, but you've faced that before. Go out there and put your heart and your soul into it. Do your best and let the rest take care of itself."

Entitling: "Well, since you are about the right age for one, we're going to let you get a puppy. But don't expect us to feed it or take care of it. That is going to be your job. If you don't do what you are supposed to, that dog goes back to the shelter. Do you hear me? I mean it."

Empowering: "You have shown your father and me that you can be responsible to do important tasks without being prompted. We have watched you play with the neighbor's dog and noticed how gentle and kind you are with her. We have decided you are someone who would make a reliable pet owner. Let's talk about some things that will have to happen when you get your new puppy."

Entitling: "Wow, I see you set the curve again on this week's test. And you say you didn't even study? It was too easy? It must be nice to be a genius. You probably know more about this than I do. I guess you can skip our review session next time because

you obviously already know this material. Good for you!”

Empowering: “You made a perfect score on that test without even studying? So we really have no idea how far you could go if you had to try. Everybody deserves a chance to stretch and grow. Let’s talk about some ways we can make this content more challenging and more meaningful for you. It will be fun to see how deep you can go with it.”

Entitling: “I really don’t have the funds to buy you the new iPhone you’re begging for, but I don’t want you to be the only kid in class who doesn’t have one. I guess I’ll get it for you, but I want you to take good care of it and make it last, okay?”

Empowering: “I certainly understand your desire to want the latest iPhone. They look amazing. However, I don’t have enough money budgeted for that kind of a personal device. Here’s what I’ll do. I’ll give you the money I set back to buy you an earlier used model, and if you decide you want the more expensive new one, you can make up the difference with money you worked for.”

These illustrations should give you an idea of how to help children not take things for granted. The onus for success must be put back where it belongs—within the control of the learner. With students, we need to do a better job of connecting outcomes to effort. Chapters 4, 5, and 6 elaborate further on that concept. Meanwhile, QR Code 1.2 leads you to a short video with tips for parents about how to limit an entitlement mentality.



QR Code 1.2 Parenting Tips: 10 Ways to Stop Entitlement Parenting

<https://www.youtube.com/watch?v=Jn3vxL7zrkk>

●●● REFLECTION QUESTIONS FOR CHAPTER 1—SELF-MOTIVATION

1. Do you believe students today are less motivated than students in the past? Explain why or why not.
2. Occasionally, a student will appear to work much harder for Teacher A than for Teacher B. What are some reasons the student might be more self-motivated for Teacher A than for Teacher B?
3. Describe an example in your life when you attempted to bolster another person's self-esteem, and it failed to work. Why do you think you were unsuccessful? Looking back, is there anything you would do differently? Why or why not?
4. Describe in detail one of your TUH-Tuh-Tuh-DAH! moments. Talk about what you did, how you did it, and how you felt as you were moving toward your goal. What kept you moving forward? How did you feel when you achieved what you had set out to do?
5. List several entitlement statements you have made or have heard others make. Rephrase them to become empowering statements.
6. What does Bandura mean by *vicarious self-efficacy*? Describe an example of self-efficacy that can be attained in this manner.
7. List some typical ways adults intentionally or unintentionally undermine children's self-efficacy.
8. How are you empowering your learner(s)? Are you helping them focus on their efforts and their choices? Are you more focused on compliance or on autonomy? ●