

### IV.3. LEARN TO PLAY

THEMES	Participation, Cultural Diversity
Group Size	10 +
Complexity	2
Age Range	16+
Time	90 minutes

#### OVERVIEW

This exercise explores learning styles through the game of basketball and challenges the participant to identify their own best learning style.

#### OBJECTIVES

- To understand different learning styles.
- To explore different approaches to learning styles.
- To reflect on participants' own learning style.

#### MATERIALS

- 2 Basketballs
- Basketball court
- Role cards with the learning styles and explanations
- Bibs to segregate the teams
- Flipchart, markers, Post it note paper.

#### PREPARATION

- Prepare the role cards with the learning styles and explanations
- Check the basketball court
- Ensure the basketballs are properly inflated
- Have enough bibs for the number of participants, 1 colour of bibs for each team should be used.

#### INSTRUCTIONS

Participants are given role cards with real life learning styles and they are asked to behave accordingly during the whole exercise. Participants should take time to read their roles and think about how they can implement their role throughout. If further explanation of the roles are required then the participants should seek clarification from the trainers

The session begins by teaching all members of the group, how to throw the basketball (hands, body, jump, arc of the ball, looking in between arms, movement)

Teach the rules of the game so that everybody in the group understands and then let the teams play the game. (60 minutes)

#### ROLE CARDS:

The trainers – ask the group for volunteers who know how to play basketball. Make sure that in each team of 5 there is one of all the 5 pure learning styles below.

##### 1. ACTIVE

Active learners tend to retain and understand information best by doing something active with it – discussing or applying it or explaining it to others. »Let's try it out and see how it works« is an active learner's phrase. Active learners tend to like group work more. Sitting through lectures without getting to do anything physical but take notes is hard for them.

##### 2. REFLECTIVE

Reflective learners prefer to think about it quietly first. "Let's think it through first« is the reflective learner's response. Reflective learners prefer working alone.

## INSTRUCTIONS

### 3. SENSING

Sensing learners tend to like learning facts. Sensors often like solving problems by well-established methods and dislike complications and surprises. Sensors are to resent being tested on material that has not been explicitly covered in class. Sensors tend to be patient with details and good at memorising facts and doing hands-on (laboratory) work. Sensors tend to be more practical and careful. Sensors don't like courses that have no apparent connection to the real world.

### 4. INTUITIVE

Intuitive learners often prefer discovering possibilities and relationships. Intuitors like innovation and dislike repetition, intuitors may be better at grasping new concepts and are often more comfortable with abstractions and mathematical formulations. Intuitors tend to work faster and to be more innovative. Intuitors don't like »plug-and-chug« courses that involve a lot of repetition and routine.

### 5. ONE OF THE FOLLOWING 4 (FREE CHOICE OF FACILITATOR):

#### VISUAL

Visual learners remember best what they see – pictures, diagrams, flow charts, time lines, films, and demonstrations.

#### VERBAL

Verbal learners get more out of words –written and spoken explanations.

#### SEQUENTIAL

Sequential learners tend to gain understanding in linear steps, with each step following logically from

## INSTRUCTIONS

the previous one. Sequential learners tend to follow logical stepwise paths in finding solutions.

#### GLOBAL

Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly »getting it«. Global learners may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.

## DEBRIEF AND EVALUATION

Discussion is facilitated by the trainer about the roles of the participants and their learning experience (30 minutes)

- How did you feel during the activity?
- What happened? Any interesting moments?
- What do you think of the teaching methods of the two trainers?
- Did you learn something?
- What did you learn?
- How did you learn?
- What is its implication to your role as a trainer?
- What do you think of learning style typology?

## ADDITIONAL INFORMATION

Participants are advised to visit the following link and make their own learning style test.

<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>