Grade Level(s): Any – dive deeper or skip over as needed for your grade level.
Time: 1-2 hours depending how in depth on introduction & analysis, can be split up

Objective(s):

Students will:
- Brainstorm what personalized learning means
- Complete their personal RL Profile
- Analyze their Profile Results
- Develop skills for navigating RL
- Explore their personalized RL Enrichment Activities

Materials:

• Computer per student
• Internet Access
• Teacher computer with projector/speakers
	• As found on the "Resources" tab of the Teacher site:
	   o Parent Welcome Letter (customized)
	   o Parent Quickstart Registration Directions
	• Book Suggestion:
	  Peter Reynolds, *Happy Dreamer* Book or
	    Video Read Aloud 1 or
	    Video Read Aloud 2

Prepare:
- Suggestion: Either before this lesson or afterwards, have a theme book study on books to inspire children to follow their dreams.
- Copies or emails of Parent Welcome Letter & Parent Quickstart Registration Directions

Directions:

1. **Introduction: Read Aloud**

   a. Set the stage for individual strengths, needs, and interests by reading aloud *Happy Dreamer* by Peter Reynolds. Alternatively, you could play one of the video read aloud versions.

2. **Let's Think: Brainstorming**

    a. Have students brainstorm with words or pictures, on paper or the digital platform of your choice, what the word "Personal" means and what kinds of things are "personal" to them.

     - If on live video and written on paper, have them hold up their responses to share with the class. Invite a few to share out loud if practical.

     - If on digital platform, review together the ideas they shared.

     - Depending on age level, you might invite them to also consider the words challenge, enrichment, support, and different.

    b. As you discuss, work towards the idea that you are going to be showing them a tool that will provide different things for each individual student: support and practice when needed, enrichment & challenge whenever possible – a different, Personalized Learning experience for each child, focused on their interests and the way they learn best!

3. **Student Introduction to Renzulli Learning:**
    https://renzullilearning.com/wp-content/uploads/Student-Help/Student-Intro-Full.mp4
    Send out this video via your digital communication choice or share during a live video class.

4. **Are you ready to try your own Profile?**

   a. Students will login to renzullilearning.com with the credentials provided or via your single-sign-on tool.

   b. Students will be assigned the Profiler appropriate to their grade level: EZ Read for K-4, Standard for 5-12.

      - Note: PK-1 students default to bypass the Profiler. This can be changed on the Teacher Site under My Students/Manage Students if you want them to take it.

      - It is recommended to use the Standard Profiler when possible. Older/advanced students will be more thoughtful in the completion of their responses. You can change the setting as desired if working with advanced grade 3-4 students. Teachers can change it on the Teacher Site, or students can click "Switch my Profiler."
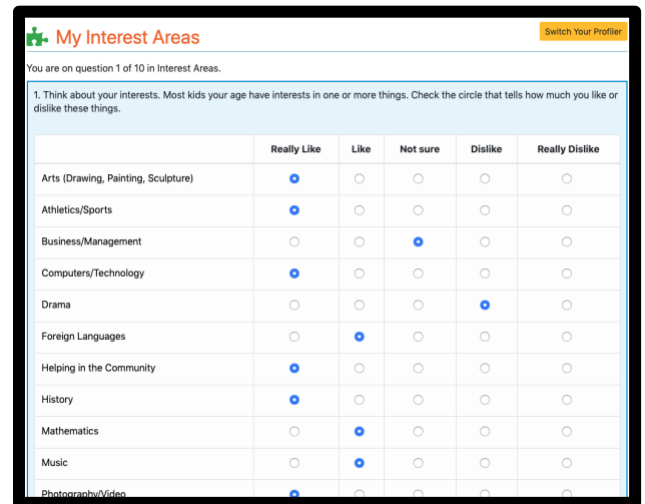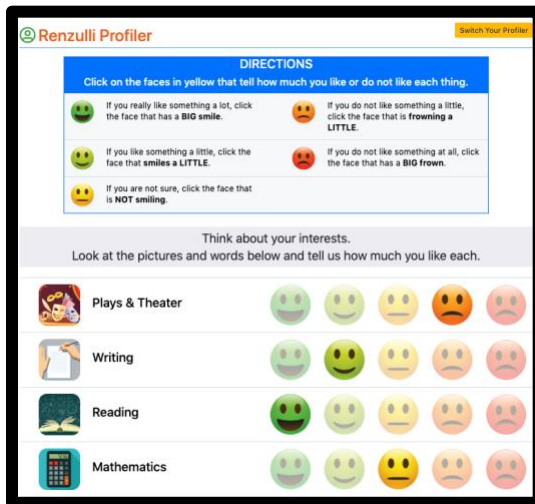
   c. Share with them the Student Help Tutorial: Taking the Profiler though a video conference or by sending to them electronically. If possible, demonstrate how the students will respond to the questions. Show how some questions are selected on a scale, some are drop down menus. In the EZ Read, students will need to drag & drop some responses. For younger students, it is best to have the Profiler displayed via projector and walk through slowly all together or in small groups as needed.

