



A self sufficient individual. Photo by Rick McComb.

Goal 3: Become Self-Sufficient

Academic Expectation

3.1 Students demonstrate positive growth in *self-concept* through appropriate tasks or projects.

Learning Links: Resume / Community Service / Journal / Goal Setting / Support Groups / Counseling / Self Portrait / Mentor / Hobbies / Portfolio / Continuing Education



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Attempt new tasks or challenges with confidence.
 - Express ideas, opinions, and feelings in appropriate ways.
 - Accept recommendations for self-improvement.
 - Identify personal strengths.
 - Complete short-term tasks with personal satisfaction.
- Complete long-term tasks with personal satisfaction.
 - Express ideas, opinions, and feelings in appropriate ways.
 - Use recommendations for self-improvement.
 - Analyze personal strengths needed to accomplish a task.
 - Approach new tasks/challenges voluntarily.
- Complete complex long-term tasks with personal satisfaction.
 - Develop strategies for self-improvement.
 - Analyze and demonstrate personal strengths to accomplish goals.
 - Express ideas, opinions, and feelings in appropriate ways.
 - Initiate new tasks/challenges with confidence.

Sample Teaching/Assessment Strategies: _____

Collaborative Process: Cooperative Learning, Peer Tutoring, Reciprocal Teaching • **Community-Based Instruction:** Field Studies, Mentoring/Apprenticeship/Co-op, Networking, Service Learning, Shadowing • **Continuous Progress Assessment:** Portfolio Development, Self-assessment, Performance Events/Exhibitions • **Problem Solving:** Debate • **Technology/Tools:** Interactive Video, Telecommunications • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Enlist members of the community to become mentors to students.
- Contact state and local agencies for recommendations about service learning opportunities (e.g., Big Brothers-Big Sisters, local churches, local service clubs, Administrative Office of the Courts, scouting programs, Cabinet for Human Resources, local health department).
- Invite community people (e.g., hairdressers, cosmetic consultants, clothing store representatives) to conduct a self-image fair and consult with students.

Core Concept: Positive Self-Concept

Sample Elementary Activities



- Research famous people to determine the characteristics you admire and would like to develop. Prepare a group chart of characteristics most admired. Record times when you display those characteristics. PE, OE, P
- Illustrate different responses to peer pressure, using art, music, drama. PE
- Brainstorm a list of positive characteristics. Individually, identify those that describe yourself. P
- Draw a picture of what you would like to be when you are an adult. PE
- Represent your positive characteristics in a collage. PE

Sample Middle School Activities



- Compare the costs of various athletic shoes and determine why some cost more than others. Display your comparison in a graph on a database. Develop several theories as to why people are willing to pay more for some brands. OE, P
- Design and complete a service project entitled “Caring Enough to Give.” PE, OE, P
- Make a pie chart to represent your positive and negative characteristics. Develop a plan for self-improvement. P
- Develop a list of positive and negative study habits. Set goals for self-improvement and record progress. OE, P
- Record the statements overheard for 24 hours which “kill” positive self-concept. Rewrite these “killer” statements so they become positive. P

Sample High School Activities



- Research urban and rural areas in at least three states to determine the spending patterns of teens. Establish a database to display findings and discuss how purchases reflect self-concepts. OE, P
- Research persons who have overcome obstacles in their lives. Identify characteristics which have enabled them to overcome these obstacles and draw parallels to your own life. Set goals for self improvement. Record progress in portfolio. OE, P
- Research historical figures (e.g., Henry David Thoreau, M. Ghandi, Martin Luther King, Charles Darwin, Isadora Duncan, Cora Wilson Stewart, Sojourner Truth, St. Francis of Assisi, Harriet Tubman) investigating why they devoted their lives to their beliefs. Demonstrate your findings in a unique way. P
- Select one person in your life and record in a journal interactions for one week. Analyze how your ideas, opinions, and feelings were expressed and received. P

Reflections



To succeed in our complex society, students need to be self-sufficient individuals who possess a positive self-concept. They must see themselves as problem solvers and decision-makers.

As students recognize their own strengths and weaknesses and develop confidence in their abilities to meet challenges, they will exercise initiative and perseverance to complete a wide variety of tasks.

When students are challenged with learning situations that engage all the intelligences and which promote productive problem-solving, they develop their talents and learn to rely on their abilities.

In addition, students with a positive self-concept become self-reliant citizens who can take care of themselves and their families and contribute to the greater community, thus strengthening society as a whole.

