

CBA High School Core Curriculum Activity

Learning with Style in Mind

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Target Population(s)	All students	Grade(s)	9 or 10
Length of Session	1 class (45 minutes) 3 follow-up sessions (15–30 minutes each)	# Sessions	4

CBA Competency Statements

Competency Statements (As a result of participating in this activity, students will:)	Opportunities We Provide Students to Learn What is Expected of Them	Assessments Used with Each Competency Statement
Describe how knowing their learning style helped them become better learners.	Journaling exercise	
Identify and document steps to apply what they learned to improve their learning processes.	Small groups Brainstorming sessions	Counselor observation

CBA School Counseling Student Standards Addressed

The CBA student standards are provided in Section 1, “Introduction,” of this document.

Construct(s)	Sub-Construct(s)	School Counseling Contexts
Self-Knowledge	Metacognitive Skills	Person Growth

Motivation			Self-Direction			Self-Knowledge			Relationships		
M1	M2	M3	SD1	SD2	SD3	SK1	SK2	SK3	R1	R2	R3

Supporting Research

Enter research that supports the benefits of this type of activity to student learning and achievement. Include at least one idea that caught your attention and you feel will make a difference in the way you approach and deliver this activity.

- “Rita Dunn Answers Questions on Learning Styles.” Source: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199010_dunn.pdf. Thought to consider: students do not fail because of the curriculum. They can learn any subject matter if they are taught with strategies and methods that are responsive to their learning styles.

Preparations

Complete the following preparations prior to introducing the activity to students:

- Obtain a learning style inventory for use with your students. This sample activity does not contain any particular learning style product. This sample is for the purpose of showing how an activity on this theme can be organized.
- You can use search engines to locate other websites related to learning style inventories. Here is a link to one website that reviews multiple inventories. Select one that meets the needs of your program and your students. Paste the following

<http://www.learningreviews.com/Learning-Styles.html>
- Review the inventory instructions to ensure you understand the steps involved, how to successfully administer the inventory and help students understand what their learning style means and how it can help them learn.
- Complete the inventory yourself to gain experience with the instrument and determine how to help students understand the results and what they can do with them. It is recommended that you reference your own learning style in discussions with students. It might also be helpful to complete a teaching style inventory to deepen your understanding of how your teaching style impacts the various student learning styles. Be prepared to tell students the special things you will be using to help them learn better.
- This is an excellent opportunity for a school counselor and a teacher to co-deliver an activity. Teachers deal primarily with cognitive development while school counselors focus more on metacognitive awareness and skills and social-emotional learning. A collaborative look at how students are responding in both domains would yield a rich resource for a self-directed professional development project.
- Reproduce any materials that will be used as handouts.
- Confirm use of a computer lab if students are entering information into computers as part of this activity.

Resources

The following resources are used in this activity:

- [Enter the name of the learning style inventory you selected and how to access it.]

– [Enter the name of a teaching style inventory you selected and how to access it.]

Session Activity—Complete the Learning Style Inventory

#	Who	Action Steps
1	Counselor and/or Teacher	<ul style="list-style-type: none"> – Introduce the purpose of the lesson and what students are expected to know and do as a result of their learning. – Introduce key concepts and vocabulary students will be required to know to successfully complete the lesson (e.g., learning style, teaching style and learning style categories such as visual, audio, kinesthetic). – Distribute/give access to the learning style (e.g., pen and paper, online product).
2	Student	<ul style="list-style-type: none"> – Complete the survey. – Identify their personal learning style.
3	Counselor and/or Teacher	<ul style="list-style-type: none"> – Interpret each of the inventory results categories for the students, giving examples of what counselors/teachers can do to be responsive to the different types of learning styles.
4	Counselor and/or Teacher	<ul style="list-style-type: none"> – Divide the students into groups based on the inventory results categories so that each group consists only of students representing the specific style. – Invite the groups to discuss the characteristics of their learning style and how they seek their strengths as well as areas to be improved in relation to the characteristic. – Ask students to create a list of the ways they learn best based on the results categories and their learning experiences. Tell them their lists will be shared with the other groups so everyone can see the similarities and differences among groups.
5	Students	<ul style="list-style-type: none"> – Discuss the characteristics of their particular learning style and whether they would consider each characteristic to be a “strength” or a “weakness” in their own learning processes. The teacher and counselor can walk among the groups helping to facilitate the discussion. – Create a list of the ways they learn best. The list should contain students’ perception regarding what they like about how the counselor/teacher teaches them and recommendations regarding what the counselor/teacher can do to be more responsive to their learning styles.