   d. If students do not finish in one sitting, the system will retain the answers they have completed so far, and they will start back where they left off when they return. For those who finish ahead of the pack, let them move onto the analysis and exploration as time allows today.

      --- This is a good place to break off if needed. ---

5. **Review Profile Results:** As students complete all sections of the Profiler, they will be shown their own personal Profile results.

6. **Critical Thinking: Analyze Results**
   Students should read their personal RL Profile carefully (or have it read to them.) If any students do not agree with their Profile Results, they should revisit the appropriate sections of their Profiler questions to see if there are places they may wish to change their responses.

   Suggestion: Print out Profile results to send home with parents, along with the Parent Welcome Letter, including student login information.

   For younger students, it would help to print out the Profile results and use a highlighter to find the important phrases on the page.

My Profile panel:

> Sophia is an eighth grade student who has special talents and abilities in school. She described her grades as above average in math, above average in science, above average in reading and above average in social studies.
>
> She seems to have several areas of interest. Her **primary interest appears to be in athletics**. She seems to like physical activity and may be interested in learning about sports, nutrition, physical therapy, or sports medicine.
>
> Sophia's **second area of interest appears to be in writing**. She seems to enjoy writing, and should have opportunities to develop skills in writing in a variety of genres such as fiction and non-fiction, poetry, and journalism.
>
> Sophia's **third area of interest appears to be in performing arts**. She really enjoys various types of performing arts, such as music, dance or drama and may enjoy performing or helping to direct, manage the stage or design sets.
>
> Sophia also has specific preferred instructional styles. Learning or instructional styles are the ways students like to learn and the strategies parents and teachers use to help them learn. Sophia has very clearly defined learning preferences.
>
> Her **preferred instructional style is through peer tutoring** that happens when a student or friend who knows a good deal about something helps or works with her to really understand the topic or material being studied in school. Her **second choice of learning style is learning games** that enable her to learn content by playing games or participating in activities with cards, board games, or even electronic games. These activities can be completed individually, in small groups of students, or in a whole class of students. Sophia **also enjoys working in groups**, as she enjoys working together with other students in or out of class.
>
> Sophia also has a preferred product style. That is, she has certain kinds of products that she likes to complete. Her **first product choice is dramatic**. She enjoys participating in theatrical performances, such as acting and role-playing. Her **second choice of product style is written**, as she enjoys writing articles, stories, or other types of written products. Sophia's **third choice of product style is artistic** as she likes to draw, paint, or sculpt, and may also enjoy choosing colors and working with design or texture.
>
> As Sophia has a chance to consider some of her choices and think about what she really enjoys doing, it is our hope that these opportunities will enable her to fully develop her interests through the variety of exploratory activities in the Renzulli Learning System database. When she takes a virtual field trip to a museum, interviews a favorite author on the web, or explores an historical site on-line, she will be learning to further explore her interests and learning styles. These kinds of exploratory activities can introduce Sophia to new ideas and experiences and let her explore many possible interests.

7. **Exploration:**
   As time allows, students can explore their personal Enrichment Activities. You might want to assign a specific category of resource type (ie: Virtual Field Trip or Websites), or could allow students to freely explore.

8. **Homework:**
   Have students complete a Journal entry:

   a. Do you believe your Profile results reflect who you are as an individual and a learner? Explain with details. Could you include any photos or videos?

   b. Which Enrichment Activity did you come across today that you would like to return to? Explain why you liked it with details.

The Parent Welcome Letter and Registration Directions are located on the Teacher Site, under Resources.