

Walking With God's People
Training Materials for Group Facilitators

SESSION ONE

How Adults Learn: 90mins



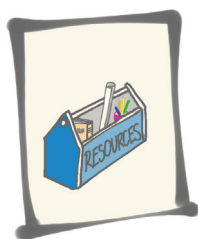
ERTP | Eastern Region Training Partnership
<http://www.ertp.org.uk>



TIMINGS FOR THE SESSION:

These timings are suggested for a 90 minute session. If your group is happy to go to 120 minutes then either the time for the core learning sessions can be extended or you could build in a short break midway.

■ Worship	5 mins
■ Introduction & Ground Rules	15 mins
■ How we learn	20 mins
■ Kolb's Learning Cycle	15 mins
■ Learning in the Gospels	20 mins
■ Reflection	10 mins
■ Prayer	5 mins



FOR THIS SESSION YOU WILL NEED:

1. Bibles or copies of the New Testament readings listed below
2. The Handouts on Learning Cycles and Types of Learner and the Inter-sessional Activity on Learning Styles
3. Flip Chart or large sheets of paper & felt tip pens (possibly some blu-tac), post-its
4. Learning Journals (either something you are giving out or notebooks the participants are providing for themselves)
5. Soft toy or bean bag if you have chosen this approach

AT THE START OF THE SESSION YOU:

- Might consider asking someone to be ready to finish the session with prayer

5
MINS

OPENING WORSHIP

Start with an opening song and prayer. Alternatively, there could be a moment of quiet reflection focusing on a short piece of music, an idea, object or a picture followed by a short prayer.



LEARNING OBJECTIVES

- Know some of the theories about how people learn
- Investigate some of the ways Jesus helped people learn
- Reflect on what helps to make a group work well

15
MINS

INTRODUCTION & GROUND RULES



1. Ask participants to work in pairs and take it in turn to listen to each other talking about themselves (2 minutes) and why they have come on the course and what they hope to learn from it. Then each participant introduces their partner to the rest of the group saying why he or she has come on the course and what they hope to learn from it.
2. Explain that you normally find it helpful when working in a group to have agreed ground rules.

There are several ways in which you can collect these ground rules from members of the group:

- People call them out and you write them down
- Each person has a few yellow stickies (post its) and they write one ground rule on each and 'park' them on a piece of flip chart. This involves moving around as the stickies are posted and folk look at what's posted. You then quickly arrange the rules into groups and seek confirmation of the agreed rules

It's important that as each suggested Ground Rule is put up that you do not assume acceptance. Ask:

- How does that sound?
- Can you live with this?

As the final list is being reviewed ask: 'Does anyone want to make any changes and/or additions to this?'

5
MINS

HOW WE LEARN (ONE)

Learning doesn't just take place at school, at college or university or when training for a job.

Ask participants to think about how they learned from a recent experience. For example, this could be:

A new skill e.g. learning a language	A hobby	Going somewhere never before visited	Coming out of Grandparent duties!
Learning from a play, reading a book, seeing a TV programme, an article on the Radio	Owning a new piece of technical equipment	Observing what has happened to someone else	Suddenly seeing a new way of doing something done many times before

It might help if participants jot down their thoughts in their notebook or learning journal.

If people get stuck ask them to think about how they remember learning best at school.

15
MINS**HOW WE LEARN (TWO)**

After participants have had some time to collect their thoughts ask a number of them (either directly or using the soft toy or bean bag approach described in the Leader's Notes below) to say what and how they learned. Ideally, the 'how' could be captured on a flipchart.

You are looking to capture some key points from the feedback:

- We learn by doing – perhaps by repeating something over & over
- We learn by observing and reflecting
- We learn from clear instructions or guidance
- We learn by copying others

As we learn:

- We gain knowledge (the 'what?')
- We build conceptual understanding (the 'how?' and 'why?')
- We develop skills
- We develop our values
- We confirm/discover belief
- We discover more of self or have opportunities to reflect on who we are

15
MINS**TYPES OF LEARNER & KOLB'S LEARNING CYCLE**

Note: *there is a lot of ground to cover here so the Facilitator might choose to concentrate on some areas and give out other material for later reading.*

**1**

Give out copies of the 'Learning Cycle and Types of Learner'. Ask participants to look at the 4 types of learner described by Honey and Mumford.

