

Navigating Systems: Sample Lesson

Level: ESL Intermediate

Topic: Informational Interviews

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Transitions Integration Framework (TIF) Snapshot

Navigating Systems (NS): Navigating Systems is the ability to successfully within the institutions and organizational structures (such as school, workplace, or community organizations) in one's life. Successful learners and are those who are able to adapt to their environment and problem solve when issues arise. Examples of activities in this category could include looking at and evaluating processes, evaluating and fitting into a particular environment, and understanding and breaking down policies. Teaching the skills in this category will assist the learner in understanding new experiences, and help them to become their own best advocate.

Skill 1:
SWBAT... Seek information or assistance appropriately from others in order to successfully navigate specific systems

Sub Skills:

- a. Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems (e.g., employee handbooks, HR department, student support services)
- b. Recognize, develop, and maintain relationships that may provide further or future assistance
- c. Demonstrate appropriate self-advocacy when faced with barriers

Skill 2:
SWBAT... Identify and comply with rules, policies and performance expectations within institutions and organizational structures

Sub Skills:

- a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use)
- b. Use appropriate documentation processes for tasks (filing emails, cc-ing emails to others, taking messages)
- c. Differentiate formal and informal speech, dress and communication and apply appropriately to various situations
- d. Actively reflect on personal performance and seek feedback
- e. Acknowledge mistakes, recognize consequences for them, and offer options for redress

Skill 3:
SWBAT... Identify and follow norms of an organizational structure

Sub Skills:

- a. Identify the hierarchy or chain of command of an institution
- b. Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation)
- c. Recognize one's rights and processes for appeals within an organization
- d. Identify opportunities for advancement within an organization

TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side (Intermediate)

Pre A-C-E-S
<p>Warm-up: N/A</p>
<p>Introduction:</p> <ul style="list-style-type: none"> • Introduce students to the idea that there are three main learning styles: visual, auditory and kinesthetic. Explain that each style corresponds to one of our senses (sight, hearing and touch). • Distribute the readings about the three types of learning styles. • Ss read and discuss in small groups which type of learner they think they are.
<p>Guided Practice:</p> <ul style="list-style-type: none"> • Distribute the VAK Learning Styles Questionnaire. • Help Ss read and understand the questions as needed. • Ss identify their preferred learning style on the VAK questionnaire by circling the letter of the answers that best describes how they learn.
<p>Independent Practice:</p> <ul style="list-style-type: none"> • Divide students into three groups depending on learning style preference. For example, all of the visual learners should work together. • Ss work together to brainstorm some ways that a person with this learning style can learn and study. • Ss write a descriptive paragraph about their preferred learning style. • Included in the paragraph is an example of how Ss can incorporate a learning strategy that will help them to improve their English.
<p>Extension: N/A</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • Ss use a rubric to self-evaluate their writing. • Teacher could use the same rubric to evaluate the paragraph.

Post A-C-E-S
<p>Warm-up:</p> <ul style="list-style-type: none"> • Distribute writing prompt. • Ss write about how they like to learn new things. • Ss share in a small group how they answered the prompt. • Generate a list on the board of the different methods for learning new things.
<p>Introduction:</p> <ul style="list-style-type: none"> • Introduce Ss to the idea that there are three main learning styles: visual, auditory and kinesthetic. Explain that each style corresponds to one of our senses (sight, hearing and touch). • Make a chart with three columns. Draw a picture of eyes at the top of the 1st column, an ear at the top of the 2nd column, and a hand at the top of the 3rd column. Ask Ss to sort the methods that they identified in the warm-up activity into these 3 columns.
<p>Guided Practice:</p> <ul style="list-style-type: none"> • Distribute the VAK Learning Styles Questionnaire. • Help Ss read and understand the questions as needed. • Ss identify their preferred learning style on the VAK questionnaire by circling the letter of the answers that best describes how they learn.
<p>Independent Practice:</p> <ul style="list-style-type: none"> • Divide Ss into three groups depending on learning style preference. For example, all of the visual learners should work together. • Ss work together to brainstorm some ways that a person with this learning style can learn and study. • Ss come up with a way to explain a simple process to the class that would appeal to their particular learning style. • As a group, Ss explain their process to the class in a brief presentation.
<p>Extension:</p> <ul style="list-style-type: none"> • When conferencing with Ss or sharing test scores, have them set a learning goal that incorporates some aspect of their preferred learning style. There is a sample conferencing form included with this lesson. • Create learning journals in which Ss regularly record the activities that they do in order to be successful at school.
<p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate group presentations using a rubric

