



Learning To Learn

Tuesday 4 October
2005 P1 & P2

ACTIVITY 2

As a group you now have 15 minutes to come up with a description of:

HOW TO BUILD A BICYCLE



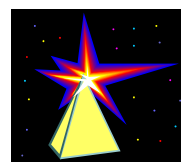
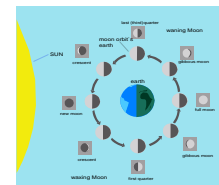
By the end of this time, you need to have some form of presentation that can be shown to the rest of your tutor group

REMEMBER:

You have identified yourselves as VISUAL learners

This means you need to think about presenting the activity using some or all of these words:

- Pictures
- Maps
- Diagrams
- Charts
- Mind Maps
- Colour
- Key words
- Posters
- Images
- Display





Year 7

Your Amazing Brain

Thursday 16th
November 2006
P1 & P2

Learning
To Test

Aims

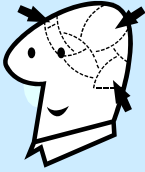
1. To understand how powerful our brain is and how it is made up.
2. To develop our skill in using our thinking brain
3. To improve our performance at school through self analysis of how we use both sides of our thinking brain

All tutor groups to attend the first session in the new Large Hall P1
Tutor group based activities P2

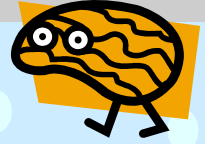
Session A: Hall Based—Understanding your amazing brain

- Recap Visual, Auditory & Kinaesthetic ways of working - Mr Ball
- Brain gym exercises—Mr Martland
- **Main feature:** How your brain works, including the Thinking Brain - Mr Ball
- Left brain/right brain examination
- The thinking brain exercise for you to complete—Mr Martland
- How to get more out of your right and left brain
- The Thinking Brain Group Activity - the task for you to complete in tutor groups in the next lesson—Mr Ball
- Learning Points to be entered into Learning Journals

Session B: Problem Solving Activity using Left and Right Brainers, led by tutors.



Using your Thinking Brain to solve the Gordano problem !



- Arrange yourselves in groups of up to 10 people, using the *thinking brain exercise* to make sure that you have a mix of left and right hand brained people. Make sure that your team know if you are a RIGHT or LEFT brain thinker.
- Collect pens and flipchart paper from your tutor. You will need these for making a presentation.
- **Select a Gordano problem from one of the options below:**
 - ⇒ **1. Canteen.** Solve Gordano's problem of how to cope with feeding up to 1600 students every day in the school canteen
 - ⇒ **2. Travel Plan.** Solve Gordano's problem of how to safely get 1600 students to school every day. Construct a school travel plan.
 - ⇒ **3. Off Site Safety.** Solve Gordano's problem of students going off site at break and lunch, putting themselves at risk.
 - ⇒ **4. Rat Run.** Solve Gordano's problem of student flow around the school site, such as the Rat Run in English/MFL where congestion causes students to get pushed about.
 - ⇒ **5. Behaviour for Learning.** Solve Gordano's problem of making sure that all 1600 students know the right way to behave in school to make sure that everyone can learn properly and that punishments are the same across the school.
- Each group is to prepare a short presentation of their solution to the chosen problem.

**HOWEVER - *Left brained* logical thinkers MUST think like Right sided creative thinkers
And - *Right brained* creative thinkers MUST think like Left sided logical thinkers**

You will have about 25 minutes to discuss and prepare your flipchart presentation.

- Each team in the tutor group are to:
 - ⇒ Present their solution to the rest of the class *and*
 - ⇒ Explain how far the left brained thinkers tried to think like a right brainer and vice versa
- **THINKING TIME**
 1. Look at the features of a left and right brained thinker from the handout given out in Session A and evaluate how you have tried to develop the thinking ideas from your less developed side during the problem solving activity. Write this up in your **Learning Journal**.
 2. Give three action points in your **Learning Journal** as to how and when you will try and develop the other side of your thinking brain, with some review dates.



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REMEMBER:

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This means you need to think about presenting the activity using some or all of these words:

- Roleplay
- Cards
- Make a model
- Games
- Practical Experiments
- Action Story
- Post-it Notes
- Playing Games





Year 7

Learning Styles

Wednesday 4
October 2006

Learning
To Learn

Name:

TMG:

TCG:

Aims

- To introduce pupils to their amazing brains
- To raise awareness of the sensory nature of learning—visual, auditory, kinaesthetic
- To help pupils understand their own learning preferences and their impact on learning
- To provide advice & practical strategies to improve learning through all of the senses

Activity: Brain Gym

Stand up, stretch, reach up and breathe deeply to give brain oxygen

Rub tummy with one hand and pat head with the other

Do the twist – arms one way, legs the other

Draw a large figure of 8 in the air with one finger



Your brain needs oxygen, blood, movement and stimulation to keep it working !

Brain Boosters

Boost your brain by trying something new every day.....

Food you don't usually eat

A TV programme you never watch

A newspaper

A new route to school

A person you don't normally speak to

Make new connections !



How do we learn ?

Question and answer session

Have you analysed how you learn ?

