

# LEARNING STYLES PROFILE

For the following statements, write “2” if the statement describes you almost always, “1” if the statement describes you sometimes, and “0” if the statement describes you almost never.

1. \_\_\_\_\_ I understand what a teacher is saying much better if they draw a diagram or graph.
2. \_\_\_\_\_ I can hear a song once or twice and am able to sing the lyrics.
3. \_\_\_\_\_ I learn best when I discuss the material with someone else.
4. \_\_\_\_\_ I prefer solving algebra problems to solving geometry problems.
5. \_\_\_\_\_ When I decide that I want something, I do everything I can to get it.
6. \_\_\_\_\_ I am good at doing impressions of people.
7. \_\_\_\_\_ I am a good writer.
8. \_\_\_\_\_ I like to figure out the relationship between items.
9. \_\_\_\_\_ I remember names well.
10. \_\_\_\_\_ I think in images and mental pictures.
11. \_\_\_\_\_ I am very aware of my emotions.
12. \_\_\_\_\_ I can tell when musical notes are off key.
13. \_\_\_\_\_ I am good at persuading people to agree with me.
14. \_\_\_\_\_ I like being physically active.
15. \_\_\_\_\_ I often sing to myself.
16. \_\_\_\_\_ I like to write stories, letters, or poems.
17. \_\_\_\_\_ I know how I will react in most situations.
18. \_\_\_\_\_ I like playing games of strategy (like chess) and solving riddles.
19. \_\_\_\_\_ I am able to sense what other people are feeling.
20. \_\_\_\_\_ I like to tell stories.
21. \_\_\_\_\_ I like keeping my possessions well organized.
22. \_\_\_\_\_ I can quickly pick up new dance steps or sports moves.
23. \_\_\_\_\_ I need time to myself every day.
24. \_\_\_\_\_ I draw sketches all over my notebooks.
25. \_\_\_\_\_ I enjoy participating in clubs and group activities.
26. \_\_\_\_\_ I like to create rhythms.
27. \_\_\_\_\_ I am good at packing and fitting items into suitcases, boxes, cars, and so on.
28. \_\_\_\_\_ I like learning about science or math.
29. \_\_\_\_\_ I know what my strengths and weaknesses are.
30. \_\_\_\_\_ I play a musical instrument well.
31. \_\_\_\_\_ Taking a walk helps me relax.
32. \_\_\_\_\_ I often feel that the best way for me to express myself is to write down my thoughts.
33. \_\_\_\_\_ I am the person people call to find out what is happening on the weekend.
34. \_\_\_\_\_ It really helps me to color code notes or assignments.
35. \_\_\_\_\_ I am good with tools.

# LEARNING STYLES SUMMARY

Bodily- Kinesthetic	Musical	Spatial	Logical- Mathematical	Linguistic	Interpersonal	Intrapersonal
6 _____	2 _____	1 _____	4 _____	7 _____	3 _____	5 _____
14 _____	12 _____	10 _____	8 _____	9 _____	13 _____	11 _____
22 _____	15 _____	24 _____	18 _____	16 _____	19 _____	17 _____
31 _____	26 _____	27 _____	21 _____	20 _____	25 _____	23 _____
35 _____	30 _____	34 _____	28 _____	32 _____	33 _____	29 _____
Total: _____	Total: _____	Total: _____	Total: _____	Total: _____	Total: _____	Total: _____

QUESTION NUMBER

# PROJECT ASSIGNMENT

**CLASS: U.S. HISTORY**

**Topic:** The events that preceded the Revolutionary War (e.g., the Boston Tea Party, the Stamp Act, the Boston Massacre, Paul Revere's ride)

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**Assignment:** Create a plan for a presentation about one of the key events that preceded the Revolutionary War.

[illegible]

# WEEKLY PLANNER

Week of: \_\_\_\_\_

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

# LUIS'S STORY

Luis's alarm began blaring at 6:00 in the morning. He had decided to get up early to finish an oral presentation that was due that day. Thinking that a few extra minutes of sleep would make him feel well rested and help his presentation, Luis reached out and pressed the snooze button.

After dozing for what felt like seconds, Luis reached over to hit the snooze button again and saw that it was 7:00, his usual wake-up time. He jumped out of bed and got ready for school. He had about five minutes to look over his presentation before he ran out the door.

When school ended at 3:30, Luis's day hadn't gone well. Not only had he been unprepared for his presentation, but he had also forgotten about an essay that had been due that day. Luis really wanted to pass his classes this semester. He needed good grades in order to get into the school that his brother attended. Frustrated, Luis decided that he needed a break from schoolwork. He walked home and turned on the TV to help him unwind.

At 4:30, he realized that he only had 30 minutes before he had to leave for work. He lugged his backpack to his room and dumped his books out on the desk. Luis knew that he had written down his math assignment somewhere, but he couldn't find it. When Luis finally found the assignment, he realized that he needed a pencil

and went to the kitchen to get one. In the kitchen, Luis saw a bag of chips sitting on the counter and started eating. His boss never let him eat on the job, so he decided to fix himself a sandwich.

