

**Activities/
Resources
for
Outcome #3**

Learning Modalities

A learning modality is a way of using sensory information to learn. Basically, there are three modalities you use to process material into your memory. They are as follows:

- | | |
|---------------|------------------------------------|
| ❖ Visual | Learn from seeing |
| ❖ Auditory | Learn from hearing |
| ❖ Kinesthetic | Learn from touching, doing, moving |

Generally, everyone has one predominant modality. However, many people have a “balance” between two or even all three senses. It is helpful to know your primary sense of learning so that you will know how to approach learning and can apply certain methods that will aid you the most.

Complete the self-assessment on the following pages to find out what your strongest modality is. Then, refer to the chart of suggested aids for learning modalities for specific hints and methods you can use to increase your learning power.

Self-Assessment of Modality Strengths

Directions: Read each question or statement and circle the most appropriate answer. Some will be difficult to answer but try to respond according to how you would react most often.

1. **You usually remember more from a class lecture when:**
 - a. you do not take notes but listen very closely.
 - b. you sit near the front of the room and watch the speaker.
 - c. you take notes (whether or not you look at them again).

2. **You usually solve problems by:**
 - a. talking to yourself or a friend.
 - b. using an organized, systematic approach with lists, schedules, etc.
 - c. walking, pacing, or some other physical activity.

3. **You remember phone numbers (when you cannot write them down) by:**
 - a. repeating the numbers orally.
 - b. “seeing” or visualizing the numbers in your mind.
 - c. “writing” the numbers with your finger on a table or wall.

4. **You find it easiest to learn something new by:**
 - a. listening to someone explain how to do it.
 - b. watching a demonstration of how to do it.
 - c. trying it yourself.

5. **You remember most clearly from a movie:**
 - a. what the characters said, background noises, and music.
 - b. the setting, scenery, and costumes.
 - c. the feelings you experienced during the movie.

6. **When you go to the grocery store, you:**
 - a. silently or orally repeat the grocery list.
 - b. walk up and down the aisles to see what you need.
 - c. usually remember what you need from the list you left at home.

7. **You are trying to remember something, so you:**
 - a. try to see it happen in your mind.
 - b. hear in your mind what was said or the noises that occurred.
 - c. feel the way it reacted with your emotions.

8. **You learn a foreign language best by:**
 - a. listening to records or tapes.
 - b. writing and using workbooks.
 - c. attending a class in which you read and write.

9. **You are confused about the correct spelling of a word, so you:**
 - a. sound it out.
 - b. try to “see” the word in your mind.
 - c. write the word several different ways and choose the one that looks right.

10. **You enjoy reading most when you can read:**
 - a. dialogue between characters.
 - b. descriptive passages that allow you to create mental pictures.
 - c. stories with a lot of action in the beginning (because you have a hard time sitting still).

11. **You usually remember people you have met by their:**
 - a. names (you forget faces).
 - b. faces (you forget names).
 - c. mannerisms, motions, etc.

12. **You are distracted most by:**
 - a. noises.
 - b. faces.
 - c. environment (temperature, comfort of furniture, etc.).

13. **You usually dress:**
 - a. fairly well (but clothes are not very important to you).
 - b. neatly (in a particular style).
 - c. comfortably (so you can move easily).

14. **You cannot do anything physical and you cannot read, so you choose to:**
 - a. talk with a friend.
 - b. watch TV or look out a window.
 - c. move slightly in your chair or bed.

Scoring

1. Count the total number of responses for each letter and write them below.
 - a. _____ auditory (learn best by hearing)
 - b. _____ visual (learn best by seeing)
 - c. _____ kinesthetic (learn best by touching, doing, moving)

2. Notice if one modality is significantly higher or lower, or if any two modalities are close in number.

3. Were the results as you expected them to be? Is that the way you see yourself?

Suggested Aids for Learning Modalities

Use these aids to sharpen your particular dominant learning modality or to strengthen a weaker one. Try to be aware of the different activities you do daily to help all three of your modalities.

