



AMLE

Affirming Student Academic Identity: Using Activators to Reframe Relationships

November 3, 2022

Agenda

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Introduction

What is “hover-free” teaching?

03

Strategies for Success

Activating learning for academic identity

02

Identity

Reframing for deeper relationships

04

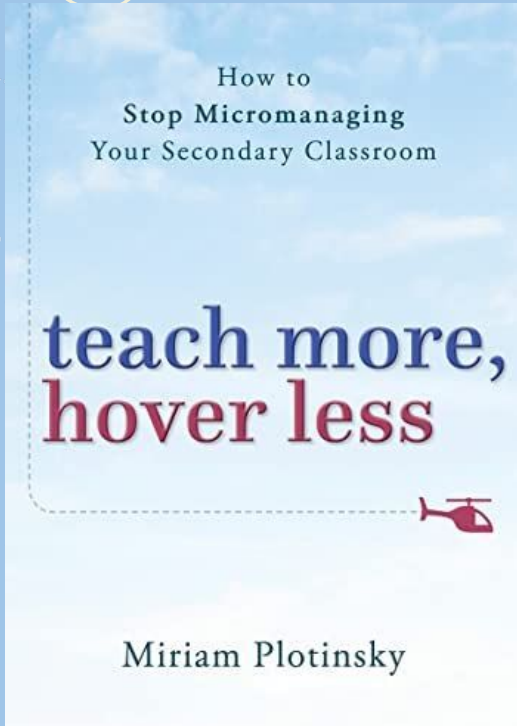
Takeaway

What works for your students?



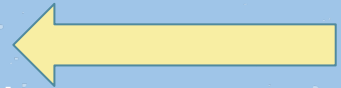
What is “hover-free” teaching?



Helicopter Teaching = Teacher-directed
“Hover-Free” = Student-centered



Four Stages of “Hover-Free” Teaching

1. Mindset Shifts
2. Reframing Relationships
3. Planning for Engagement
4. Choice-Based Instruction





“We can think about how some of our most tried-and-true activators both align with the content we teach and promote strong relationships.”



—Chapter 2



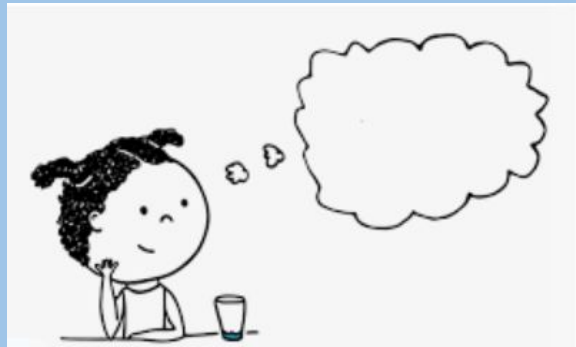
Academic Identity

The Power of Activators

Making the Distinction

What is the purpose of an activator?

How are activators different from warm-ups?



Our Working Definition

ACTIVATOR:

Any technique applied in instruction for the purpose of determining prior knowledge and applying what students know to new content.



**KEEP
CALM
AND
ACTIVATE PRIOR
KNOWLEDGE**

Three Activators



Choice #1
A Picture is
Worth...



Choice #2
Love/Love Not



Choice #3
One Thing

FIGURE 2.2 FLEXIBLE ACTIVATOR IDEAS

DETAILS DUMP

Before teaching new content, put students into teams. Each team is given broad-strokes information about what the new learning is, i.e., topic, possible themes, etc. In their teams, students must write down as many details or pieces of information about the content as they can collectively brainstorm within a specific timeframe. When finished, each group posts its results. The team that “wins” has the highest number of accurate details. After the activity ends, the teacher can use what students already know to inform and tailor instruction.

TWEET IT!

Using the Twitter 280-character limit, ask students to “tweet” a summarizer of the day’s lesson on a shared class document or board. These tweets can be discussed at the close of class or the opening of the following day’s learning, and the teacher can also use the tweets to check for understanding.

LOVE, LOVE NOT

Ask students to share one element of the day’s lesson they enjoyed or benefited from and one they felt was not as helpful. This quick feedback method allows for more targeted planning as units proceed and also helps us gain a deeper understanding of how our students prefer to learn.

A PICTURE IS WORTH...

Display an image that somehow connects to the learning goal. Ask students to brainstorm a question or comment about how the image might relate to the topic or content at hand. Students can share their contributions any number of ways, and their responses will help guide the teacher to next steps.

20 QUESTIONS

To modify the popular road-trip game, one student thinks of a course-related topic or idea while the class takes turns asking 20 questions to determine the answer. After a few rounds, students are usually in a more engaged mindset for active learning.

WHAT IF?

Ask students to brainstorm a “What if?” question about course content. In history, it might be a change in an event. In English, it might be about a literary plot. In math, it could be a different pathway to solving a problem. Once students share their questions, the class can work on answering the “what if” scenarios in a variety of ways, either in groups or individually.

ONE THING

Ask students to think about the “it” of the day’s lesson, or the one most important idea they will take away. Students can record this in any number of places. It is the teacher’s decision to share out in that moment, or to use the responses in an activator the following class period.