Do they recognise themselves? **(5 mins)**

2

Ask the group now to look at Kolb's Learning Cycle.

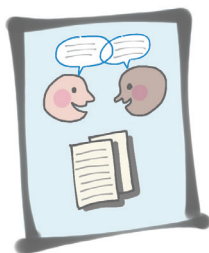
Does it make sense to them? **(5 mins)**

Ask participants to share briefly a few ideas about what knowing 'how' people learn and about the different 'types' of learner might influence how one plans to lead and facilitate a group. You are looking for the key suggestion that we need to plan the session to appeal to different types of learner and different learning styles. Facilitators help people learn by giving them experiences, helping them reflect and build internal models, and then giving them the means of trying out those models to see if they work in practice.

20
MINS

LEARNING IN THE GOSPELS

Explain to the group that we are going to look at some examples from the Gospels that look at leadership and how people learn. It will be interesting to test out Kolb's notion that we learn by reflecting on experience.



Depending on how many participants you have, split the group into two or three smaller groups. Assign each group one of the three passages below:

1. Mark 6 v30-44 (Feeding of the 5,000)
2. Luke 9 v1-6 & v10 (Sending out of the Twelve)
3. Luke 15 v1-7 (the Lost Sheep)

Ask each group to read the stories and talk **(10 mins)** about:

a) how learning takes place in the passage and b) what it was that had to be learned. Do we (c) learn anything about how Jesus worked as an adult educator?

Allow 10 minutes for the quick feedback to the whole group.

10
MINS

FINAL REFLECTION & INTER-SESSIONAL ACTIVITY

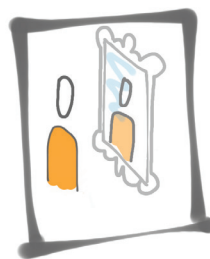
Introduce the idea of using a Learning Log or Journal.

Ask members of the group to sit quietly for 3-4 minutes asking God to guide them and then to note in their log:

- a. Something that has stood out for them today about how people learn
- b. If there is anything they would like to find out more about from today and, if so, how they might do so
- c. What they think a group leader might need to do to help people in their group learn
- d. What they have observed that helped today's session go well

After a few minutes ask if anyone would like to share some of their thoughts about any or all of the four areas listed above. If you would like to do so, ask participants to complete the feedback sheet before they leave.

Introduce the inter-sessional activity on the handout for Session 1. Explain that it will be helpful if everyone brings back a summary of what they have learned to the next session as we'll be starting that session by reviewing what has been learned.



CLOSING PRAYER

As you finish the session you could conclude by either leading with a short prayer said by yourself, or by asking for a volunteer to do so. You could, of course, have a few moments of open prayer if it feels right. It is suggested that you finish by saying the Grace together or the Lord's Prayer.



LEARNING OBJECTIVES:

Focusing on what it is that group members need to be able to know, understand, explain or do helps the Facilitator plan the learning activities so that they support the learning. The following list of ‘action words’ may help you design the learning outcomes (LO) for whatever session you are planning:

AGREE	DESCRIBE	EXPLAIN	CHOOSE	DEVELOP	PRACTICE	DEMONSTRATE	EVALUATE
ANALYSE	DESIGN	EXPLORE	COMMIT	DISCUSS	PRESENT	REFLECT	PRODUCE
Can your LO be observed or measured in some way? If not, is it really an LO?							

List adapted from Nikki Highmore Sims ‘How to run a Great Workshop’

BEGINNING SESSIONS

As participants arrive, you might like to have refreshments available at least 20 minutes before the session starts, and have music playing softly in the background.

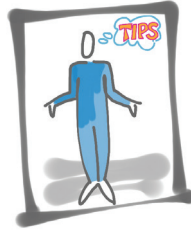
Making people feel welcome is an important part of creating the right environment for learning to take place. Think about what would make you personally feel comfortable on arrival.

