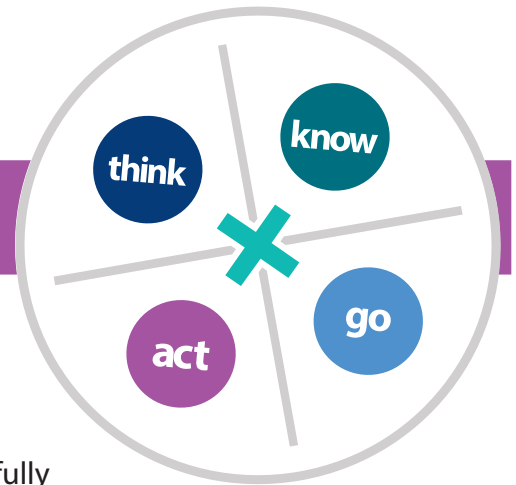


## ACT SKILLS

### IN THE CLASSROOM



#### **ACT: Skills and Techniques to Successfully Own and Manage Learning**

Students need skills and techniques to take ownership and successfully manage their learning in educational and career opportunities after high school. In the absence of these critically important skills, students remain dependent learners who struggle when expected to work independently because they lack the needed tool kits.

### CLASSROOMS THAT PROMOTE “ACT” SKILLS

- ...put students' own learning goals in front by allowing them to articulate them at the beginning of class; this promotes transparency and allows teachers to better help students i.e. Post-it Note Goals.
- ...teach students and give them the opportunity to set their own short-term, medium-term, and long-term goals; also teach students to prioritize and plan ahead.
- ...promote self-efficacy in students. Self-efficacy gives students the “power within” to accomplish their goals.
- ...don't try to limit frustration and failure by over-supporting or minimizing challenges; rather, they encourage students to be persistent, teaching them how to sustain effort over a significant period of time.
- ...strategically reward persistence and are intentional about how they talk about “failure”.
- ...have teachers willing to explore alternative and innovative approaches, take risks and create learning opportunities that are intentionally challenging to students.
- ...encourage students to create goals for their learning along with self “check-ins” to self assess and monitor their own progress.
- ...value and reward curiosity - praising how students' questions, explorations, and investigations are contributing to their own or classroom learning.
- ...may provide flexible, physical space, where desks can be moved to support multiple kinds of learning i.e. group work, partner work, etc.
- ...provide social-learning environments such as those inherent in peer-group works and small group activities to allow students to see other points of view.
- ...has a clear set of “agreements” to create a learning environment that invites teamwork, and where students feel safe, ready to ask questions, and learn with each other.

## STUDENTS WHO DEMONSTRATE “ACT” SKILLS

- ...draw on outside sources of information and personal experiences when completing school work, going beyond the provided information and lectures.
- ...are comfortable working in ambiguity. Freedom and space for creativity in assignments doesn't make students uncomfortable, rather they embrace it.
- ...can articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- ...know how to set short-term, medium-term, and long-term goals.
- ...are excellent time-managers; meaning they know how to schedule well, plan ahead, and prioritize in the face of multiple commitments and deadlines.
- ...motivate all members to share in contributions equally by valuing all members' ideas and contributions.
- ...embrace the idea that attempting/experimenting is an important part of the path of success, and approach opportunities with an understanding that many failed attempts are likely. They have an understanding that “failure” is often necessary for growth.
- ...request extra help when needed to further their understanding of a subject.
- ...reflect on significant assignments and projects to see how they could have gained deeper insights into the problem they studied, not necessarily how they could have gotten a better grade.
- ...seek out additional support and aid (study groups, tutoring services, etc.) when they know they need more help.