

UNDERSTANDING LEARNING STYLES & DIFFERENCES

Lesson Format

Day One

1. Prep before class (Page 8).
2. Complete “Introduction to Learning Styles and Multiple Intelligences” (see Teacher Script Day #1 – Pages 8, 9) by describing differences in general and then as they apply to how people learn new information. Briefly explain Learning Theories and Gardner’s Theory of Multiple Intelligences and include why it is important to understand them.
3. Complete the *Learning Styles Activity* with students and discuss the results in class (Teacher Script Day #1 – Page 9, 10). Use the questions on Page 24
Learning Styles: Questions to Ask Class.
4. Review “Multiple Intelligence Theory” (Teacher Script Day #1 – Pages 10 to 13). Pass out *Learning Styles and Multiple Intelligences Theory handouts* (Page 25).
5. Have each student complete one of the following activities and discuss the results:
 - A. *Multiple Intelligences Inventory* (Page 28)

OR

 - B. *Multiple Intelligences Inventory: Card Sort Activity* (Pages 29 to 38)
6. Have students’ complete the *Matching: Multiple Intelligences and Learning Styles worksheet* (Page 26).
7. Have students read and then complete the *How to be a Self Advocate Role-Play Activity* (Pages 41-48) in pairs (in front of the class). Be certain to explain the differences between being an advocate and being aggressive or disruptive.
8. For homework, have students complete the *Trying Another Way* (Page 49) the *My Future* (Page 50) and/or the *Choosing a Career worksheets* (Page 51-53).

Day Two

1. Prep before class (Page 16).

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2. Complete “Introduction to Disabilities” (Teacher Script Day #2 – Pages 16, 17) by describing disabilities in general and then how learning about people with disabilities can help us understand and appreciate our individual differences.
3. Complete one or more of the *Learning Another Way Simulations* (Pages 54 to 56) with the students; discuss how the students adapted their approach to accomplish the task (also see Teacher Script Day #2 – Page 17)
4. Ask students if they know of anyone that has a disability. Talk about people in their families or communities who have disabilities.
5. Discuss the “Being Creative Learners” information with class (Teacher Script Day #2 - Page 17).
6. Read *Why Study Successful People with Disabilities?* (Page 58)
7. Have students complete any or all of the *Successful People with Disabilities worksheets* (there are three different ones, Pages 61, 64, and 67) referring to the *Successful People with Disabilities Info. Sheets* (Pages 59-60, 62-63, and/or 65-66).
8. Read over the *Successful People with Disabilities Research Project worksheet* (Page 68) in class, and have the students complete this assignment for homework. Students are to use either:
 - A. *Successful People with Disabilities Research worksheet* (Page 69)

OR

 - B. The *Guided Notes handouts* (Page 70-71).
9. For additional homework, students can also complete *The Importance of Understanding Disabilities and Learning Styles Word Find* (Page 77).
10. Give students the “Test Your Knowledge” Quiz (Page 79).

Please note that students sometimes misinterpret the intent of the Simulation Activities on Day Two. Students will sometimes respond that the key point of this activity is for them to “understand how hard it would be to be blind.” This is **NOT** the key point or message that students should take from the activity. **It will be important to reinforce to the students that the key point is related to adapting.** If a person is not able to do something the way everyone else does, they can be creative and find another way or adapt in order to accomplish the task.