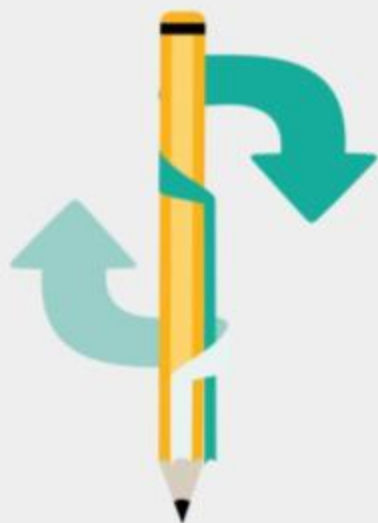




Change the Format

Preserve the Purpose



1. Identify the goal

What do students need to understand or communicate?

2. Adjust the format

Change the tool, materials, or structure—not the purpose.

3. Preserve communication

Keep students interpreting, interacting, and creating with language.

4. Check the impact

Did the new approach still support the original learning goal?

A successful pivot keeps learning and communication moving—with or without technology.

If technology fails or I need to pivot, I will...



Materials I will always keep ready:

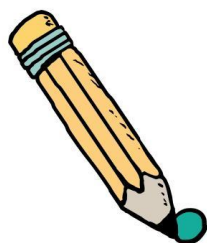


Three no-prep activities I can use tomorrow are:



One no-tech/low-tech activity I will implement next week:





Building your No-Tech/Low-Tech Pivot Toolkit

PIVOTS
ON THE
FLY

Interpretive Mode

- Read and rank
- Listen and sketch
- Picture sequencing

Interpersonal Mode

- Inner/Outer Circle or Zipper Chats
- This or That
- Would You Rather

Presentational Mode

- One-minute talks
- Gallery walks
- Quick writes
- Draw and describe



Interpretive Mode

Read and Rank

Students read short texts or statements, rank them using a criterion, and justify their choices with evidence.

Listen and Sketch

Students listen to a description or story and sketch what they understand, then compare and revise with a partner.

Picture Sequencing

Students put mixed-up images in order after reading or listening, then retell the sequence.

Interpersonal Mode

Zipper Chats

Students discuss a prompt with a partner for a short time, then rotate to repeat the conversation with someone new

This or That

Students choose between two options and explain their preference in the target language.

Would you Rather

Students choose between two hypothetical options and support their choice with a reason.

Presentational Mode

1 Min Talks

Students speak for one minute about a familiar prompt while a partner listens and asks a follow-up question

Gallery Walks

Students rotate among posted texts, visuals, or classmates' work and leave a brief response at each station

Quick Writes

Students write continuously for two to five minutes in response to a focused prompt.

Draw and Describe

Students draw in response to a prompt and describe their drawing orally or in writing.



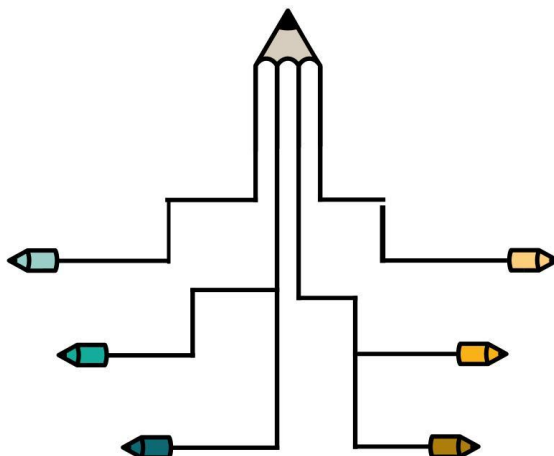
Building your No-Tech/Low-Tech Pivot Toolkit

PIVOTS TO
HAVE ON
HAND

CHAT MATS

MINI WHITEBOARDS

PICTURE TALK IMAGE
SETS



INFO GAP CARDS

DICE DISCUSSIONS

SENTENCE STEMS/
FUNCTIONAL CHUNKS



CHAT MATS

Create a reusable visual mat with unit vocabulary, useful phrases, and a few discussion questions. Students use the support to ask and answer questions in pairs, small groups, or rotating conversations

Give each partner different pieces of information that they must exchange to complete a task, chart, schedule, or puzzle. Because neither student has all the information, they must ask and answer meaningful questions to succeed.

INFO GAP CARDS

MINI WHITEBOARDS

Prompt students to write a word, answer, question, or short sentence, then have everyone reveal boards at once. This creates low-stakes participation while giving you an immediate formative-assessment snapshot

Prepare a set of prompts, vocabulary, or sentence stems labeled 1-6. Students roll a die and respond to the matching prompt, then continue the exchange with a partner or group.

DICE DISCUSSIONS

PICTURE TALK IMAGE
SETS

Keep a collection of engaging images or authentic visuals ready to display. Use them to prompt comprehension questions, descriptions, predictions, and personal connections in the target language

Provide reusable sentence starters and high-frequency phrases that match the language function students need, such as expressing an opinion, asking a question, agreeing, or adding detail.

SENTENCE STEMS/
FUNCTIONAL CHUNKS





LEVERAGING
AI FOR QUICK
PIVOTS

Info Gap Activity

- I teach [language] to [grade level/proficiency range] students
- Create a no-tech, printable interpersonal information-gap activity for the topic [unit/theme].
- The communicative goal is: "Students can [ask/answer/compare/describe/narrate] about [topic]."
- Create two different student handouts: Partner A and Partner B. Each partner must have information the other person needs so students must ask and answer questions in the target language to complete the task.



Turn a digital
activity into
backup
activities

- I teach [language] to [grade level/proficiency range] students
- My planned technology-based activity is: [describe the video, digital quiz, online reading, collaborative board, slideshow activity, etc.].
- The communicative goal is: "Students can [ask/answer/compare/describe/narrate] about [topic]."
- Create three quick, no-tech pivot options that preserve this goal:
 - A tool pivot: Replace the app or digital response method.
 - A materials pivot: Replace the digital source or resource with simple teacher-created or printable materials.
 - A structure pivot: Change the grouping, sequence, or interaction pattern so students communicate with one another.



Grab and Go

- I teach [language] to [grade level/proficiency range] students
- The communicative goal is: "Students can [ask/answer/compare/describe/narrate] about [topic]."
- Create 3-4 images of [topic] for a picture talk activity
- Come up with 5 "This or That" ideas
- Create a list of who, what where [etc] around [topic] for interpersonal interviews
- Create a "quick write" prompt around [topic]