



Advanced High School

National FFA Organization

Lesson AHS.7

IDENTIFYING YOUR LEARNING STYLES: WHAT TURNS MY GEARS.

Unit.

Stage One of Development-ME

Problem Area.

Who Am I in Light of Serving Others?

Precepts.

Definition of Mental Growth

National Standards.

NL-ENG.K12.2 - Understanding the Human Experience - Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Illustrate different methods of learning.
- 2 Identify his or her preferred style for learning.
- 3 Identify practical strategies for advancing his or her capacity for learning.





Time. Instruction time for this lesson: 50 minutes.



Resources

Schmeck, Ronald R. Learning Strategies and Learning Styles: Perspectives on Individual Differences. Plenum Publishers, 1988



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ AHS.7.TM.A
- ✓ AHS.7.TM.B
- ✓ AHS.7.TM.C
- ✓ AHS.7.TM.D
- ✓ AHS.7.TM.E
- ✓ AHS.7.TM.F
- ✓ AHS.7.AS.A
- ✓ AHS.7.AS.B—one per student
- ✓ AHS.7.Test—one per student
- ✓ AHS.7.Assess—one per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Learning styles
- ▶ Visual learners
- ▶ Auditory learners
- ▶ Kinesthetic learners
- ▶ Learning strategies



Interest Approach

Have we ever wondered why we may do better in one teachers class than another? Why we learn differently then our friends? Well that is what we are going to investigate today.

We are going to discover why we learn the way we do and why we learn differently than others. In a moment you will have two minutes to memorize as many words as possible from the overhead. You are to do this quietly.

Display AHS.7.TM.A and say:



Memorize as many words as we can in two minutes..

After two minutes remove the transparency and ask students to:



We are going to discover why we learn the way we do and why we learn differently than others. In a moment you will have two minutes to memorize as many words as possible from the overhead. You are to do this quietly.

Display AHS.7.TM.A and say:



Memorize as many words as we can in two minutes..

After two minutes remove the transparency and ask students to:



Write down as many words from the list as we can remember.

Again display AHS.7.TM.A and ask students to:



Tabulate how many words we remembered correctly.

Elicit responses about how well the students remembered and lead a brief discussion of the techniques the students used for remembering-such as creating a rhyme or tune. As the techniques are mentioned, write them on your writing surface.



How well were we able to remember the words?

What techniques did we use to remember the words?

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Illustrate different methods of learning.

I. Different methods of learning

As we can see, from this little exercise not all of us were able to learn the words in that small amount of time. What if pictures in addition to the words were shown, would that have helped us remember the words?

Display AHS.7.TM.B and ask students:



Most of us learn best by seeing, speaking, and doing. We've already talked about the impact that a picture might have had on remembering the words. In addition if we could have said the words aloud to ourselves or written them down, we might have remembered them even better.

Display AHS.7.TM.C and review the information with the students, emphasizing the following points:



Memorize as many words as you can in two minutes.

After two minutes remove the transparency and ask students to:



Write down as many words from the list as you can remember.

Again display AHS.7.TM.A and ask students to:



Tabulate how many words you remembered correctly.

Elicit responses about how well the students remembered and lead a brief discussion of the techniques the students used for remembering—such as creating a rhyme or tune. As the techniques are mentioned, write them on your writing surface.

How well were you able to remember the words.

What techniques did you use to remember the words.

Display AHS.7.TM.B and ask students:

If I had shown you the pictures in addition to the words, would it have helped you remember the words. In what way.

Display AHS.7.TM.C and review the information with the students, emphasizing the following points:

We Learn:

- 1 percent through taste
- 1.5 percent through touch
- 3.5 percent through smell
- 11 percent through hearing
- 83 percent through sight



We remember:

- 10 percent of what we READ
- 20 percent of what we HEAR
- 30 percent of what we SEE
- 50 percent of what we SEE and HEAR
- 80 percent of what we SAY
- 90 percent of what we SAY and DO

Display AHS.7.TM.D and say:



Use the techniques just discussed in order to memorize as many of the words as possible in two minutes: 1) form mental pictures illustrating the words, 2) say the words very quietly to yourself, and 3) write the words on paper.

After two minutes, remove the AHS.7.TM.D and instruct the students to:



Use a new sheet of paper and write down as many words as we can remember.

Again display AHS.7.TM.D and take a quick poll about how the participants did.





How many of the words were we able to recall?

Display AHS.7.TM.E and lead a concluding discussion based on the following questions:



How did our performance this time differ from the first time we tried to remember the words?

Which techniques did we find most effective?

What has this activity taught us about how we learn?

What has it taught us about different learning techniques?

How can we use different learning techniques in our work so that people with a variety of learning styles will benefit?