Music can also be used during the session when pair/small group discussion or activities are taking place (never during whole group discussion). It can provide that useful ‘white noise’ which allows conversation, but it would be best to use non-vocal music in this case. Music has also been shown to aid concentration. Instead of filing out of a quiet room, specifically using a track to close the session makes the ending more deliberate, celebratory and brings the time together to a definite conclusion. The right choice of music can help form an emotional link to the learning experience (hopefully positive). Choose your music carefully and think about whether your favourite music is always the right choice!

Although much of what we are covering in these sessions will also be found within a corporate business training package of facilitation or leading groups we want to root our learning in Christ and the Word of God. We also want to open ourselves to God and to the guidance of the Spirit.

For this first session you could choose to use the following worship idea:

- ▶ **READ** Galatians Ch 5v22: ‘The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law’.
- ▶ **ASK** the group to listen to the words and to be thinking about what the passage might mean in terms of leading a Christian Study or Enquiry Group. Read the words again.
- ▶ **ALLOW** a moment of silence.
- ▶ **PRAY** (something like): Heavenly Father, as we come into your presence we thank you for the transforming power of your Holy Spirit and that you are working within us to make us more like your Son, Jesus, every day as we open our lives to you. We pray that you will be with us in this session (this evening) and that you will open our hearts and minds to hear your voice. Help us to be open to your Spirit as we seek to learn how to help your people grow and develop as your disciples and to live their faith in the world. Amen. Ideas for opening worship might include asking participants to focus their attention on a lighted candle, a cross, other meaningful object or on an appropriate image as some find it helpful in settling themselves and turning towards God. Be aware, however, that some may be a little uncomfortable with this approach at first.



INTRODUCTIONS

There are several ways of achieving this welcoming part of the session and it depends upon whether or not participants know each other. Effective learning takes place in an atmosphere of trust and where people feel comfortable with each other. We also want participants to quickly get used to and feel comfortable about participating actively and making a contribution.

If you use the activity that invites participants to share why they have come on the course and what they hope to gain, you are inviting the participants to start working in a self-reflective way (taking an honest look at self). It also serves to put the responsibility for learning with each individual and helps each person to create their own success criteria both for the session and the course.

As well as the introductory activity set out in the main session materials, you could consider using the following ideas.

If folk don't know or hardly know the others present:

1. You can ask each person to say their name and where they are from.
2. They could also very quickly describe a memorable thing that has happened to them, and/or something that has made them smile recently.
3. You could also ask them to share something that is not commonly known to others about them.

If folk already know each other:

1. Go round the group in turn and ask each person to quickly describe a memorable thing that has happened to them, and/or something that has made them smile recently.
2. Or you could also ask them to share something that is not commonly known to others about them. Go round the group in turn.
3. Ask the participants to find someone else in the group with whom they think they have something in common. This will involve standing up and moving around! If an uneven number in the group accept a triad. Then ask each pair (or triad) to say what it is they think they have in common.

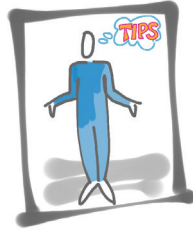
Sometimes simply going round the group in turn works well. You can vary this by having a bean bag or soft toy that can be safely thrown between participants. You start by gently throwing the toy to someone who then has to describe their memorable thing etc. They then throw the toy gently across the group to someone else. Using the bean bag does several things: it introduces a note of unpredictability so people are not just waiting for the toy to get round to them – they have to focus and be ready to catch. As participants choose to whom to toss the toy next it passes control from the leader to the group members.

The approaches suggested for making introductions are all designed to get every person participating and also to practise effective listening. As the Group Leader varies the activities and approaches used he or she will be seeking to model the way in which an effective Facilitator works. Remember that you will need to have a list of the resources you need to take to each session.

GROUND RULES

As well as effective learning taking place in an atmosphere of trust and where people feel comfortable with each other, so most people like to know what the expectations are as this helps everyone feel safe. This is why agreeing Ground Rules is important.

