 WEEK THREE

This week you will:

1.      Identify both intrinsic and extrinsic motivators for young children.

2.      Analyze how the mesosystem can influence a child's control abilities.

3.      Examine the relationship between socialization and moral development in children.

4.      Evaluate the relationship between culture and educational outcomes for children.

Motivations can be divided into two types, intrinsic and extrinsic.  Intrinsic motivation is usually the most enduring and stabile.  If you find what internally motivates a child to behave in a certain way, you can have a lasting impact.  Extrinsic motivation is dependent on external rewards.  Those can include money, food, or even praise.  External rewards can change based on a child’s environment.  For example, one day a child may be with someone who values effort at school.  So the child values effort at school.  But on another day, that same child may be with someone who does not see school as “cool”.  On that day, the child avoids or rebels at school, so s/he will please others.  Basing one’s behavior on the views of others is not a healthy approach to life.  It will not lead to long lasting happiness or satisfaction.  It will also prevent the child from fully developing a sense of self-identity that is independent of what others think.    
  
 http://creatingcurriculum.wordpress.com/2012/06/17/motivations-of-gifted-children-what-can-you-do/  
  
Internal motivation on the other hand, is with a child no matter where s/he goes or who s/he is with at a particular time.  In being intrinsically motivated, a child learns who s/he is, what s/he believes, and what s/he wants to do with his/her life.  A parent or teacher can facilitate intrinsic development, or may hinder it.  Strategies to help a child develop  a strong sense of identify may include asking questions.  For example, a parent might ask “What would you like to do?’  “What do you think about this?”  This kind of questioning also helps a parent or teacher learn more about a child so that intrinsic rewards can be provided as incentive.   
  
  Often, parents and teachers actually interfere with healthy child development by taking a task that may naturally occur because of intrinsic motivation, and shifting it to a task that is now completed to meet extrinsic rewards.  Children naturally like to learn.  If they learn because it makes them feel good about themselves, they will see it as fun and feel motivated to continue.  If, on the other hand, a parent or teacher begins to pay a child to do schoolwork it is likely the child will shift intrinsic feeling of self-satisfaction to a need to please others.  It is tragic to see tendencies for natural intrinsic rewards be sabotaged. 

[www.empoweringparents.com](http://www.empoweringparents.com/Learned-Helplessness-Are-You-Doing-Too-Much-for-Your-Child.php)

Discussion One this week will provide you an opportunity to share how you might motivate a student.   Learned Helplessness is the perspective of the “victim” in which one believes s/he has little to no control over one’s life.  It can result from repeated attempts that end in failure or a perception the results have been a failure.  Learning to redefine problems, problem solve, and identify potential solutions is critical to feelings of control.  Parents, teachers, and others in a child’s microsystems can prevent and remediate feelings of helpless by coaching children to see the successes that result from their behaviors.

[www.turned-offchild.com](http://www.turned-offchild.com/Reviews.html)

Helping a child to understand the differences between various kinds of lies can be challenging.  Definitions of the types of lies can vary greatly from person to person, and from situation to situation.  Parents and teachers may not always agree in terms of when is it OK for a child to lie.  This week’s Discussion Two will provide you with an opportunity to consider when a “white lie” may or may not be appropriate. 

[barnabyisright.com](http://barnabyisright.com/2012/03/04/gillard-teaches-lying-to-9-year-olds/)

We live in a complex and diverse society, with many opportunities to learn from others.  Parents and teachers have a responsibility to help children learn appropriate ways to interact with others who may seem quite different.  They also have an obligation to support all children in feeling good about their own and other’s cultural diversity.   

[users.manchester.edu](http://users.manchester.edu/FacStaff/MPLahman/Homepage/RidouttLTWebsite/Articles.htm)

This week you will have an opportunity to identify and share various strategies for teaching children with diverse backgrounds.  Understand that learning about others is lifelong commitment that will ultimately enrich your life as much as it will others.

The following resources may be helpful as you consider how to support cultural diversity.

Teachers: Where Teachers Come First

<http://www.scholastic.com/teachers/article/teaching-diversity-place-begin-0>

KidsHelpline

<http://www.kidshelp.com.au/grownups/news-research/hot-topics/cross-cultural-differences.php>

Helping Kids Connect Across Cultures

<http://www.kidsmatter.edu.au/sites/default/files/public/cultural-diversity-information-sheet.pdf>

The Parent’s Journal

<http://www.parentsjournal.com/node/461>