

# LifeWorks

20S

## UNIT 3

### LEARNING AND PLANNING

Learning to Plan  
and Planning to Learn

**WORK PACKAGE 8**

**TUESDAY MAY 5TH**

## Lifeworks tasks:

Today we start Unit 3 where we are looking at learning and how it is integral to our “Life-Work”, present and future life. Unit 3 is about learning and planning, for now and our future life. While looking at education we will explore how we learn, what do we need to learn and where can we go to learn if we want more education after high school. We will also explore in this unit, future life expectations and goals / goalsetting so you can get where you want to go in the future. ... *“If you fail to plan, you plan to fail”* – Benjamin Franklin! Therefore, in this unit we will look at education, post-secondary education (University, College , Trade schools, etc.) as well as future life planning and goal setting.

Lesson 1 and Assignment 1 start us off on a journey of discovery of what do we like to learn, how do we learn, and what are we “good” at learning. By completing these assignments, you will be able to better understand your learning strengths and determine what some possible future career paths might look like.

Lesson 1 Unit 3: Multiple Intelligences. This is a short lesson with very few notes just outlying some facts about learning and different groups of learning styles. Lesson 1 is actually the starting point for each assignment that follows along with the lesson. Read through the beginning of the notes and then complete the assignments one at a time as you move through the lesson. Do not rush through these assignments as you need to give it some thought and honest

answers. This is important to get an accurate picture of what are your learning styles and how best do you really learn. The instructions for each assignment are in the notes and in the assignment headers themselves. Follow the instructions to complete assignments 1A, 1B, and 1C. 91 marks total for all three assignments completed (1 mark per answer / box filled in).

Lesson 2 and Lesson 2B explores “Graduation Requirements” and there is an online graduation document that can help to answer many of the questions you may have about grad, life after grad, and what help and resources are available to you after high school.

<b><u>Lesson #</u></b>	<b><u>Possible dates for completion</u></b>
Lesson 1 Unit 3: <u>Multiple Intelligences</u> .	7 may
Assignment 1A: <u>Multiple Intelligences Inventory Checklist</u>	7 may
Assignment 1B: <u>Multiple Intelligences and Learning Styles</u>	7 may
Assignment 1C: <u>Journal Entry: How I learn best.</u>	8 may
Lesson 2 <u>Graduation requirements</u>	11 May
Lesson 2B <u><i>Focus on the Future: Your Grad Planner</i></u> (document)	11-18 May

### **Instructions**

- Lesson 1 Unit 3: Multiple Intelligences. Read through the notes about “Multiple Intelligences” and think of your own learning strengths.

- Assignment 1A: **Multiple Intelligences Inventory Checklist.** Complete the assignment by filling in the checklist table and putting in your totals for each category. 77 points.
- Assignment 1B: **Multiple Intelligences and Learning Styles.** Complete the assignment by thinking about your strengths with learning and write about your strengths or weaknesses in area of intelligence listed. 9 points.
- Assignment 1C: **Journal Entry: How I learn best.** Complete the assignment by fully writing out your thoughts about yourself and what kind of learner are you. Use specific language and results from the lesson and assignments to describe how you learn / what learning strategies work best. 5 points.
- Lesson 2 **Graduation requirements.** For simplicity, there is no lesson, simply a 1-page graduation requirements. Simply look at the printout “Graduation Requirements for the English Program” and with your “A.E.P.” you can look at the credits you have already earned and what credits you would need to get to the mandatory “30” credits to graduate High School in the province of Manitoba. “Lesson 2B” is an optional resource you may want to check out. It is the ***Focus on the Future: Your Grad Planner*** document. It is a valuable resource that can possibly answer some questions you may have about graduation and life after Grad. It is put out by the government of Manitoba and it is a good tool to look at if you are

thinking about your future and how to navigate the possibilities. What to do after Grad? Where do I go to train? How can I pay for education after high school? There are answers to these questions and more. I strongly encourage you to view this document online or download the PDF, or I can have the PDF printed for you. If you google the document's title you should find it!

- Google the title - *Focus on the Future: Your Grad Planner* it will be the first hit. If you don't see it there the web address is:
- [https://www.edu.gov.mb.ca/k12/docs/support/c\\_plan\\_grad/grad\\_planner.pdf](https://www.edu.gov.mb.ca/k12/docs/support/c_plan_grad/grad_planner.pdf)

Again, I strongly encourage you to look at this document and I will give you the full week to complete assignments 1A, 1B, 1C, and to navigate your Graduation credits page and the Focus on the future: your grad planner document. Read through the online document or ask for a printed copy – email me to ask for one. Start getting some thoughts on what you might like to do after high school. Now is a good time to start thinking about it and start asking questions to better set up your remaining 2 years of high school. Also, it is a good time to start looking at what universities and colleges offer programs of interest to you, or programs with career choices you have already identified as interesting or desirable to you.