Objective 2. Identify his or her preferred style for learning.

II. Style of Learning

Introduce the concept of learning styles. Say to the class:



A **learning style** is a way in which we show preference in how we concentrate, absorb, and retain new and difficult information. Every individual has been found by psychologists to have a unique pattern of learning.

For example, we have probably noticed that when we try to learn something new we either:

1. Prefer to learn by listening to someone talk to you about the information,
2. prefer to read about a concept to learn it, or
3. prefer to see a demonstration of the concept.

By identifying our learning styles, we will be able to learn more effectively-learn in less time, remember better, understand more deeply, and enjoy learning.

Display AHS.7.TM.F or write on the writing surface:



There are three types of learning styles:

1. Visual learners
2. Auditory learners
3. Kinesthetic learners

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 textbooks, overhead transparencies, videos, flipcharts, and activity sheets. 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.



Kinesthetic learners: learn through moving, doing, and touching. 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.

Review this information using a Choral Response Moment.

Hand out AHS.7.AS.A.



This chart helps us determine our learning style. Read the word in the left column and then answer the questions in the successive three columns to see how we respond to each situation. Our answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates our primary learning style.

Objective 3. Identify practical strategies for advancing his or her capacity for learning.

III. Practical strategies for advancing one's capacity for learning

Introduce the concept of learning strategies. Say to the class:



Understanding our learning style is only half of the equation. We must also understand and utilize learning strategies that align with our individual learning style.

Learning strategies are our approach to learning a new task. They include how we think and act when planning, executing, and evaluating the performance of a task and its outcomes. Learning strategies provide us an opportunity to become a more active learner by teaching us how to learn and how to effectively use what has been learned based on our preferred learning style.

Specifically, learning strategies refer to methods that we can use to learn. This ranges from techniques for improved memory to better studying or test-taking strategies.

Hand out AHS.7.AS.B and summarize the various learning strategies.



Here are some practical suggestions pertaining to each learning style that can help us advance our capacity for learning.

Visual Learners: Use visual materials such as pictures, charts, maps, graphs, etc.

Have a clear view of the teachers when they are speaking so we can see their body language and facial expression.

Use color to highlight important points in text.

Take notes or ask your teacher to provide handouts.

Illustrate our ideas as a picture or brainstorming bubble before writing them down.

Write a story and illustrate it.

Use multi-media-e.g. computers, videos, and filmstrips.

- Study in a quiet place away from verbal disturbances.
- Read illustrated books.
- Visualize information as a picture to aid memorization.
- Auditory Learners:
- Participate in class discussions or debates.
- Make speeches and presentations.
- Use a tape recorder during lectures instead of taking notes.
- Read text aloud.



- Create musical jingles to aid memorization.
- Create mnemonics to aid memorization.
- Discuss our ideas verbally.
- Dictate to someone while he or she writes down our thoughts.
- Use verbal analogies and story telling to demonstrate our point.
- Kinesthetic Learners:
- Take frequent study breaks.

Move around to learn new things-e.g., read while on an exercise bike, mold a piece of clay to learn a new concept.

- , Work at a standing position.
- Chew gum while studying.
- Use bright colors to highlight reading material.
- Dress up your workspace with posters.
- If you wish, listen to music while you study.

Skim through reading material to get a rough idea what it is about before settling down to read it in detail.

Review this information using an A and Q Moment.

Review/Summary

Review the unit by saying to the students:

So where do these learning styles and learning strategies leave us? Let's reaffirm how each of us learn best and use these learning activities whenever possible. There are probably as many ways to "learn" as there are to teach. Perhaps the most important thing is to be aware that people do not all see the world in the same way. They may have very different preferences than you for how, when, where, and how often to learn.

Review the unit by using a Little Professor Moment.

At this time pass out AHS.7.Test.



Application

►Extended Classroom Activity:

Have students use their preferred learning style to demonstrate their knowledge of an agricultural or natural resource issue in the United States. These projects could be posters-for the visual learners, a speech-for the auditory learners, or a play-for the kinesthetic learners.

Have students create a bulletin board for an agriculture or natural resources issue that utilizes the three learning styles. On the bulletin board students could use pictures that describe the issue, pose questions or highlight words to emphasize elements of the issue, and an activity that requires people to do something associated with the issue.

FFA Activity:

Use the various learning styles. Have students develop a presentation for the PALS program to teach an agriculture or natural resources issue to elementary school students



► SAE Activity:

Have students establish a presentation about their SAE project that uses their preferred learning style. These presentations could be a slide show-for the visual learners, a speech-for the auditory learners, or a demonstration-for the kinesthetic learners.

