

How do you learn?

Objective: Students will recognize and explore what type of learners they are, and strategies that will help them get the most from studying.

Overview: Everyone learns in a variety of ways. This activity allows students to recognize how they learn and different strategies they can use to study.

Materials:

Handout 1: Learning style cards

Handout 2: Tendencies and Strategies for Learning

Handout 3: How do you learn?

Three Tri-fold boards (Tactile, auditory and visual learner)-gallery walk

List of Discussion prompts printed for all mentors for Part 3

Preparations: Create cards from handout 1. Prepare 3 tri-fold presentation boards for students to view. On each board include learning styles/ tendencies, and academic/ study strategies.

Instructions: (1 hour and 30 minutes)

Part 1: (30 minutes)

- a. Each student will receive a deck of multi-colored cards (Handout 1). Each card will have a learning tendencies listed on it. The cards will be color coded by learning style for teacher reference.
- b. The students will sort through the cards and choose which tendencies best fit them.
- c. Once everyone has completed separating out those tendencies and has chosen up to 10 descriptions that best fit them, students can record their top ten tendencies on Handout 2, part a.
- d. Have a quick five minute discussion on what the cards may or may not mean.
 - Discussion prompts:
 1. What do you think the blue, pink or white card might mean?
 2. What are learning strategies?
 3. What type of learner do you think fits you best?
- e. See Handout 2, part B. Look at the cards you selected and divide them by colors. If you have more of one color than another, that learning style might be dominant for you. Please tally the cards and fill out Handout 2, B. Write in your top two learning styles.
 - Discussion prompt: What do you think _(tactile...)__ tendency means?
Color meanings:
 1. Pink: Tactile
 2. Blue: Visual
 3. White: Auditory

Part 2: (30 minutes)

- a. Now that students have an idea of what type of learner they identify with, they will participate in a gallery walk.
- b. Place the tri-fold boards around the room. Give students five minutes to view their top two learning styles.
- c. Have a mentor or instructor at each of the boards. Have a quick discussion using the boards on what benefits the particular learning style for the students. What are academic strategies and ways to study they can use?
- d. During the gallery walk, students can record different types of strategies that may work for them (Handout 2, part C).
- e. Once students have completed the gallery walk, have them return to their seats and pull out Handout 3: How do you learn. Have students review the worksheet.

Part 3: (30 minutes) Break into discussion groups

- a. Have students bring Handout 3 and break into small groups for a discussion.
- b. Keep the gallery walk boards up for reference.
- c. Have students in groups of 5-10 people with a mentor. The mentor will have a list of discussion prompts about the worksheet and how students have learned in the past.
 - Discussion prompts:
 1. Think of a teacher that stands out the most to you, what were types of things they did or didn't do that helped you?
 2. Think of a math teacher, how did they present the material? Was it helpful?
 3. What is a strategy you can use now to help you learn? Give an example. Fill out worksheet for different subjects.

P2HS Closure/Transition

Note to student: Throughout your life you will have a teacher, boss, co-worker, friend, or family member that communicates information differently. How you choose to interact with them is solely in your control.

With teachers who teach 30-35 students per class, it is up to each student to adapt how they interact with the teacher's teaching style. You control your outcome. Take ownership of this knowledge and make the situation work for you.