Visual	Auditory	Kinesthetic
Use guided imagery	Use tapes	Pace/walk as you study
Form pictures in your mind	Watch TV	Physically do it
Take notes	Listen to music	Practice by repeated motion
See parts of works	Speak/listen to speakers	Breathe slowly
Use "cue" words	Make up rhymes/poems	Role play
Use notebooks	Read aloud	Exercise
Use color codes	Talk to yourself	Dance
Use study cards	Repeat things orally	Write
Use photographic pictures	Use rhythmic sounds	Write on surfaces with finger
Watch TV	Have discussions	Take notes
Watch filmstrips	Listen carefully	Associate feelings with concept/information
Watch movies	Use oral directions	Write lists repeatedly
Use charts/graphs	Sound out words	Stretch/move in chair
Use maps	Use theater	Watch lips move in front of a mirror
Demonstrate	Say words in syllables	Use mnemonics (word links, rhymes, poems, lyrics)
Draw/use drawings	Use mnemonics (word links, rhymes, poems, lyrics)	
Use exhibits		
Watch lips move in front of a mirror		
Use mnemonics (acronyms, visual chains, mind maps, acrostics)		

Characteristics of Learning Modalities

Three of your five senses are primarily used in learning, storing, remembering, and recalling information. Your eyes, ears, and sense of touch play essential roles in the way you communicate, perceive reality, and relate to others. Because you learn from and communicate best with someone who shares your dominant modality, it is a great advantage for you to know the characteristics of visual, auditory and kinesthetic learning modalities and to be able to identify them in others.

Visual	Auditory	Kinesthetic
Mind sometimes strays during verbal activities	Talks to self aloud	Likes physical rewards
Observes rather than talks or acts	Enjoys talking	In motion most of the time
Organized in approach to tasks	Easily distracted	Likes to touch people when talking to them
Likes to read	Has more difficulty with written directions	Taps pencil or foot while studying
Usually a good speller	Likes to be read to	Enjoys doing activities
Memorizes by seeing graphics and pictures	Memorizes by steps in a sequence	Reading is not a priority
Not too distractible	Enjoys music	Poor speller
Finds verbal instructions difficult to follow	Whispers to self while reading	Likes to solve problems by physically working through them
Has good handwriting	Remembers names	Will try new things
Remembers faces	Easily distracted by noises	Outgoing by nature; expresses emotions through physical means
Uses advanced planning	Hums or sings	Uses hands while talking
Doodles	Outgoing by nature	Dresses for comfort
Quiet by nature	Enjoys listening activities	Enjoys handling objects
Meticulous, neat in appearance		
Notices details		

Note: Students who have equal modality preferences are more flexible learners and are already using many study techniques rather than just a few.

Which Type of Learner Are You?

LEFT (Analytic)	RIGHT (Global)
Successive Hemispheric Style	Simultaneous Hemispheric Style
1. Verbal	1. Visual
2. Responds to word meaning	2. Responds to tone of voice
3. Sequential	3. Random
4. Processes information linearly	4. Processes information in varied order
5. Responds to logic	5. Responds to emotion
6. Plans ahead	6. Impulsive
7. Recalls people's names	7. Recalls people's faces
8. Speaks with few gestures	8. Gestures when speaking
9. Punctual	9. Less punctual
10. Prefers formal study design	10. Prefers sound/music background while studying
11. Prefers bright lights while studying	11. Prefers frequent mobility while studying

What's Your Learning Style?

For these questions, choose the first answer that comes to mind and check a, b, or c. Don't spend too much time thinking about any one question.

Question 1

When you study for a test, would you rather

- a) read notes, read headings in a book, and look at diagrams and illustrations.
- b) have someone ask you questions, or repeat facts silently to yourself.
- c) write things out on index cards and make models or diagrams.