✓ Evaluation

AHS.7.Test

Answers to Test:

1. b.
2. a.
3. c.
4. 1
5. 1.5
6. 3.5
7. 11
8. 83
9. 10
10. 20
11. 30
12. 50
13. 80
14. 90



IDENTIFYING YOUR LEARNING STYLES: WHAT TURNS MY GEARS.

Connect the learning style with its definition.

- a. Visual learners
- b. Auditory learners
- c. Kinesthetic learners

_____ learn through listening
_____ learn through seeing
_____ learn through moving, doing, and touching

Fill in the blank.

We Learn:

_____ percent through taste
_____ percent through touch
_____ percent through smell
_____ percent through hearing
_____ percent through sight

We remember:

_____ percent of what we READ
_____ percent of what we HEAR
_____ percent of what we SEE
_____ percent of what we SEE and HEAR
_____ percent of what we SAY
_____ percent of what we SAY and DO



REMEMBER THESE WORDS:

Tree
Baseball
Road
Cane

Tire
Fruit
Potato
Cow

Girl
Ring
Computer
Telescope



THESE ILLUSTRATIONS MAY HAVE HELPED



Tree



Tire



Girl



Baseball



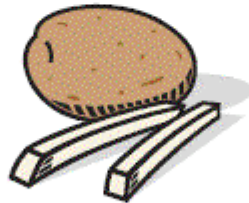
Fruit



Ring



Road



Potato



Computer



Cane



Cow



Telescope



WE LEARN:

- ◆ 1 percent through taste
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WE REMEMBER

- ◆ 10 percent of what we READ
- ◆ 20 percent of what we HEAR
- ◆ 30 percent of what we SEE
- ◆ 50 percent of what we SEE and HEAR
- ◆ 80 percent of what we SAY
- ◆ 90 percent of what we SAY and DO



REMEMBER THESE WORDS:

Pencil

Plant

Cup

Purse

Salad

Truck

Goat

Box

Coat

Blackboard

Soda

Window



◆ **How did your performance this time differ from the first time you tried to remember the words.**

◆ **Which techniques did you find most effective.**

◆ **What has this activity taught you about how people learn.**

◆ **What has it taught you about different learning techniques.**

◆ **How can you use different learning techniques in your work so that people with a variety of learning styles will benefit.**

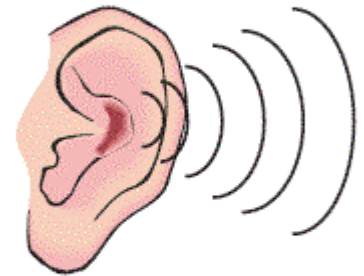


THREE TYPES OF LEARNERS

♦ **Visual Learners:** learn through seeing



♦ **Auditory Learners:** learn through listening



♦ **Kinesthetic Learners:** learn through moving, doing, and touching



AHS.7.AS.A

This chart helps you determine your learning style. Read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

When you	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
Talk	Do you dislike listening for too long? Do you favor words such as see, picture, and imagine?	Do you enjoy listening but are impatient to talk? Do you use words such as hear, tune, and think?	Do you gesture and use expressive movements? Do you use words such as feel, touch, and hold?
Concentrate	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
Meet someone again	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Read	Do you like descriptive scenes and pause to imagine the actions?	Do you enjoy dialog and conversation or hear the characters talk?	Do you prefer action stories or are not a keen reader?
Do something new at work	Do you like to see demonstrations, diagrams, slides, or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?
Put something together	Do you look at the directions and the pictures?	Do you prefer verbal instructions or talking with someone else?	Do you ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it or try it on another computer?



Here are some practical suggestions pertaining to each learning style that can help you advance your capacity for learning.

Visual Learners:

- Use visual materials such as pictures, charts, maps, graphs, etc.
- Have a clear view of your teachers when they are speaking so you can see their body language and facial expression.
- Use color to highlight important points in text.
- Take notes or ask your teacher to provide handouts.
- Illustrate your ideas as a picture or brainstorming bubble before writing them down.
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- Use multi-media—e.g. computers, videos, and filmstrips.
- Study in a quiet place away from verbal disturbances.
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- Visualize information as a picture to aid memorization.

Auditory Learners:

- Participate in class discussions/debates.
- Make speeches and presentations.
- Use a tape recorder during lectures instead of taking notes.
- Read text aloud.
- Create musical jingles to aid memorization.
- Create mnemonics to aid memorization.
- Discuss your ideas verbally.
- Dictate to someone while he or she writes down your thoughts.
- Use verbal analogies and story telling to demonstrate your point.

Kinesthetic Learners:

- Take frequent study breaks.
- Move around to learn new things—e.g., read while on an exercise bike, mold a piece of clay to learn a new concept.
- Work at a standing position.
- Chew gum while studying.
- Use bright colors to highlight reading material.
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