Sample TIF-ed Lesson (Intermediate)

1. The first column describes the lesson components. Normal font represents the original lesson. *Italicized* font represents the TIF complements or additions to the lesson.
2. **Assess** the original lesson to identify where TIF skills are addressed. TIF skills in the original lesson are written in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that address additional TIF skills. Additional lesson components are added and the TIF skills addressed in those are written in the “Complement” column.
4. **Evaluate** the outcomes of the lesson, using student evidence, *after* you deliver instruction to your students.
5. **Study** and reflect about what else your students need as well as what you need.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
<u>Warm-up:</u>	N/A	NS: 2c & d (EC: 1e)		
<u>Introduction:</u>	NS: 1a	NS: 1a (CT: 1b)		
<u>Guided Practice:</u>	NS: 1a, 2d	NS: 1a, 2d		
<u>Independent Practice:</u>	NS: 1a	NS: 1a, 2c (EC: 1e)		
<u>Extension:</u>	N/A	NS: 1a, 2b, 2d		
<u>Assessment:</u>	NS: 1a	NS: 2d		

Pre A-C-E-S Lesson Plan

Objectives (General):

1. Understand that students have different preferred ways of learning
2. Identify his/her own preferred way of learning
3. Use the information about preferred learning style to create a strategy for improving his/her English

TIF Objectives:

1. **NS Skill 1:** Seek information or assistance appropriately from others in order to successfully navigate specific systems
 - 1a: Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems
2. **NS Skill 2:** Identify and comply with rules, policies and performance expectations within institutions and organizational structures
 - 2d: Actively reflect on personal performance and seek feedback

Warm up: N/A

Introduction:

- Introduce students to the idea that there are three main learning styles: visual, auditory and kinesthetic. Explain that each style corresponds to one of our senses (sight, hearing and touch).
- Distribute the readings about the three types of learning styles.
- Ss read and discuss in small groups which type of learner they think they are.

Guided Practice:

- Distribute the VAK Learning Styles Questionnaire.
- Help Ss read and understand the questions as needed.
- Ss identify their preferred learning style on the VAK questionnaire by circling the letter of the answers that best describes how they learn.

Independent Practice:

- Divide Ss into three groups depending on learning style preference. For example, all of the visual learners should work together.
- Ss work together to brainstorm some ways that a person with this learning style can learn and study.
- Ss write a descriptive paragraph about their preferred learning style.
- Included in the paragraph is an example of how Ss can incorporate a learning strategy that will help them to improve their English. Visual learners, for example, might write about using flash cards to study new vocabulary words.

Extension: N/A

Assessment:

- Ss use a rubric to self-evaluate their writing.
- Teacher could use the same rubric to evaluate the paragraph.
- Conference with Ss to give feedback.

Pre A-C-E-S Lesson Materials**Introduction:****The Visual Learner****The Visual Learner learns through seeing...**

These learners can either process information randomly or absorb what unfolds in sequence before their eyes. They need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads).

DO YOU...

Have a strong sense of color

Follow written directions well

Process what you hear slowly

"Translate" word messages into pictures or images

Closely watch a speaker's body language and facial expression.

Get very distracted by noise or people talking in the background

Use mental pictures to remember things

Use visual representations to understand ideas, e.g. graphs, organizers, pictures, slides, videos, diagrams, demonstrations, overheads, flip charts, handouts etc.

Know something by seeing it.

Conjure up the image of a form by seeing it in your "mind's eye"

Have a vivid imagination

Often stare, need something to watch

Not talk at length

Become impatient or lose focus when extensive listening is required

Prefer the visual arts and media

Often prefer to take notes or draw pictures to absorb information.

Like to write on the blackboard

Remember quickly and easily what is read

Learn better after seeing or writing something

Get called a "bookworm"

Grasp important concepts on first reading of material

Love to read books, journals, magazines

Perform hands-on tasks well.

Read well from picture clues

The Auditory Learner

The Auditory Learner learns through listening...

