

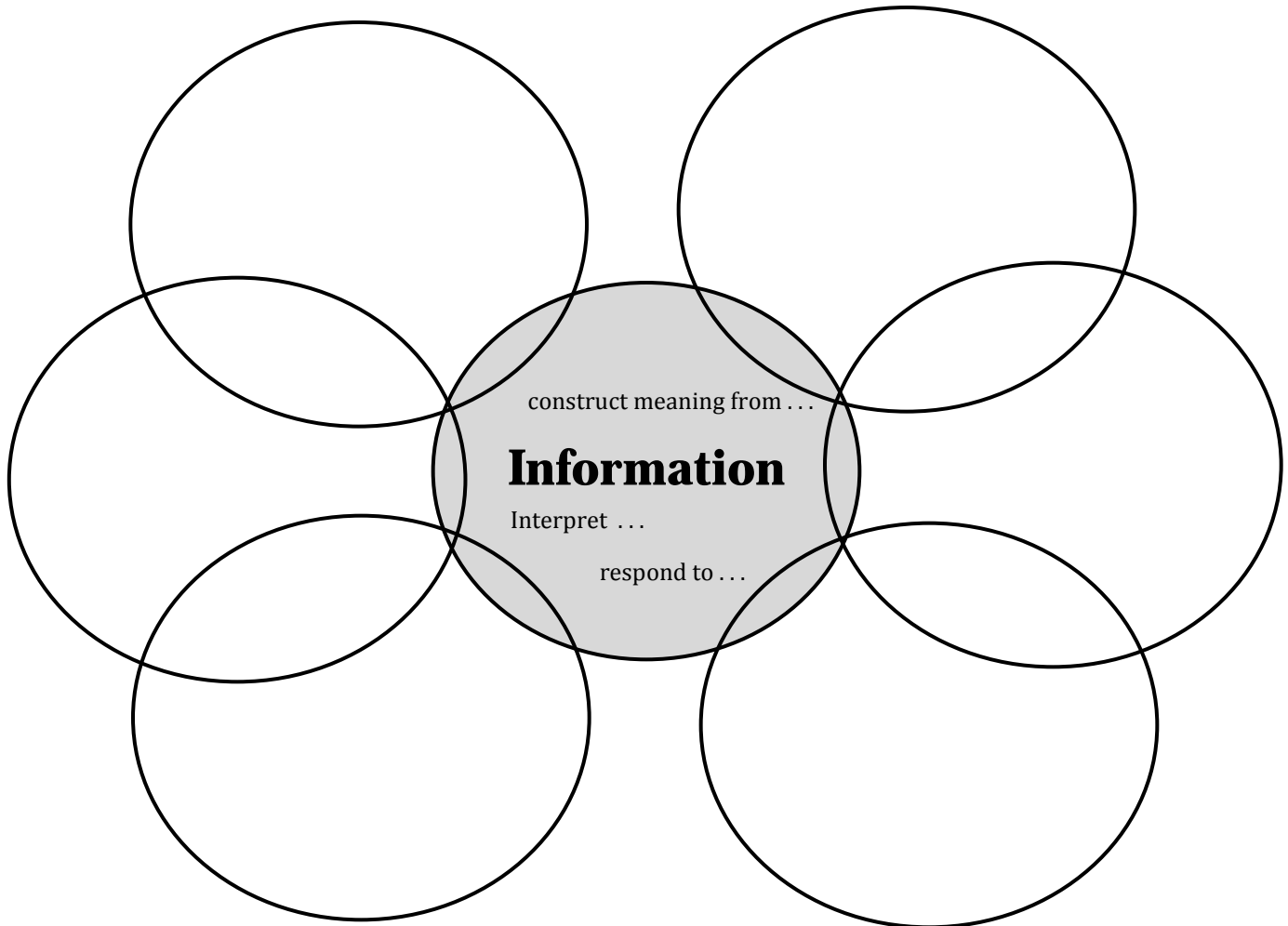
Preparing Learners for Persuasion

Directions: utilizing the [graphic organizer](#) below:

- On the left side, list the ways Ms. Park-Friend **activates prior knowledge** in order to help her students construct meaning, interpret, and/or respond to information.
- On the right side, list strategies **YOU** have used in **YOUR** classes to help students construct meaning, interpret, and/or respond to information.

Ms. Park-Friend's Strategies

Your Strategies



Something I learned from another participant: _____

Find Someone Who . . . (An Assets Reflection)

Directions: Please respond in writing to each of the three prompts below. When done, we'll share our thoughts with the group.

Personal Assets: Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, and family backgrounds, and so on, that a teacher can draw upon to support learning.

Cultural Assets: Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, world views, literature, art, and so on, that a teacher can draw upon to support learning.

Community Assets: Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.

Describe a **personal, cultural, or knowledge** asset you have that your fellow teachers may not know about:

Describe a **situation** in which that asset might be useful:

If your fellow teachers knew about that asset, describe how might it contribute to their **understanding** of who you are? The work you do with them?