

Selecting Challenging Activities

Name: _____

Do you act or feel like any of the BEHAVIOURS described in this chart when you are learning something challenging about a topic you love? Put a check mark (✓) in the "True" column to the left of each BEHAVIOUR that is true of you while you're learning something fascinating. When you've finished, highlight the row of "Xs" to the right of each behaviour that you've checked. Then, count the number of Xs down each column that are highlighted. Record the total at the base of each column in the row marked "Number of Xs highlighted". Compare the "Number of Xs highlighted" to the "Total number of Xs in the column". Put an X beneath the DIFFERENTIATION STRATEGIES with the greatest proportion of the Xs highlighted. The Guide thinks activities like these will challenge you in ways you'll like when you are learning about your favorite topic. The definitions for the strategies are on the back of this page. Do you agree?

Things you LOVE to learn about:

DIFFERENTIATION STRATEGIES

	TRUE		DIFFERENTIATION STRATEGIES																	
			Content					Process						Product						
	Abstrachness	Complexity	Extracurricular topics	Lives & living	Organization for learning value	Real life topics	Self-selected content	Expert methods of inquiry	Group Interaction	Individual pursuits	Inquiry-based	Open-endedness	Reasoning & reflection	Self-selected process	Variety	Authentic audience	Feedback & assessment	Self-selected product	Transformations	Variety
BEHAVIOURS																				
I get totally silly about these things. My sense of humour goes wild.																				
I have a wild imagination. I say things, do things, think things, feel things in ways other kids don't.																				
I need to find answers to my own questions more than the teacher's questions. I want to test my ideas to see what might work and why.							X	X	X	X			X			X	X			
I know lots more about this than almost any other kid my age.	X			X				X	X		X							X		
I'm very sensitive. My feelings about these kinds of activities and the people I do them with are very strong.													X				X			
I can explain my ideas very clearly. My explanations might be in words and numbers, but they might also be in actions or symbols or music or movement.						X		X	X				X			X		X		
I love thinking about these kinds of things. I like to come up with lots of ideas and then predict the consequences before trying to do them.								X	X	X			X			X				
I love to solve hard, messy problems by inventing and checking lots of different solutions. I live for the challenge!							X	X	X				X			X				
I see connections between ideas that other kids don't. I can't explain how I know -- I just know!								X	X	X			X			X			X	
I love learning the tough stuff. Its much easier for me to learn it than it is for other kids my age.	X							X	X	X			X			X		X	X	
I absolutely love this stuff even if other kids think its weird.								X	X	X			X			X		X	X	
I need to believe in an idea before doing anything about it. If it isn't fair to everyone or if it just feels wrong, I won't do it.								X	X				X			X				
I want MORE! Once I start I can't shut my mind off. I can't quit even when I run out of time in class.								X	X	X			X			X		X	X	
Number of Xs highlighted in each column							7	6	7	4	6	9	7	6	8	7	7	7		
Total number of Xs in column	6	7	7	4	5	7	7	7	6	7	4	9	7	7	8	7	7	7	6	8
Mark the 3 or 4 strategies with the greatest proportion of Xs highlighted																				

Brief Descriptions of Differentiation Strategies

Content

Abstractness: The content focuses on abstract concepts, themes, generalizations and theories, not concrete facts. It addresses ideas that have a wide range of applicability.

Complexity: Complex content focuses on the interconnections among concepts, principles, generalizations and theories. It is usually interdisciplinary.

Extra-curricular topics: The content includes ideas and content areas not taught in the regular curriculum in any grade. It may include the student's interests.

Lives & living: The content involves the study of creative, productive people (living or dead), their motivations, social characteristics, challenges and career paths.

Organization for learning value: The content of an entire unit is addresses a broad, interdisciplinary theme (like "systems" or "patterns") rather than small, sequential bits of information.

Real life topics: The content addresses issues, controversies, problems or provocative questions inspired by students' interests, experiences, questions and concerns. Students may need help focusing, analyzing and/or defining their topic or questions.

Self-selected content: The student chooses the content. Some will need help choosing and reducing their interests to topics that are manageable.

Process

Complex thinking: Emphasize learning processes (verbs) that stress the use, rather than acquisition of information (higher level thinking, critical thinking, creative thinking, etc.).

Expert methods of inquiry: Learning with and about methods used by experts in a discipline.

Group Interaction: Students collaborate with peers who have similar abilities and share their passions in order to enhance their social and leadership skills, learn perspective-taking and become more empathetic.

Individual Pursuits: Individual projects on which students work relatively independently but with the support of a teacher or mentor available as needed.

Inquiry-based: Inductive reasoning processes are used to discover patterns, underlying principles and generalizations. Students take greater responsibility for their learning than in deductive learning experiences.

Open-endedness: Activities involve open-ended questions, activities, projects and methods. These have no predetermined correct outcome. They are provocative, stimulating students to think broadly.

Pacing: Students learn at a pace commensurate with their ability to go quickly through or deeply into content. Examples include pretesting, "compacting", or "telescoping" curriculum, or other forms of acceleration.

Reasoning & reflection: Students explain their conclusions and the reasoning that led to them as well as the metacognitive aspects of their thinking. They are encouraged to evaluate both the process and products of their own and others' thinking.

Self-selected process: Students choose the ways they will learn whenever possible. Some may need assistance identifying their preferences or following through on their choices.

Variety: A range of methods of thinking and feeling involved in learning by using different types of problems, resources and technologies.

Product

Authentic audiences: Results of the learning activity should be shared with real and appropriate audiences to the greatest extent possible. This may involve the scientific community, the city council, a government agency, art critic, etc.

Feedback & assessment: Products should be assessed using real, predetermined procedures and criteria, and, as often as possible, by a member or members of the real audience for the product. Students should also be encouraged or required to self-evaluate their products using the same criteria.

Self-selected product: The student chooses an appropriate format for the product that reflects what was learned. Students' interests, strengths, and prior experiences may influence these choices. Teachers may need to provide assistance in the selection and development of the product.

Transformations: The results of the learning process should represent a "conversion of known information into new entities—changes in meaning, significance, use, interpretation, mood, sensory qualities, or shape" (Guliford, 1967).

Variety: Students learn about and use different types of production techniques and media throughout the school year or term. They should also learn how to select an appropriate format for the audience and content.