# A person in a garment  Description automatically generated with low confidenceMoving Forward: Use these Tools in Your Classroom for **Affective Crossover**

## Affective crossover: revive your career as a stand-up comedian or performance artist

**Affective crossover** works! If students link a happy or positive emotion to your pitch for an assignment or your approach to an activity, they will learn more, and deal with negative emotions or un-learning better. ​

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**Strategies for affective crossover** include: being warm, confident, enthusiastic, active, energetic, supportive, being well-rested and finding what inspires you as a teacher about an assignment; using humor, arresting images or details or stories to imprint an emotion or spark students’ immediate interest.​

## Using affective crossover during a writing assignment in which students give negative information or a counter-argument could include

* **Presenting the idea with an arresting visual**, like a stop sign, the road runner painting a road mural on a sheer cliff face, Lucy Van Pelt’s boss-face, a crying baby, people hugging. Use something that startles, in a good way, and connects to the idea of saying “no” but contemplating the process or the results.​
* **Using an example or metaphor** that illustrates the process in a more complex way, like a famous debate, the Hamilton rap battles, a script where you the teacher return your Gap pants and students play the Gap employee, a Dickensian orphan, a key in a lock, a kind librarian, a traffic cop giving you a speeding ticket.​
* **Use a running gag** (like a poetic conceit) or cultural touchstone that this task fits into, like The Avengers, a meme, students’ first few years on the job, asking parents for money.​
* **Self-disclose**: illustrate a time you-the-teacher valuated reasons to say no and epically failed or succeeded or wrestled with your choices in a way that stirs empathy or identification.​
* Smile, sing, make funny slides when you present an assignment**. Be proud as a peacock!**