



"Lighting A Fire In Kids" explores three "truths" about teaching and learning: intrinsic motivation, curiosity, and connections. As Chris states "We can't force our students to learn. As educators it is our job to create the conditions for growth. The seeds of potential lie within each person. Cultivating an environment of possibility will ensure that students and teachers not only succeed but also find their passion."

Chris Gleason (gleasoncmp@gmail.com)
 71st Midwest Clinic
 December 20, 2017 10:30 AM - 11:30 AM
 Meeting Room W181

"Education is not the filling of a pail, but the lighting of a fire." -William Butler Yeats

Lighting A Fire In Kids: The Three Truths

1. Intrinsic Motivation

- a. *Drive* – Daniel Pink
 - i. Motivation 1.0 – Hunger & Thirst (survival)
 - ii. Motivation 2.0 – Rewards and Punishments (carrots and sticks)
 - iii. Motivation 3.0 – Intrinsic Motivation
- b. Avoid Carrots and Sticks!
 - i. Seven Reasons Why They Don't Work:
 1. Extinguishes Intrinsic Motivation
 2. Diminishes Performance
 3. Crushes Creativity
 4. Crowds Out Good Behavior
 5. Encourages Unethical Behavior
 6. Creates Addictions
 7. Fosters Short-Term Thinking
 - ii. "I call these if-then rewards. If you do this then you will get that. It only gets you one thing, temporary compliance, but at a very high cost." -Alfie Kohn
 - iii. "People use rewards expecting to gain the benefit of increasing another person's motivation and behavior, but in so doing, they often incur the unintentional and hidden cost of undermining that person's intrinsic motivation toward the activity."- Daniel Pink



- iv. "...shiny trophies can provide a delicious jolt of pleasure at first, but the feeling soon dissipates—and to keep it alive, the recipient requires even larger and more frequent doses." "If we watch how people's brains respond, promising them monetary reward and giving them cocaine, nicotine, or amphetamines look disturbingly similar." -Daniel Pink
- c. How To Increase Intrinsic Motivation?
 - i. Autonomy - Autonomy means to allow students to have a say in what they do, when they do it and how they do it.
 - ii. Mastery- Mastery means becoming better at something that matters.
 - iii. Purpose - Purpose means finding a cause greater and more enduring than themselves.
 - 1. "When the deepest part of you becomes engaged in what you are doing, when your activities and actions become gratifying and purposeful, when what you do serves both yourself and others, when you do not tire within, but seek the sweetest satisfaction of your life and your work, you are doing what you were meant to be doing. The personality that is engaged in the work of its soul is buoyant. It is not burdened with negativity. It does not fear. It experiences purposefulness and meaning. It delights in its work and in others. It is fulfilled and fulfilling." - Gary Zukav

2. Curiosity

- a. Create the conditions for growth
 - i. "Farmers and gardeners know you cannot make a plant grow....The plant grows itself. What you do is provide the conditions for growth. And great farmers know what the conditions are and bad ones don't. Great teachers know what the conditions for growth are and bad ones don't." - Sir Ken Robinson
 - ii. "Culture eats strategy for breakfast" - former US Secretary of Education, John King Jr
 - iii. "I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess tremendous power to make a student's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a student humanized or de-humanized." - Ginott
 - iv. "If you can light the spark of curiosity in a child, they will learn without any further assistance, very often. Children are natural learners. It's a real achievement to put that particular ability out, or to stifle it. Curiosity is the engine of achievement." – Sir Ken Robinson
 - v. Albert Einstein. "It is a miracle that curiosity survives formal education."
 - vi. "If I had influence with the good fairy who is supposed to preside over the christening of all children, I should ask that her gift to each child in the world be a sense of wonder so indestructible that it would last throughout life as an unfailing antidote against the boredom and disenchantment of later life, the sterile preoccupation with things that are artificial, the alienation from the sources of our strength." - *The Sense of Wonder* by Rachel Carson
- b. How to Kill Curiosity?
 - i. Dictate all learning and eliminate student choice.
 - ii. Focus on the answers not the process.
 - iii. Don't mistake play and experimentation as real learning.
 - iv. Keep an orderly classroom.
 - v. Present yourself as the omniscient expert.