Ensuring that the group supplies the rules again gets everyone involved, helps to break down barriers and sends out the clear signal that everyone is valued and all ideas are worthy of exploration. People get to listen to each other, discuss and affirm. Working in this way ensures that the group takes the lead and does the work. All this means that you are modelling the approach you want others to adopt when they lead a group.

**COMMON GROUND RULES:**

- Join in! ■ Be on time ■ Have fun! ■ Only one person talks at a time!
- Listen to and show respect for the opinions of others ■ Respect confidences
- Support each other ■ Follow the agenda - stay on track
- The only stupid question is the one that isn't asked ■ Respect the views of others
- No disruptive side conversations ■ Mobile phones off

TYPES OF LEARNING & LEARNERS

Kolb postulated that as well as learning from reflecting on experience that different people naturally prefer a certain single different learning style.

Diverging (feeling and watching): These people are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. They prefer to work in groups, to listen with an open mind and to receive personal feedback.

Assimilating (watching and thinking): The Assimilating learning preference is for a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanation rather than practical opportunity. They excel at understanding wide-ranging information and organising it. People with this style prefer readings, lectures, exploring analytical models, and having time to think things through.

Converging (doing and thinking): People with a Converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people and interpersonal aspects. People with a Converging learning style are best at finding practical uses for ideas and theories.

Accommodating (doing and feeling): The Accommodating learning style is 'hands-on', and relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on 'gut' instinct rather than logical analysis. They prefer to work in teams to complete tasks.

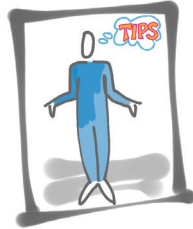
The Facilitator needs to 'know' the individuals in his/her group and plan the session to cater for these learning preferences. For example:

- People who prefer the 'Assimilating' learning style will not be comfortable being thrown in at the deep end without notes and instructions.
- People who prefer to use an 'Accommodating' learning style are likely to become frustrated if they are forced to read lots of instructions and rules, and are unable to get hands on experience as soon as possible.

The approach to helping people learn we see used by Jesus as he taught his disciples is more akin to medieval apprenticeships where the learner lived with the Master as skills and knowledge of the trade were developed. As Facilitators we need to understand that people learn best often by being part of a group and through a combination of input (teaching), demonstration or experience and reflection. 'Discipleship is not what you know, but what you are becoming.'

It is important to note that rarely in the Gospels do we see Jesus working with just an individual. He works with the inner core of Peter, James and John or with the Twelve or the whole group of wider followers. Wlodkowski and Knowles say good group learning takes place when:

- There is a people-centred learning environment which is accepting, caring and warm and provides all members with a strong sense of belonging.
- People are open to both listening to one another and sharing information, ideas, thoughts feelings and reactions to the issues being addressed.
- There is a collaborative atmosphere in which cooperation, not competitiveness prevails.
- Group goals are clear, valued and accepted by members.
- The perception is that changed behaviour is necessary, desirable and able to be practised without danger of censure.



The traditional 'schooling' approach may 'over-emphasise the need for right belief without touching the attitudes and values behind those beliefs or the behaviours which result in them formal teaching alone will never communicate the full spectrum of what it means to be a follower of Jesus.'

(Sylvia Wilkey Collinson)

LEARNING LOGS OR JOURNALS

A learning log or journal might be a specially structured notebook that has been designed to go with a particular course or study guide or it might just be a simple notebook.

