

CHAPTER 8: The WholeHearted Learning Child: Understanding Your Child



*F*or the home educating parent, _____ will be a constant factor in the _____ process, touching on every aspect of _____ and _____. How a child _____ and _____ --and how a parent _____ and _____ --will be unavoidably _____ and _____ by personality.

*D*oes the author believe that personality is shaped by parents and life experiences or that personality is God-given?

*H*ow large a role should personality play in home education?



W

hat are the 6 variables of human experience that help create the impression of a seemingly random diversity of types or expressions of personality?



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

A

s a homeschooling parent, you can maximize your _____
_____ by understanding your children's _____
_____.

T

he Clarksons' WholeHearted Learning Styles Model offers accessible language you can use to better understand how your children _____
and _____ and insights that will _____
_____.



Use

the information on page 152 under Modes of Thinking to complete the outline below.



Thinking Mode: INVESTIGATION

Purpose: _____

Investigating FACTS-- _____

Investigating INSIGHTS-- _____

Thinking Mode: DETERMINATION

Purpose: _____

Determining by LOGIC-- _____

Determining by VALUES-- _____



Y

our challenge is to exercise and give each child experience in all four

_____.



T

he WholeHearted Learning model, if implemented fully, should exercise all four mental tasks _____ without

_____.

K

nowing the four mental tasks will help you think about _____

_____ and avoiding inadvertently limiting your

_____ to those that reflect _____

_____.

"The human race," someone once said, "is made up of two groups of people: those who divide people into groups, and those who don't." People who study personality development divide people into groups...The number (of groups) isn't important. What's important is the enormous improvement in family happiness that can result when family members understand themselves and each other. ~LaVonne Neff, Once Upon a Kind, Multnomah, 1988



Use

the information on page 153 under Implications for Teaching to complete the outline below.



Teaching Methods for the Investigation Mode

Investigating FACTS--

Investigating INSIGHTS--

Teaching Methods for the Determination Mode

Determining by LOGIC--

Determining by VALUES--



The _____ child has an active mental focus
and the _____ child has a _____
one.



Give a brief description of a child with an active mental focus.

Give a brief description of a child with a reflective mental focus.



*A*n Active child needs _____



A Reflective child needs: _____

*B*riefly describe time-oriented children.



Briefly describe experience-oriented children.



Use the information on page 156 to complete the following charts.

ACTIVE	-or-	REFLECTIVE	(_____)
FACTS	-or-	INSIGHTS	(_____)
LOGIC	-or-	VALUES	(_____)
TIME	-or-	EXPERIENCE	(_____)

DOER	(_____ + _____)
HELPER	(_____ + _____)
MOVER	(_____ + _____)
SHAPER	(_____ + _____)



W

hat should be your goal during the elementary years?



NOTE: The instructions below are for use on the next few pages of this study guide.

U

se the information on pages 158-159 to evaluate each of your children's personalities. Then use the more detailed information on pages 160-167 to help identify each child's possible strengths and weaknesses as well as suggestion for ways to encourage, teach, motivate, and correct each child.

U

se the following pages to record notes and suggestions for each child. (You may copy, for example, the DOER Child page, for your own use if you have more than DOER Child or if you need more room. Please do not copy pages to share with others. Instead, have them go to this link (<http://bit.ly/1Bikqqr>) to download whichever study guide chapters they need.)



The DOER Child



Thinking Modes: _____ + _____

Description: _____

Life motto:

Describe your Doer Child's:

Learning Style: _____

Mental Focus: _____

Life Orientation: _____



Using the information on page 161, consider and make notes on the ideas and suggestions for the following (in relation to your Doer Child):



Teaching a Doer: _____

Reading with a Doer: _____

Motivating a Doer: _____

Correcting a Doer: _____



Using the information in the chart on page 161, record notes about your Doer Child's strengths and weaknesses in the following areas:



LIVING (Strengths): _____

LIVING (Weaknesses): _____

LEARNING (Strengths): _____

LEARNING (Weaknesses): _____

LOVING (Strengths): _____

LOVING (Weaknesses): _____

LABORING (Strengths): _____

LABORING (Weaknesses): _____





LEADING (Strengths): _____

LEADING (Weaknesses): _____

LISTENING (Strengths): _____

LISTENING (Weaknesses): _____

Use

these extra lines to record any additional information about your Doer Child that didn't fit into the previous pages.



