

Overview

In this session, scholars will explore their individual learning styles and how these connect to success in school and future careers. They will complete a Learning Style Inventory to gain a better understanding of how they learn best and reflect on strategies to apply their learning preferences in both academic and career settings.

*As a reminder, this session includes a 40-minute advising session for the 7th graders. The session outline is located at the end of the 8th-grade Session 5 curriculum.

Session Spotlight

- Learning Styles
- Self-Awareness
- Future-Focused Planning

Learning Objectives

- Identify their Learning Style and preferred learning approach
- Explore strategies to apply their learning preferences to academic and career goals
- Reflect on how their learning style impacts school success and career planning

Mentor Preparation

- ☐ Review Session 5: Curriculum Guide, worksheets, activities, and reflection questions
- ☐ Communicate with mentor partner(s)
 - Divide activity facilitation responsibilities
- ☐ Develop talking points
- ☐ Prepare your Session 5 PowerPoint
- ☐ Take the Learning Styles Inventory
- ☐ Review 7th Grade Advising “Letter to My Future Self”

SESSION 5: Timing and Materials

Session Activities	Time
Activity 5(a): Practice Your Learning Style • Session 5 PowerPoint • True2U Trackers • Name Tents • Pencils • Learning Styles written instructions (Tracker pg. 41) • Jenga blocks (in materials box) • Timer	45 minutes
Activity 5(b): Learning Styles Inventory • Learning Styles Inventory (Tracker pgs. 42 - 44)	20 minutes
Future-Focused Reflection: Understanding Your Learning Style • Questions (Tracker pg. 45)	15 minutes
Total Time	80 minutes
This Session Includes Meeting with 7th-grade for advising	40 minutes
Letter to My Future Self • Worksheet in the Curriculum Guide pgs. 5.14 - 5.15	



Mentor Tips:

- Classroom: How will the activities work and adapt best for your class setting
- Use a timer to keep rounds on schedule.
- Encourage honesty and reflection in debriefs after each round.
- Make sure scholars do not talk or compare during building rounds of Activity 5(a).
- Emphasize that everyone has unique learning strengths and preferences.
- Take notes on scholar feedback in your True2U Curriculum Guide for program improvement efforts.
- Collect all True2U materials and return them to the True2U materials box at the end of the session.

Session 5 Step-by-Step Activity Guide

Before you start your session, set up your Session 5 PowerPoint using the classroom Clever Touch/Computer Screen.

Activity 5(a) Practicing Your Learning Style (45 minutes)

◆ **Mentors:**

- ☐ Distribute True2U Trackers, Name Tents, and pencils
- ☐ Using Session 5 PowerPoint:
 - Welcome and Recap Session 4
 - Review Session 5 Agenda
- ☐ Introduce Practicing Your Learning Style activities (Tracker pg. 41)
- ☐ 4 Rounds (1. Visual, 2. Auditory, 3. Read/Write, 4. Kinesthetic)
- ☐ Timer

● **Scholars:**

- Engage in activities that represent different learning styles

◆● **Mentors and Scholars:** Debrief

Activity 5(b) Learning Style Inventory (20 minutes)

◆ **Mentors:**

- ☐ Introduce the Learning Style Inventory (Tracker pgs. 42 - 44)
- ☐ Options: Read each question aloud as a group, **or** have scholars read and complete individually

● **Scholars:**

- Complete inventory, tally their answers, record in Tracker

◆● **Mentors and Scholars:** Debrief

Future-Focused Reflection: Understanding Your Learning Style (15 minutes)

◆ **Mentors:**

- ☐ Introduce reflection questions (Tracker pg. 45)
- ☐ Engage with scholars in a discussion around their learning style, how it connects to school learning, working on a team, career, and can help them in future planning

● **Scholars:**

- Individual reflection, answer questions in their Tracker

◆● **Mentors and Scholars:** Reflect on this session by highlighting the key points and what lessons can be taken from the activities

Detailed Facilitation (Study Guide)

Be sure to review, edit, and add your personal touches to the Session 5 PowerPoint template to be used during your session.

Activity 5(a): Practice Your Learning Styles (45 minutes)

 **Goal:** A fun, engaging activity for scholars to practice learning styles. Scholars will explore different learning styles and reflect on which styles are easiest or hardest for them. Encourages self-awareness and understanding of diverse learning preferences.

 **Materials Needed:**

- Jenga blocks

 **Distribute:** Trackers, pencils, and have scholars put their name tents on their desks.

 **Room Set-Up:** Desk space for scholars to work individually

 **Mentors:** Welcome and Recap Session 4

- *“What is something you remember from Session 4?”*

☐ Allow 1–2 scholars to share. Prompt if needed.

