

INDEPENDENCE
ACTIVITY PACK

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The desire for independence begins to develop in early childhood and reaches great heights by middle school for most students. Stories about people who have ventured out on their own can help young people imagine their own adventures and the challenges and solutions that may appear.

This activity packet includes a selection of resources for educators, families, and students.

BOOKLIST: A list of books about independence recommended by RIF

CLASSROOM ACTIVITY: An activity about independence for the classroom

HOME ACTIVITY: An activity about independence designed to help students continue learning at home

STUDENT ACTIVITY: An activity about independence for students to complete independently

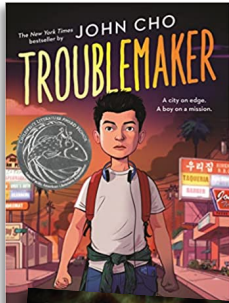
We suggest you print and copy the **Home Activity, Student Activity, and Booklist** pages and send them home to extend the learning.

For more reading resources, visit

www.RIF.org/literacy-central/collections/middle-school-family-literacy-initiative-independence

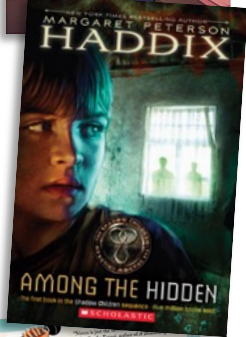
INDEPENDENCE BOOKLIST

INDEPENDENCE BOOKLIST



Troublemaker

Author: John Cho, Family,
Grades 4-7



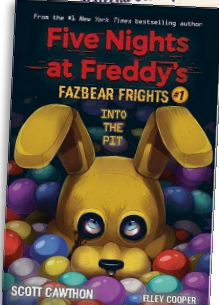
Among the Hidden

Author: Margaret Peterson
Haddix
Fantasy/Sci-Fi, Grades 6-8



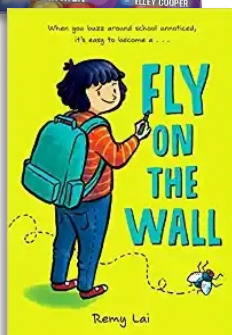
Barakah Beats

Author: Maleeha Siddiqui The
Arts, Grades 3-7



Five Nights at Freddy's: Twisted Tales #1: Into the Pit

Author: Scott Cawthon,
Horror, Grades 7-9



Fly on the Wall

Author: Remy Lai
Funny, Grades 4-6



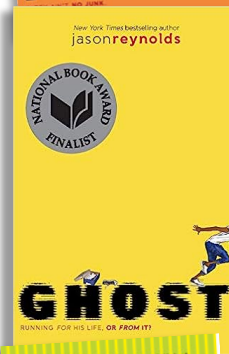
The House That Lou Built

Author: Mae Respicio
STEM, Grades 3-7



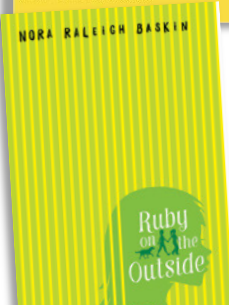
Patina

Author: Jason Reynolds
Sports/Gaming, Grades 4-8



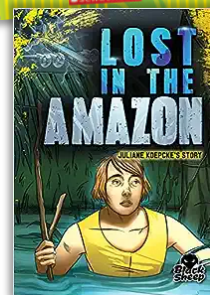
Ghost

Author: Jason Reynolds,
Problem Solving, Grades 4-8



Ruby on the Outside

Author: Nora Raleigh Baskin
Friendship, Grades 5-8



Lost in the Amazon: Juliane Koepcke's Story

Author: Betsy Rathman,
Adventure, Grades 3-7

Reading
Is Fundamental.

until every child reads

CLASSROOM ACTIVITY

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LAST YEAR / NEXT YEAR

Help your students recognize the subtle (and obvious) shifts in independence that come along with promotion to upper grades. This activity offers a chance to reflect on and appreciate independence that already exists and anticipate and plan for independence that is approaching.

STEPS

1. Lead a discussion about independence anchored in books your students have read. Talk about different kinds of independence, freedom, safety, restrictions, etc.
2. Using the Independence Timeline handout, have individuals or small groups identify and mark shifts in independence they've experienced in school to date. For example, perhaps they needed a buddy for field trips in elementary school and do not in middle school.
3. Then, in the next section of the handout, have them write down things they've heard about high school in relation to independence. Is there open campus lunch? Can 18-year-olds really write their own excused absences? Can you pick your own schedule?
4. Assign groups to compare notes about high school and discuss the risks and benefits of anticipated freedoms. What will be the most fun? What could cause the most trouble?
5. (Optional) Consider a panel activity where you invite high school students into your classroom for Q&A or where you serve as the high school expert and take questions as the sole panelist.

