



Facilitator's Guide

Implementing Inclusive Education Teacher Training

This facilitator's guide is a companion resource to the [case study on effective teacher training in emergency contexts](#).



Table of Contents

Facilitator’s Guide: Implementing Inclusive Education Teacher Training	3
Day 1: Learning Styles and Multiple Intelligences	4
Setting the Stage & Reflection	4
Quiz: What’s your learning style?	6
Bringing it to the classroom	6
Applying the tools	6
Address Multiple Intelligences	7
Group Activity	10
Day 2: Universal Design for Learning (UDL)	10
What do teachers need to know about Universal Design and UDL?	10
Systems of Support and Teacher Empowerment	11
Aligning UDL with General Comment 4 (GC4)	12
Activating Knowledge & Defining Universal Design	12
Unpacking the 3 Principles of UDL	12
Looking in the Mirror & the “Post-It” Commitment	13
Lesson Planning Workshop (Handout 5 & Sample Lessons)	13
Close the Workshop with Q&A	14
Handout 1A: Day 1 Agenda for Participants	16
Handout 1B: Day 2 Agenda for Participants	17
Handout 2A: What’s Your Learning Style?	18
Handout 2B: What’s Your Learning Style? Analysing results	20
Handout 3: Characteristics of Learning Styles Reference Guide	22
Handout 4: Multiple Intelligences	26
Handout X: Learning Styles and Study Skills Worksheet	28
Handout Y: Learning Styles Inventory - Elementary Version	33
Handout Z: What Type of Learner are You?	36
Handout 5: UDL Lesson Planning Helper	38
Handout 6: Sample UDL Lesson Plan 1 (Math)	39
Handout 7: Sample UDL Lesson Plan 2 (Science)	41
Handout 8: Post-Workshop Evaluation Form	44



Facilitator's Guide: Implementing Inclusive Education Teacher Training

This guide provides a comprehensive, step-by-step roadmap for facilitating a 2-day teacher training on Inclusive Education in emergencies.

The training focuses on Universal Design for Learning (UDL), Learning Styles, and Multiple Intelligences. The core philosophy of this training is: **All children learn, but all children learn differently. Teaching students how to learn is the ultimate goal.**

One of the biggest challenges in emergency contexts is that teachers often lack formal training in inclusion, leading to a reliance on outdated practices like forced grade repetition or believing a student needs a medical diagnosis or a “shadow teacher” to learn.

The main goal of the facilitators of this training is to shift their mindset from a “student deficit” model to an “environmental barrier” model. This will fundamentally change the way teachers see their teaching outcomes and their day-to-day responsibilities.

Organised into “Steps,” the facilitator’s guide will detail the agenda, provide facilitators notes, and connect facilitators with handouts to use in the training.

Handouts 1-8 will be actively used by facilitators and participants during workshops. Handouts X, Y, and Z are take-home resources that may not be used in the workshop directly, but should be printed and given to the participants to reference in their follow-up work.

[A visual presentation that can be used throughout the workshop can be downloaded here.](#)

Day 1: Learning Styles and Multiple Intelligences

Objective: Help teachers understand their own learning styles, recognize how it impacts their teaching, and explore how to engage students with diverse intelligences.

Time	Session Name	Corresponding Slides, Handouts, Materials
9:00 – 09:30	Ice-breaker and introductions Introduction & Agenda Learning Objectives of the Module	Slides 1 – 4 Handout 1
9.30 – 9:40	Reflection Activity	Slide 5
9:45 – 10:15	Quiz	Slide 6 Handout 2 (A & B)
<i>Tea/Coffee Break</i>		
10:45 – 11:15	Learning styles <ul style="list-style-type: none"> • Key points • Examples of learning styles: Visual, Auditory, and Kinesthetic 	Slides 7– 13
11:15 -12:30	Case Studies – Work it out X3 <ul style="list-style-type: none"> • Group work • Discussion in plenary 	Slides
12:30 – 13:30	<i>Lunch</i>	
13:30 – 14:30	Multiple Intelligences theory <ul style="list-style-type: none"> • Key points 	Slides 18-29
14:30 – 15:30	Multiple Intelligences <ul style="list-style-type: none"> • Group Work • Discussion in plenary 	Slide 30 Handout 3
15:30-16:00	Wrap-up, Q&A	Slides 31 & 32

Setting the Stage & Reflection

How to start

Begin with an ice-breaker, introduction and the distribution of the Day 1 Agenda. Distribute to participants at the beginning of the workshop to set expectations and outline the schedule, which covers ice-breakers, learning styles, case studies, and multiple intelligences.

Remind participants of the foundational principles of inclusive education: Universality (it includes everyone) and non-discrimination (all children have the right to learn with their peers with and without disabilities).



Build on real-life experience - ask participants to reflect on the last presentation they attended. What do they remember best? Was it visual graphics, the speaker's words, or the interactive activities? This helps anchor the concept that everyone processes information differently.

Step 2: Discovering Learning Styles

What teachers need to learn

The term learning styles refers to the different ways the brain perceives and processes information. Teachers often tend to teach using the methods that work best for their own learning, which can unintentionally exclude students who learn in different ways.

It is important to remember that students who do not learn in the “expected” way are not less capable. In reality, there is no single “right” way to learn—each student has an approach that works best for them.

The human brain is complex and consists of three main parts: the cerebrum, the cerebellum, and the brain stem. When a person experiences stress, the brain stem can take over, triggering a “fight or flight” response.

This is relevant in the classroom. When students are asked to engage in learning tasks that do not match how they learn best, they may feel stressed or overwhelmed. Their brains may react as if they need to “fight” the task or withdraw from it. This does not mean they are unable to understand the material; rather, it suggests that the information may need to be presented in a different way.

Drs. Marie Carbo, Rita Dunn, and Kenneth Dunn identified three main learning styles:

- Auditory
- Visual
- Tactile-kinesthetic

Understanding learning styles is important because it highlights that individuals have different preferences and approaches to learning. By recognizing and responding to these differences, teachers can adapt their methods to better meet students' needs, improving understanding, retention, and overall academic success.

Visual learners

Approximately 30–35% of students in a typical classroom are visual learners. They generally prefer:

- Pictures rather than text
- Watching rather than reading (e.g., videos, demonstrations)
- Visual supports in texts, such as charts, graphs, and photographs
- Graphic organizers (e.g., mind maps or charts to organize what they learn)



Auditory-analytical learners

Students who tend to succeed in traditional academic settings are often auditory-analytical learners, or they use a combination of learning styles that allows them to process information effectively. They typically learn well through listening, discussion, and verbal instruction.

Tactile-kinesthetic learners

Around 15–30% of students are tactile-kinesthetic learners. They often prefer:

- Starting with concrete examples at the beginning of a lesson
- Movement during learning activities
- Skimming or reading the end of a text first to assess its relevance
- Learning by doing and hands-on experiences
- Engaging in physical activity before focusing on academic tasks

Because all students are capable of learning, it is essential for teachers to create inclusive classrooms where every student is expected and supported to actively participate in all activities.

Quiz: What's your learning style?

Put **Handout 2A** on the screen and read the questions/answers aloud, instructing participants to answer quickly.

Facilitator tip: *By providing both visual (projected text) and auditory (reading aloud), you are actively modeling a Universal Design for Learning (UDL) practice.*

After the quiz, distribute **Handout 2B** so teachers can score themselves and identify if they are Visual, Auditory, or Kinesthetic learners.

Bringing it to the classroom

How to practice

Divide participants into groups to analyse specific student case studies (e.g., a student who struggles to sit still, or a student who cannot picture a story). Have them brainstorm solutions.

Applying the tools

Distribute **Handout 3** (Characteristics of Learning Styles) to review how students with dominant styles behave and the tools needed to engage them. Use it to discuss the personal

characteristics of students with dominant learning styles (e.g., visual learners need charts, kinesthetic learners need movement), tools teachers can use to engage them, and how teachers with specific styles typically behave.

Provide **Handouts X, Y and Z** as practical, take-home self-assessment quizzes they can administer to their own elementary students. Explain that these are ready-to-use self-assessment quizzes they can give to their elementary students to identify their classroom's diverse learning styles.

