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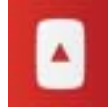
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# Appealing to Different Learners Workshop

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## Notes:

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# Appealing to Different Learners Workshop

- Learn of the different types of learners
- Activities you can do to appeal to each type of Learner
- Learn about assessments you could do with your students to find out their learning

**The Interpersonal Learner:**

When giving a lesson, our goal is to make sure:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**7 Types of Learners:**

- Linguistic
- Musical
- Kinesthetic
- Visual or Spatial
- Logical of Mathematical
- Interpersonal
- Intrapersonal

**Activities you could try:**

**Find Someone Who:**

**The Intrapersonal Learner:**

**Activities you could try:**

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The Visual or Spatial Learner:

Stations

#1 Build a shape

Activities you could try:

#2 Quick Write

Mix-Freeze-Match:

#3 Water Cycle Chant

The Logical or Mathematical Learner:

Activities you could try:

The Linguistic Learner:

Activities you could try:

The Musical Learner:

Activities you could try:

Picture Walk:

The Kinesthetic Learner:

A-B Partner Teach:

Activities you could try:

Who Am I?

# Appealing to Different Learners Workshop

## Evaluation Form

Name: (Optional) \_\_\_\_\_

Date: \_\_\_\_\_

Please circle a number 1 to 5.

- |  | Not Beneficial |   |   |   | Very Beneficial |
|--|----------------|---|---|---|-----------------|
| 1. How beneficial was this workshop for you?               | 1              | 2 | 3 | 4 | 5               |
| 2. What was the most beneficial part of this presentation? |                |   |   |   |                 |

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3. How can I improve this presentation?

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4. Email address: \_\_\_\_\_

5. How did you hear about this workshop? \_\_\_\_\_

Thank You!

# Appealing to Different Learners Workshop

## Evaluation Form

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Thank you!

**Debriefing Cheat Sheet****"The What"**

Students describe the events that transpired during the activity.

- What happened? And then...?
- How did you feel or think when ...?
- How are you feeling about it now?
- Who else had that experience? Who didn't?
- Were there any surprises?

**"So What?"**

Students explain what they feel they learned from the experience.

- What did you notice?
- What was that important?
- What was the main point of the activity?
- How did you work with your team?
- When were you really effective or at your best?
- Why do you think that?

**"Now What?"**

Students explain how they can apply what they learned from the activity in different situations.

- Have you experienced this type of situation before? When?
- What did you learn?
- What would you do different?
- How does this relate to outside the classroom?
- How will you use what you learned in this activity?

**Strategies for the Teacher**

- Choose a specific goal for the activity.
  - Take notes and record what you hear during the activity.
  - Use "stop actions" in the midst of a challenge for groups to stop, look around, and identify what is working or what is not working?
  - Go over ground rules with the students on how to debrief (either facilitator or student led).
  - Everyone sits in a circle, including the facilitator (teacher).
  - If possible, use the same location for your debriefs.
  - Give students plenty of time to think about the question.
  - Have learners write down their responses prior to speaking, it helps them to collect their thoughts and reduce anxiety about speaking.
  - Everyone is allowed to say no or pass. It is okay to just listen.
  - Be aware of others in the circle and acknowledge them when it's their turn to speak or are being distracting.
  - Encourage those who are not participating to speak by asking them inclusionary questions.
  - Keep the students connected during the debrief by leaving equipment around that was used in the activity.
  - Present an open ended statement that learners can complete.
  - Pick key words that the learners have used and when they have finished their response simply say the word in an inquisitive manner (i.e. "Respect?" or "Pressure?").
  - At the end of a session, summarize what was said and learned throughout the debrief.
- See more at: <http://www.supportrealteachers.org/debriefing-overview.html#sthash.cBTihsVg.dpuf>

**Debriefing Activities:**

[http://breakappz.com/resources\\_category/debrief-reflection-activities/](http://breakappz.com/resources_category/debrief-reflection-activities/)





# Seven Multiple Intelligences

## **Linguistic Learner:**

- Likes to read, write, tell stories
- Good at memorizing names, dates, places, and trivia
- Learn best by saying, hearing, and seeing words
- Tend to think in words

## **Musical or Rhythmic Learner:**

- Learns using melody or rhythm
- Learns best while humming, whistling, toe-tapping, tapping their pencil on the desk, wiggling, or listening to music in the background
- Music is not the only sounds these types of students respond to. They also respond to sounds around them, such as a breeze in the trees or even traffic.

## **Kinesthetic Learner:**

- Likes to move around, touch, talk, build things, and use body language
- Some activities include sports, dancing, acting, and doing crafts
- They have a sense of timing and clear understanding of the goal of a physical action

## **Visual or Spatial Learner:**

- Likes to draw, build, design, look at pictures, or watch movies
- Good at imagination, sensing things, mazes, puzzles, reading maps and charts
- Aware of their environments

## **Logical or Mathematical Learner:**

- Likes to conduct experiments, figure things out on their own, work with numbers, ask questions, categorize, and explore patterns, and relationships
- Good at math, reasoning, logic, and problem-solving
- Like to create and use lists

## **Interpersonal Learner:**

- Learn by relating to others. They like to socialize. They have lots of friends, like to talk to people, and join groups.
- Good at understanding people, leading others, organizing, communicating, manipulating, and mediating conflicts.

## **Intrapersonal Learner:**

- Independent learners
- Pursue own interests
- Good at understanding themselves, focusing inward, following instincts, pursuing interests and goals, and being original
- Learn best by working alone, self-paced instruction, and having their own space.
- In tune with their inner feelings, they have wisdom, intuition, motivation, strong will, confidence, and opinions.