

UNDERSTANDING LEARNING STYLES & DIFFERENCES

Teacher Script Day #1

Learning Styles and Multiple Intelligences

Prep before class:

- Put posters of the three learning styles up on three different walls in the classroom (Posters on Pages 21 to 23).
- Make enough copies of the following items to hand out to all the students:
 1. *Learning Styles and Multiple Intelligences Theory handout* (Page 25)
 2. *Matching: Multiple Intelligences and Learning Styles worksheet* (Page 26)
 3. *Multiple Intelligences Inventory* handout (Page 28) or the *Multiple Intelligences Inventory: Card Sort Activity* (Pages 29 to 38) *and Card Sort Graph Report* (Page 39)
 - a. Cut the *Multiple Intelligences Inventory Cards* apart.
 - b. Pull out the 8 title cards; set aside.
 - c. Mix up the remaining deck of cards.
 - d. If the cards are too flimsy for your students to handle, glue them onto a 3 by 5 card to make them sturdier; or use a lamination machine.
 - e. Put the cards together, with the title cards on top.
 4. *How to Be a Self Advocate Role-Play Activity handout* (Pages 41-48)
 5. *Trying Another Way worksheet* (Page 49)
 6. *My Future worksheet* (Page 50)
 7. *Choosing a Career worksheet* (Pages 51-53)

Lesson Day #1

Introduction to Learning Styles and Multiple Intelligences

1. “There are many theories about learning styles and intelligence. Today we are going to discuss a theory about three types of learning styles: *Auditory Learning*, *Visual Learning*, and *Tactual/Kinesthetic Learning*. Next, we will learn about the

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theory of intelligence called *Multiple Intelligences* developed by Howard Gardner.”

2. Ask the class: “Why do you think it is important for us to understand learning styles and multiple intelligence theories?” Make sure to cover the key reasons below:
 - A. Not everyone learns the same way.
 - B. When you understand how you learn, you can be more successful in school, at work and as a life-long learner.
 - C. Knowing your learning style and where your intelligence “strengths” are will help you overcome your weaknesses and capitalize on your strengths.
 - D. You can help your teacher understand how you learn best.
3. Reinforce these facts: “Students learn in many different ways. When teachers understand how their students learn they can present the lessons in several different ways. That’s why sometimes the teacher seems to be making the same point over and over again. The teacher is! Some of the presentation techniques may work for you, others may not.”

Learning Styles Activity

1. Ask for a volunteer to read the signs you posted around the room.
2. Ask if anyone knows the meaning of the words on the posters.
 - A. **Visual Learner** – a person learns best when seeing the material.
 - B. **Auditory Learner** – a person who learns best by listening.
 - C. **Kinesthetic/Tactile Learner** – a person learns best when moving or doing something physical with the information.
3. Pass out the *Learning Styles and Multiple Intelligence Theory handouts* and have students take turns reading the top half of the handout out loud.
4. Explain the Learning Styles Activity
 - A. “We are going to do an activity to help you figure out which type of a learner you are. Some people are very strong in one area while some people show strength in a more than one of the areas.”
 - B. “I am going to read a set of three statements. I want you to pick the statement that sounds the most like you and then walk to, and stand by the learning style poster that matches the sentence you chose.”
 - C. “I am going to pass out a sheet of paper with the statements on it. If you would like to, you may read along with me as I read each of the

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statements. If you are a visual learner you will probably like to read along as I read, but if you are an auditory learner you may just want to listen.”

- D. “Remember, there is no right or wrong choice. They are all good choices. They are just different ways of doing an activity.”
- E. Pass out the *Learning Styles: Questions to Ask Class* sheet (Page 24)
- F. Read the three statements listed for the first question, and then say “now move to the sign that you think best describes you”.
- G. Keep track of how many people chose each style of learning (Auditory, Tactile/Kinesthetic, and Visual) for each of the 5 questions.
- H. To summarize the numbers, write this information on the whiteboard so the students can get an idea of the common learning styles used by their classmates. You could even graph these results if you would like to.
- I. After the activity, discuss how knowing this information can help both the students and the teachers.
 - 1) Ask the students to come up with ideas first.
 - 2) Share some examples.
 - a. If you learn better by *listening* than reading, use a tape recorder to record things you need to memorize and listen to the information over and over.
 - b. If you learn better when you are *moving and doing*, try writing it down, drawing pictures, acting it out, or turn it into a game.
 - c. If you are a *visual* learner and are studying for a history test, read your notes over, look over your book and pay attention to the pictures, time lines, charts, graphs and bold headings of the sections.
 - d. If you are both a *visual* and *kinesthetic/tactile* learner, using flashcards to study is a great way to incorporate both of these learning styles.