Source: de Bono—Teaching Thinking

Goal 3: Become Self-Sufficient

Academic Expectation

3.2: Students demonstrate the ability to maintain a *healthy lifestyle*.

Learning Links: Immunization / Health-Care Reform / Day Care Services / Nutrition / Sex Education / Exercise / Stress Management / Leisure Activities / Addictions/Compulsions / Drug Education / Physical Exams / Genetics



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Use elements of a healthy lifestyle to achieve/maintain physical and mental well-being.
- Analyze situations that support or limit a healthy lifestyle.
- Identify resources that support a healthy lifestyle.
- Recognize elements of a healthy lifestyle.
- Design a physical fitness program to meet personal needs and interests.
- Analyze and use leisure activities to maintain a healthy lifestyle.
- Implement nutritional practices related to wellness and fitness.
- Apply strategies which promote mental well-being.
- Investigate factors which affect the development of physical and mental well-being.
- Develop, implement, and critique an on-going personal program for physical and mental well-being.
- Engage in a physical fitness program and apply nutritional principles to maintain wellness.
- Evaluate the effect of environmental factors on a healthy lifestyle.
- Appraise the effects of addictions and compulsions on mental and physical wellness.

Sample Teaching/Assessment Strategies:

Collaborative Process: Cooperative Learning • **Community-Based Instruction:** Field Studies, Mentoring/Apprenticeship/Co-op, Networking, Service Learning, Shadowing • **Continuous Progress Assessment:** Self-assessment, Portfolio Development • **Problem Solving:** Case Studies, Inquiry, Interviews, Oral History, Role-play • **Whole Language Approach • Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources:

- Invite a nutritionist or health care professional to discuss the relationship between diet and good health.
- Invite the county extension agent or home economist to show ways to prepare low-fat meals.
- Visit a local fitness center and design a personal exercise program.
- Invite a health care professional to talk about stress-related health issues and stress management.

Core Concept: Healthy Lifestyle

Sample Elementary Activities



- Record personal diet for one week. Classify your intake servings in basic food groups. Analyze diet and report the results. Prepare a class chart which shows the intake of food groups. PE, OE, P
- Participate in activities that help you relax (e.g. walking, playing with a pet, listening to music). Record your feelings. P
- Conduct a survey about lifestyle habits and record healthy and unhealthy habits. Create a database of characteristics of healthy lifestyles. P
- Interview health care professionals and collect information related to a healthy lifestyle. Design a pamphlet to represent your findings. PE
- Make a collage of leisure time activities. PE
- Interview an active elderly person about personal lifestyle and health maintenance. Design a fitness program for that person. PE, OE

Sample Middle School Activities



- Describe situations that cause stress in your life. Investigate common methods of coping with stress and tension. Develop a personal plan for improved stress management. OE, P
- Create cartoons to promote sound nutritional practices and publish them in the school paper. PE, P
- Choose four different physical exercises and perform them to music. PE
- Interview high school athletes about personal training programs. Compare with the exercise of non-athletes and analyze the differences. OE
- Investigate community sponsored activities for your age level. Prepare a presentation for the city council for revisions or new programs. PE

Sample High School Activities



- Use photography to illustrate environmental factors that affect physical and mental well-being. PE, P
- Survey students to determine their level of involvement in physical activities and publish the results in the school newspaper. Use technology to input, organize, and report the information in a format with diagnostic/prescriptive implications for a healthy lifestyle. PE, P
- Host a Community Health Fair. PE
- Identify stressful situations in the school environment. Propose stress reduction strategies to the school council. PE
- Create a dramatic scene to portray the effects of drugs on physical and mental wellness. PE, OE, P

Reflections



Paralleling the value of a positive self-concept is the need for a healthy lifestyle. When students develop a lifestyle that embraces good nutrition and a routine that includes both physical exercise and time for personal reflection, they begin habits which can be more easily carried into their adult lives.

There is a strong link between a healthy lifestyle and the ability of a student to behave in self-sufficient ways. Active engagement in a physical fitness program and the commitment to good nutritional habits enhance feelings of self-control and positive self-image.

Goal 3: Become Self-Sufficient

Academic Expectation

3.3: Students demonstrate the ability to be *adaptable and flexible* through appropriate tasks or projects.