The auditory learner needs to be able to focus on what is being said, and may find taking in information through the other senses at the same time distracting. The Auditory learner processes new information in the order in which it is presented, but also benefits from verbal discussion following the presentation.

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard.

DO YOU...

- Tend to remember and repeat ideas that are spoken
- Learn well through lectures
- Get described as an excellent listener
- Find it easy to reproduce symbols, letters or words by hearing them
- Like to talk
- Enjoy play, dialogues, and dramas
- Learn concepts by listening to tapes
- Enjoy music
- Find it easy to repeat or fulfill verbal instructions
- Think out loud
- Often hum or talk to yourself or to others
- Rarely stay quiet for great lengths of time
- Often talk at length
- Like to use other people as a sounding board
- Enjoy question/answer sessions
- Like small group discussions
- Prefer to discuss things with others
- Like to participate in class discussions or debates
- Like to make speeches and presentations
- Do well at telling the difference between sounds, musical notes and tones
- Memorize by listening to something over and over
- Have difficulty copying from the blackboard

Tactile/Kinesthetic Learners

Tactile/Kinesthetic Learners learn through moving, doing, and touching...

These students like a "hands-on" approach to learning. They learn best by doing, by being directly or emotionally involved in their learning. They process information as their body moves. Because the entire body is involved, this type of student takes longer to process new information.

DO YOU...

- Involve the sense of touch in learning
- Like to do artwork
- Like to piece things together
- Like to doodle
- Like to trace words and pictures
- Succeed with tasks requiring manipulation
- Like to chew gum while studying
- Often fidget or finds reasons to move
- Have a hard time paying attention to visual or auditory presentations
- Want to be "doing" something
- Try things out
- Talk with your hands
- Get accused of being a poor listener
- Have a hard time being still when music is playing
- Learn better when able to move during learning
- Like to move hands (doodling, tapping) while learning
- Use movement to help concentrate
- Like to take frequent study breaks
- Like to work standing up
- Use bright colors to highlight reading material
- Like to listen to music while studying.
- Like to skim through reading material to get a rough idea what it is about before settling down to read it in detail
- Have good fine and gross motor skills

These readings come from a lesson on the OER Commons website. The full lesson can be found here: <http://www.oercommons.org/courses/learning-styles-an-introduction/view>

Guided Practice:

VAK Learning Styles Self-Assessment Questionnaire

Circle or tick the answer that most represents how you generally behave. (It's best to complete the questionnaire before reading the accompanying explanation.)

1. When I operate new equipment I generally:
 - a) read the instructions first
 - b) listen to an explanation from someone who has used it before
 - c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for travelling I usually:
 - a) look at a map
 - b) ask for spoken directions
 - c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:
 - a) follow a written recipe
 - b) call a friend for an explanation
 - c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:
 - a) write instructions down for them
 - b) give them a verbal explanation
 - c) demonstrate first and then let them have a go

5. I tend to say:
 - a) watch how I do it
 - b) listen to me explain
 - c) you have a go

6. During my free time I most enjoy:
 - a) going to museums and galleries
 - b) listening to music and talking to my friends
 - c) playing sports or doing projects

7. When I go shopping for clothes, I tend to:
 - a) imagine what they would look like on
 - b) discuss them with the shop staff
 - c) try them on and test them out

8. When I am choosing a holiday I usually:
 - a) read lots of brochures
 - b) listen to recommendations from friends
 - c) imagine what it would be like to be there

9. If I was buying a new car, I would:
 - a) read reviews in newspapers and magazines
 - b) discuss what I need with my friends
 - c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:
 - a) watching what the teacher is doing
 - b) talking through with the teacher exactly what I'm supposed to do
 - c) giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:
 - a) imagine what the food will look like
 - b) talk through the options in my head or with my partner
 - c) imagine what the food will taste like

12. When I listen to a band, I can't help:
 - a) watching the band members and other people in the audience
 - b) listening to the lyrics and the beats
 - c) moving in time with the music

13. When I concentrate, I most often:
 - a) focus on the words or the pictures in front of me
 - b) discuss the problem and the possible solutions in my head
 - c) move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishings because I like:
 - a) their colors and how they look
 - b) the descriptions the sales-people give me
 - c) their textures and what it feels like to touch them

