LESSON PLAN: ACTIVITY 2.3
WHAT IS YOUR LEARNING PERSONALITY?

LESSON DETAILS

AGE/GRADE LEVEL
Middle School

LEARNER OUTCOMES
Youth will be able to understand how their perspective affects relationships and how they communicate with others. They will be able to understand why others may have a different perspective and utilize this understanding to improve relationships.

SUCCESS INDICATORS
Youth will identify and demonstrate how to utilize personality types to improve interpersonal communication.

LIFE SKILLS
Communication, critical thinking, social skills, learning to learn

PREP TIME
15 minutes

ACTIVITY TIME
2 hours 25 minutes (all activities combined)

MATERIALS LIST
Index cards, writing utensils

HANDOUTS
Handouts: What Type of Learner Am I?

SUGGESTED SPACE
Any

SUGGESTED GROUP SIZE
Any

REFERENCES
So Each May Learn
Teaching to Kids’ Unique Learning Style
http://www.youthworker.com/teaching-to-kids-unique-learning-styles/
Learning Styles
Learning Styles and Teaching
https://www.teachingenglish.org.uk/article/learning-styles-teaching

INTRODUCTION

A learning style is like a fingerprint—unique to each person. Your learning style will be influenced by your genetic make-up, your previous learning experiences, your culture and the society you live in. A learning style is the way you understand, think about, organize, and remember information.

People of equal intelligence may learn in very different ways. When we teach someone something, be it a friend, a sibling, someone our own age or a different age, we tend to teach in a way that reflects how we like to learn. But not everyone learns the same way. By understanding our own learning style, and knowing about other learning styles, we can become both better learners and better teachers.

Learning styles can be categorized into four groups.

1. Analytic Learners follow their head to study things and figure out how they work.
2. Innovative Learners follow their heart to work collaboratively and help others.
3. Mastery Learners use their hands to take things apart and put them back together in order.
4. Dynamic Learners use their imagination to transform what around them into something new.

Each learning style is valuable and most people use a combination of styles. Although we usually learn how to use multiple styles, each of us has one style that is easiest and most comfortable for us.

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ACTIVITY INSTRUCTIONS

ACTIVITY: MY LEARNING STYLE (60 MINUTES)

1. Distribute the What Type of Learner Am I? handout to each youth.
2. Allow youth to read through each of the learner descriptions and to rank order the descriptions in relation to their preferred style.
3. Divide the youth into four groups based on learning style they ranked first. Each group will represent one of the learning styles. It is okay if the groups are different sizes or if one group does not have anyone in it. If one type group is very large (more than 8), you may want to form two of that learning style group.
4. Have each group determine what animal best represents their learning style. Example: cats or monkeys because they’re curious, fox because they’re smart, elephants because they have good memory, etc.
5. Then have each group create a 60 second infomercial that explains why that animal represents their learning style.
6. Allow each group to present their infomercial.

Discussion Questions
• Did anything surprise you about the different styles of learning?
• How can understanding your learning style help you when you want to learn something?

DEBRIEF ACTIVITY: INDEX CARD CASTLES (25 MINUTES)

1. Divide youth into groups of 4-6 per group
2. Give each group a stack of index cards and 2-3 writing utensils
3. Have groups set up close to each other
4. Ask youth to write down something they learned about learning styles or themselves (one idea per card)
5. Give them 6-7 minutes to write, then have each group start building a castle out of their cards (tape can be provided but it is more challenging without tape)
6. If castles fall, encourage those groups to consider how they might make a stronger “base” to their structure.
7. After about 10 minutes of construction time, encourage groups to consider making their castles join each other creating a “village” (connecting castles can be done with blank cards)
8. Once the village is created ask a few of the youth to share one idea they listed on the cards and then ask how many others listed the same idea/ statement

APPLIED CHALLENGE: LEARNING TO TEACHING (60 MINUTES)

1. Divide the youth into small teams. Try to have as many different learning styles represented on each team as possible.
2. Explain that each team is going to have 2-3 minutes to teach the full group about a specific topic that at least one member of the group is an expert at doing. These should be simple topics that need little preparation to teach. Example topics include:
   a. Tying a shoelace
   b. Braiding hair
   c. Making a paper airplane
   d. Playing Tic-Tac-Toe
   e. Washing your hands
   f. Drawing a unique smiley face
3. Allow teams 15 minutes to identify their topic and plan their teaching. Remind them to think about the different ways each of them learns best and challenge them to incorporate those styles into their teaching.
4. Have teams present their training.
5. After each presentation ask the group if they can identify something in the training that targets each of the learning styles.
6. At the conclusion of all the teaching presentations, ask the youth to describe any challenges they had in including the different learning styles into their teaching presentation.
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7. Ask the youth if they will do anything differently the next time they are giving any type of presentation to others.

DID YOU KNOW?
If you are assigned to fly aboard the space station as an Expedition crewmember, you will need about 18 months of training. You may require additional training in specific space systems and foreign language - especially Russian.

FUN FACT
Realistic simulators and virtual reality environments help International Space Station crewmembers prepare for long-duration missions.

Learn more at https://spaceflight.nasa.gov/shuttle/support/training/isstraining/index.html
### WHAT IS YOUR LEARNING PERSONALITY?, CONTINUED

#### WHAT TYPE OF LEARNER AM I?

Read the descriptions below and decide which one sounds the most like you. Rank order the descriptions from most like you to least like you. Number one should be the description most like you and number four the one least like you. Place your ranking on the line next to the description title.

<table>
<thead>
<tr>
<th>Analytic Learner</th>
<th>Innovative Learner</th>
<th>Mastery Learner</th>
<th>Dynamic Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am good at organizing things.</td>
<td>I want to make the world a better place.</td>
<td>I enjoy doing things I know about.</td>
<td>I enjoy trying new things.</td>
</tr>
<tr>
<td>I like to figure out how things work.</td>
<td>I am good at helping others.</td>
<td>I am good at getting things done.</td>
<td>I am good at discovering things.</td>
</tr>
<tr>
<td>I focus on the facts while learning.</td>
<td>I am good at understanding people's feelings.</td>
<td>I like to use common sense.</td>
<td>I like to use my imagination.</td>
</tr>
<tr>
<td>I am patient and reflect on ideas.</td>
<td>I like cooperating with others on group projects.</td>
<td>I follow a routine every day.</td>
<td>I look for hidden possibilities.</td>
</tr>
<tr>
<td>I want to know “important things”.</td>
<td>I like to personally connect with what I am learning.</td>
<td>I like making things.</td>
<td>I judge things by my gut reaction.</td>
</tr>
<tr>
<td>I want to fully understand things.</td>
<td>I like games that everyone can play and nobody loses.</td>
<td>I want to find practical solutions.</td>
<td>I like “what if” questions better than “yes or no” questions.</td>
</tr>
</tbody>
</table>
**ACTIVITY 2.3: LEARNER ASSESSMENT**

These questions are about things you learned during this activity. Please check the circle that best describes you.

**Q1** I can describe my learning personality.
- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

**Q2** I understand ways of learning that are different from my own.
- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

**Q3** I can explain something in different ways for different types of learners.
- Not at all like me
- A little like me
- Somewhat like me
- A lot like me