

LEARNING STYLES: TACTILE

This session introduces ways for tactile learners to accommodate other learning styles into their own approaches to learning.

CATEGORY

- Life Skills
- Learning Styles

OBJECTIVES

By the end of this session, participants will be able to:

- Apply tactile learning skills.
- Incorporate visual and auditory learning approaches for tactile learners.

SUPPLIES

- None

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and life.

ACTIVITIES

Introduction

Ask participants: *Who scored highest as a tactile learner from one of our previous activity sessions?*

Ask an Explorer who scored high on that learning style: *What are some characteristics of tactile learners?*

Some or all of the following may be mentioned.

- Tactile learners can remember complex directions once they have acted them out.
- Tactile learners benefit from role-playing in the classroom.
- Tactile learners enjoy lab classes, such as science.
- Tactile learners use flash cards and memory games when they study.
- Tactile learners study with music or television playing in the background.
- Tactile learners can't sit still for long and have to take breaks when they study.

Activity 1

Print out the following scenarios and cut them apart. Divide Explorers into four groups and give each group one of the scenarios to role-play, demonstrating how they could adapt what is described to better support the needs of a tactile learner. After each role-play, have the entire group offer ideas about other ways the situation could be adapted.

1) In geography class, the teacher is reading from the textbook. She also asks for volunteers to read to the class.

2) The teacher divides students into groups to prepare for class presentations. After collecting information, each group gives an oral report on its assigned subject.

3) *The teacher is allowing students to review for tomorrow's test during today's class time. Students are to be quiet and remain seated.*

4) *The English teacher assigns an essay to be written during class time. After writing the essay, students must take their last paragraph and diagram the sentences.*

Close the session with the reflection questions below.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What did you learn from this activity?*
- *How will you be able to take a non-tactile experience and turn it into a positive, more "tactile" experience?*
- *How will this help you engage and learn more by knowing what you know now?*

Analysis Questions

- *What was the greatest challenge you experienced in adapting the scenarios to a different learning style?*
- *Was there ever a time when you had trouble understanding an assignment? Maybe it was the way in which it was presented. If this were to happen again, how could you translate it to a different learning style that works better for you?*
- *How might you use this in your potential career?*

Generalization Questions

- *How can today's exercise help you in the future?*
- *How might you use this in life or in college?*
- *Why is this important?*