1. Pick one to explore.
2. Consider how to apply the activator in your practice in the coming week.
3. Record ideas on the provided capture sheet.

Zoom in: One Activator!

Choice #1: A Picture is Worth...

Display an image that somehow connects to the learning goal. Ask students to brainstorm a question or comment about how the image might relate to the topic or content at hand. Students can share their contributions any number of ways, and their responses will help guide the teacher to next steps.

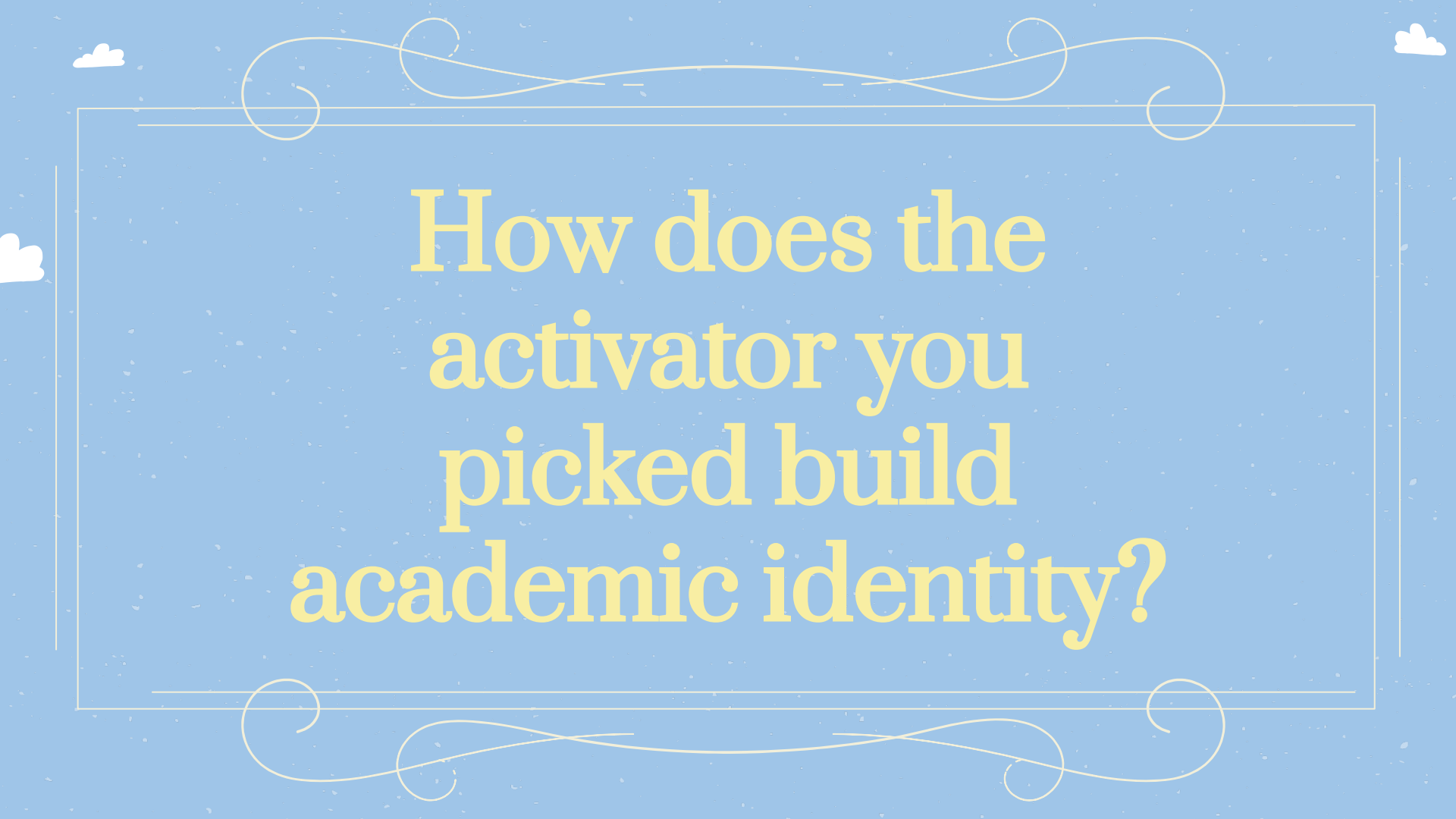
Choice #2: Love/Love Not

Ask students to share one element of the day's lesson they enjoyed or benefited from and one they felt was not as helpful. This quick feedback method allows for more targeted planning as units proceed and also helps us gain a deeper understanding of how our students prefer to learn.

Choice #3: One Thing

Ask students to think about the "it" of the day's lesson, or the one most important idea they will take away. Students can record this in any number of places. It is the teacher's decision to share out in that moment, or to use the responses in an activator the following class period.





How does the
activator you
picked build
academic identity?

Summarizer

Which activator will you use as soon as possible, and why?

Let's all pick just one idea to take away.





Thanks!

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