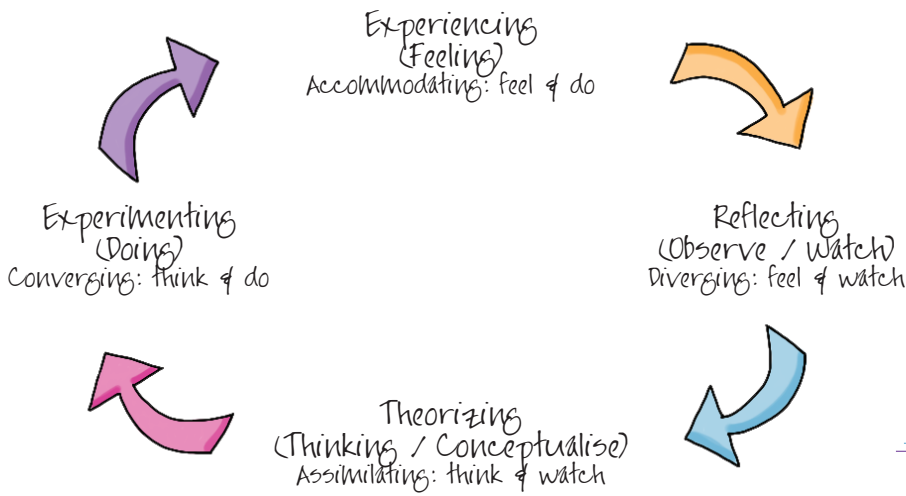
Good facilitators are reflective thinkers and learners. They take the time to look back and to identify and note what they have learned so they can think about and act on the learning. Using a learning log might be a new and novel idea for some in the group that takes a little getting used to.

You may need to encourage people to persevere. Explain that writing down what I have learned helps to:

1. Crystallise my thinking
2. Fix it in my memory
3. Creates a record to which I can refer when I want
4. Map my learning and identify success

Participants could be asked to reflect prayerfully on what they have written before the next session.

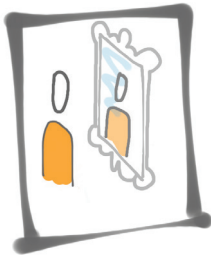
KOLB'S LEARNING CYCLE



To learn effectively you have to constantly move round the cycle

Knowing a person's (and your own) learning style enables learning to be orientated according to the preferred method. That said, everyone responds to and needs the stimulus of all types of learning styles to one extent or another - it's a matter of using emphasis that fits best with the given situation and a person's learning style preferences.

First of all, we have **an experience**. Most experiences are not worth further movement on the cycle as we are already familiar with them and they need no further interpretation and, hence, no need for learning.



Having experienced something which does not fit well into our current system of understanding, we then have to stop and think harder about what it really means. This reflection is typically a series of attempts to fit the experience to memories and our internal models. **Reflecting on new experiences** is first a process of explaining as we try to use our existing models to make sense of our experience. When we cannot fully explain what happened, reflecting also includes confusion when they do not fit in with existing models. If we can explain what happened, then the cycle stops here as there is nothing to learn. Much of life is like this. Many of us also avoid going past this stage as we fake and fix our experiences so we do not have to go through the pain of learning.

When we find that we cannot fit what we have experienced into any of our memories or internal models, then we have to **build new models**. This theorizing gives us a possible answer to our puzzling experiences. For some people, this is a wonderful stage as they consider all kinds of possibilities. For others, it is a struggle as they try to make sense of the senseless.

After building a theoretical model, the next step is to **prove it in practice**, either in 'real time' or by deliberate experimentation in some safe arena. Again, this can be enjoyable or worrisome, depending on the individual personality and perspective. If the model does not work, then we go through reflection-theorising the loop again, figuring out what happened and either adjusting the model or building a new one.

Reflect on new experiences
 Build new models
 Prove it in practice

HONEY AND MUMFORD

Peter Honey and Alan Mumford (1986) identified four distinct styles or preferences that people use while learning. They suggested that most of us tend to follow only one or two of these styles, and that different learning activities may be better suited to particular styles.

ACTIVISTS are people who learn by doing. They like to involve themselves in new experiences, and will 'try anything once'. They tend to act first and consider the consequences afterwards. **Activists learn best when:**

- involved in new experiences, problems and opportunities;
- thrown in at the deep end;
- working with others in problem solving, games, role-playing exercises;
- able to lead a group.

Activists learn least when:

- listening to lectures or reading long explanations;
- reading, writing and thinking on their own;
- analysing and interpreting lots of data;
- Following precise instructions.

