

# CHOICE BY DESIGN

Designing a Classroom Where  
Students Choose to Engage

workbook

*"Human beings are hardwired to resist control, but are drawn to choice."*

# Welcome!

**Welcome to Week 2 in the July Jumpstart summer workshop series.**

Transform your classroom with the power of strategic choice. Remember those electric moments when students owned their learning? That's what happens when you shift from directing to designing, giving students the illusion of control while you masterfully steer the ship. This workshop reveals how to:

- Structure "choose-your-path" lessons that feel student-driven but are teacher-guided
- Design intentional choices...whether exploring concepts or demonstrating mastery
- Create buy-in as students champion their ideas (orchestrated by you)

No chaos. Just engaged learners and purposeful outcomes. The secret?  
**You're not losing control...you're upgrading it.** Let's begin.



**SECTION 1: THE PROBLEM**

**SECTION 2: THE MINDSET SHIFT**

**SECTION 3: STUDENT CHOICE BASICS**

**SECTION 4: STRATEGIES IN ACTION**

**CLOSING: YOUR PLAN**

*The master teacher doesn't just deliver content. They stage the perfect conditions for students to claim ownership of their learning*

# SECTION 1: THE PROBLEM

"What if traditional lesson planning is obsolete in 5 years?"

**Quick Write:** What's one teaching habit you've held onto that might feel outdated?

Example: "I still rely on silent individual work for mastery."

**Generational Shift:** Fill in the blanks as you listen:  
 "Gen Alpha learns through \_\_\_\_\_, not isolation."  
 "They expect \_\_\_\_\_, not one-size-fits-all."

**Pause & Think:**

When have you seen students deeply engaged outside class?  
 What sparked it?

## SECTION 2: THE MINDSET SHIFT

"Students don't resist learning. They resist being controlled."

	List 1-2 ways tight control backfires (e.g., "Students disengage")		List 1-2 benefits of strategic choice (e.g., "Ownership of learning")
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**The 'lazy' student myth:**  
 "They're not lazy: they have a highly developed \_\_\_\_\_ for engagement."

## SECTION 3: STUDENT CHOICE BASICS

"Students don't resist learning. They resist being controlled."

**Myth Busting:**




✓ "Choice = Chaos" → Actually: \_\_\_\_\_

**Brainstorm one "illusion of choice" for your class:**

ie. "Do you want to write your analysis or debate it?"

**Research Snapshot:**

Circle the finding that surprises you most:

-  Choice increases homework completion.
-  Gamified practice boosts retention.
-  Flexible seating reduces disruptions.



Let's look at this as we currently "know"



3

*Definition*

*Characteristics*

# Student Choice

*Examples*

*Non-Examples*

NOTES

There will be moments to  
pause the video to fill out  
this page.



# Student Choice

4



The most

classroom tactic.

Implementing student choice will

Student choice leads to more motivation and learning (Patall, E. A., Cooper, H., & Wynn, S. R. (2010). The effectiveness and relative importance of choice in the classroom. *Journal of Educational Psychology*, 102(4), 896. )

Ivey G, Johnston PH. Engaged Reading as a Collaborative Transformative Practice. *Journal of Urban History*. 2015;47(3):394-420.

3-5 options is the sweet spot (Patall, E. A., Cooper, H., & Robinson, J. C. (2008). The effects of choice on intrinsic motivation and related outcomes: a meta-analysis of research findings. *Psychological bulletin*, 134(2), 270. )

Travis, Joëlyn Marie. "Student Choice and Student Engagement" (2017). *Dissertations*. <https://digitalcommons.lindenwood.edu/dissertations/221>

"Results revealed that when students received a \_\_\_\_\_ they reported higher intrinsic motivation to do homework, felt more competent regarding the homework, and performed better on the unit test compared with when they \_\_\_\_\_. ..the relationship between perceptions of receiving autonomy support from teachers and intrinsic motivation for schoolwork could be fully accounted for by students'

"Over a 4 year period, among other things, this shift consistently resulted, for the students, in \_\_\_\_\_ a \_\_\_\_\_ the \_\_\_\_\_ state test, and changes in \_\_\_\_\_

"Results indicated that providing choice enhanced \_\_\_\_\_

"It was determined there is a positive significant difference in the engagement level of students who have a choice in \_\_\_\_\_ compared to students who are \_\_\_\_\_. It was also determined there is a positive significant difference in the engagement level of students who were offered \_\_\_\_\_ compared to students who were seated in \_\_\_\_\_

NOTES



## SECTION 4: STRATEGIES IN ACTION

*"When we align our teaching methods with how these students actually learn, behavior issues naturally decrease, engagement dramatically increases, learning becomes deeper and more meaningful, and students take ownership of their education."*

**"THREE-SECOND HOOK"** **NOTES**

**"SCROLL & STOP"**

**NOTES**

**"CHOICE BOARD 2.0"** **NOTES**

There will be time to pause the video to fill out this page.

**Final Thought:**  
How might student choice shift your classroom energy?

**COMMIT TO ONE CHANGE:**  
ie. "I will try \_\_\_\_\_ (strategy) with \_\_\_\_\_ (topic/class)."

**POTENTIAL OBSTACLE:**  
ie. "Students might pick the easiest option."

**MY SOLUTION:**  
ie. "Limit choices to 2-3 rigorous options."



Scan here to learn more about The Classroom Reset