Learning Links: Planning / Conflict Resolution / Life Changes / Evolution / Risks / Compromise / Tolerance / Chaos / Democracy / Conservation / Forecasting / Retraining

Elementary Demonstrators		Middle School Demonstrators		High School Demonstrators	
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

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|--|--|---|
| <ul style="list-style-type: none">• Use appropriate behavior in response to environmental, social, and personal change situations.• Adapt to a wide variety of people/situations in school and community.• Plan alternative responses to various situations.• Analyze the effects of change on personal life.• Identify changes in daily life. | <ul style="list-style-type: none">• Manage emotional, physical, and social changes as part of personal growth.• Work cooperatively with a wide variety of people and reflect on reasons for adapting behavior.• Differentiate between things an individual can and cannot change.• Use appropriate behavior in response to environmental, social, and personal change situations.• Plan and justify alternative responses to change. | <ul style="list-style-type: none">• Plan and execute appropriate responses to change.• Work cooperatively with a wide variety of people in life situations.• Use appropriate behavior in response to environmental, social, and personal change situations. |
|--|--|---|

Sample Teaching/Assessment Strategies: _____

Collaborative Process: Cooperative Learning • **Community-Based Instruction:** Service Learning, Mentoring, Shadowing
• **Continuous Progress Assessment:** Self-assessment • **Problem Solving:** Inquiry, Role-play, Debate, Creative Problem Solving • **Technology/Tools:** Games, Puppets • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Invite a volunteer to share information on other cultures. Contact the Kentucky Council on International Education for suggestions.
- Work with representatives from state agencies (e.g., Department for Disaster and Emergency Services or Cabinet for Human Resources) and local health care agencies to simulate an emergency situation (e.g., tornado, earthquake or flood) at the school.
- Invite mental health counselors from the community to work with students regarding appropriate behavior in different situations.

Core Concept: Adaptability and Flexibility

Sample Elementary Activities



- Brainstorm problems in the school environment. Identify the ones which can be changed and suggest solutions. PE, OE, P
- Write a book entitled “Things I Would Do If...” P
- Role-play behaviors in various life situations (e.g., birthday party, sports events, family reunion). Describe how behaviors change in different situations. PE, OE, P
- Develop a plan to make your school and all its programs more accessible to the handicapped. Present the plan to the school council. PE, OE, P

Sample Middle School Activities



- Write a “Dear Abby” letter about an emotional, social, or physical problem. Exchange and answer the letters. OE, P
- Determine the potential damage an earthquake could cause to your school and develop a survival plan. OE, P
- Draw a time line to depict major changes in your life. Describe how you handled those changes. PE, OE
- Interview a local government official about the role of compromise. PE, OE
- Hypothesize about how change can take different forms and predict how that could have impacted your future. PE, OE, P

Sample High School Activities



- Describe at least five alternative ways of having the school prom. Discuss the pros and cons of each. Arrive at consensus. Identify reasons for the decision. OE, P
- Develop a crisis intervention plan for a real-life situation. P
- Identify an environmental problem in the community. Develop potential solutions and work for change. PE
- Develop a branching hypermedia program to illustrate consequences of different behaviors. PE

Reflections



Whether discussing the educational, professional, or personal environment, the most common denominator of life is change. This academic expectation focuses on the need to successfully adapt and remain flexible when confronted with the uncertainties of life. Students must approach life's uncertainties as creative risk-takers.

Students must develop the ability to be flexible thinkers who can shift gears, change direction, and adapt to unexpected obstacles. Developing the skill of generating numerous ideas and brainstorming a variety of alternatives for approaching a problem enhances not only thinking skills, but employment opportunities as well.

In school, on the job, and in their personal lives, students will need to be able to adapt to the ever-changing tides of life. Providing students with opportunities to practice the necessary skills involved in confronting a variety of changes will equip them to support personal and professional change now and in the future.

Goal 3: Become Self-Sufficient

Academic Expectation

3.4: Students demonstrate the ability to be *resourceful and creative*.

Learning Links: Design / Inventions / Models / Exploration / Budgeting / Cooking / Gardening/Landscaping / Conservation / Hobbies / Advertising / Fashion / Technology / Analogies / Arts



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Explore creative solutions given limited resources.
- Create alternative approaches to a task.
- Attempt new tasks or challenges with confidence.
- Manipulate media to create something new.
- Use common things in uncommon ways to accomplish a task.
- Develop a plan for creative uses of limited resources.
- Use innovative ways to approach tasks.
- Generate alternate and innovative approaches to problems; design and implement a plan of action; evaluate.

