



ACTIVITY #7
INSTEAD OF THIS . . . TRY THIS . . . ACTIVITY

tools

INSTEAD OF . . .	TRY THIS . . .
Praising students for how "smart" they are . . .	Talk with students about how hard they worked, what strategies they used, what they overcame, how they struggled but persisted, and what they intend to do to build on their success.
Getting discouraged that some students don't seem to want to learn or care about their education or are afraid of being labeled negatively by their peers due to their success at school . . .	Identify which parts of their schooling experiences might cause some students to separate academic success from their identity and home culture.
Feeling frustrated that some students are not motivated enough or not engaging in school sufficiently . . .	Examine the contexts, experiences, and beliefs of those students to determine where they do express motivation and in which activities they are engaged.
Grouping students by their skill/performance levels . . .	Develop, scaffold, and monitor an assignment/project in which heterogeneously grouped students all have ways to contribute and help one another achieve.
Saying, "Pay attention" . . .	Say, "Think about how you're managing distractions right now and which strategies you might use to re-focus."
Grading based only on correct answers and requiring student to "show their work" . . .	Ask students to describe the strategies they used to arrive at their answer and then work with a partner to evaluate the correctness or accuracy of the answer they generated.
Asking individuals or groups "How's it going?" as a way of checking on their progress . . .	Ask individuals or groups to show you which portions of their work they are most confident about, and which might still require further inquiry and effort; then ask them what they plan to do to move forward.





tools

ACTIVITY #7
INSTEAD OF THIS . . . TRY THIS . . . WORKSHEET

INSTEAD OF . . .	TRY THIS . . .

