

EMPOWER THE FUTURE

A PARENT'S GUIDE TO SELF-DIRECTED LEARNING



Astrolabe Academy



ABOUT TODAY

Opening/Introduction

Segment 1: Core Philosophy of Unschooling

Principles Covered: Learning happens all the time, does not require coercion, and feels good.

Segment 2: Overcoming Challenges and Misconceptions

Principles Covered: Learning stops when confused, becomes difficult when perceived as difficult, must be meaningful, and is often incidental.
Addressing Objections

Segment 3: Social and Emotional Aspects of Unschooling

Principles Covered: Learning is a social activity, involves emotions, and requires a sense of safety. There is no need for testing to assess learning.

Conclusion

Q&A

**Interactive Discussion
Brainstorming Activity**

ABOUT ME

- 20+ years – researching and working in and around education
- 2 homeschooled kids since 2008
- Summer camps & homeschool classes on our farm
- led many field trips for homeschool community
- opened farm-based high school in VA
- Hosted our 26th foreign exchange student
- Served as the local coordinator for other families who hosted



**SEGMENT 1:
CORE PHILOSOPHY
OF SELF DIRECTED
LEARNING**



11 Principles of Unschooling

1

Learning happens all the time.

The brain never stops working and it is not possible to divide time up into “learning periods” versus “non-learning periods.” Everything that goes on around a person, everything they hear, see, touch, smell, and taste, results in learning of some kind.

*11 Principles of Unschooling by: Pam Sorooshian

<https://learninghappens.wordpress.com/2014/08/31/principles-of-unschooling/>

11 Principles of Unschooling

2

Learning does not require coercion.

In fact, learning cannot really be forced against someone's will. Coercion feels bad and creates resistance.

3

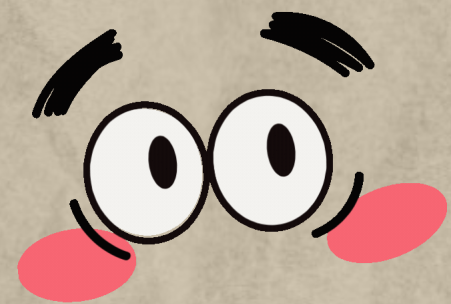
Learning feels good.

It is satisfying and intrinsically rewarding. Irrelevant rewards can have unintended side effects that do not support learning.



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**SEGMENT 2:
OVERCOMING
CHALLENGES AND
MISCONCEPTIONS**



11 Principles of Unschooling

4

Learning stops when a person is confused.

All learning must build on what is already known.

5

Learning becomes difficult when a person is convinced that learning is difficult.

Unfortunately, most teaching methods assume learning is difficult and that lesson is the one that is really “taught” to the students.

11 Principles of Unschooling

6

Learning must be meaningful.

When a person doesn't see the point, when they don't know how the information relates or is useful in "the real world," then the learning is superficial and temporary – not "real" learning.



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SEGMENT 3: SOCIAL AND EMOTIONAL ASPECTS OF UNSCHOOLING



11 Principles of Unschooling

7

Learning is often incidental.

This means that we learn while engaged in activities that we enjoy for their own sakes and the learning happens as a sort of “side benefit”.

11 Principles of Unschooling

9

We don't have to be tested to find out what we've learned.

The learning will be demonstrated as we use new skills and talk knowledgeably about a topic.

11 Principles of Unschooling

8

Learning is often a social activity, not something that happens in isolation from others.

We learn from other people who have the skills and knowledge we're interested in and who let us learn from them in a variety of ways.

11 Principles of Unschooling

10

Feelings and intellect are not in opposition and not even separate things.

All learning involves the emotions, as well as the intellect.

11

Learning requires a sense of safety. Fear blocks learning.

Shame and embarrassment, stress and anxiety —these block learning.




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THANK YOU!

