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WORKSHOP TEMPLATE

WORKSHOP TITLE Understanding Different Learning Styles WORKSHOP DATE 2/25/19

WORKSHOP FACILITATOR(S) Prgm Director and Line staff WORKSHOP TIME 11-12

TARGET POPULATION: Fathers

OBJECTIVES: *What knowledge, skills, values and/or experiences will change for the target population as a result of this workshop?*

Parents will understand that all children learn differently and possess different types of intelligences

Parents will have an understanding of their own learning style and intelligences

1. **REFERENCES:** *for each question, provide at least one source of information that provides direct answers to it. Examples of data sources include articles and videos. Details of each reference should be provided so that another person can locate it without assistance.*

What are learning styles and multiple intelligences?

Many Pathways of Learning: <https://www.unicef.org/teachers/learner/paths.htm>

Teaching To Kids' Learning Styles: <https://www.learning-styles-online.com/overview/>

What Multiple Intelligences Theory Can Teach Us:

<http://www.institute4learning.com/resources/articles/multiple-intelligences/>

How can we assist our child to excel in learning?

How to Deal with Homework Frustration As a Parent:

<https://www.empoweringparents.com/article/the-homework-battle-how-to-get-children-to-dohomework/>

<https://www.parents.com/kids/education/homework/how-to-help-kids-with-homework-withoutdoing-it-for-them/>

2. **KEY WORDS, TERMS AND PHRASES:** *list and define the key words and terms related to your workshop.*

- Learning Style,
- Multiple Intelligence,
- FAIL – First Attempt in Learning,

3. **SUPPLIES/RESOURCES & SPECIAL INSTRUCTIONS/LOGISTICS:** *list any supplies, materials, templates or special conditions/set-up required to implement this lesson.*

Staff has all the resources needed to conduct the workshop

4. **EXPLORATORY EXERCISES/TIME:** *for each of the previously identified questions, explain the activity that will be done that will allow the workshop participants to use a reference to find its answers (i.e. paired reading; round-robin reading; Powerpoint mini-lecture).*

Staff will use PowerPoint and round-robin reading

5. **EXPRESSION EXERCISES/TIME:** *for each of the previously identified questions, explain the activity that will be done that will allow the workshop participants to creatively share or express what they learned from the reference (i.e. collage, role-play, talk show skit).*

Staff will use a talk show skit

6. **REVIEW:** *ask participants to summarize what they learned from this workshop. They should restate 1. the questions explored; 2. the answers found; 3. the references used; and 4. the activities done.*

7. **REFLECTION:** *ask participants to give their feedback about this workshop. They should state how they feel after completing this workshop; what they liked about it; what they didn't like about it; and offer suggestions for improvement.*

8. **EVALUATION:** *ask participants to complete and return the evaluation form that will be provided.*