

In this activity students will identify learning and study techniques that are suited to their preferred learning styles.

## HIGH SCHOOL: ACTIVITY 3

### STUDY SMART

1. After reading the article, ask students to consider any learning challenges they may have faced in different subjects such as science, language or mathematics. Are some easier or harder to grasp? Why might that be?
2. Discuss the four learning styles listed below and brainstorm other ways to tailor study techniques to make the most of their style.
  - **VISUAL:** You learn by seeing concepts depicted in some way. *Try sketching out diagrams, flowcharts or webs to organize new information.*
  - **AUDITORY:** You learn by hearing something spoken aloud. *Record yourself reading your notes aloud and play them back.*
  - **READING AND WRITING:** You prefer learning information in written form. *Re-copy key terms or dates and their descriptions onto flashcards, or use web-based tools such as quizlet.com to practice new vocabulary.*
  - **KINESTHETIC:** You learn by doing, moving and testing things out for yourself. *Role-play, recreate a lab or construct a basic model of what you are trying to learn.*
3. Divide students into groups according to their preferred study style. Ask each group to teach the class how to bake a cake from a boxed cake mix, using the strategies suited to their particular style. Give each group 5-10 minutes to prepare a presentation to share with the class.
4. Have students share their presentations with the class and allow time for discussion. In what ways were the “lessons” similar? How were they different? Ask students to think about how they can apply the techniques used in their presentations to their own studies.

Periodically repeat this activity with different topics so that students may be exposed to different ways of learning information.

To follow reading and discussion of **Same As You But Different** on page 22.



### Florida Standards Assessment

- SP.PK12.VI.3.8  
 Participate actively in the development of the IEP with parents and school and/or agency representatives for planning for transition to adult living based on individual interests, abilities, and values.

### Materials/Preparation

- Paper and pen or pencil
- Boxed cake mix