Multiple Intelligences Theory

1. “There are many theories of intelligence; we are going to learn about the Theory of Multiple Intelligences developed by Howard Gardner.³ This theory says there are

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eight different types of intelligences (or interacting cognitive capacities/mental processes of perception) instead of a single general intelligence.”

2. One helpful feature of this approach is that we get to view each individual as having an intelligence “profile” or a combination of relative strengths and weaknesses among the different intelligences.
3. Students are able to see themselves as being potentially smart in a number of ways.
4. Ask the students to pick up the *Learning Styles and Multiple Intelligences Theory* **handout** and look at the bottom half of the page.
5. Discuss each type of intelligence with the students:
 - A. Linguistic - these individuals have the ability to use words and language; highly developed auditory skills; generally elegant speakers; think in words.
 - B. Logical/Mathematical - ability to use reason, logic and numbers; think conceptually in logical and numerical patterns making connections between pieces of information; ask lots of questions and like to do experiments.
 - C. Visual/Spatial - ability to perceive the visual; tend to think in pictures; create vivid mental images to retain information.
 - D. Musical/Rhythmic - ability to produce and appreciate music; think in terms of sounds, rhythms and patterns; respond to music either by appreciating or criticizing what they hear; may be extremely sensitive to and aware of environmental sounds.
 - E. Bodily/Kinesthetic - ability to control their body movements and handle objects skillfully; ability to express themselves through movement; have a good sense of balance and eye-hand coordination; ability to remember and process information through interacting with the space around them.
 - F. Interpersonal – (skills between people) ability to relate to and understand others; see things from other people's point of view in order to understand how they think and feel; uncanny ability to sense feelings, intentions and motivations; great organizers; try to maintain peace in group settings and encourage cooperation between people.
 - G. Intrapersonal – (skills within yourself) ability to self-reflect and be aware of one's own inner state of being; understand their own inner feelings, dreams, relationships with others, and their own strengths and weaknesses.
 - H. Naturalist - ability to identify and classify the components that make up our environment; sense patterns in and make connections to elements in nature; very interested in other species, in the environment and the earth; has a strong

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affinity to the outside world and/or to animals; keenly aware of their surroundings and changes in their environment.

REFERENCE:

³ <http://www.howardgardner.com/MI/mi.html>

6. Complete ONE of the following activities (either A. or B. below):

A. Complete *Multiple Intelligences Inventory*

- 1) Read the directions aloud. You may want to read the whole sheet aloud and have the students complete the form as you go (especially if you have students who are not strong readers).
- 2) When students have completed this sheet, have them tally their scores for each type of intelligence to see where their strengths and weakness are; have students write their top three “intelligences” (their three highest scores) on the line at the bottom of the page.

- OR -

B. Complete *Multiple Intelligences Inventory: Card Sort Activity*

- 1) Hand each student or group of students a deck of cards.
- 2) Have the student place the title cards aside for now.
- 3) Ask them to go through the cards and read each one and place it on one of two piles (sounds like me) or (does not sound like me).
- 4) If the statement sounds like them, place it in one pile; if it does not sound like them, place it in the other pile.
- 5) After the students have sorted all of the cards into two piles, have the students’ organize the cards in “sounds like me” pile by color, and place each set of cards with its title card.
- 6) Have the student pick up a *Multiple Intelligences Inventory: Card Sort Graph Report* form from you.
- 7) Have the students count how many cards they have in each of the intelligence areas and then graph their results on the *Multiple Intelligences Inventory: Card Sort Graph Report* sheet.
- 8) If your students are working in groups, have them take turns sorting the cards; they can also help each other with the reading if there is a student with weaker reading skills.