Question 2

Which of these do you do when you listen to music?

- a) daydream (see things that go with the music)
- b) hum along
- c) move with the music, tap your foot, etc.

Question 3

When you work at solving a problem do you

- a) make a list, organize the steps, and check them off as they are done
- b) make a few phone calls and talk to friends or experts
- c) make a model of the problem or walk through all the steps in your mind

Question 4

When you read for fun, do you prefer

- a) a travel book with a lot of pictures in it
- b) a mystery book with a lot of conversation in it
- c) a book where you answer questions and solve problems

Question 5

To learn how a computer works, would you rather

- a) watch a movie about it
- b) listen to someone explain it
- c) take the computer apart and try to figure it out for yourself

Question 6

You have just entered a science museum, what will you do first?

- a) look around and find a map showing the locations of the various exhibits
- b) talk to a museum guide and ask about exhibits
- c) go into the first exhibit that looks interesting and read directions later

Question 7

What kind of restaurant would you rather not go to?

- a) one with the lights too bright
- b) one with the music too loud
- c) one with uncomfortable chairs

Question 8

Would you rather go to

- a) an art class
- b) a music class
- c) an exercise class

Question 9

Which are you most likely to do when you are happy?

- a) grin
- b) shout with joy
- c) jump for joy

Question 10

If you were at a party, what would you be most likely to remember the next day?

- a) the faces of the people there, but not the names
- b) the names but not the faces
- c) the things you did and said while you were there

Question 11

When you see the word "d - o - g", what do you do first?

- a) think of a picture of a particular dog
- b) say the word "dog" to yourself silently
- c) sense the feeling of being with a dog (petting it, running with it, etc.)

Question 12

When you tell a story, would you rather

- a) write it
- b) tell it out loud
- c) act it out

Question 13

What is most distracting for you when you are trying to concentrate?

- a) visual distractions
- b) noises
- c) other sensations like hunger, tight shoes, or worry

Question 14

What are you most likely to do when you are angry?

- a) scowl
- b) shout or "blow up"
- c) stomp off and slam doors

Question 15

When you aren't sure how to spell a word, which of these are you most likely to do?

- a) write it out to see if it looks right
- b) sound it out
- c) write it out to see if it feels right

Question 16

Which are you most likely to do when standing in a long line at the movies?

- a) look at posters advertising other movies
- b) talk to the person next to you
- c) tap your foot or move around in some other way

Total your a's, b's, and c's

Three Different Learning Styles

If you scored mostly a's you may have a visual learning style. You learn by seeing and looking.

Visual Learners

- take numerous detailed notes
- tend to sit in the front
- are usually neat and clean
- often close their eyes to visualize or remember something
- find something to watch if they are bored
- like to see what they are learning
- benefit from illustrations and presentations that use color
- are attracted to written or spoken language rich in imagery
- prefer stimuli to be isolated from auditory and kinesthetic distraction
- find passive surroundings ideal

If you scored mostly b's, you may have an auditory learning style. You learn by hearing and listening.

Auditory Learners

- sit where they can hear but needn't pay attention to what is happening in front
- may not coordinate colors or clothes, but can explain what they are wearing and why
- hum or talk to themselves or others when bored
- acquire knowledge by reading aloud
- remember by verbalizing lessons to themselves (if they don't, they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics)

If you had mostly c's, you may have a kinesthetic learning style. You learn by touching and doing.

