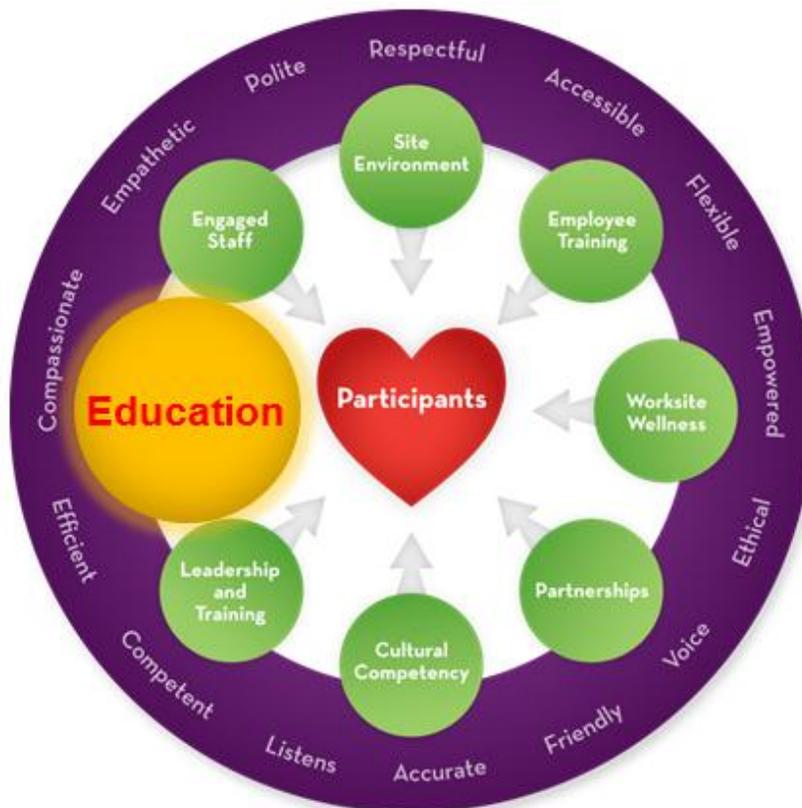


Learning Styles

Participant Centered Education

Facilitator's Guide



This module is one in a series focusing on Participant-Centered Education (PCE). PCE is a key component of California WIC's effort to offer *Platinum WIC – Participant Centered Services (PCS)*. The California WIC PCS approach puts the WIC family at the center of everything we do and focuses on the strengths of participants, employees and community.

PCE places the participant at the center of the education process. PCE focuses on the participant's capabilities, strengths, and their nutrition, health, and referral needs, not just problems, risks, or unhealthy behaviors. PCE includes working collaboratively, eliciting and supporting motivation to change, and respecting participants as the ones who decide if and when they will learn and/or make a change.

LEARNING STYLES

Sensitivity to the different ways participants learn, and using a variety of learning styles while talking and presenting new ideas can help participants get the most out of a learning session. Including many learning styles during education is a participant-centered technique that can be applied throughout the session, and is a major factor supporting the PCE principle of engagement. Training on this additional topic will help reinforce the learning from this module.

Trainer's Notes

Purpose:

To improve WIC staff understanding of three learning styles, and to practice using them in an educational setting

Objectives: By the end of the session, staff will have:

- Reviewed three learning styles: visual, auditory, and kinesthetic
- Determined their own preferred learning style
- Experienced learning a new skill in each of the three styles
- Practiced presenting information in three learning styles

Materials:

- "Learning Styles" Trainee Workbooks
- Origami Paper (8"x8" is best – at least one sheet per trainee)
 - Origami paper can be purchased online or at local craft stores
- Handout: "Origami Pinwheel" (to be given to staff AFTER the lesson)
- Optional: Push pins and drinking straws or pencils (one each per person)

Room Set Up:

- Staff seated at tables or in small groups

Preparation:

- You may want to practice making a pinwheel ahead of time. It also helps to have a pre-made sample for people to see after they have folded their own.
- NOTE: make one copy of "Origami Pinwheel" instructions for use during lesson

Additional notes about learning styles:

People learn through different learning styles. The three main learning styles that are most familiar are visual (seeing), auditory (hearing), and kinesthetic (doing). Everyone has a mix of learning styles. Many people find they have a dominant style but may also have a strong preference for one or more secondary styles.