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- C. Discuss how knowing their strengths can help them be more successful in school, at home, at work, or in their social life.
- 1) Ask them to come up with examples.
 - 2) If they need help, here are a few:
 - a. If you can remember *tunes* and *songs* easily (have a strong *musical/rhythmic* intelligence) then use a familiar tune and make up lyrics about the subject you are studying and sing it over and over until you remember it.
 - b. If you have strong *interpersonal* intelligence, you may study best with a study partner or in a group; but if you have strong *intrapersonal* skills you may be better off studying by yourself.
 - c. If you are have a strong *body/ kinesthetic* intelligence use movement as you learn. Walk around as you try to remember information, or build models.
- D. Complete the ***Matching: Multiple Intelligence and Learning Styles*** worksheet in class or as homework.

How to be a Self Advocate Role-Play Activity

1. Have a student (or several students) pass out copies of the ***How to Be a Self Advocate Role-Play Activity*** worksheet.
2. Read the directions out loud, or have a volunteer read.
3. Divide the class into groups of 2 or 3. Assign one scenario (1 to 8) to each group.
4. Have each group discuss their scenario and practice role playing their situation.
5. Have groups present their self-advocacy role play to the class one group at a time.
6. Listed below are possible solutions for the role play situations in the activity; these may be used to prompt students and get them started (if needed):
 - A. Role play situation #1
 - 1) Ask Joe to give you his number verbally, and then write it down on a piece of paper
 - 2) Ask Joe to write it down for you on paper
 - 3) Ask Joe politely to call you instead
 - B. Role play situation #2

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- 1) Ask the teacher for a large print book, or get a large print book from the library or from a bookstore
- 2) Get a magnifying glass and use it to help you read
- 3) Go to the library and get the book on cassette tape or CD

C. Role play situation #3

- 1) Ask the teacher if you can work with a partner
- 2) Ask the teacher if you can work out the math problems on a scrap piece of paper.
- 3) Make a chart of the multiplication table and use it when solving problems
- 4) Ask for permission to check your work with a calculator

D. Role play situation #4

- 1) Ask the teacher if you can change seats to avoid the window
- 2) Ask the teacher to pull down the blind

E. Role play situation #5

- 1) Give the student a small toy like silly putty, a marble, a squishy toy, etc. to hold on to
- 2) Allow the student to sit on an exercise ball

F. Role play situation #6

- 1) Sit in the front row
- 2) Explain to the teacher that it is important for her to be able to read the teacher's lips during the lecture.
- 3) Record the lecture on a tape recorder and play it later at a louder volume.

G. Role play situation #7

- 1) Ask a friend to make a copy of their notes to save time; offer to write out his answers for him on homework projects.
- 2) Record the lecture on a tape recorder and play it later
- 3) Ask the teacher if he can express his understanding of the homework during a one-on-one conversation.

H. Role play situation #8

- 1) Use the beat to your favorite song and make up a musical number that will help you to remember the countries.

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- 2) Make up a game where you can incorporate your favorite sport into memorizing the continents.
7. After each role play, briefly discuss the strategies used to self-advocate and ask for additional suggestions/adaptations from the class.
8. If time permits you may continue the self-advocacy discussion with personal examples from the class. Ask someone to share a task that is difficult for them.
 - A. Then ask the student how they learn best (refer them to the Learning Styles Activity and the Multiple Intelligences Activities).
 - B. Then, as a class, brainstorm ways they can use their strengths to improve in areas that are difficult. Have the class figure out ways to adapt a situation so that they can accomplish it.
 - C. If desired, you may have students role-play their “difficult situations” with a partner for the class; this will give them practice in advocacy skills.
 - D. Remind students that the goal of self advocacy is to help family, friends, and teachers understand their specific needs.
 - E. It generally isn’t helpful to just say, “I don’t get it.” Instead, you could say “I learn better by _____, can you help me?”
 - F. The more information that can be provided about the task/problem, the more possible adaptations can be generated!
9. Complete the *Trying Another Way, My Future worksheet* and/or the *Choosing a Career handout* as homework; discuss them the next day.