Kinesthetic Learners

- need to be active and take frequent breaks
- speak with their hands and with gestures
- remember what was done, but have difficulty recalling what was said or seen
- find reasons to tinker or move when bored
- rely on what they can directly experience or perform
- activities such as cooking, construction, engineering and art help them perceive and learn
- enjoy field trips and tasks that involve manipulating materials
- sit near the door or someplace else where they can easily get up and move around
- are uncomfortable in classrooms where they lack opportunities for hands-on experience
- communicate by touching and appreciate physically expressed encouragement, such as a pat on the back

Understanding and Identifying
Auditory, Visual and Kinesthetic Learning Styles

Auditory	Visual	Kinesthetic
Identify sounds related to an experience	Have a sharp, clear picture of an experience	Develop a strong feeling towards an experience
I hear you clearly, I want you to listen . . . This sounds good	Do you make pictures in your head Do you have visual images in your head as you are talking and listening to me? Can you see what I am saying?	Do you feel what you are saying? Are you in touch with what I am saying?
How do you hear this situation going? What do you hear that is stopping you? Sounds heavy.	How do you see the situation? What do you see stopping you? This looks good. Do you see what I am showing you?	How do you feel about this situation? I'm getting a handle on this material. Let's move together. Sounds heavy.
Word Selections	Word Selections	Word Selections
Tinkling, silent, squeal, blast, screaming, choking	Color, clear, spiral, showed, vivid, notice	Felt, body, sensations, feel, pain, touch
Lecture	Visual presentations	Hands-on work

Roadblocks and Blockbusters

Objectives:

- Begin to envision a one- to two-year plan for yourself and what it will take for you to get there.
- Identify the potential roadblocks to your success and strategies to get around them.
- Learn to lay out a step-by-step plan in order to avoid problems.

Materials needed: Charts, blue and red strips of colored paper (30 each), and copies of case studies for all students.

1. The Road to Success

Purpose:

- To help students begin to understand the specific steps required to move toward their goals.
- To help students develop a picture of what they should expect during and after their time in our program.

Set-up:

- On the wall, put a large chart (up to four sheets of flipchart paper)). Draw a long road with the heading “The Road to Success.” In the lower left corner, at the beginning of the road, put the words, “You are here.” At the end of the road, in the upper right corner, put the word “Success.”

The Activity:

- Say to the students, “You are here. Each of you has different ideas of where you want to go. But the first steps down the road will be the same for all of you. After a while, you will take different roads to meet your personal goals.” Then, ask the group:
 - “What is the first step that you need to take to accomplish your goals?”
 - Now open it up for discussion, letting people throw out ideas. At first, students may not understand, so continue to ask them questions that could start the discussion. Eventually someone will say something like “Study for the GED[®]” or “Prepare to take the GED[®].” Write the response(s) on the Road to Success chart. Then, ask them how they will do that.
 - Through a series of questions, get students to identify all the steps on the road.

2. Roadblocks

Purpose:

- To identify all the roadblocks that could prevent you from reaching your goal.

Set-up:

- 20–30 strips of blue 3” by 8” colored paper have been cut up, with loops of tape on the back of each one. The blank paper strips are stuck on the side of the wall, near the Road to Success.

The Activity:

- Ask the students: “What could be a roadblock that could get in your way, as you go down the road to success?”
- Have a student say the idea aloud. If it is clear and makes sense to the group, have the student come up and write it on a strip. Examples include: lack of motivation, peer pressure, drinking, child care problems, transportation problems, etc. It is important that the roadblocks be **specific**, such as a “I don’t have a babysitter” rather than general, such as “personal problems.”
- Ask the student to place the strip across the road, wherever she or he thinks the roadblock might come up.

3. Blockbusters

Purpose:

- To help students learn that every problem has a solution.
- To brainstorm specific strategies to help students get around the obstacles identified above.

Set Up:

- 20–30 strips of red 3”x8” colored paper have been cut up, with loops of tape on the back of each one. The blank paper strips are stuck on the side of the wall, near the Road to Success.

The Activity:

- Pick out a roadblock on the road, and ask the group: “What is a blockbuster that will help you get around this roadblock?”
- A student who comes up with a good answer is asked to write it on a red strip and place it over the blue roadblock strip.
- Make sure the group agrees with the answer. Some answers will come very quickly. Others will require some discussion to arrive at consensus on an answer.