REFLECTORS learn by observing and thinking about what happened. They like to consider all the possible angles and implications before coming to a considered opinion. They spend time listening and observing, and tend to be cautious and thoughtful. **Reflectors learn best when:**

- able to stand back and observe first;
- given time to think and investigate before commenting or acting;
- given an opportunity to review what has happened;
- doing tasks without tight deadlines.

Reflectors learn least when:

- forced to take a lead in a group;
- doing things without preparation;
- rushed by deadlines.

THEORISTS like to understand the theory behind the actions. They need models, concepts and facts in order to learn. They like to analyse and synthesise, and feel uncomfortable with subjective judgements. **Theorists learn best when:**

- an activity is backed up by ideas and concepts that form a model, system or theory;

- in a structured situation with a clear purpose;
- they have the chance to question and probe;
- required to understand a complex situation.

Theorists learn least:

- in situations that emphasise emotions and feelings;
- when activities are unstructured or ambiguous;
- when asked to act without knowing the principles or concepts involved.

PRAGMATISTS are keen on trying things out. They look for new ideas that can be applied to the problem in hand. They like to get on with things and tend to be impatient with open-ended discussions; they are practical, down-to-earth people. **Pragmatists learn best when:**

- there is an obvious link between the topic and a current need;
- they are shown techniques with clear practical advantages;
- they can try things out with feedback from an expert;
- they can copy an example, or emulate a role model.

Pragmatists learn least when:

- there is no immediate practical benefit;
- there are no clear guidelines on how to do it;
- it appears to be 'all theory'.

There is a strong similarity between the Honey and Mumford styles/stages and the corresponding Kolb learning styles:

- Activist = Accommodating
- Reflector = Diverging
- Theorist = Assimilating
- Pragmatist = Converging



KOLB'S LEARNING STYLE SURVEY

Read each statement carefully. Answer honestly as there are no correct or incorrect answers. It is best if you do not think about each question too long, as this could lead you to the wrong conclusion.

SECTION ONE (Doing & Watching)

CIRCLE either "Doing" or "Watching" next to the statements below, depending upon the part of the statement you most closely relate to.



1. **Doing** - I often produce off-the-cuff ideas that at first might seem silly or half-baked. **Watching** - I am thorough and methodical.
2. **Doing** - I am normally the one who initiates conversations. **Watching** - I enjoy watching people.
3. **Doing** - I am flexible and open minded. **Watching** - I am careful and cautious.
4. **Doing** - I like to try new and different things without too much preparation. **Watching** - I investigate a new topic or process in depth before trying it.
5. **Doing** - I am happy to have a go at new things. **Watching** - I draw up lists up possible courses of actions when starting a new project.
6. **Doing** - I like to get involved and to participate. **Watching** - I like to read and observe.
7. **Doing** - I am loud and outgoing. **Watching** - I am quiet and somewhat shy.
8. **Doing** - I make quick and bold decisions. **Watching** - I make cautious and logical decisions.
9. **Doing** - I speak fast, while thinking. **Watching** - I speak slowly, after thinking.

SECTION TWO (Thinking & Feeling)

CIRCLE either "Thinking" or "Feeling" next to the statement below, depending upon the part of the statement you most closely relate to.



1. **Thinking** - I ask probing questions when learning a new subject. **Feeling** - I am good at picking up hints and techniques from other people.
2. **Thinking** - I am rational and logical. **Feeling** - I am practical and down to earth.
3. **Thinking** - I plan events down to the last detail. **Feeling** - I like realistic, but flexible plans.
4. **Thinking** - I like to know the right answers before trying something new. **Feeling** - I try things out by practicing to see if they work.
5. **Thinking** - I analyse reports to find the basic assumptions and inconsistencies. **Feeling** - I rely upon others to give me the basic gist of reports.
6. **Thinking** - I prefer working alone. **Feeling** - I enjoy working with others.
7. **Thinking** - Others would describe me as serious, reserved, and formal. **Feeling** - Others would describe me as verbal, expressive, and informal.
8. **Thinking** - I use facts to make decisions. **Feeling** - I use feelings to make decisions.
9. **Thinking** - I am difficult to get to know. **Feeling** - I am easy to get to know.

