## PUTTING CLASSROOM AUTONOMY INTO PRACTICE

| 1. | Think about what autonomy meant for you growing up.  • Were you raised with a value of rugged individualism or a more collaborative view of success? |
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|    | • Were you given autonomy within the limits of your family's values?   |
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| 2. | Now, think about autonomy from your students' points of view.  • What might autonomy look like in the families of your students?                     |
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|    | • What kind of freedoms do your students' families afford them?  |

| • Are they allowed to play outside and move independently through the neighborhood?  |
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| • Are they allowed to stay over at friends' houses?  |
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| • Do some of your students come from families who value children having a sense of autonomy that is more or less than the school wants to promote? |
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| • How might that affect their ability to acquire a more autonomous approach in the classroom?  |
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| red from the companion website for <i>Identity Safe Classrooms</i> : Places to Belong and Learn by Dorothy M. Steele and Becki                     |

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