



Employment

Learning styles

This topic will develop students' awareness of the ways they learn.

This topic is made up of three parts. You can present them one at a time or follow on depending on the needs of your students and the time you have available.

Learning Intentions

When students have finished this topic, they will be able to:

- Identify the ways that they learn new skills or information

They will learn these skills by:

- Participating in group discussions
- Watching a video

	What the students will do	What you will need before you start
Part 1 (Option 1) 'How do we learn?'	Group activity	<ul style="list-style-type: none"> • Butcher's paper, whiteboard or Smartboard • Copy of written instructions (if needed) • Footballs (or other sporting equipment) and an oval/place to kick footballs around
Part 1 (Option 2) 'How do we learn?'	Group activity	<ul style="list-style-type: none"> • Sheets of paper • Butcher's paper, whiteboard or Smartboard • Copies of written instructions
Part 2 'How do I prefer to learn?'	Self reflection	<ul style="list-style-type: none"> • Computers to complete survey on, or printout of survey • Planning circle worksheet (optional)

Word list:

verbal = spoken, using words.

visual = able to be seen, using drawings, sketches, photos, diagrams, graphs and so on.

written = in writing, using text.

modelled = being shown and explained by an 'expert' (or by someone who is capable of doing the task). They 'talk it through' or 'talk out loud' as they go.

imitation = being copied after watching someone else do a task – perhaps watching them many times.

demonstration = being shown in simple steps, repeating steps if/as needed.

Part 1: How do we learn? (Option 1)

Objective – What do we want the students to know?

The purpose of this lesson is develop student's awareness of the factors that contribute to their learning

Overview – How will they learn this?

Students can will watch someone, read instructions and have a go at kicking a drop punt, though any skill can be used. This exercise can easily be swapped for another sport, or other activity. They will then break into small groups and brainstorm the different ways you can teach or learn using that mode.

Resources – What will I need?

- Butcher's paper, whiteboard or Smartboard
- Copy of written instructions (if needed)
- Footballs and an oval/place to kick footballs around

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: looking at the ways we learn
How: being taught a new skill using different teaching styles
Why: knowing how we learn best helps us to find easier ways to learn new information at school and work
2. Introduce the different modes for teaching and learning: showing, watching, listening and speaking, reading, writing and doing (including imitating and trial-and-error).
3. Take students out to the oval and tell them they are going to kick some drop punts. Show students the kick. Don't use any verbal instructions or commentary. Ask students to have a go.
4. Now give them only verbal instructions. Ask students to have a go.
5. Now ask students to practice the kick. You can assign a number of kicks you'd like to aim for.

6. Gather students back in and talk about the different ways you communicated with them. Ask them if they can identify the different modes for learning they just used. (*Answers: 2) watching and doing 3) Listening 4) Doing*)
7. Ask students which was easiest to understand and do.
8. Bring students back to the classroom. Have students form three groups and give each one a teaching mode (showing, speaking, writing) Have them brainstorm all the ways someone could help a person who has never seen or played AFL learn football skills, using that mode. Students record the groups brainstorms on pieces of butcher's paper. Encourage them to think about the different ways they have learned their skills over the years.
9. Possible answers:

<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>	<i>Doing</i>
<ul style="list-style-type: none"> • <i>Listening to someone tell you how</i> • <i>Talking about what you've done</i> • <i>Telling stories</i> • <i>Asking questions</i> • <i>Watching tutorials on the internet</i> • <i>Getting feedback</i> 	<ul style="list-style-type: none"> • <i>Reading instructions</i> • <i>Reading a task sheet</i> • <i>Reading a book or article</i> • <i>Reading forum posts on the internet</i> • <i>Reading emails</i> • <i>Getting feedback</i> 	<ul style="list-style-type: none"> • <i>Writing down instructions</i> • <i>Writing assignments</i> 	<ul style="list-style-type: none"> • <i>Watching someone else do it</i> • <i>Trying to do it yourself</i> • <i>Copying someone</i> • <i>Practising</i> • <i>Experimenting</i> • <i>Trial and error</i> • <i>Making something</i> • <i>Thinking about it</i>

10. Have the groups come together and share their brainstorms. Put the different groups brainstorms around the classroom. Ask everyone to get up and have a look at the other groups work and look for similarities in answers.

11. Explain that most people learn using a combination of listening, watching, writing or speaking and doing and most people teach using a combination of modes. Some people prefer one mode to others and find this is the way they learn best.

Part 1: How do we learn? (Option 2)

Objective – What do we want the students to know?

The purpose of this lesson is develop student's awareness of the factors that contribute to their learning

Overview – How will they learn this?

Students can work in small groups to create a paper plane. Groups try to make the plane using verbal then visual and written instructions and finally being shown by the teacher. They will evaluate the success of each attempt and consider how each teaching mode affected their ability to learn how to make a plane.

Resources – What will I need?

- Sheets of paper
- Butcher's paper, whiteboard or Smartboard
- Copies of written instructions

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: looking at the ways we learn
How: being taught a new skill using different teaching styles
Why: knowing how we learn best helps us to find easier ways to learn new information at school and work
2. Introduce the different modes for teaching and learning: showing, watching, listening and speaking/writing and doing.
3. Hand out sheets of paper to students and ask them to follow your instructions. Don't tell them what they are going to make, as students who know how to make planes will ignore instructions
4. Once they have completed this, hand out a copy of the visual/written instructions. Give them another sheet of paper and ask them to follow the instructions.
5. After they have completed this, give students another sheet of paper and demonstrate for them the way to make a paper plane. Students re instructed to imitate your actions.

6. Ask students to fly each of their planes.
7. Bring students together as a group. Ask them which instructions did they find easiest to follow? Which plane flew the best? Did the mode of impact on how well the plane flew? Why/why not? Who knew what it was they were making and was able to draw upon prior learning to help make a good plane?
8. Summary: most people learn using a combination of listening, watching, writing or speaking and doing and most people teach using a combination of modes. Some people prefer one mode to others and find this is the way they learn best.

Part 2: How do I prefer to learn?

Objective – What do we want the students to know?

The purpose of this lesson is for students to identify the teaching and learning modes they enjoy or find hard to deal with

Overview – How will they learn this?

Students will complete a brief survey that identifies the modes of teaching and learning in the subject they like and dislike the most. They will then identify strategies they could use to improve their learning. This can be linked to the Planning Circle in *Identify strengths and weaknesses*

Resources – What will I need?

- Computers to complete survey on, or printout of survey
- Planning circle worksheet (optional)

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: identifying the kinds of teaching and learning modes used in the subjects they like and dislike and coming up with strategies to deal with this
How: a quick survey and then come up with strategies to help
Why: being able to get help when you don't understand information at work or school is important and helps us to be more confident.
2. Show students the survey and demonstrate how to answer it.
Show students the kind of result the survey will give them.
3. Tell students that once they have their results, they will then look at strategies they could use to make the class they don't like more enjoyable. Show them the list of strategy words and demonstrate how these words can be used to create a sentence: a goal.
Students may get results that show that similar teaching and learning modes are used in both the subject they like and dislike. This is fine, they can look at why they enjoy their teacher talking

for example in SOSE and think about whether there's a strategy they use in SOSE that could be used in Maths

4. Ask students to complete the exercise. Work with them to develop several strategies for dealing with the class they dislike. Students often struggle with this kind of goal setting.
5. Optional: you could use the Planning Circle worksheet from *Identify strengths and weaknesses* here, or could wait to do the planning section in that topic until this point
6. Summary: There are some modes of learning we like and some we dislike, depending on how interested we are in the subject, but learning to deal better with those we don't like helps us to better succeed.