- *“We did some fun activities to learn about our values and good decision-making. Would anyone like to share one of their personal values?”*

☐ **Using the PowerPoint:** Review Session 4 agenda

☐ **Introduce:** Practicing Your Learning Style activity

☐ **How it works:** Scholars will build shapes using different types of instructions to help them explore how best they understand instructions. Each scholar will get 13 Jenga blocks. There will be **four rounds**. Each round will have a different set of instructions and you will build a shape for each round.

☐ Emphasize rules:

- No talking or commenting during the activity.
- Focus very carefully on following the instructions.

☐ Encourage scholars to follow the instructions to the best of their ability.

☐ Do not answer questions about the instructions; encourage scholars to remember.

 **Distribute:** 13 Jenga blocks to each scholar.

☐ Make sure to time each round.

  **Mentors and Scholars:** Debrief

☐ At the end of each round, follow up with brief discussion questions (**2 minutes per round**).

Round 1: Visual (3 minutes)

- ☐ **Instructions:**
- ☐ **Show:** the shape in the PowerPoint (e.g., boat with sail).
- ☐ Set timer
- ☐ Scholars have 3 minutes to replicate it.
- ◆ **Mentors:** 2 minute Debrief
 - *“What made this way easy?”*
 - *“What made this way hard?”*

Round 2: Auditory (3 minutes)

- ☐ **Instructions:**
- ☐ **Read:** the instructions below. Do not share what they are building. Before you read the first instruction, start the 3-minute timer.
 1. Using 8 Jenga blocks, make a square
 2. Make a triangle on top of the square
 3. Inside the square, add a rectangle that touches the bottom of the square.
- ☐ If needed, repeat the instructions once.
- ☐ After 3 minutes, students should end up with a basic house shape.
- ◆ **Mentors:** 2 minute Debrief
 - *“What shape did you end up with?”*
 - *“What made this way easy?”*
 - *“What made this way hard?”*

Round 3: Read/Write (3 minutes)

- ☐ **Instructions:**
- ☐ **Show:** written instructions in the PowerPoint (also in Tracker pg. 41)
- ☐ Scholars read instructions quietly to themselves and follow step-by-step written directions using Jenga blocks.
- ☐ Written directions:
 1. Place two blocks together at the corners to form a V shape.
 2. Repeat until you have 5 Vs.
 3. Put one upside-down V (opening facing down) at the top of your desk.
 4. On the right side, place a V with the opening facing left and connect it to the bottom corner of the top V.
 5. On the left side, place a V with the opening facing right and connect it to the bottom corner of the top V.
 6. For the last two Vs, place one connected to the bottom right and the other connected to the bottom left.
 7. When you're done, the 5 Vs should all point inward
- ☐ After the 3 minutes, students should end up with a 5-point star.
- ◆ **Mentors:** 2 minute Debrief
 - *“What shape did you end up with?”*
 - *“What made this way easy?”*
 - *“What made this way hard?”*

Round 4: Kinesthetic/Free Build (90 seconds)

- ☐ **Instructions:**
- ☐ **Say:** *"This is your ONLY instruction: Make a flower,"*
- ☐ Let scholars build freely with blocks.
- ☐ Scholars have 90 seconds to complete the shape.

Mentors and Scholars: Debrief

- ☐ **Discussion Prompts:**
 - *"Which instructions did you find easiest to follow and why?"*
 - *"Do you think this might match your learning style?"*
 - *"Which instructions were hardest to follow and why?"*
 - *"Which instructions got you to the end goal most effectively and why?"*
 - *"Did you look around the room to see others' shapes?"*
 - *"Did you enjoy building with your hands?"*

Activity 5(b): Learning Styles Inventory (20 minutes)

 **Goal:** After practicing Learning Styles, scholars will complete the Learning Style Inventory to identify what type of learner they may tend to be, which can be used to build academic, postsecondary, and career success.

 **Mentors:** Introduce Learning Styles Inventory (Tracker pg. 42 - 44)

- *“Everybody has different learning styles, knowing yours can help you understand who you are, how you learn best, what you are interested in, and activities and careers that might be a good fit for you. We can use our knowledge of ourselves to make activities or assignments more engaging for ourselves.”*

☐ Options: Read each question aloud as a group, **or** have scholars read and complete individually.

☐ When scholars are done, they will tally up their results.