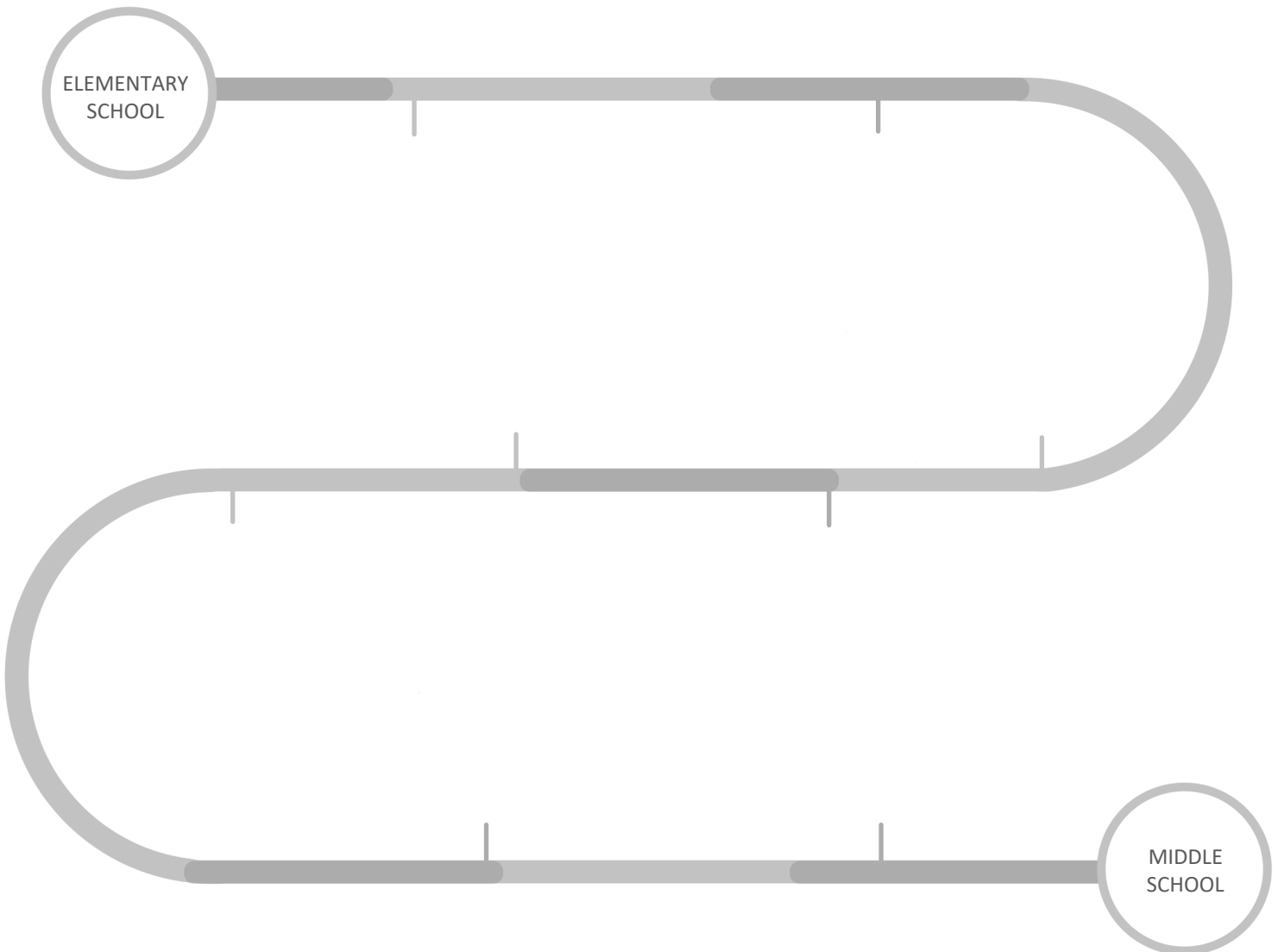
INDEPENDENCE TIMELINE

INDEPENDENCE TIMELINE

Name:

Date:

Mark the timeline to show when you gained independence. For example, if you stopped needing a buddy on field trips in 7th grade, mark that place and make a short note: 'Stopped needing buddy on field trips.' Mark as many gains as you can think of.



List three questions you have about independence in high school.

- 1.
- 2.
- 3.

HOME ACTIVITY

HOME ACTIVITY

INDEPENDENCE CHECK-IN

Your middle schooler has been learning about independence at school and this activity is designed to extend the learning at home.

Independence can be both exciting and daunting for kids and families. This activity provides some structure for you and your child to discuss how much independence they currently have, in what areas they'd like to have more independence, and what you are comfortable with and why.

STEPS

1. Complete the chart Independence Around the Clock with your child. It will help identify areas and degrees of independence for your child.
2. Talk about the chart:
 - a. Are there things your child would like to shift? What? How?
 - b. Are there things you need (either more information or things your middle schooler needs to do/demonstrate) to make you comfortable with the shifts?
3. Ask your middle schooler whether they've encountered any characters in the books they've read recently that faced similar independence issues. How did things play out in the book? What did they learn from reading about the character in their story?
4. Make some notes about your agreements, if you decide you can experiment with increased independence in some areas; or, set a date to revisit the conversation, if the timing is not right for changes.

INDEPENDENCE AROUND THE CLOCK

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Name: _____

Date: _____

Mark the areas of the clock according to times in the day where you are able to do things independently (e.g., maybe you get yourself to school or spend time in the library doing homework after school.)

12am _____ 12pm _____

1am _____ 1pm _____

2am _____ 2pm _____

3am _____ 3pm _____

4am _____ 4pm _____

5am _____ 5pm _____

6am _____ 6pm _____

7am _____ 7pm _____

8am _____ 8pm _____

9am _____ 9pm _____

10am _____ 10pm _____

11am _____ 11pm _____

STUDENT ACTIVITY

STUDENT ACTIVITY

TIME/PLACE TRAVEL R.A.F.T.

Are you itching to explore the world? Would you be interested in checking out a different time period or a different place? This activity lets you dream of far off places and times and consider how you'd argue to explore them on your own.

For this activity, your parameters are...

ROLE: Yourself, at your current age

AUDIENCE: Your current legal guardians

FORMAT: Letter

TOPIC: Permission to explore

STEPS

1. Identify a time and place that interests you (e.g., the year 3000 in the place where you currently live, Machu Picchu in the 15th century, current day coastal Japan).
2. Write a letter to your family explaining your interest in visiting this time and place on your own and your request/reasoning for permission.
3. When you have completed the letter, reconsider whether any of your arguments could be valid for current permissions you're seeking for increased independence.