Address Multiple Intelligences

What teachers need to know and why it matters

Howard Gardner's theory is especially important for those working in Inclusive Education because it emphasizes that every child has the potential to learn, and every child is worthy of time, support, and effort. It challenges the idea that intelligence can be measured in a single way and instead highlights that children have different strengths and ways of understanding the world.

For example, Gardner argued that a child who learns to multiply quickly is not necessarily more intelligent than a child who finds multiplication more challenging. A student who takes longer may simply need a different approach to learning. They might also have strengths in other areas, such as creativity, communication, or problem-solving, or they may even be engaging with the concept of multiplication in a deeper and more meaningful way.

This perspective further reminds teachers that differences in learning pace or style do not reflect a lack of ability, but rather a need for varied teaching methods that allow every student to succeed.

An image that shows the Howard Gardner's multiple intelligence is the following:





It says that the different types of intelligences can be: Bodily Kinesthetic or “Body Smart”; Interpersonal or “People Smart”; Verbal Linguistic or “Word Smart”; Logical Mathematical or “Logic Smart”; Naturalistic or “Nature Smart”; Intrapersonal or “Self Smart”; Visual Spatial or “Picture Smart”; Musical or “Music Smart”.

Strengths and Strategies to Teach Every Child:

Linguistic Intelligence: Students with strong linguistic intelligence:

- Have a well-developed vocabulary and a strong understanding of language
- Express themselves clearly in both speaking and writing
- Often enjoy storytelling and word-based activities

They may enjoy:

- Reading books and stories
- Debating and discussing ideas
- Writing poems, essays, or short stories
- Public speaking
- Reading aloud

Logical–Mathematical Intelligence: Students with this intelligence:

- Easily understand numbers, patterns, and mathematical concepts
- Enjoy problem-solving and figuring out how things work
- Think logically and understand cause-and-effect relationships
- Are often interested in science, technology, and computers

Teaching tips:

- Move from concrete examples to abstract concepts
- Use visual aids and graphic organizers
- Incorporate technology and computer-based learning

Visual–Spatial Intelligence: Students with visual-spatial intelligence:

- Understand images, shapes, and spatial relationships well
- Enjoy building, drawing, and working with visual materials
- Are often skilled at puzzles, especially 3D ones
- May excel at games like chess or design tasks

Teaching tips:

- Use videos, diagrams, and visual presentations
- Encourage model-building (e.g., with LEGO or similar materials)
- Allow drawing or visual representation of ideas

Musical–Rhythmic Intelligence: Students with musical intelligence:

- Enjoy music, rhythm, and sound
- May sing, hum, or create their own songs
- Can remember information through rhythm or melody

Teaching tips:

- Use songs, rhythms, or chants to teach concepts



- Encourage students to present learning through music, dance, or rap

Bodily–Kinesthetic Intelligence: Students with bodily-kinesthetic intelligence:

- Learn best through movement and physical activity
- Enjoy sports, hands-on tasks, and active learning
- May find it difficult to sit still for long periods

Teaching tips:

- Include movement in lessons
- Use hands-on activities and games
- Provide frequent breaks for physical activity

Interpersonal Intelligence: Students with interpersonal intelligence:

- Work well with others and often take on leadership roles
- Are sensitive to others' feelings and perspectives
- Communicate and collaborate effectively

Teaching tips:

- Use group work and cooperative learning
- Assign leadership or mentoring roles
- Offer tasks that involve discussion and collaboration

Intrapersonal Intelligence: Students with intrapersonal intelligence:

- Have strong self-awareness and personal insight
- Are motivated by their own goals and values
- Learn best when they can connect learning to personal experiences

Teaching tips:

- Provide opportunities for reflection and journaling
- Allow independent work
- Encourage goal-setting and self-assessment

Naturalist Intelligence: Students with naturalist intelligence:

- Have a strong interest in nature, plants, and animals
- Enjoy observing, exploring, and classifying the natural world
- Often like outdoor or hands-on environmental activities

Teaching tips:

- Use real-life examples from nature
- Incorporate gardening or outdoor learning
- Encourage observation and exploration of the environment

Teaching Through Multiple Intelligences

Learning styles and multiple intelligences are closely connected. Strategies that support different learning styles can also help develop different types of intelligence—and vice versa. Using a variety of teaching approaches allows teachers to reach more students effectively.



Connection Between Learning Styles and Multiple Intelligences

- Auditory learners often connect with: Linguistic, Logical-Mathematical, Interpersonal, Intrapersonal, and Naturalist intelligences
- Visual learners often connect with: Visual-Spatial and Logical-Mathematical intelligences
- Tactile–Kinesthetic learners often connect with: Bodily-Kinesthetic, Visual-Spatial, Musical-Rhythmic, and Naturalist intelligences

This theory and approach reinforces the idea that all students have strengths, and that effective teaching recognizes and builds on those differences to support every learner.

Group Activity

Pair participants up. Hand out this worksheet and give them 16 minutes to brainstorm and write down specific classroom activities that cater to each of the 8 intelligences (Verbal-Linguistic, Logical-Mathematical, Visual-Spatial, Musical, Bodily-Kinesthetic, Interpersonal, Intrapersonal, Naturalistic). Have them switch partners multiple times to share and expand their ideas. End the day by having teachers reflect on how their personal Learning Style overlaps with their dominant Multiple Intelligences.

Day 2: Universal Design for Learning (UDL)

Objective: Teach participants how to plan curricula that give all students an equal opportunity to succeed by providing multiple means of engagement, representation, and expression.

What do teachers need to know about Universal Design and UDL?

Before diving into classroom strategies, facilitators must ensure teachers understand the origins of Universal Design (UD). The concept did not start in education; it originated in architecture and product design to make environments and products aesthetic and usable to the greatest extent possible by all people, regardless of age, ability, or status.

Facilitators should use everyday examples—like curb cuts, motion-activated doors, or rolling suitcases—to highlight a critical realization: while these designs are essential for persons with disabilities, they were not designed just for them; they make life easier for everyone. This demonstrates the core motto of Universal Design: "Essential for some, good for all".



Once teachers understand UD in the physical world, facilitators can transition to Universal Design for Learning (UDL), which is the direct application of this concept to teaching. Facilitators should unpack the acronym for the teachers: Universal means it is for every learner, not just the "average" student; Design means the lesson is intentional and planned with the expectation of learner variability; and Learning means that every student is appropriately challenged without facing unnecessary barriers. UDL is not "special education"; it is a proactive planning tool that gives all students an equal opportunity to succeed.

To operationalize this, facilitators must ensure teachers deeply understand the three core principles of UDL:

1. **Multiple Means of Engagement (The "Why" of Learning):** Teachers must learn to make learning relevant and highly contextual to sustain student interest.
2. **Multiple Means of Representation (The "What" of Learning):** Teachers must present information in multiple formats (e.g., visual, auditory, kinesthetic) so every student can access the content.
3. **Multiple Means of Action & Expression (The "How" of Learning):** Rather than relying solely on standardized tests, teachers must allow students to demonstrate their knowledge in diverse, flexible ways.

Facilitators must guide teachers to a profound pedagogical shift: they must learn to distinguish between the desired learning outcome ("what I want my students to learn") and the means of achieving it ("how I am going to teach them"). By the end of this module, teachers should understand that when a student struggles, it is often the rigid curriculum that is the disabling factor, not the individual student.

Systems of Support and Teacher Empowerment

The Multi-Level Support System To practically manage diverse classrooms, schools should implement a multi-tier system of support that responds to students' needs in the least disruptive way possible.

- The First Level (Universal Measures): This level applies to all students. If teachers plan their initial instruction according to UDL principles, it should result in an 85% success rate for the classroom.
- The Second Level (Selective Measures): This level is activated for the minority of students (less than 10%) who continue to struggle despite Level 1 efforts. These measures usually involve small group interventions or tutoring.
- The Third Level (Specific Measures): This final level involves specific, individualized support provided to a very small group (less than 5%) whose difficulties were not overcome in the previous levels.



