

Which learning type are you?

The following tool for counselling should facilitate an insight in different ways of learning to the adolescents. It can be applied to clarify which learning strategies are meaningful for the client.

20-30 min

Counselling

Material: Instructions, paper, pen

Why should I, as a coach, master this method?

The following exercise should facilitate an insight in different ways of learning to the adolescents. It is not a psychological test. It can be applied to clarify which learning strategies are meaningful for the client.

Description:

During counselling go through the activities. Subsequent to this exercise it is a good opportunity to speak about how the adolescent learns at home and what he/she could change.

The learning styles table can help Youthcoaches to evaluate their clients.

Material:

Step 1:

Have 10 items shown to you one after the other and each one for 3 seconds at a time.

Read the following tongue twisters (repeat each one 3 times)

**Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper Picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?**

**She sells seashells by the seashore.
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells.**

Red lorry, yellow lorry.

Which wristwatches are Swiss wristwatches?

**How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
He would chuck, he would, as much as he could,
And chuck as much as a woodchuck would
If a woodchuck could chuck wood.**

Now write down all items you still remember. How many do you remember?
If you could remember many items at this point, you learn well, when you see things and information.

Step 2:

Now have 10 items read to you.

Now answer the following answers:

How much is:

49 : 7 = ___; 5x2 = ___; 5+6 = ___; 10+ 1 = ___; 5 -3 = ___

Now write down all the items you still remember.

If you can remember many items at this point, you learn well by listening.

Step 3:

Now have someone blindfold you and give 10 items one by one, in the interval of a view seconds, into your hand.

Respond the following questions:

Which day of the week is today? Which day of the week is tomorrow? Is the sun shining today? Name a flower? Which date do we have today? Which month are we in? When I add 18 and two, the outcome is:

Now write down all the terms you still remember. How many do you remember?

Did you remember a lot of items at this point, so you learn well through practical activities.

LEARNINGSTILES (Honey und Mumford, 1992)

	Learns best through	Strengths	Weaknesses
The active	New experiences, problems and opportunities through which one can learn. Are good at getting involved in short „here and now“ activities like games, competition tasks, role games Like to be in the spotlight. They often feel thrown into the cold water about a task that appears to be difficult to them.	Flexible and open. Like to try something new. Are happy to be exposed to new situations. Are optimistic about all that is new and therefore do not tend to resist changes.	Tend to choose immediate action without reflection. Often take unnecessary risks. Tend to take over too many responsibilities in order to take center. They act harsh without proper preparation. Loose interest when they are in the implementation process.

The reflective	<p>Encouragement to observe, think and to reflect on activities. Ideally they can think before they act in order to first receive information and only then comment.</p> <p>The like to have the opportunity to assess what has happened and what they have learned.</p> <p>They prefer to make decisions in their own pace, without pressure and deadline.</p>	<p>Cautious.</p> <p>Thoroughly and methodical.</p> <p>Considerate.</p> <p>Good at listening and receiving information.</p> <p>They rarely make premature conclusions.</p>	<p>Tendency to back off direct participation.</p> <p>Only slowly come to a decision.</p> <p>Tendency to be too cautious and to not take enough risk.</p> <p>Not purporting – they are not very communicative and do not like to “small talk”.</p>
The theorist	<p>They prefer to have time, to explore methodically the associations and correlations between ideas, incidents and situations.</p> <p>They like structured situations with clear purposes.</p> <p>They like to have the opportunity to question the basic methodology, assumptions or logic of an issue.</p>	<p>Logical „vertical“ thinkers.</p> <p>Factual and objective.</p> <p>Very good at asking in depth questions.</p> <p>Disciplined approach.</p>	<p>Limited in „Lateral thinking“</p> <p>Low tolerance for uncertainty, chaos and lack of clarity.</p> <p>No tolerance for anything subjective or intuitive.</p> <p>Many thoughts of „should“ or „would have to“.</p>
The pragmatist	<p>They prefer an obvious correlation between the topic and a problem or an opportunity in their work.</p> <p>They learn techniques for things with clear practical advantages which are relevant for their current work.</p> <p>They like to have the opportunity to try out new techniques and to practice them with the help and feedback of an expert.</p> <p>They can concentrate very well on practical issues.</p>	<p>Enthusiastic about testing things in everyday life.</p> <p>Practical, down-to-earth, realistic.</p> <p>Businesslike – like to get to the point immediately.</p> <p>Technic oriented.</p>	<p>Tend to reject everything that doesn't have an obvious application.</p> <p>Not very interested in theory or basic principles.</p> <p>Tend to reach for the first solution to the problem that comes along.</p> <p>Impatient with meaningless talks.</p> <p>Rather task-oriented than socially oriented.</p>

Reff: T-kit on Organizational Management, <http://pjp-eu.coe.int/it/web/youth-partnership/t-kits>