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WORKSHOP TEMPLATE

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

WORKSHOP FACILITATOR(S) Patricia R., Elvin G., Tanaya R. 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, Purpose, Education – Educate to pull out from within (Each child’s unique potential),

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

Staff Supplied all materials needed for 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 started off with an ice-breaker called “When the great wind blows” which helped the participants move around and recognize strengths and weaknesses.

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 played a game called “Concentration” where the participants were divided into teams of 3 and they had to match “Learning Styles” with “Multiple Intelligences” The group was prepped with the definitions of the Learning Styles and Multiple Intelligences in previous workshops so they were all familiar with the concepts.

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.*
The staff reviewed the concepts with the participants.

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.*

The staff did not make time to do a reflection on what was taught in the workshop.

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

All participants completed the evaluation.