15. My first memory is of:
 - a) looking at something
 - b) being spoken to
 - c) doing something

16. When I am anxious, I:
 - a) visualize the worst-case scenarios
 - b) talk over in my head what worries me most
 - c) can't sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:
 - a) how they look
 - b) what they say to me
 - c) how they make me feel

18. When I have to study for an exam, I generally:
 - a) write lots of study notes and diagrams
 - b) talk over my notes, alone or with other people
 - c) imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:
 - a) show them what I mean
 - b) explain to them in different ways until they understand
 - c) encourage them to try and talk through my idea as they do it

20. I really love:
 - a) watching films, photography, looking at art or people watching
 - b) listening to music, the radio or talking to friends
 - c) taking part in sporting activities, eating fine foods and wines or dancing

21. Most of my free time is spent:
 - a) watching television
 - b) talking to friends
 - c) doing physical activity or making things
22. When I first contact a new person, I usually:
 - a) arrange a face to face meeting
 - b) talk to them on the telephone
 - c) try to get together while doing something else, such as an activity or a meal
23. I first notice how people:
 - a) look and dress
 - b) sound and speak
 - c) stand and move
24. If I am angry, I tend to:
 - a) keep replaying in my mind what it is that has upset me
 - b) raise my voice and tell people how I feel
 - c) stamp about, slam doors and physically demonstrate my anger
25. I find it easiest to remember:
 - a) faces
 - b) names
 - c) things I have done
26. I think that you can tell if someone is lying if:
 - a) they avoid looking at you
 - b) their voices changes
 - c) they give me funny vibes
27. When I meet an old friend:
 - a) I say "it's great to see you!"
 - b) I say "it's great to hear from you!"
 - c) I give them a hug or a handshake
28. I remember things best by:
 - a) writing notes or keeping printed details
 - b) saying them aloud or repeating words and key points in my head
 - c) doing and practicing the activity or imagining it being done
29. If I have to complain about faulty goods, I am most comfortable:
 - a) writing a letter
 - b) complaining over the phone
 - c) taking the item back to the store
30. I tend to say:
 - a) I see what you mean
 - b) I hear what you are saying
 - c) I know how you feel

Directions for Identifying Your Learning Style Preference

Now add up how many A's, B's and C's you selected.

A's = B's = C's =

If you chose mostly A's, you have a **VISUAL** learning style.

If you chose mostly B's, you have an **AUDITORY** learning style.

If you chose mostly C's, you have a **KINESTHETIC** learning style.

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation below. When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s).

VAK Learning Styles Explanation

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style):

- Someone with a **Visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.
- Someone with an **Auditory** learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!
- Someone with a **Kinesthetic** learning style has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles. When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

Please note that this is not a scientifically validated testing instrument – it is a free assessment tool designed to give a broad indication of preferred learning style(s).

Assessment:

AREA	1	2	3	4
Content / Organization	<input type="checkbox"/> writing a lot about the topic <i>5-12 sentences</i>	<input type="checkbox"/> answering the question <i>12+ sentences</i>	<input type="checkbox"/> answering the question with full supporting detail <i>15+ sentences</i>	<input type="checkbox"/> completely answering the question with well-developed supporting detail <i>20+ sentences</i>
Word choice	<input type="checkbox"/> simple vocabulary communicates concepts	<input type="checkbox"/> vocabulary uses intermediate vocabulary & transition words to clearly communicate concepts	<input type="checkbox"/> advanced and varied vocabulary, with transition words to effectively communicate concepts	<input type="checkbox"/> word choices of academic-level vocabulary is varied correctly & effectively communicates writer's knowledge and ideas
Sentence Structure	<input type="checkbox"/> ability to express ideas in paragraph format with similar ideas grouped together	<input type="checkbox"/> ability to express ideas clearly with topic sentence & beginning, middle & end in each paragraph	<input type="checkbox"/> 3+ paragraph essay with thesis statement and conclusion	<input type="checkbox"/> well developed 3+ paragraph essay with complete introduction, body & conclusion