In emergency situations, the number of children needing Level 2 and 3 support might naturally be higher due to context, but the ultimate goal is always to provide enriching opportunities that allow as many students as possible to successfully transition back into Level 1.

Aligning UDL with General Comment 4 (GC4)

While UDL is a powerful framework, it does not replace the need for reasonable accommodations, differentiated instruction, or assistive devices. However, it perfectly aligns with the CRPD's General Comment 4 by fostering a "whole person approach". This approach demands flexible curricula adapted to diverse learners, focusing heavily on students' inherent capacities and aspirations. Through UDL, teachers can create learning-friendly environments where students choose their own pathways to acquire knowledge, ultimately giving teachers more confidence in their students' abilities.

Action and Equity in Emergencies The training emphasizes that all teachers are responsible for all students without discrimination. In emergency and humanitarian settings, it is impossible to train every teacher to be a "disability expert," but it is entirely possible to train them to teach all students regardless of their disability by planning for diverse learning styles. A core assumption of UDL is that it is often the rigid curriculum that is the disabling factor, not the individual student.

Teachers are the ultimate key to equity. Even if the broader education system is flawed, teachers do what they believe is right within their own classrooms, giving them the power to ignite an inclusive education transformation from the inside out.

Activating Knowledge & Defining Universal Design

How to Start

Distribute the Day 2 Agenda (Handout 1B). Run a quick "Differentiation by task" exercise. Give them a fill-in-the-blank story (e.g., describing a sea creature) and show how differently everyone fills in the blanks based on their background and imagination. This highlights students' variability.

Real-world examples

Before discussing education, ask them to identify everyday examples of "Universal Design" (e.g. curb cuts, motion-activated doors, rolling suitcases). Emphasize a vital point: These products were designed to be usable by everyone, not just people with disabilities. UDL is the application of this concept to learning.



Unpacking the 3 Principles of UDL

The essential

Summarize what teachers need to learn by detailing the three UDL principles:

1. **Multiple means of Engagement (the “Why”)**: Activating student motivation. (e.g. connecting lessons to their specific local context).
2. **Multiple Means of Representation (the “What”)**: Presenting information in different ways (e.g., reading a story while showing a picture and playing an audio clip).
3. **Multiple means of Action & Expression (the “How”)**: Allowing students to demonstrate knowledge in diverse ways rather than just standardized tests (e.g., acting out a concept, drawing a poster).

Looking in the Mirror & the “Post-It” Commitment

How to drive accountability

Create an atmosphere of serious silence. Ask teachers to reflect on how they can realistically implement UDL in their specific, under-resourced emergency context.

The action

Hand out sticky notes. Ask each teacher to make a private, anonymous written commitment to three specific changes they will make in their teaching upon returning to work. Collect these and display them on a wall during the lunch break for everyone to read.

Step 4: The Multi-Level Support System

Contextualizing Support

Explain the multi-tier intervention model. If teachers universally design their initial lessons (Level 1), it should result in an 85% success rate for the classroom. Only students who still struggle despite inclusive efforts need Level 2 (small group selective measures) or Level 3 (individual support).

Lesson Planning Workshop (Handout 5 & Sample Lessons)

The most critical step is moving from theory to practice. Have teachers pair up and take out an existing lesson plan brought from their own school.

Using the guiding questions on the **UDL Lesson Planning Helper (Handout 5)**, they must rewrite their lesson plans. This is a crucial take-home guide. Have teachers pair up and take out an existing lesson plan they brought with them. They will use the guiding questions on this handout to revise their lesson plans, ensuring their goals, methods, materials, and assessments align with UDL principles.



Providing models

Distribute Handouts 6 and 7 - **Sample UDL Lesson Plans 1 and 2** (2nd Grade Math and Elementary Science) so teachers can see concrete examples of what a successfully revised lesson looks like (e.g., teaching addition using math songs, visual ten frames, and walkable number lines).

- **Math Example:** Shows how to teach addition up to 20 by integrating math songs (Auditory), walkable number lines (Kinesthetic), and visual ten frames (Visual).
- **Science Example:** Shows how to teach the water cycle by allowing students to demonstrate understanding through choosing to make a poster, sing a song, or act out the cycle (Multiple Means of Expression).

Close the Workshop with Q&A

Closing the Workshop

To end the workshop, administer an anonymous survey (Handout 8) to gauge the effectiveness of the training. It asks teachers to use a Likert scale (Strongly Disagree to Strongly Agree) to rate their new understanding of the 3 learning styles, Howard Gardner's multiple intelligences, the 3 principles of UDL, and how confident they feel implementing these inclusive strategies in emergency/humanitarian settings.

A post-training evaluation is critical because shifting pedagogical mindsets in emergency contexts cannot be measured by attendance alone. It helps facilitators gauge if teachers have successfully moved away from the “medicalised view” of disability (which relies on clinical diagnosis) toward understanding Universal Design for Learning, multiple intelligences and learning styles.

The evaluation should specifically ask teachers to rate whether they have “more ideas about how I can implement UDL in my school and/or classroom, even during emergencies and/or humanitarian settings”. This will help you understand if the training successfully bridged the gap between theory and realistic application and to measure the level of confidence teachers leave with. The anonymous and honest nature of the feedback form will help you create a roadmap of where you can strengthen the training going forward.

The training should not be viewed as the end of the intervention. Based on feedback from implementation in Colombia and Niger, teachers need ongoing support to sustain these inclusive practices.

To sustain the inclusive practices introduced in the initial 2-day workshop, it is critical to view the training as the beginning of an ongoing intervention rather than a completed event. Teachers strongly request that training sessions become more permanent and consistent,



avoiding "one-off" events. Facilitators should plan - where possible - for continuous follow-up and dedicated accompaniment to help educators translate theory into everyday practice. Specifically, teachers need ongoing support to effectively create, implement, and monitor individual reasonable adjustment plans for their students who require higher levels of targeted intervention. Furthermore, this continuous accompaniment must address classroom behavior management, as teachers operating in protracted crises frequently encounter behavioral issues linked to deep contextual trauma—such as poverty, hunger, and conflict—that affect all students, not just those with disabilities.

A core component of this ongoing support strategy must also focus on helping teachers build harmonious relationships and open communication with families. In under-resourced schools, when students struggle, educators often misidentify the barriers by attributing the failure to the student's disability or by blaming the families for overprotection or a lack of interest. Your continuous guidance must actively work to reframe this dynamic by emphasizing strong family-teacher partnerships. It is essential to ensure that teachers learn to see parents as vital allies rather than adversaries or the source of the student's learning barriers.

Handout 1A: Day 1 Agenda for Participants

Time	Session Name
9:00 – 09:30	Ice-breaker and introductions Step 1: Introduction & Agenda Learning Objectives of the Module
9.30 – 9:40	Step 2: Reflection Activity
9:45 – 10:15	Step 3: Quiz
<i>Tea/Coffee Break</i>	
10:45 – 11:15	Step 4: Learning styles <ul style="list-style-type: none"> • Key points • Examples of learning styles: Visual, Auditory, and Kinesthetic
11:15 -12:30	Step 5: Case Studies – Work it out X3 <ul style="list-style-type: none"> • Group work • Discussion in plenary
12:30 – 13:30	<i>Lunch</i>
13:30 – 14:30	Step 5: Multiple Intelligences theory <ul style="list-style-type: none"> • Key points
14:30 – 15:30	Step 6: Multiple Intelligences <ul style="list-style-type: none"> • Group Work • Discussion in plenary
15:30-16:00	Step 7: Wrap-up, Q&A

Handout 1B: Day 2 Agenda for Participants

DAY 2 – Universal Design for Learning	
9:00 - 9:30	Step 10: Introduction <ul style="list-style-type: none"> • Learning objectives • Summary of Day 1
9:30 - 10:00	Step 11: <i>Differentiation by task</i> <ul style="list-style-type: none"> • Individual exercise • Discussion in plenary
10:00 - 10:10	Step 12: Universal Design <ul style="list-style-type: none"> • Definition
10:10 - 10:45	Step 13: Activate knowledge <ul style="list-style-type: none"> • Think-pair-share • Examples of universal design
10:45 – 11:00	Tea/Coffee Break
11:00 – 11:30	Step 14: Universal Design for Learning <ul style="list-style-type: none"> • definition
11:30 - 12:00	Step 15: Unpacking UDL
12:00 – 12:45	Step 16: UDL <ul style="list-style-type: none"> • 3 principles
12:45 - 13:00	Step 17: Looking in the mirror <ul style="list-style-type: none"> • Individual work
13:00 - 14:00	Lunch Break
14:00 – 14:15	<ul style="list-style-type: none"> • Looking at what others committed to
14:15 – 14:45	Step 18: UDL and a system of support for inclusive education <ul style="list-style-type: none"> • Matching UDL to GC4 principles
14:45 – 16:30	Step 19: Revising (own) lesson plans according to UDL principles <ul style="list-style-type: none"> • Pair work • Sharing in plenary <p style="text-align: center;"><i>Tea/Coffee Break while working</i></p>
16:30 – 16:45	Step 20: Wrap-up & Q&A

Handout 2A: What's Your Learning Style?