Some people are more visual and can learn best when they SEE something. Others prefer to HEAR the instructions, and some people learn when they DO something themselves. Whichever method works does not matter as long as the person learns what they need to know.

What is Your Learning Style?



Seeing



Hearing



Doing

What is Your Learning Style?

Visual learners are those who learn through **seeing** things.

A visual learner:

- Is good at spelling but forgets names.
- Needs quiet study time.
- Has to think awhile before understanding a lecture.
- Is good at spelling.
- Likes colors and fashion.
- Dreams in color.
- Understands/likes charts.
- Is good with sign language.

Auditory learners are those who learn through **hearing** things.

An auditory learner:

- Likes to read to self out loud.
- Is good at explaining.
- Remembers names.
- Notices sound effects in movies.
- Enjoys music.
- Is good at grammar and foreign language.
- Reads slowly.
- Follows spoken directions well.
- Can't keep quiet for long periods.
- Enjoys acting, being on stage.
- Is good in study groups.

Kinesthetic learners are those who learn through **doing** things.

A kinesthetic learner:

- Is good at sports.
- Can't sit still for long.
- Is not great at spelling.
- Does not have great handwriting.
- Studies with loud music on.
- Likes adventure books and movies.
- Likes role playing.
- Takes breaks when studying.
- Builds models.
- Is involved in martial arts or dance.
- Is fidgety during lectures.

1. Three Learning Styles: Activity 1

Say: *People learn in different ways. One person may be able to **hear** how to do a new project and immediately understand it. Another may need to **see** it before they know what to do and someone else may need to actually **do** the project before understanding it.*

You may be familiar with the three most common learning styles which are visual (seeing), auditory (hearing), and kinesthetic (doing). Knowing these learning styles helps us understand how we learn and how others learn. Using all three learning styles while teaching participants something new will help them learn faster and better.

Who knows their own preferred learning style? Would you like to share it with us?

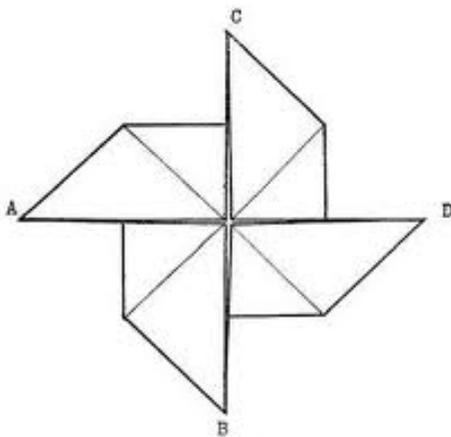
Instruction: Allow a few to answer

Say: *If we do not know our learning style, we can find out what it is by thinking about what we like to do and what words we use. Let's look at the page titled, "What is Your Learning Style?" As we read through these three styles, see if you can determine which learning style fits you best. You may have more than one.*

Ask for a volunteer to read about visual learners. Then ask someone else to read auditory and a third person to read kinesthetic.

Say: *How many think you are a visual learner? How many auditory? Kinesthetic?*

How can knowing your learning style help the next time you are learning something new?



2. Making an Origami Pinwheel: Activity 2

Say: *Let's make something new while using each of the three learning styles: hearing, seeing, doing. We will make an origami pinwheel.*

First you will hear the instructions, second you will hear the instructions and see a demonstration, and third you will hear the instructions, see the demonstration, and make your own pinwheel.

Let's begin: Listen carefully to the instructions for making an origami pinwheel, but do not make yours until I finish reading all of the instructions.

INSTRUCTIONS

Read the Origami Pinwheel instructions. (**Note:** Read only. Do NOT show them the instructions or how to do the steps.)

