DRAFT FOR REVIEW

Foundation. Spark. Roar.

Create the conditions for a Yeehaw Moment

Inspired by Alyssa Faubion's framework: time and clarity for teachers, creative momentum for students, and meaningful opportunities to be heard. Learn with Faubs at farmerfaubs.com. The implementation suggestions below are a Champions of Learning adaptation.

The Foundation | AI for the Teacher

Build time and clarity. Use AI as a thought partner to design stronger lessons, reduce repetitive planning and personalize pathways. Bring one learning goal and a reliable source. Ask AI to question your plan, propose alternatives and draft supports; select, revise and verify the useful parts. **Try:** Co-plan one lesson with a colleague and an approved AI tool. **Keep:** A teacher-reviewed plan with a clear goal, access supports and purposeful student choices.

The Spark | AI & Creativity for the Student

Turn curiosity into momentum. Students bring their questions and ideas before using AI to explore possibilities or move past a blank page. Model how to ask for questions, feedback or starting points, then have learners decide what to keep, change or reject. **Try:** Create an explanation of [concept] for [audience], using a format the learner chooses. **Keep:** An original draft and a short account of the student's decisions, revisions and AI assistance.

The Roar | Student Voice & Choice

Make room for ideas to reach people. Offer accessible ways to communicate: an illustrated book, captioned video, audio with transcript, model or live demonstration. Students choose how to share and prepare for audience questions. **Try:** Share with a partner class, family group or community collaborator beyond the classroom, through an approved channel. **Keep:** Audience feedback and one purposeful revision. Confirm consent and accessibility before sharing.

Plan for your learners, then look for the learning

Goal: Explain a curriculum concept accurately, make creative decisions and communicate to a real audience. **Suggested:** Grades 4-12, any subject. **Estimates:** 20-30 minutes teacher planning; two 40-minute lessons plus audience feedback. No added cost with existing tools; subscriptions vary. **Prepare:** Verified sources, approved AI access, creation materials and an audience arrangement.

Use age-appropriate, school-approved access; never enter identifiable student information. Where direct student AI use is unavailable, teacher-mediated examples support comparison and revision. Offer paper, oral, multilingual and assistive-technology routes, captions, transcripts and high contrast. Assess accuracy, original decisions, revisions and audience understanding. Reflect with a colleague: what did AI help, and where did students' own thinking lead?

Put the framework to work

Three copy-ready prompts for educators. Replace bracketed fields; review all output before use. Student-facing use requires appropriate access and teacher guidance.

1 The Foundation | Think with AI

Act as my planning thought partner for [grade/subject]. Our goal is [goal], our learners need [anonymous access/language needs], and our verified source is [source]. Ask three useful questions about my plan: [plan]. Then suggest a stronger sequence, two personalized supports and one meaningful student choice. Draft only the reusable materials I need. Flag factual gaps; do not invent sources. Keep the teacher responsible for decisions.

Educator check: Check source accuracy, alignment, accessibility and whether the plan saves useful time.

2 The Spark | Support the creator

Help me prepare an AI-supported creative task about [concept] for [learners] and [audience]. Students begin with their own idea. Provide a blank-page starting scaffold and a model dialogue in which AI asks questions or offers options without completing the work. Include checkpoints for students to explain what they accepted, rejected and revised, verify claims and disclose assistance. Add a teacher-mediated route where student accounts are unavailable.

Educator check: Preserve the thinking challenge and student authorship; check age and access rules.

3 The Roar | Listen, reflect, improve

Our learners shared [creation formats] with [real audience] to communicate [goal]. Here are anonymous patterns from their work and audience feedback: [patterns]. Help us reflect on accuracy, student choice, accessibility and audience understanding. Distinguish observations from assumptions; suggest two revisions and one next sharing opportunity. Identify captions, transcripts or alternative formats needed. Do not infer traits or claim causal learning gains.

Educator check: Judge suggestions against actual work; verify consent, audience suitability and access.

Credits and evidence

Alyssa Faubion, The Yeehaw Moment Framework, undated; accessed October 29, 2026. Framework names and purposes are credited to Faubion. Tasks, timings and prompts are editorial adaptations for review, not her prescribed workshop. This guide is not a research evaluation and makes no measured-outcome claims.