For these questions, choose the first answer that comes to mind and click on a, b, or c.

Question 1: When you study for a test, would you rather

- a) read notes, read headings in a book, and look at diagrams and illustrations.
- b) have someone ask you questions, or repeat facts silently to yourself.
- c) write things out on index cards and make models or diagrams.

Question 2: Which of these do you do when you listen to music?

- a) daydream (see things that go with the music)
- b) hum along
- c) move with the music, tap your foot, etc.

Question 3: When you work at solving a problem do you

- a) make a list, organize the steps, and check them off as they are done
- b) make a few phone calls and talk to friends or experts
- c) make a model of the problem or walk through all the steps in your mind

Question 4: When you read for fun, do you prefer

- a) a travel book with a lot of pictures in it
- b) a mystery book with a lot of conversation in it
- c) a book where you answer questions and solve problems

Question 5: To learn how a computer works, would you rather

- a) watch a movie about it
- b) listen to someone explain it
- c) take the computer apart and try to figure it out for yourself

Question 6: You have just entered a science museum, what will you do first?

- a) look around and find a map showing the locations of the various exhibits
- b) talk to a museum guide and ask about exhibits
- c) go into the first exhibit that looks interesting, and read directions later

Question 7: What kind of restaurant would you rather not go to?

- a) one with the lights too bright
- b) one with the music too loud
- c) one with uncomfortable chairs

Question 8: Would you rather go to

- a) an art class
- b) a music class
- c) an exercise class

Question 9: Which are you most likely to do when you are happy?

- a) grin
- b) shout with joy
- c) jump for joy

Question 10: If you were at a party, what would you be most likely to remember the next day?

- a) the faces of the people there, but not the names
- b) the names but not the faces
- c) the things you did and said while you were there

Question 11: When you see the word “d-o-g”, what do you do first?

- a) think of a picture of a particular dog
- b) say the word “dog” to yourself silently
- c) sense the feeling of being with a dog (petting it, running with it, etc.)

Question 12: When you tell a story, would you rather

- a) write it
- b) tell it out loud
- c) act it out

Question 13: What is most distracting for you when you are trying to concentrate?

- a) visual distractions
- b) noises
- c) other sensations like, hunger, tight shoes, or worry

Question 14: What are you most likely to do when you are angry?

- a) scowl
- b) shout or “blow up”
- c) stomp off and slam doors

Question 15: When you aren’t sure how to spell a word, which of these are you most likely to do?

- a) write it out to see if it looks right
- b) sound it out
- c) write it out to see if it feels right

Question 16: Which are you most likely to do when standing in a long line at the movies?

- a) look at posters advertising other movies
- b) talk to the person next to you
- c) tap your foot or move around in some other way

Handout 2B: What's Your Learning Style?

Analysing results

Total your a's, b's and c's. Three Different Learning Styles

If you scored mostly a's you may have a visual learning style. You learn by seeing and looking.

Visual Learners

- take numerous detailed notes
- tend to sit in the front
- are usually neat and clean
- often close their eyes to visualize or remember something
- find something to watch if they are bored
- like to see what they are learning
- benefit from illustrations and presentations that use color
- are attracted to written or spoken language rich in imagery
- prefer stimuli to be isolated from auditory and kinesthetic distraction
- find passive surroundings ideal

If you scored mostly b's, you may have an auditory learning style. You learn by hearing and listening.

Auditory Learners

- sit where they can hear but needn't pay attention to what is happening in front
- may not coordinate colors or clothes, but can explain why they are wearing what they are wearing and why
- hum or talk to themselves or others when bored
- acquire knowledge by reading aloud
- remember by verbalizing lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics)

If you had mostly c's, you may have a kinesthetic learning style. You learn by touching and doing.

Kinesthetic Learners

- need to be active and take frequent breaks
- speak with their hands and with gestures
- remember what was done, but have difficulty recalling what was said or seen
- find reasons to tinker or move when bored
- rely on what they can directly experience or perform



- activities such as cooking, construction, engineering and art help them perceive and learn
- enjoy field trips and tasks that involve manipulating materials
- sit near the door or someplace else where they can easily get up and move around
- are uncomfortable in classrooms where they lack opportunities for hands-on experience
- communicate by touching and appreciate physically expressed encouragement, such as a pat on the back

Adapted from: *What's Your Learning Style (2009)*. Retrieved Nov 4, 2010, from <http://people.usd.edu/~bwjames/tut/learning-style/>



Handout 3: Characteristics of Learning Styles

Reference Guide

Guide on characteristics of Auditory, Kinesthetic, and Visual Learners:

Characteristics of Auditory Learners

They talk about what to do, about the pros and cons of a situation. They indicate emotion through the tone, pitch, and volume of their voices. They enjoy listening but cannot wait to get a chance to talk. They tend toward long and repetitive descriptions. They like hearing themselves and others talk. They tend to remember names but forget faces and are easily distracted by sounds. They enjoy reading dialogue and plays and dislike lengthy narratives and descriptions. Auditory learners benefit from oral instruction, either from the teacher or from themselves. They prefer to hear or recite information and benefit from auditory repetition.

They:

Like to talk. Talk to self. Lose concentration easily. Prefer spoken directions over written directions. Enjoy music. Read with whispering lip movements. Remember names. Sing. Cannot concentrate when noisy. Extroverted. Like listening. Prefer lecture and discussion. Prefer verbal praise from teachers.

Tools for Auditory Learners

Record lectures for repeated listening. Use rhymes to help memorize. Say study material (record and listen repeatedly for review) Listen to recordings of study material while driving to work or school. Read aloud. Discuss the material. Listen carefully. Sound out words. Say words in syllables. Talk through problems, paraphrase ideas about new concepts. Paraphrase directions. Talk about illustrations and diagrams in texts. With new processes, talk about what to do, how to do it, and why it's done that way.

Auditory teachers prefer...

To use their voices to explain things. Recordings, conversations, and phone calls. Discussion in class. Their students discuss issues among themselves, work together, and contribute their ideas. The clever use of speech; making a point well. Argument, debate, and discussion. Seminars, group presentations, student interaction, role plays, and dialogue. To use the words, "explain, describe, discuss, and state" in written exam questions.

Methods to Engage Auditory Learners

Lecture. Utilize sound during lectures. Use beats, rhymes, or songs to reinforce information. Use mnemonic devices. Ask questions during class and allow students to give verbal responses. Allow students to engage in small group conversation during class. Use aural



cues to alert students to important information. Provide verbal summary at the end of each class. Think, Pair, Share.

Characteristics of Kinesthetic Learners

They try things out, touch, feel and manipulate objects. Body tension is a good indication of their emotions. They gesture when speaking, are poor listeners, stand very close when speaking or listening, and quickly lose interest in long discourse.

They remember best what has been done, not what they have seen or talked about. They prefer direct involvement in what they are learning. They are distractible and find it difficult to pay attention to auditory or visual presentations. Rarely an avid reader, they may fidget frequently while handling a book. Often poor spellers, they need to write down words to determine if they “feel” right.