SCORING PROCEDURES

Total up the two choices from Section One (Doing & Watching). The one that has the larger number is your task preference:

Total number of **Doing**

Total number of **Watching**

Total up the two choices from Section two (Thinking & Feeling). The one that has the larger number is your thought or emotional preference:

Total number of **Thinking**

Total number of **Feeling**

INTER-SESSIONAL ACTIVITY (4 pages)

EACH PREFERENCE (HIGH SCORE) FROM THE TWO ABOVE SECTIONS ARE USED TO DETERMINE YOUR PREFERRED LEARNING STYLE:

If you prefer Watching and Feeling then this puts you in the **reflecting category:**

- Prefers to learn from activities that allows watching, thinking, and to review what has happened, such as brainstorming and cooperative groups.
- Lectures may be helpful but only if they provide expert explanations and analysis.
- Likes innovative and imaginative approaches to doing things.
- Prefers to view situations from many perspectives.
- Interested in people and tends to be feeling-oriented.

If you prefer Watching and Thinking then you are in the **philosophy category:**

- Prefers to pull a number of different observations and thoughts into an integrated whole in a step-by-step manner (go from details to big-picture).
- Prefers to reason logically and design models, theories, and projects.
- Likes lectures, analogies, systems, and case studies.
- Talking with experts is normally not helpful.

If you prefer Doing and Thinking then you are in the **analysing category:**

- Prefers the practical application of ideas, solving problems, feedback, and decision-making (obvious links between the task-on-hand and a problem).
- Prefers technical problems over interpersonal issues.
- Prefers to apply new learnings to actual practice to see if they work.
- Likes laboratories, field work, observations, and coaching.

If you prefer Doing and Feeling then you are in the **organising category:**

- Good at adapting to changing circumstances and solves problems in an intuitive, trial-and-error manner, such as discovery learning.
- Tends to be at ease with people.
- Prefers the challenges of new experiences, involvement with others, assimilation, and role-playing.
- Likes anything new, problem solving, and small group discussions.

You will learn best by using ALL four styles, rather than your preferred learning style. That is, you should incorporate the styles so that you use the full Learning Cycle.

VAK LEARNING STYLES SURVEY

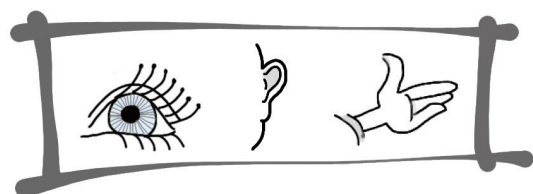
Visual, Auditory, and Kinaesthetic (VAK) Learning Styles

This survey is designed to help you gain an understanding of learning styles so that you can incorporate the various learning styles in your daily learning activities. It is NOT meant to show you your best way of learning as the research does not promote it. Rather, it is a tool for learning-to-learn in order to increase self-awareness about your strengths and weaknesses as a learner so that you will try the various means of learning in order to choose the best one, rather than sticking with your preferred methods.

NOTE that like any survey of this nature, it is not 100 per cent accurate, but it should help you gain some understanding of your preferred learning styles based on three modalities: Visual, Auditory, and Kinaesthetic.

Read each statement carefully. To the left of each statement, write the number that best describes how each statement applies to you by using the following guide:

- 1 Almost Never Applies
- 2 Applies Once in a While
- 3 Sometimes Applies
- 4 Often Applies
- 5 Almost Always Applies



INTER-SESSIONAL ACTIVITY (4 pages)

Answer honestly as there are no correct or incorrect answers. It is best if you do not think about each question too long, as this could lead you to the wrong conclusion. Once you have completed all 36 statements (12 statements in three sections), total your score in the spaces provided.

