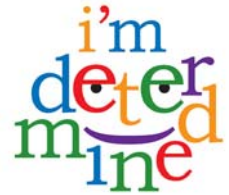


Organizing Topic: Self-Awareness and Self-Knowledge (*The skills of knowing one's own strengths, weaknesses, abilities and limitation AND knowing how to use these unique attributions to beneficially influence one's own life.*)



Title: How Do I Learn Best?

Target Level: Middle School

Sample Related Standards of Learning:

Oral Language

6.1 The student will analyze oral participation in small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

6.2 The student will listen critically and express opinions in oral presentations.

- a) Distinguish between fact and opinion.
- b) Compare and contrast viewpoints.
- c) Present a convincing argument.
- d) Paraphrase what is heard.
- e) Summarize what is heard.
- f) Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.

Objective:

- Students will explore learning styles and take a learning styles inventory to determine their personal learning style(s).

Prerequisite Understandings/Knowledge/Skills:

- An understanding of how to respond to surveys/quizzes.
- Recognition of personal preferences and interests.

Materials Needed:

- Learning styles inventory or quiz found on the Internet or available from guidance department. Teacher will need to assess several inventories to find one best suited to his/her students. Inventories can be interactive (electronic) or printed. Teacher can also create a learning styles inventory by:
 - a) Generating a list of 15 words to be read aloud to students (audio).

- b) Creating PowerPoint slides of 15 different items to show to students (visual).
- c) Gather 15 items that students can touch and handle (tactile/kinesthetic).

Time Frame: One 45-minute class period, conducted early in the school year.

Lesson Procedure:

1. Teachers introduces the concept of learning style and asks students if they know what works best for them when they are learning a new idea or task. Teacher stresses that everyone has a preferred way of learning. Additionally, stress that knowing your learning style can help others understand what support you need.
2. Teachers instruct the students to take a learning styles inventory. It should be stressed that the inventory IS NOT a test. Free online inventories can be found at www.ldpride.net
www.usd.edu/trio/tut/ts/style.html
www.homeworktips.about.com/library/quizzes/bl_lstylequiz1.htm.
3. Teacher then explains the characteristics of each style and what that style means to the learner (the visual learner needs to see the teacher during the lesson and often needs to sit at the front of the room). See attached.
4. Teacher and students discuss individual results of the inventory. Teachers need explain that many people have more than one style that works for them.

Specific Options for Differentiating this Lesson:

- Students divide notebook paper into three sections (auditory, visual, kinesthetic/tactile); teacher reads inventory while students enter tally marks in the appropriate section of paper.
- Peer mentor/classmate assists student with completion of inventory.

Evaluation

- Students use information from inventory to assist them in instruction (i.e., visual learner asks to be moved to front of class; tactile learner discusses use of manipulatives in math class to better understand concepts).

Extending Understanding:

- Ask students to share learning strategies and methodologies that work for them. Create a list for each learning style and post it in the classroom. Students can add ideas throughout the school year.

Learning Styles are Simply Different Approaches or Ways of Learning

Types of Learning Styles:

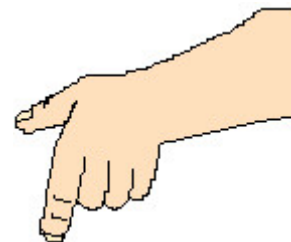
- **Visual Learners:**
learn through seeing . .

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

- **Auditory Learners:**
learn through listening . . .

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

- **Tactile/Kinesthetic Learners:**



learn through moving, doing and touching . . .

Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

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