

### ESTIMATED TIME

1-2 class periods

### PREREQUISITES

■ Students will need to have completed Lesson 14 Personality and Vocational Inventory, Lesson 15 Multiple Intelligence, and Lesson 16 Learning Styles for this lesson to make sense.

### RESOURCES AVAILABLE

- *Comparison of Learning and Work Styles Rubric*
- *Beginning Information*
- *Group Profile*
- *Project Proposal*

### ACROSS THE CURRICULUM

Knowledge of learning and work styles is invaluable to students. This knowledge can assist them in any subject area course work as well as job or internship site. Developing a project that takes advantage of learning and work styles can be used in any class or situation that requires completing a task with many parts.

## LESSON PLANNING

### LESSON GOAL

Apply knowledge of personality, multiple intelligence, and vocational and learning style preferences in a meaningful project proposal.

### Essential Question

How are my learning and work styles similar and different and how can I make the best use of them?

### Student Expectations

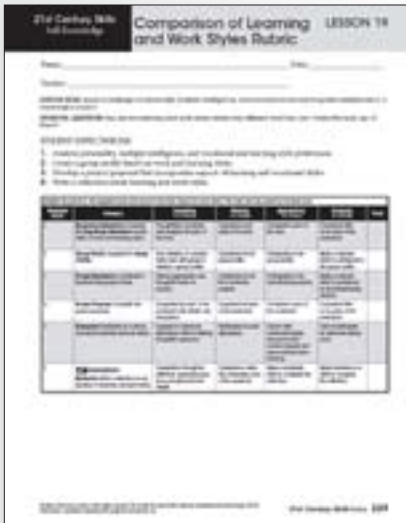
1. Analyze personality, multiple intelligence, and vocational and learning style preferences.
2. Create a group profile based on work and learning styles.
3. Develop a project proposal that incorporates aspects of learning and vocational styles.
4. Write a reflection about learning and work styles.

### LESSON OBJECTIVES

1. Develop understanding of learning preferences and strengths.
2. Model life-long learning and service by taking initiative to develop projects that bring enrichment and satisfaction.

### RATIONALE

In previous lessons, students determined their work and learning style. This information is meaningless unless students engage it in some way. Therefore, in this lesson, students will develop a project proposal that combines both skill sets. Through application and synthesis of these skills, students will gain a deeper sense of self-knowledge. The ultimate goal of experiential education is to develop life-long learners who appreciate understanding and experience and see experience as meaningful. The combination of utilizing one's intelligence and vocational and learning style preferences with a meaningful project that is both rewarding and satisfying is a model that students can use throughout their lives.



Composition of Learning and Work Styles Rubric



Beginning Information Form



Group Profile

## PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Introduce the lesson by distributing the *Comparison of Learning and Work Styles Rubric* that will provide an overview of the lesson and explain how students will be evaluated.
2. **INDIVIDUAL** Have students begin working on the *Beginning Information* form. This form will ask students to look back over their work from Lessons 14, 15, and 16 to compile identified vocational and learning styles. If students have not completed these lessons, they can still complete this lesson by designing a project proposal in the same manner. They will just not have the learning and work style information to guide their decision making process.

### ASSESSMENT

**Beginning Information** Complete the *Beginning Information* compilation of work and learning styles.

3. **SMALL GROUPS** After students have completed this for the *Beginning Information* form, divide them into small groups of 4 – 5 students. Have each group discuss the following questions as they complete the *Group Profile*.
  - a. What learning styles do we have in common?
  - b. What vocational preferences do we have in common?
  - c. What intelligence strengths do we have in common?
  - d. Based on our strengths and preferences, what would be the best role for each of us to play on a project team?

### ASSESSMENT

**Group Profile** Complete the *Group Profile*.

4. **WHOLE GROUP** Brainstorm a list of projects that students could do to improve the school, the community, or an internship site. Begin the list with some projects that students have done in the past such as:
  - a. Educational display board
  - b. Brochure development
  - c. Building a database to track participants
  - d. Thank you banquet
  - e. Community outreach project
  - f. Educational literature
  - g. Fund raiser
  - h. Collage of student work to promote the school
  - i. Clean up party

### ASSESSMENT

**Project Brainstorm** Contribute to brainstorming project ideas.

5. **SMALL GROUP** Have students return to their groups. Have them select a project from the list or develop another project idea and use the *Project Proposal* to develop it. Have them begin to develop an outcome for their project (i.e. how the project will look when it is

# Comparison of Learning and Work Styles

done). They will then develop a plan for how to reach their objective. Each team member should develop a portion of the project that utilizes at least one aspect of their learning and work style.

## ASSESSMENT

**Project Proposal** Complete the project proposal.

- 6. WHOLE GROUP** Discuss the following questions. Encourage students to implement their project proposals.
- What aspects of your learning and work styles did you use in your *Project Proposal*?
  - What aspects did you not use?
  - How do you plan to use your learning and work styles?
  - How else could you use your learning and work styles in and out of school?

## ASSESSMENT

**Discussion** Participate in a discussion about learning and work styles.

## REFLECTION

Have students reflect on the following prompt in writing. Have them use the *Sakai* Assignments Tool to submit their reflection for evaluation.



Now that you have completed your project proposal, you should have a better idea of how to implement your learning and work styles into your internship work. This activity was to get you thinking about how to incorporate your learning and work styles—now you need to actually do it!

What are some ways you can incorporate your learning and work styles into your classroom work?

- In what class are you struggling most?
- How might incorporating your learning style help you?
- How might you be able to use your work style, in class, to help you get better grades in that class?
- How does knowledge of your learning and work style empower you?

## ASSESSMENT

**Reflection** Write a reflection on application of learning and work styles.

## ASSESSMENT

Use the *Comparison of Learning and Work Styles Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.



Project Proposal



Student Pages

## INTEGRATING TECHNOLOGY

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule

### EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

### LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

### COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

## Ohio Academic Content Standards

### Grade 9 English Language Arts

#### Research

Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Students on IEPs can be given assistance by allowing them more time on the assignments, or having a teacher help them through the *Project Proposal* worksheet. They may also need writing assistance throughout the lesson.

### GIFTED AND TALENTED

Gifted students may be encouraged to develop a presentation of their project (i.e. have them work on a display board) that is given to the class. They may also be able to do this project for the site.

## ADDITIONAL RESOURCES

### BOOK RESOURCES

Learn about Gardner's recent thinking about multiple intelligences.

- Gardner, Howard. *Multiple Intelligences: New Horizons in Theory and Practice*. Basic Books, 2006.

Learn about learning styles and multiple intelligences.

- Silver, Harvey F., Richard W. Strong, and Matthew J. Perini. *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Association of Supervision and Curriculum Development, 2000.