

## LEARNING STYLES: VISUAL

This session introduces ways for visual 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 visual learning skills.
- Incorporate tactile and auditory learning approaches for visual 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 visual learner from one of our previous activity sessions? Ask an Explorer who scored high on that learning style: What are some characteristics of visual learners?*

Some or all of the following may be mentioned.

- Visual learners like to create diagrams, concept maps, and webs to help them remember information.
- Visual learners understand information better when it is presented in graphs, pie charts, and other colorful pictures.
- Visual learners learn better from watching videos than students who are auditory or tactile learners.
- Visual learners copy everything a teacher writes on the board.
- Visual learners use highlighters and markers in their notes.
- Visual learners circle and underline words.

#### 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 visual 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 to the class 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) Students are divided into groups of two. The groups will role-play a job interview, with one person conducting the interview and the other person being interviewed.

4) In science class, the teacher is reading from the book and reviewing the assignment with the students. After reviewing each section of information, the teacher stops and conducts an experiment to demonstrate the lesson just reviewed. When possible, the teacher allows a student to conduct the experiment instead.

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-visual experience and turn it into a positive, more “visual” 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?*