<p>Grammar</p>	<p><input type="checkbox"/> correct use of nouns and verbs in simple sentences</p> <p style="text-align: center;"><i>SVO</i></p>	<p><input type="checkbox"/> simple and compound sentences with adjectives</p> <p style="text-align: center;"><i>SVO or SVO+SVO with adj</i></p>	<p><input type="checkbox"/> proper use of nouns, verbs, adjectives and adverbs in simple, compound & complex sentences</p> <p style="text-align: center;"><i>SVO, SVO+SVO or SVO,+SVO</i></p>	<p><input type="checkbox"/> varied use of verb tenses in complete compound & complex sentences</p>
<p>Mechanics / Spelling</p>	<p><input type="checkbox"/> basic use of capital and lowercase letters and proper use of periods</p> <p style="text-align: center;"><i>some correct capital letters & punctuation</i></p>	<p><input type="checkbox"/> proper use of end punctuation, may have some spelling mistakes</p> <p style="text-align: center;"><i>4-6 capital/punctuation mistakes</i></p>	<p><input type="checkbox"/> proper end punctuation & commas, few spelling mistakes</p> <p style="text-align: center;"><i>2-3 capital/punctuation /spelling mistakes</i></p>	<p><input type="checkbox"/> proper punctuation with minor spelling mistakes</p> <p style="text-align: center;"><i>0-1 capitalization/punctuati on /spelling mistakes</i></p>

Post A-C-E-S Lesson Plan

Objectives (General):

1. Understand that students have different preferred ways of learning
2. Identify his/her own preferred way of learning
3. Explain a simple process in a manner that appeals to a particular learning style
4. Use the information about preferred learning style to create a strategy for reaching a learning goal

TIF Objectives:

1. **NS Skill 1:** Seek information or assistance appropriately from others in order to successfully navigate specific systems
 - 1a: Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems
2. **NS Skill 2:** Identify and comply with rules, policies and performance expectations within institutions and organizational structures
 - 2b: Use appropriate documentation procedures and protocols regarding behavior and tasks
 - 2c: Differentiate formal and informal speech, dress and communication and apply appropriately to various situations
 - 2d: Actively reflect on personal performance and seek feedback

Warm up:

- Distribute writing prompt.
- Ss write about how they like to learn new things.
- Ss share in a small group how they answered the prompt.
- Generate a list on the board of the different methods for learning new things.

Introduction:

- Introduce students to the idea that there are three main learning styles: visual, auditory and kinesthetic. Explain that each style corresponds to one of our senses (sight, hearing and touch).
- Make a chart with three columns. Draw a picture of eyes at the top of the 1st column, an ear at the top of the 2nd column, and a hand at the top of the 3rd column. Ask students to sort the methods that they identified in the warm-up activity into these 3 columns.

Guided Practice:

- Distribute the VAK Learning Styles Questionnaire.
- Help Ss read and understand the questions as needed.
- Ss identify their preferred learning style on the VAK questionnaire by circling the letter of the answers that best describes how they learn.

Independent Practice:

- Divide students into three groups depending on learning style preference. For example, all of the visual learners should work together.
- Ss work together to brainstorm some ways that a person with this learning style can learn and study.
- Ss come up with a way to explain a simple process (i.e. how to make a sandwich or how to send an e-mail) to the class that would appeal to their particular learning style.
- As a group, Ss explain their process to the class in a simple presentation.

Extension:

- When conferencing with students or sharing test scores, have them set a learning goal that incorporates some aspect of their preferred learning style. There is a sample conferencing form included with this lesson.
- Create learning journals in which students regularly record the activities that they do in order to be successful at school.

Assessment:

- Evaluate presentations using rubric.

Guided Practice:**VAK Learning Styles Self-Assessment Questionnaire**

Circle or tick the answer that most represents how you generally behave. (It's best to complete the questionnaire before reading the accompanying explanation.)