Is it an effective way to learn ? How do you know this ?

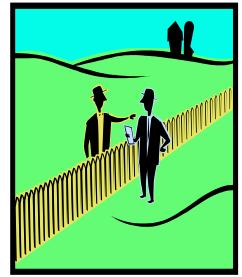
What other ways could you use to learn ?



Meet the Neighbours

Find out more about your neighbour.

- What hobbies do they have ?
- What is their favourite colour ?
- Do they have any brothers or sisters ?
- What is their favourite sport ? Do they play any ? What positions ?
- Other questions of your choice
- Introduce your partner to themselves



Multi-Sensory Learning

Learning strategies should use all of your senses at some point. The main senses are:

- **Visual** (eyes)
- **Auditory** (ears)
- **Kinaesthetic** (touch / doing)

Also:

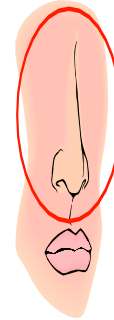
- **Smell**
- **Taste**



The Palm



The Ear



The Nose



How we can use each of our senses to help us learn

By using all of our senses and not relying on just one, we can help ourselves become better and more effective learners. You will be given some tips on how you can be a more effective visual, auditory and kinaesthetic learner.

Keep your learning log up to date with your progress - we expect you to be trying some ideas out !

Water

The role of water in learning ! Water is the means to life.....



The Plenary

Things to take away...

- Using your brain—variety and experience
- Trying out new sensory learning ideas
- Tutor group-based activity
- Be positive to succeed—I CAN DO IT !

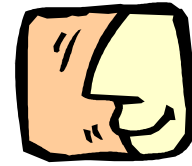
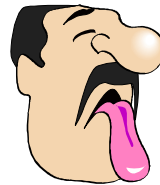
Tutor Group Activity for the next period

In small groups you are asked to design a bike (or similar product) using a sensory skill. Each group will be using only one 'sense' on their project. The outcomes will be shared with the tutor group and a class discussion will take place on how best to use all of your senses in your learning.



Multi-Sensory Learning

We use all of our five senses for learning:



We all learn in different ways and use our **SENSES** to put information into our brains.

There was a time when you used your sense of **TASTE** to learn about the world.

Dogs use their sense of **SMELL** to decide who they like and who is a threat

BLIND people develop their use of their other senses to a remarkable level

LEARNING is impossible without using our senses

We are all DIFFERENT.

We use our senses in different ways to get the information into our brain.

We all have different skills and strengths.

Preferred Learning Styles

As adults we mainly use three senses for learning—but we tend to have a preference for learning using one of the three senses.

VISUAL—About 29% of us prefer to learn by seeing

AUDITORY—About 34% of us prefer to learn by listening to sounds & patterns of sounds

KINAESTHETIC—About 37% of us prefer to learn by doing-experiencing it physically

Visual Learners

- Have a neat & tidy work-place
- Good presentation skills
- Plan ahead
- Like to look good
- Enjoy pictures & maps
- Don't always listen well
- Daydream a lot
- Draw, scribble & doodle
- Say 'I see what you mean'

Auditory Learners

- Talk to themselves in the shower or toilet
- Tell jokes
- Like speeches and singing out loud
- Prefer verbal instructions
- Are distracted by noise
- Listen well
- Enjoy rhyme/rhythm
- Discuss and argue well
- Say 'Sounds great to me'

Kinaesthetic Learners

- Like physical activity
- Like to make things
- Use gestures
- Fidget & get distracted
- Need to do things to remember them
- Enjoy sport, drama, dance
- Like action & action words
- Say 'I'll handle that'

Now check your sensory preference using this questionnaire.

Tick which of the three alternatives applies most closely to your preference for learning

I Like.....	Visual Seeing 	Hearing Auditory 	Doing Kinaesthetic 
To learn through	pictures/diagrams/ Video	listening to teachers, tapes or people speaking	practical activity
To spell by	seeing the word In my mind	sounding out the letters	Writing the word out a number of times
To relax by	watching TV, sport or films	listening to music or the radio	playing games or sport
To learn a foreign language through	looking at cards, posters videos & books	listening to tapes & saying the word	playing games and role plays
To learn a new sport by	watching a demonstration	listening to instructions & talking to a coach	playing it
To learn in science by:	looking at diagrams in books & teacher demonstrations	listening to a teacher talking	doing practical experiments
To remember events by	seeing images, scenes faces & colours	hearing sounds, words or music	focusing on action & feelings about the event
To write	descriptive passages	speech & dialogue	action stories
To find out information by	looking in books	asking an expert & listening to them	surfing the internet
Which describes you best	I like to plan ahead and see the future	I sometimes talk and sing to myself	I get restless if I sit for too long
Total scores in each column			

Are you more of an: Auditory, Kinaesthetic or Visual learner ?

We need to use all of our senses to maximise our learning, so try and develop areas where you are not so strong.



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REMEMBER:

You have identified yourselves as AUDITORY learners

This means you need to think about presenting the activity using some or all of these words:

- Lectures
- Tapes
- Presentations
- Talks
- Speech and dialogue
- Listening
- Asking an expert
- Read notes out loud