#	Who	Action Steps
6	Counselor and/or Teacher, Students	<ul style="list-style-type: none"> – Small groups report out to the whole class regarding their list of best ways to learn and recommendations for how the teacher can be more responsive to their particular learning styles. – The main ideas from each group can be written on the board or lists to compare. – Discuss the ideas generated in this exercise and what the students and the counselor/teacher can do to improve the way they learn and teach.
7	Counselor and/or Teacher	<ul style="list-style-type: none"> – Ask the students to select on characteristics from their learning style that they want to work on to improve. – Have the students document their selected characteristics, what they are planning to do to strengthen their thinking and behavior patterns related to the characteristics, and how long they think it will take them to accomplish the task.
8	Students	<ul style="list-style-type: none"> – Document their characteristic, action plan and timeframe.
9	Counselor and/or Teacher	<ul style="list-style-type: none"> – Collect the documented “My Learning Style Improvement Plan” and retain them for use in the follow-up opportunities. – Encourage the students to work hard to improve the way they learn. – Tell them to please contact the counselor/teacher whenever they need help.
10	Counselor and/or Teacher	<ul style="list-style-type: none"> – Review the students’ improvement plans to determine what the students are working on so ongoing support can be provided.
11	Counselors and/or Teacher, Parents/ Guardians	<ul style="list-style-type: none"> – Incorporate the learning style inventory results in discussions with parents/guardians during conferences and other interactions.

Follow-Up Activity 1

#	Who	Action Steps
1	Counselor and/or Teacher	– Distribute copies of their documented improvement plans to students.
2	Students	– Complete the two-week written reflection on progress toward improving their selected characteristic. – Have a brief discussion on problems they are encountering and possible solutions. – Students who are having difficulty may wish to partner with other students within their learning style group for additional support.
3	Counselor and/or Teacher	– Collects the documented improvement plans and retains them for later use.

Follow-Up Activities 2 & 3

#	Who	Action Steps
1	Counselor and/or Teacher	– Distribute copies of their documented improvement plans to students one month after completing the inventory.
2	Students	– Complete the one-month written reflection on progress toward improving their selected characteristic. – Have a brief discussion on problems they are encountering and possible solutions.
3	Counselor and/or Teacher	– Analyze data from the initial inventory and two follow-up activities to determine any additional steps that may be needed. – Report the data and impact of having conducted this exercise. – Distribute the report to those who need it to make informed decisions.

Student Assessments and Data Reporting

We want students to know their learning style so they are aware of the best ways for them to learn. With this knowledge, students can adopt strategies that will help them maximize their learning potential. This activity is one step in a long process leading to a healthy self-image and sense of well-being. It is important because it enables school counselors to help students increase the knowledge they have about themselves and their potential for future success. The primary result expected from this activity is that students will commit to working on their learning processes that need improvement. The Learning Style Improvement Plan and Status Report (Attachment A) gathers information that can be used to help determine the activity's impact.

Attachment A
**Learning Style Improvement Plan
 and Status Report**

Student Name _____ My learning style is _____

Instructions

Select one thing you learned about how you learn that you would like to improve.

What I Want to Accomplish and By When

I will improve in the following ways	Due Date

One Week Follow Up

I am making progress toward improving my selected characteristic in the following ways:

Progress Made	Revised Action Step	Challenges Remaining

Two-Week Follow Up

I am making progress toward improving my selected characteristic in the following ways:

Progress Made	Revised Action Step	Challenges Remaining

One-Month Follow Up

I am making progress toward improving my selected characteristic in the following ways:

Progress Made	Revised Action Step	Challenges Remaining

CBA Student Standards

The CBA student standards are generally listed in every activity. For the purpose of these activities, the standards are only provided on this page.

Constructs	#	Standard Statements [As a result of the school counseling program, students are expected to know and do the following by the time they graduate from high school.]
Motivation	M1	Describe how their own motivation structure and patterns affect their current and future lives.
	M2	Articulate a positive vision of their future that motivates present behavior.
	M3	Consistently apply effective self-motivational techniques.
Self-Direction	SD1	Assess the factors responsible for their academic success and challenges and adjust their behavior accordingly.
	SD2	Demonstrate the self-direction, initiative and skills necessary for achievement and success.
	SD3	Maintain focus despite stress, anxiety and set-backs.
Self-Knowledge	SK1	Describe how their unique characteristics impact their current and future lives.
	SK2	Demonstrate how their skills and talents contribute to their success.
	SK3	Discuss how their values and interests inform their decisions and actions.
Relationships	R1	Engage in collaborative and mutually beneficial relationships to promote individual and group success.
	R2	Assess when they need help from others and seek assistance.
	R3	Demonstrate fairness, respect and equity in relationships with others.