Say: *How many of you understand what to do and are ready to make a pinwheel?*

*Let's try again. This time you will **hear** the instructions and **see** the demonstration.*

INSTRUCTIONS

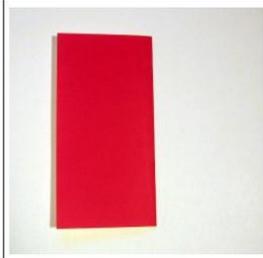
Read the Origami Pinwheel instructions and demonstrate each step as you read it. (**Note:** Do NOT allow them to make theirs until after you finish the demonstration.)

Say: *How many of you are ready to make a pinwheel now?*

*Let's try it again, this time **hearing, seeing, and doing.** As you hear the instructions and see the demonstration, you may follow along and fold your paper into a pinwheel.*

Origami Pinwheel

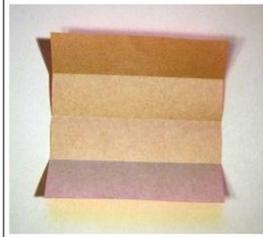
1. Start with the paper white side up.
Fold in half left to right.
Unfold.



2. Fold the left and right edges to the center crease.
Unfold.



3. Unfold and turn paper one-quarter turn so that the creases are horizontal.



INSTRUCTIONS

Read the Origami Pinwheel instructions and demonstrate each step as you read it. Have them make each fold on their own paper as you read and demonstrate each step.

Say: *How many of you were able to make the pinwheel this time?*

What did you learn by doing this activity?

INSTRUCTIONS

Allow a few to answer.

Hand out push pins and drinking straws. Demonstrate how to push the pin through the center of the pinwheel and into the straw near one end. Open the "arms" of the pinwheel and blow into the opened arms to make it spin.

Optional: Hand out copies of the Origami Pinwheel instructions. Your staff may enjoy making more pinwheels or doing this activity with others.



Activity 2: Using the Three Learning Styles

Scenario: A participant says she wants to get back into shape now that her baby is born. She would like to learn some new exercises for strengthening her legs. You have some exercises that you would like to teach her.

How could you teach the exercises using the auditory learning style (hearing)?

How could you teach the exercises using the visual learning style (seeing)?

How could you teach the exercises using the kinesthetic learning style (doing)?

3. Teaching with the Three Learning Styles: Activity 3

Say *When we want to teach something new, it is best to use all three learning styles together. That way, we will be sure to present the one or two styles that work best for the person we are teaching.*

Imagine you are in your office talking with a participant. A new mother has stated that she would like to get back into shape after having her baby. You can think of a few exercises to teach her.

*Turn to the page titled **Using the Three Learning Styles**. Write a few ideas about how you would teach the new mother some exercises using auditory, visual, and kinesthetic learning styles.*

INSTRUCTIONS

Allow several minutes for them to write their answers.

Say *Who would like to share your ideas?*

Say *When you talk to a participant, you are using the **auditory** learning style.*

*In what ways do you already use **visual** and **kinesthetic** styles with participants?*

*What are some additional ways can you think of to use **visual** and **kinesthetic** styles?*

INSTRUCTIONS

Allow trainees a few minutes to discuss these questions in small groups.

Ask a few individuals to share their ideas.

Continued...

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| | <p>If not already mentioned, add: <i>Examples of using the visual learning style include using the WHO Growth Guides to point out an infant's weight percentile and the Circle Chart to determine a conversation topic.</i></p> <p><i>having a mother hold food models and measuring cups or learning to breastfeed with a breastfeeding doll are examples of using the kinesthetic learning style include</i></p> |
|  | <p>4. Quotes: Activity 3a</p> <p>Ask staff to look at the information in the box at the bottom of the last page of their workbooks.</p> <p>Read <i>Research has found that as learners, we remember:</i></p> <p><i>20% of what we hear</i> <i>40% of what we see and hear</i> <i>80% of what we see, hear, and do</i></p> <p>Ask <i>How does this relate to your experiences today?</i></p> |