

**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 the RLS
- Explore their personalized RL Enrichment Activities

### Materials:

<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• Computer per student</li> <li>• Internet Access</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher computer with projector/speakers</li> <li>• Copies of customized <a href="#">Parent Welcome Letter</a> or <a href="#">Parent Welcome Letter (K-2)</a></li> </ul>
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### Prepare:

- On 4 pieces of large chart, write one per paper: Support, Challenge, Personal, Different.
- Have students divided into 4 heterogeneous groups.
- Write “Personalized Learning” on the board

### Directions:

#### 1. Introduction: Carousel Brainstorm

- Assign one of the chart papers to each group. Give them 2-3 minutes to describe each word in statements, synonyms, or pictures, then rotate groups until all groups have been to all 4 words.
- Hold up and briefly discuss each term, working 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!

#### 2. Student Introduction to Renzulli Learning: <https://youtu.be/iRYx-LWykJM>

Show on the projector – be sure your sound is on.



### 3. Are you ready to try your own Profile?

- a. Students will login to renzullilearning.com with the credentials provided.
- b. Students will be assigned the Profiler appropriate to their grade level: EZ Read for K-4, Standard for 5-12.

Note: It is recommended to use the Standard Profiler when possible.

Older/advanced students will be more thoughtful in the completion of their responses. However, you can change the setting as needed to save time with older students or if working with advanced grade 3-4 students. Teachers can change it on the Teacher Site, or students can click “Switch my Profiler.”

**DIRECTIONS:** Click on the faces in yellow that tell how much you like or do not like each thing.

- If you really like something a lot, click the face that has a **BIG smile**.
- If you like something a little, click the face that **smiles a LITTLE**.
- If you are not sure, click the face that is **NOT smiling**.
- If you do not like something a little, click the face that is **frowning a LITTLE**.
- If you do not like something at all, click the face that has a **BIG frown**.

Think about your interests. Look at the pictures and words below and tell us how much you like each.

- Plays & Theater
- Writing
- Reading
- Mathematics

**MY INTEREST AREA:**

You are on question 1 of 10 in Interest Areas.

1. Think about your interests. Most kids your age have interests in one or more things. Check the circle that tells how much you like or dislike these things.

	Really Like	Like	Not Sure	Dislike	Really Dislike
Arts (Drawing, Painting, Sculpture)	Really Like: <input type="radio"/>	Like: <input checked="" type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Athletics/Sports	Really Like: <input checked="" type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Business/Management	Really Like: <input checked="" type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Computers/Technology	Really Like: <input checked="" type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Drama	Really Like: <input type="radio"/>	Like: <input checked="" type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Foreign Languages	Really Like: <input type="radio"/>	Like: <input checked="" type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
Helping in the Community	Really Like: <input checked="" type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>
History	Really Like: <input type="radio"/>	Like: <input type="radio"/>	Not Sure: <input type="radio"/>	Dislike: <input type="radio"/>	Really Dislike: <input type="radio"/>

- c. 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. ---

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

[HOME](#) | [MY ACCOUNT](#) | [SEARCH](#)

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 **MY PROFILE:**
Sophia

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Sophia is an eighth grade student who has special interests 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.

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

6. **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.
7. **Closure: Sharing**  
Have students share either in a journal entry, think pair share, or out loud to the class:
  - a. Do you believe your Profile results reflect who you are as an individual and a learner?
  - b. Which activity did you come across today that you would like to return to?  
Explain why you liked it with details.

**Homework:** Students will bring home their Profile results with the Parent Welcome letter so that parents can create their own logins to follow their child's journey through Renzulli Learning!

*Parent Welcome letter is located on the Teacher Site, under Resources.*