Next week we will look at choices of education after high school and future planning.

## Remember!

As you continue to work through these work packages, keep in mind that only assignments need to be turned in, not full lessons of notes. You can keep your notes! Use the “Homework Hand in Checklists” to know what assignments to return for marks and which ones to keep for yourself and for future assignments.

You are only handing in Assignment 1A, 1B and 1C this week. Please remember to put your full name, First and Last name please.

If you have any trouble completing this assignment don't hesitate to contact me.

At school – Phone: (204) 367-2296

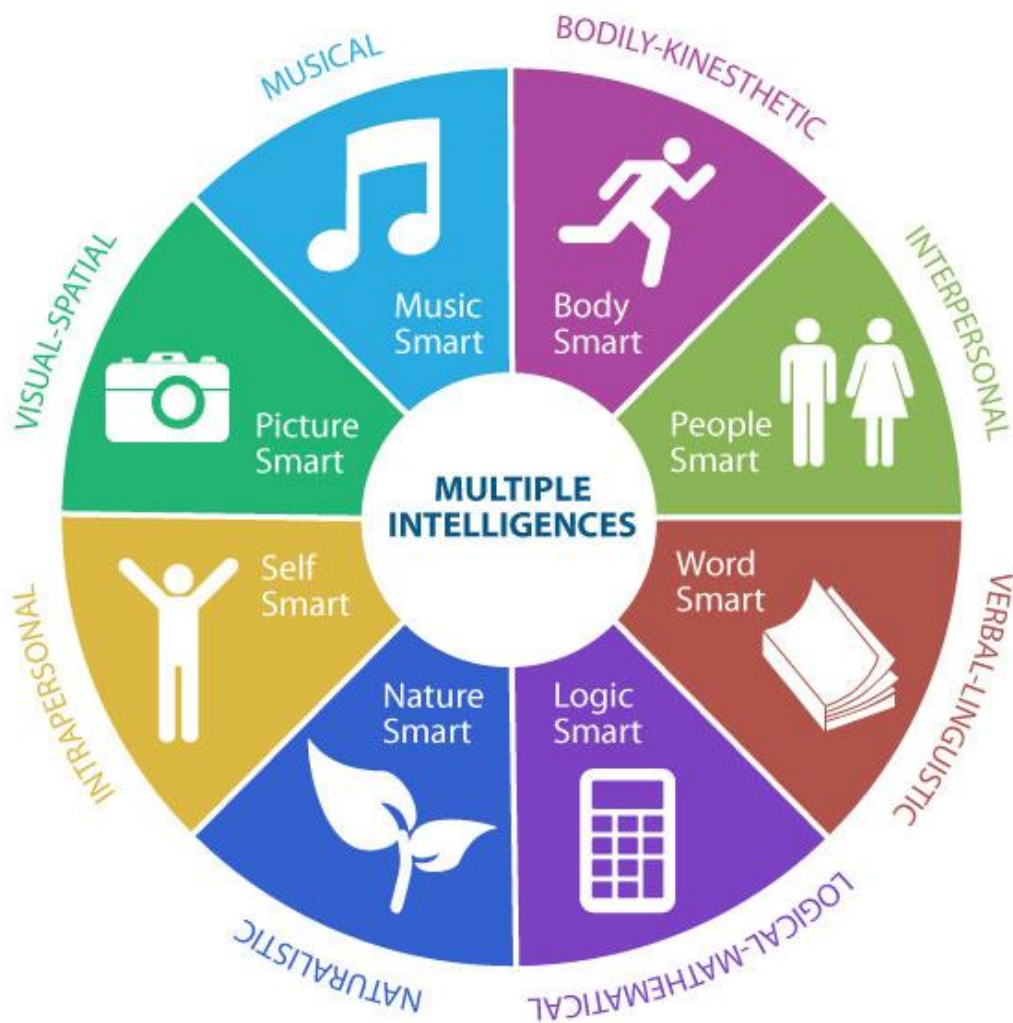
At Home – Phone: (431) 808-0816

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# LifeWorks

20S

## UNIT 3



## LESSON 1

## MULTIPLE INTELLIGENCES

# Teaching and Learning Styles

There are "4" primary types of learners.