Sample Teaching/Assessment Strategies: _____

Collaborative Process: Cooperative Learning • **Continuous Progress Assessment:** Portfolio Development, Performance Events/Exhibitions • **Problem Solving:** Inquiry, Creative Problem Solving, Future Problem Solving • **Technology/Tools:** Computers, Games, Manipulatives, Multimedia, Videotaping • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Participate in a community action project.
- Serve as interns with local city planners regarding housing development.
- Invite design professionals (e.g., architects, landscapers) to discuss their projects and how they develop their ideas.
- Visit a factory to observe manufacturing and design techniques.

Core Concept: Resourcefulness and Creativity

Sample Elementary Activities



- Build a bridge using newspaper, string, tape, and paper clips that will support a specific weight. Test to see if the bridge will support a specified weight and explain your findings. PE, OE
- Investigate games of the past. Adapt them for modern use and play the game with a friend. PE, OE, P
- Share a personal hobby at a hobby fair. Design the display to capture others' interest. PE, OE, P
- Write or use a word processor to compose a "how to" book. OE, P

Sample Middle School Activities



- Describe how you might use common items (e.g., a pocket knife, a compass, and a book of matches) to get out of the woods safely if you are lost. OE, P
- Design a multimedia survival manual to be presented by your class to an incoming class of students. PE
- Invent a recycling game. PE
- Select objects representative of your community and place in a 2'x2' time capsule. PE

Sample High School Activities



- Form a company whose profits will benefit a service organization, charity, or environmental group. Develop, produce, and market the product. PE, OE, P
- Identify a bioethical issue. Research the issue and prepare an informational pamphlet and presentation for your community. PE
- Set up a network via computer with schools in other parts of the country. Use databases and spreadsheets to accumulate and organize the data. PE
- Use a CAD program to illustrate a 3-dimensional model of a city block. PE

Reflections



Students of the future will need to be resourceful, creative, and able to generate alternative solutions to social and economic problems created by the demands of an expanding population. Finding resources, analyzing their relevance and then deciding on their best use will require not just analytic skills but creative ones as well.

To develop as resourceful and creative individuals, students need a learning environment that fosters risk-taking and innovation as well as explicit instruction in research and problem-solving.

Experience as a member of a problem-solving team in any discipline or setting fosters creativity by establishing a climate encouraging diversity and uniqueness. The development of an inquiring attitude and an ability to find what is needed helps the individual student generate alternatives, explore innovative approaches to tasks, and learn to make efficient use of limited resources.

Source: Torrence—*The Search for Satori and Creativity*

Goal 3: Become Self-Sufficient

Academic Expectation

3.5: Students demonstrate *self-control and self-discipline*.

Learning Links: Laws / Rules / Patience / Service / Empathy / Tolerance / Authority / Goal Setting / Compromise / Budgeting / Training / Conservation / Self-assessment



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Set and implement a personal short-term goal based on self-assessment.
 - Demonstrate ways to constructively express feelings in a range of situations and/or with a variety of people.
 - Explore the consequences of different behaviors and emotions.
 - Identify issues/situations that impact self-control.
- Set and implement a personal goal based on self-assessment.
 - Demonstrate responsibility for personal behaviors.
 - Examine the effect of peer pressure on personal behavior.
- Set personal long-term goals; identify criteria; monitor and record progress; reassess and realign as needed.
 - Demonstrate responsibility for personal behaviors.

Sample Teaching/Assessment Strategies: _____

Collaborative Process: Cooperative Learning, Peer Tutoring • **Community-Based Instruction:** Service Learning, Mentoring/Apprenticeship/Co-op • **Continuous Progress Assessment:** Self-assessment, Checklist, Performance Events/Exhibitions • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Invite representatives from agencies that deal with spouse and/or child abuse (e.g., Cabinet for Human Resources or Family/Youth Resource Center) to the class.
- Invite local animal warden or animal shelter director to talk regarding appropriate treatment of animals.

Core Concept: Self-Control and Self-Discipline

Sample Elementary Activities



- Interview a service employee on the importance of maintaining self-control on the job. Make a list of employee “do’s and don’ts” for various jobs. PE, OE, P
 - Develop specific and appropriate guidelines for special events (e.g., field trip, assembly, special projects). OE, P
 - Develop a proposal for class rules, rewards, and punishments. Defend your proposal to your principal. PE, OE, P
 - Choose an undesirable habit and develop a plan to change the habit (e.g., limit TV time, cutting back on candy consumption). Record progress over time. OE, P
 - View television sitcoms or cartoons to discover characters who display self-control and self-discipline. Analyze the behaviors which are used. OE, P
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Sample Middle School Activities