They:

Move around a lot. Prefer not to sit still. Move a lot while studying. Like to participate in learning. Like to do things rather than read about them. Do not prefer reading. Do not spell well. Enjoy problem solving by doing. Like to try new things. Talk with hands or gestures. Select clothes according to comfort. Like to touch objects.

Tools for Kinesthetic Learners

Walk while studying. Move and lecture the walls. Do things as you say them. Practice by repeating motions. Dance as you study. Write words; use markers, pens, pencils to see if they “feel right”. When memorizing, use finger to write on table or in the air. Associate a feeling with information. Stretch. Write on a white board in order to use gross muscle movement. Use the computer. Use hands-on activities with objects that can be touched. Study in short time periods; get up and walk around in between. Make study tools to hold. Use flash cards; separate into “know” and “don’t know” piles. Use plastic letters and magnetic boards for new vocabulary. Write and rewrite to commit to memory.

Kinesthetic teachers prefer...

To use real life examples to explain things. Guest lecturers, case studies, practical work, laboratories. Exhibits, samples, working models, products and people that bring reality to the classroom. Students to use all sensory modes to present their ideas. The clever use of quotations, metaphors, examples, and analogies in written work. Demonstrations; open book examinations. To use the words, “give examples, apply, and demonstrate” in written exam questions.

Methods to Engage Kinesthetic Learners

Give breaks when possible and have students move around during those breaks. Provide hands-on learning tools, when possible, (models, clay, blocks, etc.) Use the outdoors for learning opportunities when possible. Teach concepts through games and projects. Have



students answer questions during class on white boards. Use a dance, play, or role play activities to reinforce information. Think, Pair, Share.

Characteristics of Visual Learners

They look around and examine the situation. They may stare when angry and beam when happy. Facial expression is a good indicator of emotion in the visual learner. They think in pictures and detail and have vivid imaginations. When extensive listening is required, they may be quiet and become impatient. Neat in appearance, they may dress in the same manner all the time.

They have greater immediate recall of words that are presented visually. Visual learners like to take notes. Relatively unaware of sounds, they can be distracted by visual disorder or movement. They solve problems deliberately, planning in advance and organizing their thought by writing them down. They like to read descriptions and narratives.

They:

Concentrate well. Thoughts wander during lectures. Observant but may miss something of what is said. Well organized. Like to read and show intense concentration while reading. Good speller. Remember better by seeing charts, diagrams, etc. Concentrate well. Need to see directions; not hear them. Good handwriting. Good memory for faces but forget names. Plan ahead. Not really talkative. Attention to details.

Tools for Visual Learners

Use mind pictures or mind maps. Take notes. Use “clue” words for recalling. Use colored highlighters to color code texts and notes. Use maps, charts, diagrams, and lists. Watch audiovisuals. Take photographs. Use study cards or flashcards. Use notebooks. Watch instructor’s mouth and face. Use visual chains or mnemonics. Watch TV. See parts of words. Write down directions.

Visual word teachers prefer...

To use written text to explain things. Email. To give handouts and to expect the class to have read widely and well. The clever use of words as well as the use of interesting words. Argument and discussion in written form. To place important words on the board or overhead. Put words in some order, such as using priorities or categories. Lists of points and things in vertical and left-aligned arrangements. Texts that are dense with text, summaries, and abstracts. Not to use multiple choice questions unless the correct answer depends on discriminating between word meanings. To use the words, “define, develop the case for, justify, and analyze” in written exam questions.

Visual picture teachers prefer...



To use visuals to explain things. Web pages that have strong graphics, hot boxes, etc. Diagrams, slides, charts, graphs, arrows, circles, and boxes. Complex ideas to be shown first in a diagrammatic model. Important words and ideas to be placed on the board so that they are spatially interesting rather than left-aligned arrangements. Texts that are dense with diagrams, graphics, color, and white space. Videos. To use the words, “illustrate, show, outline, label, link, and draw a distinction between” in written exam questions. The students to visualize and see the point.

Methods to Engage Visual Learners

Write out directions. Use visuals when teaching lessons, such as pictures, charts, diagrams, maps, and outlines. Physically demonstrate tasks. Organize information using color codes, keep color codes consistent. Give students the opportunity to write notes during class. Use visual cues to alert students to important information. Provide sample questions for students to write out the answers or have students use diagrams to answer questions. Provide written summary of lesson at the end of notes/lecture presentation. Think, Pair, Share.

Handout 4: Multiple Intelligences

Howard Gardner's 8 Multiple Intelligences

Teaching elementary students using Howard Gardner's 8 Multiple Intelligences theory involves designing diverse activities that cater to different learning styles and strengths.

Overview of Gardner's Eight Intelligences

- **Verbal-Linguistic:** Language and words.
- **Logical-Mathematical:** Logic and reasoning.
- **Visual-Spatial:** Imagery and spatial understanding.
- **Musical:** Rhythm, melody, and sound.
- **Bodily-Kinesthetic:** Physical movement and touch.
- **Interpersonal:** Social interactions.
- **Intrapersonal:** Self-awareness and reflection.
- **Naturalistic:** Nature and the environment.

Suggested Strategies and Activities

Verbal-Linguistic Intelligence

- Include storytelling, debates, writing assignments, or creating class podcasts.
- Have students write stories or book reports and participate in oral presentations.
- **YOUR IDEAS:**

Logical-Mathematical Intelligence

- Provide puzzles, problem-solving tasks, and opportunities for deductive reasoning.
- Use math games, experiments, timelines, and graphic organizers.^[1]
- **YOUR IDEAS:**

Visual-Spatial Intelligence

- Encourage drawing, building models, designing charts, or mapping projects.



- Use visual aids and manipulatives to explain concepts.
- **YOUR IDEAS:**

Musical Intelligence

- Incorporate singing, creating songs about lessons, exploring rhythms, and games with musical elements.
- Let students compose simple tunes or find music tied to academic ideas.
- **YOUR IDEAS:**

Bodily-Kinesthetic Intelligence

- Use role-playing, drama, hands-on experiments, or manipulatives.
- Integrate movement through dance or classroom games.
- **YOUR IDEAS:**

Interpersonal Intelligence

- Assign group projects, collaborative discussions, and peer teaching opportunities.
- Use activities like social role-playing or “teach the class” assignments.
- **YOUR IDEAS:**

Intrapersonal Intelligence

- Provide reflection journals, independent research projects, and self-assessment checklists.
- Encourage personal goal setting and quiet thinking time.
- **YOUR IDEAS:**

Naturalistic Intelligence

- Organize nature walks, gardening, observation of plants/animals, or bring nature themes into lessons.
- Employ outdoor activities, studying natural phenomena, or caring for class pets/plants.
- **YOUR IDEAS:**



Handout X: Learning Styles and Study Skills Worksheet

Name: _____ SID: _____

Learning Styles and Study Skills Worksheet

From *Learning to Study Through Critical Thinking*

By Jonelle A. Beatrice

A. Circle the letter of the phrase that is true for you most of the time.

1. If I have to learn something, I learn best when I:

- (K) Try to do it myself
- (V) Watch someone show me how
- (A) Hear someone tell me how

2. When I read, I often find that I:

- (A) Read out loud or hear the words inside my head
- (V) Visualize what I am reading in my mind's eye
- (K) Fidget and try to "feel" the content

3. When asked to give directions, I:

- (V) See the actual places in my mind as I say them or prefer to draw them
- (A) Have no difficulty in giving them verbally
- (K) Have to point or move my body as I give them

4. If I am unsure how to spell a word, I:

- (K) Write it in order to determine if it feels right
- (V) Write it in order to determine if it looks right
- (A) Spell it out loud in order to determine if it sounds right

5. When I write, I:

- (A) Often say the letters and words to myself
- (V) Am concerned how neat and well-spaced my letters and words appear
- (K) Push hard on my pen or pencil and feel the flow of the words or letters as I form them

6. If I had to remember a list of items, I would remember it best if I:

- (V) Wrote them down
- (A) Said them over and over to myself
- (K) Moved around and used my fingers to name each item

7. I prefer teachers who:

- (K) Use hands-on activities.



