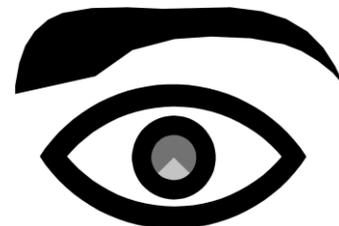


Learning Styles

Visual Learners:

These learners need to see the leader's body language and facial expression to fully understand content. They tend to situate themselves near the speaker to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including maps, charts, and graphs.



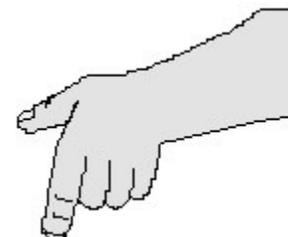
Auditory Learners:

Individuals learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Some auditory learners also learn best by involving music and sound effects. Regulating voice tone, inflection, and body language will help auditory learners maintain interest and attention.



Kinesthetic Learners:

Individuals learn best through a hands-on approach, actively exploring the physical world around them. These learners must actually do in order to learn. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. They learn best by touching, feeling, experiencing the material at hand. Kinesthetic learners are most successful when totally engaged with the learning activity.



Asking the Right Questions



Open questions

- These are useful in getting another person to speak.
- They often begin with the words: What, Why, When, Who
- Sometimes they are statements: “tell me about”, “give me examples of”.

Closed questions

- These are questions that require a yes or no answer and are useful for checking facts.
- They should be used with care - too many closed questions can cause frustration and shut down conversation

Specific questions

- These are also used to determine facts. For example “How much did you spend on that”

Probing questions

- These check for more detail or clarification, for example “tell me more...”
- Probing questions allow you to explore specific areas.
- Be careful because they can easily make people feel they are being interrogated.

Hypothetical questions

- These pose a theoretical situation in the future. For example, “what would you do if...?” These can be used to get others to think of new situations. They can also be used in interviews to find out how people might cope with new situations.

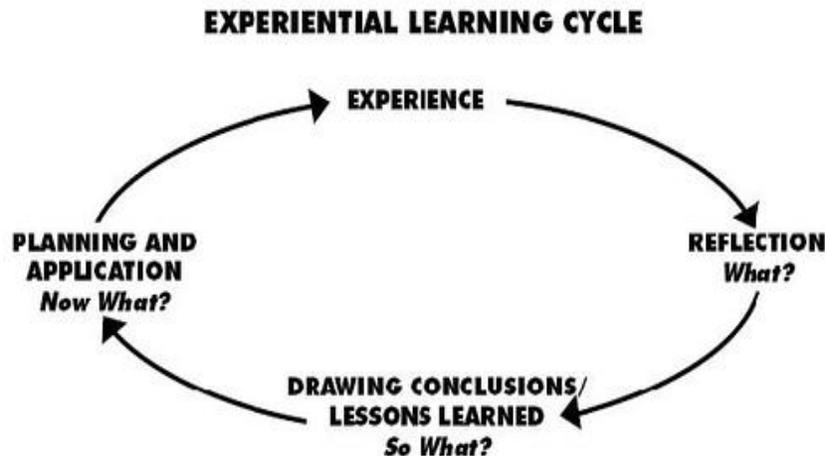
Reflective questions

- You can use these to reflect back what you think a speaker has said, to check understanding. You can also reflect the speaker’s feelings, which is useful in dealing with angry or difficult people and for defusing emotional situations.

Leading questions

- These are used to gain acceptance of your view – they are not useful in providing honest views and opinions. If you say to someone ‘you will be able to cope, won’t you?’ they may not like to disagree.

Experiential Learning



What?

Without judgment or interpretation, participants describe in detail the facts and event(s) of the experience. This is a time to find out what events occurred. Each member of the group may have experienced the activity differently. Each person should report his or her experience. Questions are directed towards gathering data:

- ✓ What happened?
- ✓ What did you see?
- ✓ Describe your experience.
- ✓ How did you feel?
- ✓ What is your perspective?
- ✓ What surprised you?
- ✓ What went on in the group?
- ✓ Let's hear from someone who has a different reaction.

So What?

After the participants share their ideas and reactions, it is important to help individuals see and evaluate any trends or dynamics that may be emerging in the group. The leader's role is to help participants not only notice what happened, but to ask "Why?" The group determines if what went on during the experience was unique or if it happens in other situations. Participants are asked to focus on linking the experience to the real world. Generalizing helps participants transfer their personal learning from the experience to the rest of the world. Questions are directed towards making sense of the data for the individual and the group:

- ✓ Why did that happen?
- ✓ What caused that particular event?
- ✓ What kinds of patterns are you seeing here?
- ✓ How was that significant?
- ✓ How might it have been different?
- ✓ Where have you seen this before?
- ✓ What does this remind you of?
- ✓ What does this make you think of?
- ✓ Does this remind you of anything?
- ✓ What does that help explain?

Now What?

(How will they think or act in the future as a result of this experience?) Participants consider broader implications of the experience and apply learning. Be aware to strike a balance between realistic, reachable goals and openness to spontaneity and change.

- ✓ What do you want to remember from this experience in the future?
- ✓ How could you apply that?
- ✓ What would you do differently in a similar situation in the future?
- ✓ How could you hold on to that feeling?
- ✓ How could you make it better?
- ✓ What follow-up is needed to address any challenges or difficulties?

