



Ohio 4-H Teen Leadership Council Reaches Out

Learning to Learn

Intended Audience:

- Teens (13-18 years old)

Lesson Objectives:

Session participants will:

- Identify different learning methods
- Learn the best way that you learn
- Learn how everyone learns best differently
- Learn the difference between active and passive teaching methods

Time: 30-45 minutes

Equipment and supplies:

- Blank Learning Pyramid
- Learning Method Cut Outs
- Contagious Disease Ward and Emergency Broadcast System skits scripts
- Giant Post-It Notes
- Tape
- Markers
- Notecards
- Props/costumes (if desired)

Do Ahead:

- Review activity instructions.
- Gather equipment and supplies.
- Review the Learning Pyramid Tiers and the difference between Passive and Active Teaching.

BACKGROUND

4-H teens have been taught how to be the best members that they can be by gaining vital life skills, but this lesson teaches how everyone learns best differently. People learn all the time, from everything around them. However, some situations and circumstances are more beneficial to learning than others.

WHAT TO DO

The Learning Pyramid

- Duplicate Blank Pyramid onto Giant Post-It Note **without** the words “passive” and “active”.
- Give all seven method cut-outs to different people.
 - Have each individual, in no particular order, tape up the method on the pyramid with the audiences’ help.
- Continue until Pyramid is correct then write percentages of knowledge retained on Pyramid for each method located on The Learning Pyramid.
- Have a discussion on what makes the methods different with respect to the bolded, separating line.
- Explain the difference between Active & Passive Teaching.
 - Active-individuals engage with the material, participate in the subject/class, and collaborate with others.
 - Passive-minimal student input through discussion or experiential exercises.
- Ask each individual to write down their learning style on a notecard. Have them fold the notecard up and give them to you to be used later.

Learning Styles Activity

- Break large group into three groups of about 5-8 people.
 - Give group 1 3-5 copies of the Contagious Disease Ward skit.
 - Designate one person in Group 2 to be a speaker.
 - Give that speaker one script of the Emergency Broadcast System Skit.
 - Explain that they are the only one that can read the script.
 - Have the speaker explain the skit to the rest of the group.
 - Group 3 can either make up an original skit or perform one that they already know.



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
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Sources:

The Peak Performance Center. (n.d.) *Learning Pyramid*. Retrieved from <http://thepeakperformancecenter.com/educational-learning/learning/principles-of-learning/learning-pyramid/>

4H Camp Skits. Retrieved from http://ucanr.edu/sites/EDC_4-H_Program/files/192511.pdf

Additional lessons in this series can be found online at:
<http://go.osu.edu/TLC>

PREPARED BY

- Carson Fulks
Ohio 4-H Teen Leadership Council
fulks.43@osu.edu
- Hannah K. Epley,
Extension Specialist
4-H Youth Development
OSU Extension, State 4-H Office
614-247-8144
epley.24@osu.edu

- All groups have the option to use props (if provided).
- Give 10 minutes to prepare. Then have each group perform their skits.
- Following all performances, have each group make a list of Learning Styles that were present within their planning. They can use markers and giant post-its to record the information.
- Have one person from each group speak about how effective the learning style was to their group.
- Explain that Group 1 had Audiovisual, Group 2 had Lecture/Reading, and Group 3 had Group Discussion.
- Allow for comments from participants, if time permits.
- Split each group in half and have the new halves move over to another group.
- Have the people that moved explain their original skit to their new group. Give 10 minutes to prepare to present the same skit to the entire group.
- Have groups present their skits.
- Compare the differences from trial 1 to trial 2. What new learning styles were implemented?

Personal Learning Style

- While groups are planning their skits, count all the notecards of learning styles and separate.
- Announce number of each learning style surveyed.
- Ask the audience if they believe their learning style has changed.

TALK IT OVER**Reflect:**

- What are the differences between all learning styles?
- Which would work best for teaching young members and Cloverbuds?
- Which would work best for teens or older audiences?
- How can you implement the knowledge of the learning styles into your own lives?

Apply:

- Use the Learning Pyramid to learn most efficiently.
- Use your Learning Style.
- Utilize at least one of the methods to teach others.
- Teach another teen something you learned from this session.