- (V) Use the board or overhead projector while they lecture
- (A) Talk with a lot of expression

8. When trying to concentrate, I have a difficult time when:

- (A) There is a lot of noise in the room
- (V) There is a lot of clutter or movement in the room
- (K) I have to sit still for any length of time

9. When solving a problem, I:

- (V) Write or draw diagrams to see it
- (A) Talk myself through it
- (K) Use my entire body or move object to help me think

10. When given written instructions on how to build something, I:

- (K) Try to put the parts together first and read later
- (V) Read them silently and try to visualize how the parts will fit together
- (A) Read them out loud and talk to myself as I put the parts together

11. To keep occupied while waiting, I:

- (A) Talk or listen to others
- (V) Look around, stare, or read...
- (K) Walk around, manipulate things with my hands, or move/shake my feet as I sit

12. If I had to verbally describe something to another person, I would:

- (V) Be brief because I do not like to talk at length
- (A) Go into great detail because I like to talk
- (K) Gesture and move around while talking

13. If someone were verbally describing something to me, I would:

- (K) Become bored if her description got too long and detailed
- (V) Try to visualize what she was saying
- (A) Enjoy listening but want to interrupt and talk myself

14. When trying to recall names, I remember:

- (V) Faces but forget names
- (A) Names, but forget faces
- (K) The situation that I met the person other than the person's name or face

B. Scoring Instructions: Add the number of responses for each letter and enter the total below. The area with the highest number of responses is probably your primary mode of learning. Remember, most people learn through a mixture of all three styles.

Visual (V) = _____ Auditory (A) = _____ Kinesthetic (K) = _____

C. Read through the recommended strategies for using your preferred learning style on the accompanying pages. Highlight 2 or 3 strategies you will use in class, or when completing your assignments. Practice them for the next several weeks. **Type out** those strategies on a separate piece of paper and attach to this sheet when you turn in your assignment.

Strategies for Using Your Learning Style Strength

VISUAL LEARNER

The Visual learner listens best by seeing, visualizing, drawing, diagramming, etc. In other words, you “know something by seeing it.”

REMEMBER: Good study habits are important for everyone, regardless of their preference.

These include:

- highlighting and study cards for textbook information,
- good lecture notes with a ‘recall’ column,
- frequent review,
- keeping up with assignments, etc.

“SEE IT to LEARN IT”

TEXT:

- As you read, highlight the important points – using different colors.
- Make study cards – using lots of color, symbols, and pictures for memory.
- Get a mental image as you read – see the information, picture the page.

LECTURES:

- Sit up from to see the lecturer’s expressions
- As you listen, VISUALIZE what is being said.
- Take notes – use the ‘recall’ column for review, add colors, symbols, etc.
- Read – Review – Visualize your notes frequently.
- If you have a learning disability, tape lectures to fill in the gaps later – add color symbols and pictures.

STUDYING:

- READ it – WRITE it – **PICTURE** it.
- Draw diagrams, illustrations, make charts.
- Learn and use Cognitive or Mind mapping techniques.
- View videotapes and slides when possible.

VISUALIZE

- Write the procedures, steps, rules on cards and have them in front of you as you use them.

GENERAL:

- Take classes that rely on TEXT for information.

AUDITORY LEARNER

The Auditory learner learns best by listening, talking to others and self. In other words, they “know something by hearing it”.

REMEMBER: Good study habits are important for everyone, regardless of their preference.

These include:

- highlighting and study cards for textbook information,
- good lecture notes with a ‘recall’ column,
- frequent review,
- keeping up with assignments, etc.

“HEAR IT to LEARN IT”

TEXTS:

- Read important information out loud.
- Explain things to yourself as you are reading.
- Make study cards and recite them to yourself frequently.
- When you finish a chapter, TAPE a summary and listen to it.
- Get books on tape if necessary.

LECTURES:

- TAPE THEM! Use the ‘pause’ button to edit out irrelevant information. Listen to your tapes soon after the lecture.
- Take notes in class. Use the ‘recall’ column to orally recite the information and quiz yourself.

STUDYING:

- READ it – WRITE it – **SAY** it.
- Describe diagrams, illustrations and charts out loud – or discuss it with someone else.
- Join a study group.

GENERAL:

- Take classes that rely on LECTURES for information
- Tape your classes

KINESTHETIC LEARNER

The kinesthetic learner learns best by doing, through movement and physical activity, and by using a “hands-on” approach.

REMEMBER: Good study habits are important for everyone, regardless of their preference.

These include:

- highlighting and study cards for textbook information

- good lecture notes with a 'recall' column
- frequent review
- keeping up with assignments, etc.

“FEEL IT and DO IT to LEARN IT”

TEXTS:

- Move your fingers across lines of text, or use a card as a marker to underline the text.
- Point to headings, “trace” over pictures, graphs with your finger.
- MOVE as you review or summarize information – get up and walk around or ‘act it out’
- WRITE to learn it: take notes, make cards, use symbols, etc.
- Use hands to gesture as you review cards or notes.

LECTURES:

- Be physically comfortable.
- Take notes; write to keep yourself involved.
- Put yourself in the scene that you are studying.
- Visualize the feel, texture, environment, smell of what is being presented.
- Use different pens for different information – add color, symbols, pictures.

STUDYING:

- READ it – WRITE it – **MOVE** it.
- Use lots of movement – talk with your hands, change position and location.
- Join study groups.
- Establish physical rituals for studying such as a location, supplies, etc.
- Picture where you were when you learned something.

GENERAL:

- Use technology when possible.

Handout Y: Learning Styles Inventory - Elementary Version

Place a check (✓) in all the blanks that describe you. The list with the greatest number of checks is how you like to learn best!

Visual Learning Style

- 1. I remember best by writing things down or drawing pictures.
- 2. I ask for directions to be repeated.
- 3. I like to read about something rather than hear about it.
- 4. I am a good speller.
- 5. I like to learn with posters, videos and pictures.
- 6. I am good at reading maps and graphs.
- 7. When someone is talking, I create pictures in my mind about what they are saying.
- 8. After school, I like to read books.
- 9. I like it when my teacher uses lots of pictures when teaching.
- 10. I can remember something if I picture it in my head.

How many checks did you have? _____

Auditory Learning Style

- 1. I remember best if I hear something.
- 2. It is easier for me to listen to a story on tape than to read it.
- 3. I understand better when I read out loud.
- 4. I follow spoken directions well.
- 5. I like to sing or hum to myself.
- 6. I like to talk to my friends or family.
- 7. Music helps me learn things better.



- 8. I can easily remember what people say.
- 9. It helps when the teacher explains posters or pictures to me.
- 10. I can remember more about something new if I can talk about it.

How many checks did you have? _____

Tactile/Kinesthetic Learning Style

- 1. I remember best if I can make something that tells about what I am learning.
- 2. I would rather play sports than read.
- 3. I like playing card or board games to learn new things.
- 4. I like to write letters or write in a journal.
- 5. I like it when teachers let me practice something with an activity.
- 6. I like putting together puzzles.
- 7. If I have to solve a problem, it helps me to move while I think.
- 8. It is hard for me to sit for a long time.
- 9. I enjoy dancing or moving to music.
- 10. I like to act things out to show what I have learned.

How many checks did you have? _____

Tell Me... Which list had the most checks? _____ Which list had the fewest checks? _____ Did you have any lists that had the same number of checks? If so, which ones? _____ Do you think the list that had the most checks tells how you like to learn best?



What It Means

Visual Learner

- Pictures help you learn.
- Seeing things helps you organize your thoughts and remember things.
- You think in images or pictures.

Auditory Learner

- It helps for you to talk out loud.
- Sound and music help you learn.
- You learn best when you hear things more than once.

Tactile/Kinesthetic

- It helps you to use your body, hands and sense of touch to learn new things.
- Writing, drawing and movement help you remember important things.
- You like to show what you have learned by demonstrating or making projects.

