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Psychology 100  
1-2:05  
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Exam #1

**Question #3. Choose one thing to be taught and a set of 4 activities that work together to teach it, one from each style. Be sure to explain how the activity relates to the style.**

Everybody has a different learning style. Classroom settings help us to understand which one we fit into. As a swim instructor I teach many different children from ages

2-6 years old. They all have different ways of learning and personalities. I've had

*good* — A.D.D, autistic, and down syndrome children in my classes as well. Teaching children

*not L.S* how to swim can be challenging at times but also a very rewarding experiences. I

definitely deal with a variety of learning types, so I make sure to teach each lesson with

different activities to fit every child's learning abilities. For TYPE 1 characteristics, who

*this is both 1 and 2* — like to observe rather than jump right into an activity and take action, I act out the action

I want them to preform so they have a feel for what they need to do. This is so they can

physically see me do the activity while gathering the information I'm giving them and then

use it to preform in the pool. For TYPE 2 I usually follow up my physical demonstrations

*this is type 1 activity* — with examples children can relate to in everyday life. For example, when I want my kids

to use their scooper's for front stroke I use an ice cream scenario. I ask the children if they

like ice cream, what their favorite is, and to pretend like the pool is a big bowl of their

favorite flavor. This way they get a visual in their heads of the action I'm asking them to

preform. They can think things through while I'm explaining what the ice cream scooper's

look like thus giving them a better idea on the action they are to preform. For TYPE 3

students they have the ability to solve problems and make decisions based on finding

solutions to questions and problems. For this type of learning style I have an activity that deals with a noodle and toy. The children are suppose to use their noodles to swim to the toy and bring it back from the other side of the pool to where they started. This allows them to have hands-on experience with a technical task. I also ask a series of questions before class starts everyday pertaining to swim class rules and safety so they can solve problems. For my TYPE 4 students I make sure to try new things each class so we can deal with some variety. The variety allows them to experience new and challenging activities. The noodle exercise is used for TYPE 4 students as well because they too like hands-on activities. One activity I have them do as a challenge is to put a square shape floaty on their backs. It doesn't allow them to float without swimming but if they move their arms and legs they can swim by themselves without my assistance. With the back floatys on I have them do scoops, jumps, front kick boards, and swim to a ball. This allows them to take risks and test their swimming experience by trial and error. Here is a brief overview for all the types of learning styles I use, for TYPE 1 I have them watch me physically preform the activity so they can gather information to preform the action. For TYPE 2 I use examples with each physical demonstration such as pretending their hands are ice cream scooper's and the pool is ice cream. For TYPE 3 we get more hands on by using a noodle and toy so they can deal with a technical task. Lastly for TYPE 4 I have them practice everything with a floaty by themselves with little help from me so they can experience something new and challenging as well as hands on.

good

good  
good, not just new activity, new answers - different ways

Yes very 4

thanks, but it was clear in answer.

✓  
real!

spell check

lots of good pieces. 1 vs. 2 issue.

937.