3. Connections

- a. Going Beyond The Notes – Comprehensive Musicianship through Performance
 - i. CMP is a planning process, which helps teachers explore the elements of meaningful music performance skills, knowledge, and affect, and integrates those elements into student-centered teaching plans. The instructional process helps music teachers clarify their priorities without losing the essence of their own approach. For more information at <http://wmeamusic.org/cmp/>
 - ii. “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” -Maya Angelou
 - iii. “A teacher affects eternity; one can never tell where their influence stops.” – Henry Adams
 - iv. Students don’t care how much you know until they know you care. John C. Maxwell
 - v. Expert teachers are great listeners and noticers. Kids do more talking than teachers. – Alfie Kohn
- b. How to kill a caring community?
 - i. Competition
 - ii. Contest
 - iii. Grading on a curve
- c. Keys to Connections:
 - i. Study them... you teach children....not your subject. Teach through your subject!
 - ii. The way you look at your student’s tells them everything
 - iii. See the potential in them...don’t see the faults. “Every block of stone has a statue inside it and it is the task of the sculptor to discover it.” Michelangelo
 - iv. If it comes between being right or kind...be kind. You can always go back to be right, but not kind.” – Dr. Wayne Dyer

Great Related Books:

- *Drive : The Surprising Truth about What Motivates Us* by Daniel H. Pink
- *Start with Why: How Great Leaders Inspire Everyone to Take Action* by Simon Sinek
- *Out Of Our Minds: Learning To Be Creative* - Ken Robinson
- *Creative Schools: The Grassroots Revolution That's Transforming Education* – Ken Robinson
- *Unconditional Parenting: Moving from Rewards and Punishments to Love and Reason* – Alfie Kohn
- *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes* – Alfie Kohn
- *The Talent Code: Unlocking the Secret of Skill in Sports, Art, Music, Math, and Just About Anything* – Daniel Coyle
- *Shaping Sound Musicians* (Comprehensive Musicianship Through Performance) – Patricia O'Toole

Links:

Chris Gleason Website: <http://www.chrispleason.com/>
Wisconsin CMP Committee: <http://wmeamusic.org/cmp/>
Illinois CMP Committee: <http://illinoiscmp.weebly.com/>



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Chris Gleason is an instrumental music educator at Patrick Marsh Middle School in Sun Prairie, Wisconsin. He is the 2017 Wisconsin Teacher of the Year, 2017 semi-finalist for the GRAMMY Music Educator Award and the first Wisconsin teacher to be named a finalist for National Teacher of the Year in 50 years. Chris earned his BME at UW-Eau Claire in 1997 and his Masters Degree from UW-LaCrosse in 2002. He has taught band in the East Troy School District and the LaCrosse School District. Mr. Gleason's bands have performed at the Milwaukee Art Museum, Wisconsin State Capitol Rotunda, the "New Wisconsin Promise Conference", and the 2006 and 2009 Wisconsin State Music Conferences. The Patrick Marsh Middle School Band has commissioned composers such as Samuel R. Hazo (Blue and Green Music -2009), Brian Balmages (Sun Cycles – 2012), Michael Sweeney (Particles - 2013), Erik Morales (One Giant Leap - 2014), John Mackey (Lightning Field – 2015), Alex Shapiro (Rock Music- 2016), Brian Balmages (Twittering Machine – 2017), Andrew Boysen Jr (TBA – 2018). In 1992 Mr. Gleason was selected as the Wisconsin Governor's Scholar to Interlochen Arts Camp in Interlochen, Michigan. Mr. Gleason has performed professionally at Disneyland, Valleyfair, and the Mall of America. He has been guest conductor of numerous camps and festivals including the Tarleton Invitational Band Festival (Texas), National Band Association –Wisconsin Chapter Junior High All-State Band, Tri-State Honors Band, UW-Milwaukee Honors Band, UW-Whitewater Band Camp and numerous regional honor bands across Wisconsin and Illinois. He is the past-chair of the Wisconsin Comprehensive Musicianship through Performance (CMP) Committee, the Wisconsin State Middle Level Honors Band and the Wisconsin State Middle Level Honors Project. He has taught CMP Workshops at VanderCook College of Music, the Los Angeles Unified School District in California, The NAFME National In-Service Conference, numerous school districts in the Midwest, and recently in Hong Kong. He has presented clinics at the Midwest Band and Orchestra Clinic as well as the Minnesota, Indiana, Illinois, Iowa, and Wisconsin State Music Conventions. Mr. Gleason is the recent recipient of the UW-La Crosse Distinguished Alumni Award (2017), Melvin F. Pontious Sparks in Music Education Award (2016), Michael G. George Distinguished Service Award (2016) and the Vi Miller Award for Excellence (2013) by Dane Arts and had a feature interview in the March 2015 Instrumentalist Magazine. Mr. Gleason is the founder and organizer of the Band Festival at the Kalahari in Wisconsin Dells that has to date inspired more than 24,000 young musicians. Mr. Gleason is a member of NBA, WMEA, and NAFME.