4. Putting First Things First

Purpose:

- To practice problem-solving through planning.

Set Up:

- Each group of 3–5 students is given copies of the case study, along with some blank flipchart paper and a marker.
- A staff member should be prepared to move from group to group to offer assistance as needed.

The Activity:

- Read the case study aloud.
- As a group, develop a plan to solve the problem.
- Have someone in the group agree to be the scribe. The scribe should write down, step by step, exactly what the character will need to do to solve his or her problem. This includes exactly what time he or she will do each thing; exactly how much money he or she will need to solve the problem, etc.
- Select someone in the group to be the reporter and to report back to the large group.

Reports:

Explain that the problems don't have just one solution but rather many good solutions. Ask each small group to take turns reporting, and ask the large group to listen closely and decide if each proposed solution would work.

Case Study for Road Blocks/Blockbusters Activity

Problem: Antonio wants to keep his job as a mechanic, but he has to be at work on time for two weeks.

Antonio Jones has a job as a mechanic in a gas station about five miles from his home. Due to past performance, his supervisor has told him that he has to come to work on time for the next two weeks or he will be fired. His working hours are 7:30 a.m. to 3:30 p.m. Antonio lives with his girlfriend, Shelley, and their child, Melea. Shelley has a bad case of the flu and cannot take Melea to the daycare center, which is within walking distance of their apartment. Antonio now has to take Melea to the daycare center, but it doesn't open until 8:00 a.m. It is Monday, and he has only \$10 to last until Friday when he gets paid. He has to take the bus to work, and it costs him about \$7.50, but he has to buy Pampers and milk for Melea to take to the daycare center. It usually takes him 40 minutes to get to work by bus.

Your group should discuss the situation and figure out what Antonio has to do to:

- get to work on time
- keep his job
- keep his personal responsibilities and relationships together

Write the steps Antonio has to take and describe what he will have to do each day on your paper.

Some resources that he can use:

1. His girlfriend's mother is willing to babysit, but it will take 20 more minutes to get to her home, and another bus fare.
2. His father lives in the same town. They are on good terms.

Your group can use these resources, but they do not have to. Your group can also be creative and come up with other resources.

Changing Obstacles into Opportunities

Often when we don't reach the goals we have set for ourselves, we come up with excuses that make us feel better about not meeting those goals. We hold on to these excuses even if they are poor ones. Why do we do this? We do this because we have a difficult time explaining to ourselves and to others why we let obstacles stand in our way. Obstacles do not necessarily have to block our next step – they can be our next step! Obstacles may be less of a problem than we originally thought if we figure out what we can do about them. This process requires we make backup plans. Here is a 4-step process to make a backup plan:

1. Below, list at least one obstacle you identified as "Almost Always" (see list on following page). State each issue in the form of an obstacle: "I can't do _____ because of _____."

2. Next, think of and write below your excuse relative to each of the above.

For example, *"I am the one who makes dinner, and my family would not eat properly or maybe even go hungry if I weren't there to cook for them."*

3. Think about and explain each excuse beginning with a statement such as: *"That is really not true because many people manage—they just find someone to help them."*

4. Make a statement about your backup plan by rephrasing the statement above.

For example, *"If I go to school at night, then I must ask someone else to make dinner, or make it ahead of time, or order something for delivery."*

OBSTACLES WORKSHEET

Sometimes	Often	Almost Always	External Obstacles
			Family expectations
			Too many family responsibilities
			Not enough work experience
			No chance to do this
			Not enough time
			Not enough money
			Too many responsibilities with my friends, my job, etc.
			Not smart enough
			Don't have the skills I need
			Don't have a GED [®] or a high school diploma
			Other (specify)
Sometimes	Often	Almost Always	Internal Obstacles
			Fear of change
			Fear of making a wrong decision or taking a risk
			Lack of self-discipline/Procrastination
			Don't care enough about it
			Other (specify)