## Types of Learners

- To understand how to move from passive to active learning, it is important to understand the different types of learners. There are four primary styles: visual, auditory, read-write, and kinesthetic. People learn using a variety of these methods, but one method is usually predominant.

## Visual Learners

- They tend to be fast talkers
- They exhibit impatience and have a tendency to interrupt
- They use words and phrases that evoke visual images
- They learn by seeing and visualizing

## Auditory Learners

- They speak slowly and tend to be natural listeners
- They think in a linear manner
- They prefer to have things explained to them verbally rather than read written information
- They learn by listening and verbalizing



## Read-Write Learners

- They prefer information to be displayed in writing, such as a list of ideas
- They emphasize text-based input and output
- They enjoy reading and writing in all forms

## Kinesthetic Learners

- They tend to be the slowest of all talkers
- They tend to take their time making decisions
- They use all of their senses to engage in learning
- They learn by doing
- They like hands on approaches to things and learn through trial and error

Once you have read through the notes above you are ready to complete accompanying assignments. The assignment that follows this lesson is in 3 parts:

Assignment 1A: **Multiple Intelligences Inventory Checklist**

Assignment 1B: **Multiple Intelligences and Learning Styles**

Assignment 1C: **Journal Entry: How I learn best.**

Now you are ready to complete the first part of Assignment 1.

Assignment 1A: **Multiple Intelligences Inventory Checklist:**

Fill in the Multiple Intelligences Inventory Checklist by giving each statement / phrase a numerical value. Example below.

1—Not at all like me    2—A little like me    3—Somewhat like me    4—A lot like me    5—Definitely me

Once you have completed all categories, put in the totals for each category and then at the end of this assignment please write down your top 5 Multiple Intelligences.

sample

Verbal/Linguistic	
1. I like puns and other wordplay.	
2. I feel comfortable and get positive reinforcement when dealing with language and words.	

Once you have completed Assignment 1A: **Multiple Intelligences Inventory Checklist:** you can move on to

Assignment 1B: **Multiple Intelligences and Learning Styles.**

Assignment 1B: **Multiple Intelligences and Learning Styles,** is meant for you to identify your strengths in a particular area of Intelligence.

Instructions: Complete the chart by reading each category then briefly explaining how strong you are in that area and how you know that. Please give 1 example that supports your answer. Sample directly below!

sample

Intelligence	How strong I am in this area	What this says about my preferred learning style
verbal/linguistic		Verbal/linguistic learners think in words and learn by reading, speaking, and listening, by playing word games, and by creating texts such as poems and stories, using tools such as books, computers, games, multimedia, tape recorders, and lectures.

After Completing Assignment 1B **Multiple Intelligences and Learning Styles**, you will now have a better idea of how you learn best, as well as what are your strong intellectual abilities. You can now proceed to Assignment 1C: **Journal Entry: How I learn best.**

Assignment 1C: **Journal Entry: How I learn best.** Now that you are more familiar with your strengths and optimal learning styles, I would like you to explain in a journal entry how you learn best. Please make sure to use the terms we learned in today's lessons. To help you, you can also answer this question in your journal reflection. “What are the learning strategies that you use to help yourself achieve in school, sports, and hobbies?”

### **Marking Scheme**

Assignment 1A: **Multiple Intelligences Inventory Checklist** /77  
 Assignment 1B: **Multiple Intelligences and Learning Styles** /9  
 Assignment 1C: **Journal Entry: How I learn best.** /5

Total for all three assignments 91 points!

Please complete all of these assignment and hand them in together to M. Puranen.

I will be checking them over to see how you learn best.

## Lesson 2B Focus on the Future – Your Grad Planner

After looking at the Graduation requirements you will need to graduate high school, you can use a Manitoba resource to discover more about high school course choice and where your graduation might lead you to in the future.

Using resource materials such as the local school student handbook and *Focus on the Future: Your Grad Planner* (available at [www.edu.gov.mb.ca/k12/docs/support/c\\_plan\\_grad/index.html](http://www.edu.gov.mb.ca/k12/docs/support/c_plan_grad/index.html)), students review general graduation requirements, the credit system, external credits, vocational credits, online courses, alternative programs, student-initiated credits, and opportunities to challenge for credit. In the resource materials provided, include information about specific local division graduation requirements and standards testing.

Located at this web address, or simply google “*Focus on the Future: Your Grad Planner*”

[https://www.edu.gov.mb.ca/k12/docs/support/c\\_plan\\_grad/index.html](https://www.edu.gov.mb.ca/k12/docs/support/c_plan_grad/index.html)

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