

Lesson Five: What is Your Learning Style?

Why would anyone learn Karate by reading a book? Why would someone listen to a lecture over and over before a test? Why would flash cards help when memorizing information? Answer: Your learning style preference or preferences can determine how successful you are. Knowing what you prefer can help you match your needs with strategies that promise success. This lesson is about evaluating how you learn best so you can apply strategies that will help you be successful.

STANDARDS ALIGNMENT

North Carolina Essential Standards Guidance

- 001.09 Apply knowledge of learning styles to positively influence school performance.

North Carolina Professional Career Development Coordinator Standards

- Standard II. d. Adapt their services to accommodate diverse student populations.

Workforce Development Standards

- 20 CFR Parts 676, 677, and 678: Workforce Innovation and Opportunity Act is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Programs are based on eligibility.

STUDENT OBJECTIVES

At the close of the lesson, learners will be able to say... I can

- name three learning styles.
- give a basic definition or example for each style.
- identify which style or styles work best for me.
- match a style with a learning task to maximize my learning.

MATERIALS NEEDED

- computer, projector, internet access, YouTube access, screen to show video
- **I can** statements on poster board or handout
- Plain white paper for each participant
- 3 signs (one saying “visual”, one saying “auditory”, one saying “Kinesthetic”) to post in different corners of the room
- tape to post signs
- chord sheet: <https://bit.ly/3IY24uf>
- learning styles worksheet: <https://bit.ly/3fJFqS2>

DELIVERY SUGGESTIONS

The suggested *time* for the following lesson is 45-60 minutes, groups of four, all will need to see projected video, room to move in circles. 16-20 participants.

The following lesson is appropriate for:

- high school students
- adult learners

INSTRUCTIONS

1. State and share “I can” statements with learners, so they will know the purpose of the lesson.
2. Divide the class. Half will be an inside circle and half will be an outer circle.
3. Ask participants to move into an outer and inner circle. Explain that the inner will move clockwise, while the outer moves counter clockwise. Say: “When I stop the music, introduce yourself to the person you are closest too in the opposite circle and share your answer to the following: When you had to learn vocabulary words in school, how did you study?”
4. Repeat step 3 two more times. Now ask participants to group themselves by the most successful way they studied. For example, those who made flashcards should move to the front left. Those who stared at the definitions alone should move to the front right. You might want to assist in the discussion if participants are awkward speaking with one another or are having trouble moving into group. Ask each group to talk to one another about why the strategy was effective for them before asking one person from each group to share out their favored strategy and why the group thinks it works. Ask them to return to their seats.
5. Now say: *“Learning vocabulary was something you have done. Let’s talk about something you might not have done-learning to play the guitar. If you think you could watch someone play and copy his or her movements, move to the front right of the room. (wait for movement) If you think you could read fingering charts such as these (have a chord sheet to show) and learn, move to the front left (wait for movement). If you think you need to hold a guitar, watch someone else, and look at chord charts, move to the back of the room.”* Most should move to the back of the room, even if they have committed to another corner already. Ask them to move back to their seat.
6. Say: *“These strategies were examples of the three kinds of learning styles we are going to focus on today--Visual, Auditory, and Kinesthetic. Let’s watch a video explaining the definition of each.”*

7. Give each participant a piece of blank paper and show them how to turn the paper lengthwise and fold it in three columns. Ask them to write “Visual”, “Auditory”, and “Kinesthetic” at the top of each column—one word per column. Then ask them to fold the paper in half making the three columns become 6. Under each of the three original columns write the word “example” under each column. Now ask them to watch the following video, making notes on each style in the upper half of the paper.
8. Visual, Auditory, and Kinesthetic Learning Styles
<https://bit.ly/3ILoKgP>
9. In groups of four, have them discuss definitions on each style. Ask them to come up with at least one example of when each style could be helpful when learning something. You may ask each group to share out, if time allows.
10. Ask participants to answer and score the learning styles worksheet. After they finish, have them move to space in the room which is designated for their preferred learning style. In this group, they will share their results and discuss how accurate they felt the assessment was. After discussions, have participants move back to their seats.
11. Remind participants that a combination of learning styles helps a person be most successful. Participants should pair styles with a task to maximize the learning experience. Ask the group if they can think of a visual, auditory, and kinesthetic way to learn how to drive a forklift. Have answers of your own ready.
12. Close by returning to the **I can** statements. Read each and ask participants to give a thumbs up if they feel they have accomplished the statement.
13. Administer formal evaluations, if you choose, by sharing the following link:
<https://conta.cc/3Cx9sSO>

CREDIT FOR SOURCES

Video: <https://www.youtube.com/watch?v=RIAn5G4Nag>

Worksheet: <http://www.nwlink.com/~donclark/hrd/styles/vak.html>

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