- View three different scenarios of events (e.g., activities at a museum tour, baseball game, or ceremony). Identify behavior that is appropriate or inappropriate for each event. PE, P
 - Produce a video which demonstrates positive self-talk and incorporates music and visual images. PE, P
 - Design a skit to depict a friend’s influence on you to shoplift a pair of jeans. PE, P
 - Design and implement a plan to improve your self-discipline (e.g., study habits, healthy lifestyle). PE, OE, P
 - Brainstorm a class list of inappropriate forms of teasing. Compile the information and create a graph. Use a spreadsheet to display. PE
-

Sample High School Activities



- Keep a log of specific situations which cause personal difficulties. Categorize causes of each situation and personal behaviors exhibited. Include both short and long-term consequences. Develop a plan to exhibit self-control and self-discipline. OE, P
 - Design a personal plan to assess correlations in your career plan, social life, and family obligations. Monitor, record, and reassess your plan over an extended period of time. OE, P
 - Identify admired adults and interview them on how they maintain self-control and self-discipline in their lives. PE, P
 - View a tape of a parent disciplining children or a teacher dealing with student discipline. Analyze what elements of self-control are maintained. Role-play alternative responses. PE, OE, P
 - Create a multimedia program depicting alcohol and its effect on driving. PE, OE, P
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Reflections



As education continues the shift from a teaching-centered activity to a learning-oriented process, the need for students to hone skills of self-control and self-discipline will become even more important. Many occurrences in the school day provide opportunities to develop and practice self-control and self-discipline.

When students set goals for their learning, take responsibility for their actions and monitor the results, they not only practice but learn these important qualities. The sample activities provide the freedom to choose, to make mistakes, to reassess and continue with programs and projects.

These qualities are not only important in the students’ academic preparation but in their personal lives as well. Social relations in school and out are bound by standards of acceptable behavior and practice. Here again, students must be given the opportunity to exercise learned habits of self-control and self-discipline. Monitoring and accepting responsibility for their behavior will assist them in learning to make better choices in school and as responsible citizens.

Goal 3: Become Self-Sufficient

Academic Expectation

3.6: Students demonstrate the ability to make decisions based on *ethical values*.

Learning Links: Peace / Morals / Politics / Medicine / Conflict Resolution / Religion / Environmental Awareness / Cultural Understanding / Honesty / Friendship / Non-Discrimination / Promises / History

Elementary Demonstrators 	Middle School Demonstrators 	High School Demonstrators 
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Demonstrate ethical behaviors.
- Explore the similarities in ethical values of school, community, culture, and society.
- Recognize behavior/consequence based on ethical standards.

- Demonstrate ethical behaviors.
- Clarify personal values.
- Make decisions based on ethical values and evaluate the consequences.
- Analyze the similarities in ethical values of school, community, cultures, and society.

- Develop, utilize, and evaluate decisions based on ethical values.
- Apply a personal value system to a variety of situations.
- Recognize actions which influence personal beliefs.
- Make decisions based on ethical values and evaluate the consequences.
- Analyze ethical values from a variety of regional and global cultures.

Sample Teaching/Assessment Strategies: _____

Collaborative Process: Cooperative Learning • **Continuous Progress Assessment:** Observation • **Problem Solving:** Case Studies, Future Problem Solving, Debate, Oral History, Research, Inquiry • **Technology/Tools:** Computers, Puppets • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Invite individuals from other cultures (or exchange students from other countries) to discuss similarities and differences in values of their societies.
- Invite a local community leader to discuss ethical values.
- Talk to a neighborhood representative (e.g., mayor, police officer, long-time resident) about unstated rules within the neighborhood.

Core Concept: Ethical Values

Sample Elementary Activities



- Create and present a play based on the theme: “Honesty is the best policy.” PE, P
- Keep a journal on your thoughts and feelings about a current issue. P
- Collect examples from media which demonstrate personal ethics. PE, OE, P

Sample Middle School Activities



- Create a class court where students are held accountable for student-established class rules. PE, P
- Create and present a skit based on the theme “What Would ‘You’ Do If...?” PE, OE, P
- Choose an issue of global concern and debate from the perspectives of a United Nations member. PE, OE, P

Sample High School Activities



- Compare the values of diverse cultures on such issues as marriage and freedom of speech. Relate their evolution to historical events. OE, P
- Investigate the legality of living wills among several states. Interview attorneys, elderly people, or physicians. Develop a panel presentation of the information. PE, P
- Write and defend a law to govern technological advances (e.g., in vitro fertilization, access to computer files). PE, OE, P

Reflections



In this complicated world of high technology, ethical and moral dilemmas are compounded with every scientific breakthrough. Students face a world where doctors can replace vital organs to prolong life, but donors are so scarce that patients are put on priority lists; a world where farmers can sustain excess agricultural production in some regions, but resources are so scarce in others that people starve.

