



Lots of Ways to Learn (🧠 A Cognitive Health Story)
(2nd Grade 7 – 8 yrs.)
Game: What's Your Style?



STORY CONNECTION – SLIDE 12 (Approx Time: 20-25 mins)

There are lots of different ways to learn. You may like to learn about math by reading about how it works, while your friend may like to learn about math by using flashcards, and another friend may like to learn about math using blocks. You are all learning about math, you are all just learning in a way that makes each of your brains happy. Different people learn things differently because our brains are all a little bit different. Plus, you may find that you like to learn different things in different ways. You may like to read about how to do math, but you like to write what you learn about in science. You find that you remember both better by using different ways to learn. You just need to find the best way for you to learn different things that will make your brain happy.

Materials needed:

- Paper or cardstock
- Marker
- Recording sheet (included below- optional)
- Pencils
- Clipboards (optional)
- Learning style scenarios (included below)
- Sticky Notes

Preparation needed:

- Familiarize yourself with the three dominant learning styles (visual, kinesthetic, and auditory).
 - You can find more information [here](#) about learning styles and how to meet the needs of learners with various learning styles.
- Label three different areas of the room. Write a large A, K, and V on paper or cardstock and place them in various places in the room.
- Print recording sheet (1 per student)
 - Note: There are two per page.

Instructions:

1. This activity focuses on different ways of learning while examining learning styles. The three dominant types of learning styles are visual, kinesthetic, and auditory.
2. In this activity, student(s) will play a movement game based on different scenarios and keep track of where they move to each time. At the end of the activity, they will learn more about what their movements mean and how it can help them, and their teachers know more about them as learners and student(s).

3. Explain to the student(s) that they will hear a scenario and they will move to the A, K, or V depending on how they feel about the scenario.
**NOTE: You might also want to project the scenario as well for those student(s) who are visual learners versus auditory learners if possible. **
4. Before starting, tell them that they are going to keep track of which letter they go to each time by using the recording sheet or a piece of paper and pencil. Each time they move, they will circle A, K, or V next to the question number. Please model for the student(s) prior to starting the game by using #1 on the list below.
5. Please be sure to reinforce that there are no wrong answers and to please be honest when moving to their letter. Move based on how they feel not on where their friends go.
6. Ask student(s) if they have any questions or need any clarification. Clear up any misunderstandings.
7. Have all student(s) start in a neutral part of the room either in the middle or a place away from the three designated areas.
8. Proceed by going through the scenarios below, having student(s) think about the scenarios, move to the appropriate letter, and record the letter on their sheets. Do this for all the scenarios.
9. When all the scenarios have been used, have student(s) calculate the total number of A, K, and V they have on their recording sheets and write it at the bottom of the sheet.
10. Pull all the student(s) together and discuss their results. Have the A's raise their hands, K's raise their hands, and then the V's raise their hands.
11. Explain to them what the letters mean using the information provided. Go through the information with them explaining that just like in the story, everyone learns in different ways. Some learn better when they read, write, or see things (visual). Some learn better when they touch, do, or make something (kinesthetic). Some learn better when they listen or hear things (auditory). Knowing this information helps them know how they learn best. It is also extremely helpful for parents and teachers!
12. Go through the information with them about how they learn best and discuss if they agree with the results. Most will agree. Some will find areas that do not pertain to them. Just explain that while we have a dominant learning style, most people demonstrate characteristics of others as well. This is perfectly normal. Again, use [this link](#) for information to share with student(s).
13. Lastly, give student(s) a sticky note. Have them write a large A, K, or V on it and put it on the corner of their desk as a reminder to them and their teacher as to how they learn best. Explain that they all "won" the game because they learned how they learn best.
14. In closing, remind student(s) that everyone learns in different ways. They need to find the best way for them to learn different things that will make your brain happy. They did this today, so their brain is happy!

Game Scenarios

1. If I must learn how to do something, I learn best when I:

- (V) Watch someone show me how.
- (A) Hear someone tell me how.
- (K) Try to do it myself.