The HELPER Child



Thinking Modes: _____ + _____

Description: _____

Life motto:

Describe your Helper Child's:

Learning Style: _____

Mental Focus: _____

Life Orientation: _____



Using the information on page 163, consider and make notes on the ideas and suggestions for the following (in relation to your Helper Child):



Teaching a Helper: _____

Reading with a Helper: _____

Motivating a Helper: _____

Correcting a Helper: _____



Using the information in the chart on page 163, record notes about your Helper Child's strengths and weaknesses in the following areas:



LIVING (Strengths): _____

LIVING (Weaknesses): _____

LEARNING (Strengths): _____

LEARNING (Weaknesses): _____

LOVING (Strengths): _____

LOVING (Weaknesses): _____

LABORING (Strengths): _____

LABORING (Weaknesses): _____





LEADING (Strengths): _____

LEADING (Weaknesses): _____

LISTENING (Strengths): _____

LISTENING (Weaknesses): _____

Use these extra lines to record any additional information about your Helper Child that didn't fit into the previous pages.



The MOVER Child



Thinking Modes: _____ + _____

Description: _____

Life motto:

Describe your Mover Child's:

Learning Style: _____

Mental Focus: _____

Life Orientation: _____



Using the information on page 165, consider and make notes on the ideas and suggestions for the following (in relation to your Mover Child):



Teaching a Mover: _____

Reading with a Mover: _____

Motivating a Mover: _____

Correcting a Mover: _____



Using the information in the chart on page 165, record notes about your Mover Child's strengths and weaknesses in the following areas:



LIVING (Strengths): _____

LIVING (Weaknesses): _____

LEARNING (Strengths): _____

LEARNING (Weaknesses): _____

LOVING (Strengths): _____

LOVING (Weaknesses): _____

LABORING (Strengths): _____

LABORING (Weaknesses): _____





LEADING (Strengths): _____

LEADING (Weaknesses): _____

LISTENING (Strengths): _____

LISTENING (Weaknesses): _____

Use these extra lines to record any additional information about your Mover Child that didn't fit into the previous pages.



The SHAPER Child



Thinking Modes: _____ + _____

Description: _____

Life motto:

Describe your Shaper Child's:

Learning Style: _____

Mental Focus: _____

Life Orientation: _____



Using the information on page 167, consider and make notes on the ideas and suggestions for the following (in relation to your Shaper Child):



Teaching a Shaper: _____

Reading with a Shaper: _____

Motivating a Shaper: _____

Correcting a Shaper: _____



Using the information in the chart on page 167, record notes about your Shaper Child's strengths and weaknesses in the following areas:



LIVING (Strengths): _____

LIVING (Weaknesses): _____

LEARNING (Strengths): _____

LEARNING (Weaknesses): _____

LOVING (Strengths): _____

LOVING (Weaknesses): _____

LABORING (Strengths): _____

LABORING (Weaknesses): _____





LEADING (Strengths): _____

LEADING (Weaknesses): _____

LISTENING (Strengths): _____

LISTENING (Weaknesses): _____

Use

se these extra lines to record any additional information about your Shaper Child that didn't fit into the previous pages.



N

ame and briefly describe the 3 advantages mentioned that your children can receive from you as a result of your understanding of your children's personalities and learning styles.



1. _____

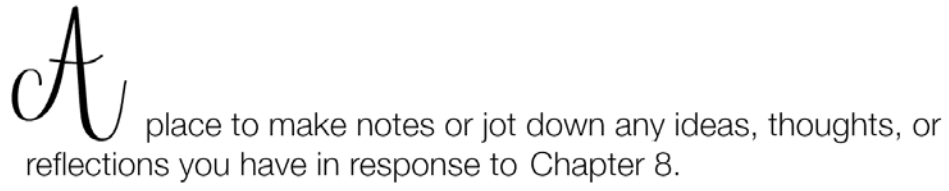
2. _____

3. _____

J

ust for fun: Did you learn anything about yourself and your own personality or learning style as you were reading this chapter? If so, what?







A series of horizontal lines for writing, consisting of 25 evenly spaced lines across the page.





A series of horizontal lines for writing, consisting of 25 evenly spaced lines across the page.