2 or more Similar Scores = Multi-Sensory Learner

- As a multi-sensory learner, you are comfortable using a variety of modes to acquire new information.
- Given the freedom in the learning environment, you can easily select which learning style will best enable you to process the content.
- Not only do you use a variety of approaches to learn new information, you are comfortable using any of these styles—visual, auditory or tactile/kinesthetic—to explain information to others.

Handout Z: What Type of Learner are You?

What type of learner are you?

Do you learn better by:

- Seeing – visual learner
- Hearing – auditory learner
- Acting out the information you receive – kinaesthetic learner

Everybody learns by mixture of methods, but one method or type is usually dominant in each person.

By finding out your dominant learning style you can revise in the style that most suits you and improve your grades. This quiz will help you determine which learning style is best for you.

Question: 1. When I study I like to A) Use a highlighter to emphasize points B) Use a chanting rhythm to memorize C) Explain the information to someone else

Question: 2. I like to study B) In a group so I can listen to others A) Alone in a quiet place C) With one other person using role playing games

Question: 3. I remember things best if I A) Write things down and read them back C) Make lists and write them over and over B) Record the information and listen

Question: 4. I like to learn using A) Photographs and diagrams B) Rhymes and chants that I make up C) Demonstrations, being active

Question: 5. I like to learn by A) Draw a picture showing a process I need to understand B) Create songs with my homework information C) Act out information

Question: 6. I remember things most when I A) Read them B) Hear them C) Say them

Question: 7. I have trouble remembering information if I A) Can't take notes B) Read it and don't talk about it in class C) Can't discuss it in class

Question: 8. I remember C) Names and faces if I can shake hands A) Faces B) Names

Question: 9. When I study for a test I like to C) Make it interactive and work with other people A) Make pictures, diagrams, and charts B) Read out loud



RESULTS

Mostly As = You are a very visual learner. You probably use visual references a lot and say things like "I see now" or "I get the picture." You like to see demonstrations, diagrams, slides, charts, and other visual aids in the classroom. You take great notes and you probably use color coded highlighting. You could benefit by drawing outlines of your notes and creating pictures of processes or events that you study. Always write down explanations and instructions. Use flash cards when available.

Mostly Bs = You are a very auditory learner. You may have memorized lots of songs since you learn best by listening. You may get distracted by background music. You might do well in a debate class, since you are probably a great speaker. You can remember names but you don't always remember faces. You may not have the best handwriting. When traveling to a new place you may prefer to follow verbal directions instead of a map. You would benefit from recording lectures and listening to the tapes when you study for a test.

Mostly Cs = You are a very kinesthetic learner. Students with a tactile, kinesthetic learning style want to use their hands while they're learning. They want to touch the clay, work the machine, feel the material, whatever it is. They want to do. Best ways to learn:

- o Conducting experiments
- o Acting out a play
- o Studying while standing or moving
- o Doodling during lectures
- o Studying while performing an athletic activity like bouncing a ball or shooting hoops

It's a tie! You do not have one specific dominant learning style. This is a good thing! You can learn by reading, hearing, and experiencing new things. In a class you probably like to experience a variety of teaching methods; for instance, you enjoy learning by listening to lectures, watching videos, or taking part in labs and role playing games. You might get bored if the teacher uses only one method in the classroom. You enjoy reading but you're also active. You may have a large collection of music or something else that interests you. Your interests are broad.

Handout 5: UDL Lesson Planning Helper

Planning components	Guiding questions for planning based on the UDL
Goals	<ul style="list-style-type: none"> ● Considering the objective(s) to be achieved in the class, what knowledge, skills and attitudes do students need to master so that they all reach the skills set out in the Student Profile upon leaving compulsory education? ● The defined objectives are challenging, adjusted to the learning and inclusion of all students? ● Are the objectives defined in a comprehensive and flexible way, allowing multiple performance options, appropriate to the diversity of learning, the recipients and the circumstances in which they occur?
Methods	<ul style="list-style-type: none"> ● What support can be used to support students in acquiring content and expression of what they learned? ● Are the methods flexible and diverse to provide experience appropriate and challenging learning for all students? ● Are diverse and appropriate teaching and learning strategies used, based on the specificity of the class or group of students? ● The methods used allow students to be involved in the process of self-regulation of learning?
Materials	<ul style="list-style-type: none"> ● What resources, materials and tools are used to safeguard multiple forms of representation, expression of information and involvement?
Assessment	<ul style="list-style-type: none"> ● How can students demonstrate that they have achieved the expected learning? ● Are different forms of formative and summative assessment considered, using a variety of information gathering procedures, techniques and tools? ● Frequent opportunities for reflection with a view to adjustment are contemplated of processes and strategies? ● Is assessment flexible to allow systematic and continuous collection of clear information about student progress?

Source: TOWARDS INCLUSIVE EDUCATION, Ministry of Education/Directorate-General for Education (DGE), 2018



Handout 6: Sample UDL Lesson Plan 1 (Math)

Here is a sample **2nd grade math lesson plan on addition within 20**, integrating Universal Design for Learning (UDL), learning styles, and multiple intelligences.^{[1][2][3]}

Lesson Title: Adding Numbers up to 20

Learning Objectives

- Students will fluently add and subtract within 20 using multiple strategies.^[2]
- Students will represent addition using drawings, manipulatives, and equations.^{[3][2]}

UDL Integration

- **Engagement:** Begin with a math story involving real-life counting, and allow students to select between working with a partner or individually.^[3]
- **Representation:** Use visual aids (ten frames, drawings), audio (story problems, songs), and manipulatives (counters, number lines).^{[1][3]}
- **Action & Expression:** Offer choices for showing solutions—drawings, physical models, written equations, or verbally explaining to the group.^[3]

Addressing Learning Styles & Multiple Intelligences

- **Visual Learners:** Use color-coded number lines and ten frame cards for visual demonstration.^{[2][1]}
- **Auditory Learners:** Incorporate math songs or rhymes about addition, verbal problem-solving, or partner discussion.^[2]
- **Kinesthetic Learners:** Provide hands-on activities with popsicle sticks, counters, and a walkable number line on the floor.^{[1][2]}
- **Logical-Mathematical Intelligence:** Encourage students to create and solve their own math puzzles or story problems.^[3]
- **Interpersonal Intelligence:** Facilitate paired math games and peer teaching.^[2]
- **Intrapersonal Intelligence:** Allow reflective math journaling about strategies used and feelings toward math.^[2]
- **Musical Intelligence:** Have a quick addition rap or song about number pairs to 20.^[2]
- **Bodily-Kinesthetic Intelligence:** Use movement-based games such as “addition hopscotch”.^[1]
- **Spatial Intelligence:** Encourage students to show sums by arranging objects or drawing on a math mat.^[3]

Lesson Outline Opening (5 min)

- Read a story problem aloud about collecting objects (e.g., “Alex found 7 shells, and Mia found 8 more. How many do they have?”).^[2]

Modeling/Gathering (10 min)

- Demonstrate addition using a number line, counters, and a visual equation.^{[1][3]}
- Play a short addition song and review strategies.^[2]

Guided Practice (10 min)

- Set up math centers:
 - Ten frames with counters.
 - Drawing stations for visual solutions.
 - Equation match game cards.
 - Story problem dramatization corner.^{[1][2]}

Independent/Partner Practice (10 min)

- Students solve 3 to 5 story problems, choosing any strategy or tool (drawing, manipulatives, writing equations, verbally explaining, or acting out).^[3]

Sharing & Reflection (5 min)

- Students show one chosen solution to the class (draw, act, verbally explain, or use a manipulative).^[2]
- Exit ticket: Smiley/frowny face and a brief note on which part was fun or challenging.^[2]

Assessment

- Informal checks during activities.
- Exit slips for self-reflection and teacher review.^[2]

This lesson plan supports young learners' diverse strengths and needs, providing multiple paths to understanding and success in early math.^{[1][3][2]}