2. When I read, I often find that I:

- (V) Visualize what I am reading in my mind's eye.
- (A) Read out loud or hear the words inside my head.
- (K) Fidget and try to "feel" the content.

3. When asked to give directions, I:

- (V) See the actual places in my mind as I say them or prefer to draw them.
- (A) Have no difficulty in giving them verbally.
- (K) Have to point or move my body as I give them.

4. If I am unsure how to I:

- (V) Write it to determine if it looks right.
- (A) Spell it out loud to determine if it sounds right.
- (K) Write it to determine if it feels right.

5. When I write I:

- (V) Am concerned with how neat and well-spaced my letters and words appear.
- (A) Often say the letters and words to myself.
- (K) Push hard on my part or pencil and can feel the flow of the words.

6. If I had to remember a list of items, I would remember it best if I:

- (V) Wrote them down.
- (A) Said them over and over to myself.
- (K) Move around and used my fingers to name each item.

7. I prefer teachers who:

- (V) Use a board or overhead projector while they teach.
- (A) Talk with lots of expression.
- (K) Use hands-on activities.

8. When trying to concentrate, I have a tough time when:

- (V) There is a lot of clutter or movement in the room.
- (A) There is a lot of noise in the room.
- (K) I have to sit still for any length of time.

9. When solving a problem, I:

- (V) Write or draw diagrams to see it.
- (A) Talk myself through it.
- (K) Use my entire body or move objects to help me think.

10. When given written instructions on how to build something, I:

- (V) Read them silently and try to visualize how the parts will fit together.
- (A) Read them out loud and talk to myself as I put the part together.
- (K) Try to put the parts together first and read later.

11. To keep occupied while waiting, I:

- (V) Look around, stare, or read.
- (A) Talk or listen to others.
- (K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

12. If I had to verbally describe something to another person, I would:

- (V) Be brief because I do not like to talk at length.
- (A) Go into great detail because I like to talk.
- (K) Gesture and move around while talking.

13. If someone were verbally describing something to another person, I would:

- (V) Try to visualize what he/she was saying.
- (A) Enjoy listening but want to interrupt and talk myself.
- (K) Become bored if her/his description got too long and detailed.

14. When trying to recall names, I remember:

- (V) Faces but forget names.
- (A) Names but forget faces.
- (K) The situation where I met the person rather than the person's name or face.

Game Scenarios Credit:

<https://mymission.lamission.edu/userdata/schonfd/docs/Assignments/Learning%20Style%20Inventory.pdf>

Recording Sheet**Recording Sheet**

Name	Name
1. Visual Auditory Kinesthetic	1. Visual Auditory Kinesthetic
2. Visual Auditory Kinesthetic	2. Visual Auditory Kinesthetic
3. Visual Auditory Kinesthetic	3. Visual Auditory Kinesthetic
4. Visual Auditory Kinesthetic	4. Visual Auditory Kinesthetic
5. Visual Auditory Kinesthetic	5. Visual Auditory Kinesthetic
6. Visual Auditory Kinesthetic	6. Visual Auditory Kinesthetic
7. Visual Auditory Kinesthetic	7. Visual Auditory Kinesthetic
8. Visual Auditory Kinesthetic	8. Visual Auditory Kinesthetic a
9. Visual Auditory Kinesthetic	9. Visual Auditory Kinesthetic
10. Visual Auditory Kinesthetic	10. Visual Auditory Kinesthetic
11. Visual Auditory Kinesthetic	11. Visual Auditory Kinesthetic
12. Visual Auditory Kinesthetic	12. Visual Auditory Kinesthetic
13. Visual Auditory Kinesthetic	13. Visual Auditory Kinesthetic
14. Visual Auditory Kinesthetic	14. Visual Auditory Kinesthetic
Totals: V= A= K=	Totals: V= A= K=
I am a(n) _____ learner.	I am a(n) _____ learner.
This is how I learn best:	This is how I learn best: