

UNDERSTANDING Lesson 7 (9-12)**Understanding: Know Yourself:**

Increase Self-Awareness
 Know Your Strengths and Weaknesses
 Develop Critical Thinking Skills

Example Practices That Address Self-Awareness:

- Clearly state classroom rules
- Provide students with specific feedback regarding academics and behavior
- Offer different ways to demonstrate understanding
- Create opportunities for students to self-advocate
- Check for student understanding / feelings about performance
- Check for emotional well-being
- Facilitate understanding of student strengths and challenges

The Goals:

As an Arkansas graduate, I am:

- Able to clearly articulate information I want to share
- Growth-minded, curious, and inquisitive
- Reflective
- Resourceful

Personal Competency Addressed: In high school, I can:

- ☐ Recognize my own personal learning style and find ways to incorporate my style in school and out of school
- ✓ Set priorities in building on strengths and identifying areas for improvement
- ☐ Advocate for my own needs related to my identified strengths and areas for growth
- ☐ Explore possible career and volunteer opportunities based on identified interests and strengths
- ☐ Identify organizations in my community that provide opportunities for me to develop my interests or talents
- ☐ Evaluate how behavior choices can affect goal attainment
- ✓ Analyze and use resources for problem solving
- ☐ Implement a plan to build on a strength, meet a need or address a challenge
- ☐ Seek out and identify adult role models and support systems that contribute to my school and life success
- ☐ Recognize physiological responses to emotions and identify strategies I can use to relieve stress
- ☐ Demonstrate responsible social media use
- ☐ Distinguish and appropriately dress for casual, social, and business situations

Learning Objectives:

I will utilize the Learning Style Inventory to determine how I learn best.

I will create a plan to use my personal learning style to strengthen my identified areas of needed growth.

Materials and Preparation:

- [Learning Style Inventory \(20 Questions\)](#)
- [My Strengths](#)
- Device and internet access for digital media

Key Vocabulary:

Auditory: experienced through hearing

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

Implement: to carry out or accomplish

Inventory: a list of traits, preferences, attitudes, interests, or abilities used to evaluate personal characteristics or skills

Kinesthetic: a sense mediated by receptors located in muscles, tendons, and joints and stimulated by bodily movements and tensions

Learning Style: a distinctive manner of expression by which one takes in information

Visual: obtained or maintained by sight

Introduction (2 Mins):

The Greek philosopher, Socrates, said it best, “Know thyself.” As we move through the different stages of our life, our personalities and understandings change. What doesn’t change is how we learn and process new information. In order to “Know thyself,” we need to know how we best learn. That is the purpose of a learning style inventory. We answer questions about our personal preferences keeping in mind there is no right or wrong answer. When we finish, we add up our scores and find out how we best learn things. There are three main ways people learn new information: auditory (hearing), visual (seeing), and kinesthetic (doing).

Explicit Instruction/Teacher Modeling (3 Mins):

The teacher will share a learning styles inventory with the class and model how to answer each question and complete the scoring (if using PDF) or model how to access the website and work through the online LSI.

Lesson Activities (5 Mins):

Students will answer the question on the [Learning Style Inventory \(20 Questions\)](#) and calculate their learning style.

Guided Practice (3 Mins):

If needed, the teacher will review the scoring instructions and model how to score the learning inventory. Students will then be directed to read the Learning Style Study Strategies for their specific learning style in order to identify strategies to help them create a plan that addresses an area in need of growth.

Independent Work Time (7 Mins):

Students will use the learning styles inventory to help them complete [My Strengths](#).

Differentiation:

If a student needs additional support understanding the material (such as English Language Learners or Special Education), you could consider:

- Allowing the students to use a printed version of the Learning Styles Inventory and My Strengths activity.
- Breaking the Learning Styles Inventory into sections, so it isn’t overwhelming for the students.
- Explain and describe some vocabulary before starting the activity.
- Allow the students to work with a partner while completing the activity.

Assessment (3 Mins):

Exit Ticket:

1. What is one thing that I understand better about myself after this activity?
2. How will this understanding help me in the future?
3. How will knowing your learning style affect how you complete tasks moving forward?

Review and Close (2 Mins):

Revisit the key points of the lesson:

“What is my learning style?”

“How can I use this knowledge to best help me in my daily tasks?”

“How can I use this knowledge to help me improve my weaknesses?”

Enrichment/Extension/Optional Activities:

You might even have students find two other students with a similar learning style, two with a different learning style, and find the student with whom he/she most closely matches up with. Students could also take the online version of the test (if you have previously given the PDF version) to see if they get the same results.

Teacher Self-Care:

Get up early and enjoy the quiet tranquility of the morning and the sunrise.

Sources:

1. Park, N, and C Peterson. *Strengths Exploration*, Journal of College and Character, 2009, <https://www.therapistaid.com/worksheets/my-strengths-and-qualities.pdf>.
2. “What's Your Learning Style? 20 Questions.” *EducationPlanner.org*, <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>.

Teacher Reflection:**To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

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What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?