**

-
1. <https://pt.scribd.com/doc/311542413/udl-lesson-plan-in-final>
 2. <https://www.scribd.com/document/366549964/udl-lesson-plan>
 3. <https://greatminds.org/math/blog/eureka/how-to-support-math-students-with-the-universal-design-for-learning-principles>
 4. <https://www.novakeducation.com/blog/universally-designed-math-lesson-plan-lesson-plan-makeover>
 5. <http://bildsonudlportfolio.weebly.com/udl-in-mathematics-lesson-plan.html>
 6. <https://www.theudlproject.com/math-k-5.html>
 7. <http://udlportfoliozacharydowner.weebly.com/udl-and-math-lesson-plan.html>
 8. <https://www.novakeducation.com/blog/udl-lesson-plan-makeovers-math-lessons-math-resource-download>
 9. <https://www.teacherspayteachers.com/browse?search=math+lesson+plan+udl>
 10. <https://www.studocu.com/ph/document/bohol-island-state-university/education/udl-plan-for-edu-537/66363783>



Handout 7: Sample UDL Lesson Plan 2 (Science)

Here is an example lesson plan for an elementary natural science class that integrates Universal Design for Learning (UDL), learning styles, and Howard Gardner's Multiple Intelligences theory.^{[1][2][3]}

Lesson Title: Exploring the Water Cycle

Learning Objectives

- Students will identify and describe the stages of the water cycle (evaporation, condensation, precipitation, collection).^[4]
- Students will demonstrate understanding through different forms of creative expression, collaboration, and inquiry.^{[2][4]}

UDL Integration

- **Multiple Means of Representation:** Present concepts with diagrams, short video clips, songs about the water cycle, and a hands-on demonstration using simple experiments (e.g., boiling water for evaporation).^{[3][2]}
- **Multiple Means of Engagement:** Allow students to choose the format for their final demonstration (poster, model, skit, or digital presentation), offer group and individual tasks, and provide open-ended questions for personal inquiry.^{[1][2]}
- **Multiple Means of Expression:** Encourage students to explain the water cycle through writing, drawing, modeling, song composition, or dramatic performance.^{[2][3]}

Incorporating Learning Styles & Multiple Intelligences

- **Visual Learners:** Use illustrated diagrams, infographics, and encourage students to create visual models of the cycle.^[3]
- **Auditory Learners:** Use songs, rhymes, storytelling, and encourage students to write and perform a short song about the water cycle.^{[2][3]}
- **Kinesthetic Learners:** Include hands-on science experiments, group movement activities like acting out each water cycle stage, and clay model creation.^[3]
- **Logical-Mathematical Intelligence:** Have students organize water cycle data, sequence stages, and solve related science puzzles.^[3]
- **Interpersonal Intelligence:** Facilitate group discussions, peer teaching, and collaborative model-building.^[3]
- **Intrapersonal Intelligence:** Provide journal prompts for students to reflect on the importance of water in their lives and the cycle's impact locally.^[3]
- **Musical Intelligence:** Invite students to create a song, rap, or use rhythm to memorize the water cycle steps.^[3]
- **Naturalist Intelligence:** Take a nature walk to observe puddles, clouds, and discuss how the water cycle is happening in real time.^[3]



Lesson Outline

Opening (Advance Organizer)

- Teacher prompts: "Where does rain come from?" Group brainstorm.
- Play short animated video or song introducing the water cycle.^{[1][2]}

Teacher Input

- Use a diagram and hands-on demonstration (boiling water, glass over ice for condensation).
- Discuss keywords: evaporation, condensation, precipitation, collection.^[4]

Guided Practice

- Rotate students through activity stations:
 - Experiment Station: Simulate evaporation and condensation.
 - Art Station: Draw or sculpt the water cycle.
 - Music Station: Make up a tune about the water cycle.
 - Storytelling Station: Write a story from a raindrop's perspective.^{[2][3]}

Independent Practice

- Let students choose how to demonstrate their understanding: written explanation, poster, 3D model, rap/song, short play, or digital slideshow.^{[1][3]}

Closure

- Gallery walk: Students present their projects.
- Group discussion and individual reflection in journals on what was learned and which activity they enjoyed most.^[1]

Assessment

- Observe participation at stations.
- Review final products for creativity and accuracy.
- Provide feedback aligned with UDL principles: individualized, based on student choice, and strengths-focused.^[5]

This lesson plan creates a flexible, inclusive, and engaging science learning experience that celebrates every student's strengths and preferences, ensuring accessibility for all learners.^{[2][1][3]}

**

-
1. [https://mast.ecu.edu/Universal Design for Learning/Elementary Lesson Planning/FG-Metcalf-UDL Elementary-rev 2012-02-26.pdf](https://mast.ecu.edu/Universal%20Design%20for%20Learning/Elementary%20Lesson%20Planning/FG-Metcalf-UDL%20Elementary-rev%202012-02-26.pdf)
 2. <https://learningmole.com/multiple-intelligences-lesson-planning/>
 3. <https://www.teachhub.com/teaching-strategies/2010/05/12-ways-to-teach-using-multiple-intelligences/>
 4. <https://www.scribd.com/document/383155566/udl-lesson-plan-2>
 5. <https://www.readingrockets.org/topics/assistive-technology/articles/5-examples-universal-design-learning-classroom>
 6. <https://activatelearning.com/universal-design-learning-in-openscienced/>



7. <https://www.understood.org/en/articles/lesson-planning-with-universal-design-for-learning-udl>
8. <https://blogs.ubc.ca/smagnussen/files/2014/10/510-UDL-in-elementary-curriculum-guide-FINALreducedsize.pdf>
9. https://knilt.arcc.albany.edu/Lesson_2:_Creating_Your_UDL_Lesson_Plan
10. <https://www.isbe.net/CTEDocuments/HST-L630013.pdf>
11. <https://www.novakeducation.com/blog/udl-makeover-science-lesson-plan-biodiversity>
12. <https://sired.udenar.edu.co/8376/1/91738.pdf>
13. <https://brill.com/downloadpdf/book/edcoll/9789004368422/BP000023.xml>
14. <https://learningmole.com/universal-design-for-learning-in-lesson-plan-udl/>
15. <https://www.learningbp.com/classroom-activities-multiple-intelligences/>
16. https://www.teachingenglish.org.uk/sites/teacheng/files/intelligence_plan.pdf
17. <https://www.scribd.com/document/176121384/science-udl-lesson-1>
18. <https://www.novakeducation.com/blog/udl-makeovers-science-lesson-plans>
19. <https://sites.google.com/nlesd.ca/udlit/udl-my-lesson>
20. <https://www.teacherspayteachers.com/browse?search=science+udl+lesson+plan>

Handout 8: Post-Workshop Evaluation Form

End of Workshop Feedback Form

This feedback form is about what you learned at the training for teachers.

It is anonymous - that means you do not have to put your name on it. You can tell us how you really feel.

About You:

Which age group(s) do you teach?	
0-3 years	
4-8 years	
9-13 years	
14-16 years	
16+ years	

About what you learned in the training:

To tell us what you think, you will read some sentences.

Then you will say how much you agree or disagree with the idea.



Please put an X in the box under how you feel about the sentence.

For example:

I think that all children have the right to an education.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
				X

After this training, I have a stronger understanding of the 3 learning styles (<i>visual, auditory and kinesthetic</i>)				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

After this training, I have a stronger understanding of Howard Gardner's theory of multiple intelligences (*musical, bodily kinesthetic, visual spatial, verbal linguistic, logical mathematical, interpersonal, intrapersonal and naturalistic*)

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

After this training, I have more ideas about how I can adapt my lessons for children with different leaning styles and intelligence types.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

After this training, I have a stronger understanding of the 3 principles of Universal Design for Learning (UDL) (*Multiple means of representation, action and expression, and engagement*)

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

After this training, I have more ideas about how I can implement UDL in my school and/or classroom, even during emergencies and/or humanitarian settings.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree



After this training, I have more ideas about how I can implement UDL in my school and/or classroom, even during emergencies and/or humanitarian settings.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

After this training, I have a stronger understanding of how UDL can support inclusive education as outlined in General Comment 4 (GC4)				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Would you like to share any more feedback about the training?

THANK YOU FOR YOUR FEEDBACK