☐ **Share:** Your Learning Style

 **Scholars:**

- Individual activity
- Answer all questions and tally their results.
- Record their Learning Style (Tracker pg. 44)

  **Mentors and Scholars:** Debrief

☐ Briefly review each of the learning styles groups (Tracker pg. 44)

- *“Which was your favorite activity, and why did you like it?”*
- *“Does the activity you enjoyed most match up to one of your Learning Styles from the inventory?”*
- *“Knowing how you learn best can be useful information as you enter high school and begin thinking about what you would like your career path to look like.”*

Learning Styles

Find out your learning style by taking this short quiz! Circle the letter that sounds most like you for each question.

1. You need directions to a store that your friend recommended. You would:

- A) use a map.
- B) ask your friend to tell you the directions.
- C) write down the street directions you need to remember.
- D) find out where the store is using landmarks you already know.

2. A website shows a video on how to make a graph or chart. You would learn best by:

- A) seeing the diagrams and examples of the graph or chart.
- B) listening to the speaker.
- C) reading the instructions.
- D) watching the steps and practicing along with the video.

3. You want to make something special for your family. You would:

- A) get ideas by looking at pictures in magazines.
- B) talk it over with friends.
- C) follow written instructions on how to make it.
- D) make something you've made before.

4. When choosing a career or area of study, these are important for you:

- A) working with designs, maps, or charts.
- B) communicating with others through discussions.
- C) using words effectively in written communications.
- D) applying your knowledge in real situations.

5. When you're learning, you:

- A) see patterns in things.
- B) like to talk things through.
- C) read books, articles, and handouts.
- D) use examples and applications.

6. You want to find out more about a college. You would:

- A) look at the college's website and watch a video.
- B) prefer to speak with a current student at the school.
- C) read a printed description or article about the college.
- D) visit the college in person and take a tour.

7. You want to learn how to play a new board game or card game. You would:

- A) use the diagrams in the instructions.
- B) listen to somebody explain it and ask questions.
- C) read the instructions.
- D) watch others play the game before joining in.

- 8. You have a problem with your knee. You would prefer that the doctor:**
- A) show you a diagram of what is wrong.
 - B) describe what is wrong using words.
 - C) give you something to read to explain what is wrong.
 - D) use a plastic model to show you what is wrong.
- 9. You want to learn more about a new movie coming out. You would:**
- A) watch a preview of it.
 - B) ask your friends about it.
 - C) read what other people have said about it online.
 - D) compare what you've heard about this movie to other movies you like.
- 10. You have to present your ideas to your class. In order to prepare, you would:**
- A) make diagrams or get graphs to help explain your ideas.
 - B) write a few key words and say them again and again.
 - C) write out your whole speech and learn it by reading it again and again.
 - D) gather examples and stories to make it real and practical.
- 11. You have to set up your parents new computer. You would:**
- A) follow the diagrams that show how it is done.
 - B) call, text, or email a friend and ask how to do it.
 - C) read the instructions that came with it.
 - D) unpack the box and start putting the pieces together.
- 12. You want to plan a surprise party for a friend. You would:**
- A) draw a map and make a special design for the invitation.
 - B) talk about it on the phone or text other friends.
 - C) make lists of what to do and what to buy for the party.
 - D) invite friends and just let it happen.
- 13. You prefer a teacher who uses:**
- A) diagrams, charts, maps, or graphs.
 - B) questions and answers, talks, group discussions, or guest speakers.
 - C) handouts, books, or readings.
 - D) demonstrations, models, or experiments.
- 14. You've finished a project or test and want feedback. You would prefer feedback:**
- A) shown in graphs or charts of what you achieved.
 - B) by talking it through with someone.
 - C) in a written description of your results.
 - D) with examples taken from your work.
- 15. You want to buy a new digital camera. Other than price, what would most influence your decision?**
- A) knowing it's the latest design and looks good.
 - B) the salesperson telling you about it.
 - C) reading the details about its features.
 - D) trying it out yourself.

Learning Styles

CALCULATE YOUR SCORE

Count the number of each letter you circled and enter them below.
The box with the highest number is your learning style! You can read a little more about each one below.

Total number of A's circled		= Visual
Total number of B's circled		= Aural / Auditory
Total number of C's circled		= Read / Write
Total number of D's circled		= Kinesthetic / Body

Visual (V):

Learn best by seeing. They understand information better with pictures, charts, diagrams, videos, or written directions.

Aural / Auditory (A):

Learn best by hearing. They understand information better from lectures, discussions, podcasts, or talking things through with others.

Read / Write (R):

Learn best by reading and writing. They understand information better from books, articles, notes, or writing things down themselves

Kinesthetic / Body (K):

Learn best by doing. They understand information better when they can move, touch, build, or act things out.