1 Almost Never Applies **2** Applies Once in a While **3** Sometimes Applies **4** Often Applies **5** Almost Always Applies

SECTION ONE - Visual

- 1. I take lots of written notes and/or draw mind maps.
- 2. When talking to someone else I have a difficult time understanding those who do not maintain good eye contact with me.
- 3. I make lists and notes because I remember things better if I write them down.
- 4. When reading a novel, I pay a lot of attention to passages that picture the clothing, description, scenery, setting, etc.
- 5. I need to write down directions so that I can remember them.
- 6. I need to see the person I am talking to in order in order to keep my attention focused on the subject.
- 7. When meeting a person for the first time, I notice the style of dress, visual characteristics, and neatness first.
- 8. When I am at a party, one of the things I love to do is stand back and people-watch.
- 9. When recalling information I can see it in my mind and remember where I saw it.
- 10. If I had to explain a new procedure or technique, I would prefer to write it out.
- 11. In my free time I am most likely to watch television or read.
- 12. If my boss has a message for me, I am most comfortable when he or she sends a memo.

TOTAL FOR VISUAL NOTE: the minimum is 12 and maximum is 60

SECTION TWO - Auditory

- 1. When I read, I read out loud or move my lips to hear the words in my head.
- 2. When talking to someone, I have a difficult time understanding those who do not talk or respond with me.
- 3. I do not take a lot of notes but I still remember what was said. Taking notes often distracts me from the speaker.
- 4. When reading a novel, I pay a lot of attention to passages involving conversations, talking, speaking, dialogues, etc.
- 5. I like to talk to myself when solving a problem or writing.
- 6. I can understand what a speaker says, even if I am not focused on the speaker.
- 7. I remember things easier by repeating them over and over.
- 8. When I am at a party, one of the things I love to do is talk in-depth about a subject that is important to me with a good conversationalist.
- 9. I would rather receive information from the radio, than read a newspaper.
- 10. If I had to explain a new procedure or technique, I would prefer telling about it.
- 11. With my free time I am most likely to listen to music.
- 12. If my boss has a message for me, I am most comfortable when he or she calls me on the phone.

TOTAL FOR AUDITORY NOTE: the minimum is 12 and maximum is 60

SECTION THREE - Kinesthetic

- 1. I am not good at reading or listening to directions. I would rather just start working on the task or project at hand.
- 2. When talking to someone, I have a difficult time understanding those who do not show any kind of emotional or physical support.
- 3. I take notes and doodle, but I rarely go back and look at them.
- 4. When reading a novel, I pay a lot of attention to passages revealing feelings, moods, action, drama, etc.
- 5. When I am reading, I move my lips.
- 6. I often exchange words, such as places or things, and use my hands a lot when I can't remember the right thing to say.
- 7. My desk appears disorganized.
- 8. When I am at a party, one of the things I love to do is enjoy the activities such as dancing, games, and totally losing myself in the action.
- 9. I like to move around. I feel trapped when seated at a meeting or a desk.
- 10. If I had to explain a new procedure or technique, I would prefer actually demonstrating it.
- 11. With my free time I am most likely to exercise.
- 12. If my boss has a message for me, I am most comfortable when he or she talks to me in person.

TOTAL FOR KINAESTHETIC NOTE: the minimum is 12 and maximum is 60

SCORING PROCEDURES

TOTAL EACH SECTION AND PLACE THE SUM IN THE BLOCKS BELOW:

Total number of points for **Visual**

Total number of points for **Auditory**

Total number of points for **Kinaesthetic**

- ▶ **Visual** You learn mainly through seeing
- ▶ **Auditory** You learn mainly through hearing;
- ▶ **Kinaesthetic** You learn through doing

▶ **Sometimes people will have a combination of two or sometimes all three of the learning styles.**

Name Date

PLEASE WRITE A SENTENCE OR TWO OR SOME BULLET POINTS IN RESPONSE TO THE FOLLOWING QUESTIONS:

■ What went well in today's session?

.....
.....
.....

■ Today's session would have been even better if ...

.....
.....
.....

■ What did you learn in this session about yourself? What difference will it make do you think?

.....
.....
.....

■ What did you learn in this session which will most help you as either a leader or member of a Christian study/learning group?

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■ In what way(s) do you hope to use your learning for the wider benefit of the church?

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■ Is there anything else you need to note down about what you have learned or how you intend to follow up?

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