In order to become a contributing member of society, students need to understand both basic and complex societal needs; develop an appropriate personal ethical value system; and be able to examine, analyze, and arrive at decisions based on their personal values. In addition, these decisions should be examined in light of the accepted values of the culture in which they live.

This academic expectation cannot be divorced from the others which focus, for example, on self-control and self-discipline or positive self-concept. Virtually every moment in school provides students the opportunity to make choices which can reflect their self-sufficiency and ethical values. The demonstration of truthful and honest behavior becomes a habit which will serve students as they take their place in the world.

Source: Fogarty & Haack—[Future World, Future School](#)

Goal 3: Become Self-Sufficient

Academic Expectation

3.7: Students demonstrate the ability to *learn on one's own*.

Learning Links: Telecommunications / Hobbies / Goal Setting / Time Management / Extracurricular Activities / Learning Styles / Continuing Education / Self-Evaluation / Distance Learning / Training



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

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|--|---|---|
| <ul style="list-style-type: none">• Assess personal needs and achieve personal learning goals.• Use a variety of learning strategies (e.g., scanning, outlining, paraphrasing) to acquire, manipulate, use and evaluate information.• Access appropriate resources for learning in school, home, and community.• Identify distracters/barriers to the learning process.• Discover multiple ways of learning.• Develop personal interests. | <ul style="list-style-type: none">• Achieve multiple personal learning goals.• Reflect on and assess one's own learning.• Use learning strategies and resources that transfer to a variety of situations.• Use personal interests as opportunities for independent learning. | <ul style="list-style-type: none">• Prioritize and achieve multiple learning goals.• Reflect on and assess one's own learning.• Pursue leisure time interests that promote personal growth.• Use resources and personal learning strategies to enhance independent learning. |
|--|---|---|

Sample Teaching/Assessment Strategies: _____

Community-Based Instruction: Field Studies, Service Learning • **Continuous Progress Assessment:** Self-assessment
• **Graphic Organizers:** KWL, Notetaking, Outlining • **Problem Solving:** Research, Inquiry • **Technology/Tools:** Interactive Video, Distance Learning • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Meet with community artists, hobbyists, or professionals to determine how they stay current in their fields.
- Contact senior citizens groups to determine how they are involved in community education activities.

Core Concept: Independent Learning

Sample Elementary Activities



- Design and conduct a hobby survey. Present the results in a bar graph. OE, P
- Keep a journal of personal interest activities throughout the year and reflect on changing personal interests. P
- Use scientific methods to develop an independent science investigation. OE, P
- Work with a partner to develop two ways to learn a single concept. PE, OE, P

Sample Middle School Activities



- Research a personal interest using a variety of techniques (e.g., interview, survey, observation, experimentation) and document the process. Present to an audience outside of school. PE, OE, P
- Write a self-assessment of academic progress at the end of each grading period. Determine and implement plans for improvement. OE, P
- Design a learning styles inventory. Form study groups based on similar styles. PE, OE, P
- Evaluate your own physical fitness. Set goals for improvement and maintain an active record of your progress. OE, P
- Research occupations in the community to discover requirements for continuing education. P

Sample High School Activities



- Design a study environment that matches personal learning styles and preferences. PE
- Learn a new skill and evaluate your progress. PE, P
- Identify present interests and needs (e.g., school, family, friend, work) and develop a time management plan to maximize the time available. PE, OE, P
- Shadow an artist, professional, or hobbyist. Compare your interests and abilities with the adult you shadow. PE
- Tutor students in other grades or those with special learning needs. PE

Reflections



As teachers work to establish independent learners, they must help students become aware of the need to take control of their own learning. Then, and only then, are students able to think and behave independently and effectively. When students learn independently, they plan, monitor, and evaluate their own behavior.

Because technological, environmental, and economic changes are a life-long reality, students who can learn on their own can continually adjust to the changes in their lives and renew their skills. Activities which make students aware of expectations, help them strategize, and cause them to reflect on their work, reinforce their self-sufficiency and help them become leaders at school, at work, and in the community.

Notes