Future-Focused Reflection: Understanding Your Learning Style (15 minutes)

 **Goal:** Help scholars understand the importance of learning styles and how it connects to their future high school experience.

 **Mentors:** Introduce Reflection activity (Tracker pg. 45)

- *"We'll take a few minutes now to reflect on what we learned today, in our previous sessions, and since the start of the school year. As a reminder, this is a silent activity, so we can all briefly take time to reflect."*

☐ **Review:** reflection questions

 **Scholars:**

- Individual reflection, answer questions in their Tracker.

Reflection Questions:

1. Write down your learning style and explain it in your own words:
2. What are some ways you can use your learning style to help you in high school?
3. Describe a time when you wanted to learn about something just because you found it interesting. What was it? How did you learn about it?
4. Describe a time you had difficulty learning something in one of your classes. How did you overcome the problem?

  **Mentors and Scholars:**

☐ Reflect on this session by highlighting the key points and what lessons can be taken from the activities.

☐ Ask a few scholars to share one or two of their reflections.

☐ **Discussion Prompts:**

- *"Which activity did you like the most and why? What did you learn from the activity?"*
- *"How can the activities/session be improved and why?"*

 **Mentors: Wrap Up**

☐ **Share:** Next month's Session 6 topic: Preparing for My Future

- Engaging activities focused on exploring careers of interest, preparing for high school, and future careers.

☐ Please **collect** all True2U materials and return them to the True2U materials box.

Mentor Notes on Scholar Feedback

[See next page for 7th-grade advising session outline](#)

7th-Grade Advising: Letter to My Future Self (40 minutes)

 **Goal:** Scholars reflect on their future goals, write a personal letter, and learn about the True2U program.

 **Materials Needed:**

- Letter to my Future Self worksheets (sent to 7th-grade teachers)
- Pencils

 **Mentors:** Welcome and Introductions (5 minutes)

☐ Greet scholars and introduce yourself

☐ **Discussion Prompts:**

- *“How often do you think about your future?”*
- *“What are some goals you have (1 yr, 5 yrs, 10 yrs)?”*
- *“Do you ever write goals down? Why/why not?”*
- *“How do you handle obstacles when working toward goals?”*

☐ **Introduce:** Letter to My Future Self Activity (5 minutes)

- *“You’re going to write a letter to your future self. Think about what you want for the future. Even if your goals change, what you learn along the way will still be useful.”*

 **Distribute:** Letter to My Future Self worksheets

☐ **Review:** worksheet together as a group

☐ Circulate to encourage, support, and answer questions.

 **Scholars:**

- Write their letters independently (15-20 minutes)

  **Mentors and Scholars:** Debrief (10 minutes)

☐ **Encourage:** a few volunteers to share highlights from their letters.

 **Mentors:** Wrap Up

- *“True2U is a year-long program you’ll participate in during 8th grade. Your class will have mentors who meet with you once a month. Together you’ll explore who you are and what you want in life. Any questions about today’s activity or about True2U?”*

Letter to My Future Self

This activity is designed to help you visualize your life moving forward. Use this worksheet to draft a letter to your future self that describes your strengths, accomplishments, the dreams you have, your goals, and the type of life you visualize for yourself.

Instructions

Fill in the blank lines with appropriate words or phrases that describe you, your future, and your goals. (Make sure to complete the back of the page too).

Dear _____ (your name),

I've been thinking a lot about what I want to be when I grow up. Ten years from now I hope I am on my way to becoming, or have become a _____
(list jobs/careers you hope to have in the future).

Some things I am interested in right now are _____ and _____
(things you like to do). I wonder if I'll still be interested in those ten years from now.

I'm proud of myself because this year I have _____
_____ (something you've accomplished this year).

I'm confident that within the next year I will _____
_____ (a goal you want to accomplish over the next year).

Something I hope to have achieved in ten years is _____
_____ (a long term goal you have for yourself).

I know I'll be able to achieve my ten year goal if I _____ and
_____ (things you will do to help you achieve your goal).

I'm starting to think about high school now. During high school I want to participate in
_____ and _____
(sports/clubs/activities you want to participate in during high school).

The most important thing I have to remember when I go to high school is to _____

(what do you need to remember when you go to high school?).

If my life ten years from now had a hashtag I would want it to be _____
or _____ (your hashtags).

I hope in ten years _____ and _____
will bring me happiness. (Visualize your life. What do you want it to look like?)

I've learned some things throughout elementary school and in the 7th grade. One piece of
advice I would like to remember ten years from now is _____

(a piece of advice).

Love,

_____ (your name)