

Adaptability

Adaptability is the ability to change to fit changed circumstances.

Explore these strategies to intentionally support Adaptability as a Habit of Mind in your classroom.

Mindset Minute

Choose one of the mindset categories (skills and intelligence, challenges, effort, feedback, obstacles, or success of others) and have students consider it for one minute. Have them reflect in writing or through conversation about whether the category is something you are born with or whether it is something that can be developed and learned. Use the Fixed vs. Growth Mindset poster as a visual reminder for yourself or your students. Use the Mindset Quiz with your students to help them self-evaluate their own mindset and target specific areas to work on.



RAFT

Use the RAFT strategy to differentiate instruction and to promote creative thinking. Assign (or have students choose) a Role, an Audience, the Format, and the Topic. For example, you may have students present a Topic that is related to the investigation question, and students might choose to play the Role of a newscaster, present in the Format of a cartoon, and pretend their Audience is parents.



SCAMPER

Use the SCAMPER activity to differentiate instruction, promote creative thinking, and/or discover alternate design solutions. Once students have studied a concept or designed a solution, ask them to SCAMPER it. They can choose one letter of the acronym to revisit their learning. S=substitute, C=combine, A=adapt, M=modify, P=put to other use, E=eliminate, R=rearrange.



Four Corners

For questions that have multiple possible answers and/or perspectives, put four different answers to the question in the four corners of the room. Ask students to go to a corner, discuss the topic with the other students in the corner, and then support and defend their choice to the rest of the class.

White-Boarding

Use whiteboards to capture ideas and thoughts. The temporary nature of a white-board promotes risk-taking and collaboration. Students can develop models that show their understanding of a process or concept. They may use pictures, diagrams, and words to convey their meaning. Other strategies that are good for white-boarding include Gallery Walk, Board Meeting, Graffiti Wall, and Floor Display.

Lesson Skeleton

Come to class on certain days with an incomplete lesson plan. Share the rough agenda with the students and allow them to suggest the learning, activities, discussions, investigations, etc. for the additional time.

Mix-it-up!

Start students working with a partner on a multistep problem. Before starting the second step of the problem, have students “mix it up” by changing partners. Repeat for each new step to help students develop their ability to collaborate with various types of people.

Backward Day

Reverse the normal schedule for a day. Highlight the adaptations that have to be made.

Create Two

Begin an Engineering Design investigation. As a class, determine two or more solutions to the problem. Label plans A, B, C, etc. As students begin solving the problem, assist them in making the transition to a different solution when needed. Explain the importance of exploring a variety of potential solutions to any given problem.

Punt

Model for students that there are times you may need to stop something that is not working for the class and re-adapt it for later use. Say “punting this until.....” Then point out to students how it is brought back. Explain the importance of knowing when to abandon a plan or idea when it is not working.

Collaborative Brain Sketch

Conduct a collaborative brain sketch. Place students in small groups. Provide each student with a sheet of plain white paper and a pencil. Ask each team member to do a quick sketch about the topic being studied. After a designated time, have the students pass their sketches to the person on the right. This person may add to the sketch by drawing more, adding labels, or adding descriptions. After a designated time, rotate the drawings until each student has an opportunity to contribute to each drawing. Then, allow the groups time to share their finished drawings and share what they learned. Share these ideas to a class list.

First Word Acrostic

Students write the topic word (ex. Photosynthesis) on their paper. They use the letters of a word to incorporate their understandings about the topic. For example, for the “P” in photosynthesis, the student may write “Plants use the process of photosynthesis to make their own food.” Let them work in pairs and encourage creativity.