1. When I operate new equipment I generally:
 - a) read the instructions first
 - b) listen to an explanation from someone who has used it before
 - c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for travelling I usually:
 - a) look at a map
 - b) ask for spoken directions
 - c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:
 - a) follow a written recipe
 - b) call a friend for an explanation
 - c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:
 - a) write instructions down for them
 - b) give them a verbal explanation
 - c) demonstrate first and then let them have a go

5. I tend to say:
 - a) watch how I do it
 - b) listen to me explain
 - c) you have a go

6. During my free time I most enjoy:
 - a) going to museums and galleries
 - b) listening to music and talking to my friends
 - c) playing sports or doing projects

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 - b) discuss them with the shop staff
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 - c) imagine making the movement or creating the formula

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 - a) show them what I mean
 - b) explain to them in different ways until they understand
 - c) encourage them to try and talk through my idea as they do it

20. I really love:
 - a) watching films, photography, looking at art or people watching
 - b) listening to music, the radio or talking to friends
 - c) taking part in sporting activities, eating fine foods and wines or dancing

21. Most of my free time is spent:
 - a) watching television
 - b) talking to friends
 - c) doing physical activity or making things

22. When I first contact a new person, I usually:
 - a) arrange a face to face meeting
 - b) talk to them on the telephone
 - c) try to get together while doing something else, such as an activity or a meal

23. I first notice how people:
 - a) look and dress
 - b) sound and speak
 - c) stand and move

24. If I am angry, I tend to:
 - a) keep replaying in my mind what it is that has upset me
 - b) raise my voice and tell people how I feel
 - c) stamp about, slam doors and physically demonstrate my anger

25. I find it easiest to remember:
 - a) faces
 - b) names
 - c) things I have done

26. I think that you can tell if someone is lying if:
 - a) they avoid looking at you
 - b) their voices changes
 - c) they give me funny vibes

27. When I meet an old friend:
 - a) I say "it's great to see you!"
 - b) I say "it's great to hear from you!"
 - c) I give them a hug or a handshake

28. I remember things best by:
 - a) writing notes or keeping printed details
 - b) saying them aloud or repeating words and key points in my head
 - c) doing and practicing the activity or imagining it being done

29. If I have to complain about faulty goods, I am most comfortable:
 - a) writing a letter
 - b) complaining over the phone
 - c) taking the item back to the store

30. I tend to say:
 - a) I see what you mean
 - b) I hear what you are saying
 - c) I know how you feel

Directions for Identifying Your Learning Style Preference

Now add up how many A's, B's and C's you selected.

A's = B's = C's =

If you chose mostly A's, you have a **VISUAL** learning style.

If you chose mostly B's, you have an **AUDITORY** learning style.

If you chose mostly C's, you have a **KINESTHETIC** learning style.

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation below. When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s).

VAK Learning Styles Explanation

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style):

- Someone with a **Visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.
- Someone with an **Auditory** learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!
- Someone with a **Kinesthetic** learning style has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles. When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

Please note that this is not a scientifically validated testing instrument – it is a free assessment tool designed to give a broad indication of preferred learning style(s).

Extension:



Student Progress Report

Student: _____ **Teacher:** _____

Class: _____ **Conf. Date:** _____

Attendance Information: _____

Last CASAS Reading Test:

Test/Form: _____ Date: _____ Score: _____

Current CASAS Reading Test:

Test/Form: _____ Date: _____ Score: _____

Areas of Strength: (What are you already doing well?)

Areas for Work: (What can you improve before the next test?)

Plan for Improvement:

Area of Improvement	Strategy
Vocabulary	Use flashcards to study new words every week

Assessment:

Basic Presentation Rubric

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic. Fully explains the process.	Shows a good understanding of the topic. The process is mostly made clear, but there are some missing steps.	Shows a good understanding of parts of the topic. Some of the steps in the process are explained, but others are skipped.	Does not seem to understand the topic very well. The process is not made very clear.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Speaks Clearly	Speaks clearly and distinctly all (100-90%) of the time, and mispronounces no words.	Speaks clearly and distinctly most (89-75%) of the time, but mispronounces a few words.	Speaks clearly and distinctly some (74-50%) of the time. Mispronounces more than a few words.	Often mumbles or cannot be understood OR mispronounces a large number of the words being used.
Appeals to a specific learning style	Clearly employs 2 or more strategies that appeal to a specific learning style in order to explain the process	Clearly employs 1 or 2 strategies that appeal to a specific learning style in order to explain the process	Attempts to employ at least 1 strategy that appeals to a specific learning style in order to explain the process	Does not seem to employ any learning strategy that appeals to a specific learning style

What process was being described?

What learning style did the presenters attempt to appeal to?

What questions do you still have about this topic?