Glancing at the clock, Luis sat down with his sandwich and realized that he only had 10 minutes before he had to leave for work. He knew that he could never get anything done in such a short time. He felt as if he'd never catch up with his homework.

When Luis got home from work at 9:00, he was exhausted. His favorite show was on, so he watched TV with his brother. When the show ended at 10:00, he sat down at his desk to do homework. He had to complete the essay and that math assignment. Luis figured he could rush through the math assignment because his teacher didn't always check homework, so he started with that. Luis finished the math and moved on to the essay. As he was digging through his papers looking for the right text and notes to answer the question, the phone rang—it was his girlfriend. They'd had an argument the day before, and Luis hadn't spoken to her since. He talked to her for a while.

When Luis finally got off the phone, it was close to midnight. He looked at the papers scattered on his desk. There was no way he could finish this tonight anyway.

1. Did you relate to Luis's story? Why or why not?
2. How did Luis's own feelings of frustration affect his studies?
3. What things distracted Luis from getting his homework done? Give specific examples from the story.
4. What could Luis have done differently to better manage his time?

# DAILY PLANNER

Today's Date: \_\_\_\_\_

SCHEDULE	MATERIALS NEEDED (E.G., BOOKS, SPORTS EQUIPMENT, ETC.)
7:00 – 8:00	
8:00 – 9:00	
9:00 – 10:00	
10:00 – 11:00	
11:00 – 12:00	
12:00 – 1:00	
1:00 – 2:00	
2:00 – 3:00	
3:00 – 4:00	
4:00 – 5:00	
5:00 – 6:00	
6:00 – 7:00	
7:00 – 8:00	
8:00 – 9:00	
9:00 – 10:00	
10:00 – 11:00	
Don't forget:	

# TERM PLANNER

DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____

# OUT OF TIME

**When work and activities take up all your so-called free time, how can you find a minute to be yourself?**

"I feel like I'm indoors all the time," says Michael Colley, 18, a junior at Mount Vernon High School in New York. "I miss going to the park, seeing movies and relaxing."

Megan Thornton, 17, a junior at Cumberland Valley High School in Mechanicsburg, Pa., says: "People always tell me that life is only going to get more hectic in college. But I know it can't possibly get any worse than it is now."

Michael and Megan have the same problem: overbooked schedules. They spend more time on their extracurricular activities and jobs than on their homework, and more time on their homework than with their friends. And they're just two members of a generation of time-challenged teens: 66 percent of you told a *React* poll that you don't have enough free time.

"Adolescence is so much more competitive," says Penny Peterson, psychologist for Montgomery County, Md., public schools. "It's no longer enough to get the lead in the school play or be hockey captain: You have to do those things and be head of the student council and hold down your job at the mall."

Many teens say they overload their high school schedules in a race for college admissions. "I did all kinds of activities in high school and was busy all the time," says Kim Warhurst, 18, a freshman at Butler County Community College in El Dorado, Kan., near Wichita. "My guidance counselor said that activities look good on your transcript—that you've got a better shot at college scholarships if you're extremely well-rounded. And the adults in charge of each activity all expected you to put their activity first."

"I'm still busy all the time," Kim says. Most days, she gets back to her room after midnight, after classes, homework, time at her college newspaper and a part-time job at WalMart. Her schedule, she says, forced her to give up some of her high school activities: "I had to quit violin and softball because I had to focus on future goals."

Megan had been pursuing a career in music, practicing piano, flute and voice each for a half-hour a day, but has now changed her focus. "I know that I'd have to put in more time and effort than I'm willing to at this point," she says. "There's too much time involved in practicing. I'd rather have time to talk on the phone with my friends. There's more to life than practicing piano, flute and voice all the time. I'd rather have more balance."

For other students, social pressures, not schedules, keep them working into the night. "Kids in my school seem really rich—they're wearing a different North Face jacket every week," says Aryanna Fernando, 18, a senior at Beekman High School in New York City. Along with dance practice and pottery class, Aryanna has held a series of jobs to earn the cash she feels she needs to keep up with her peers. "I don't want to be a slacker," she says, "and because I'm a senior, I get much less sleep than ever before."

There are some benefits: Kim says working on school publications is preparing her for a future as a writer. David Skeist, 18, a senior at the Dalton School in New York City, says that his singing group, chorus and school play give him a built-in social life: "Putting on a production with a bunch of people makes me feel proud, part of a team. But by belonging to various groups, I don't



# OUT OF TIME

(continued)

get stuck in one clique.”

But there are risks to stressful, fast-paced days, such as skimping on sleep to squeeze in homework late at night or at dawn and then relying on caffeine and junk food to reenergize. “I’m seeing an increasing number of teens with stress-related physical complaints—gastrointestinal problems, insomnia, headaches and trouble staying awake in class,” Peterson says. And when overwhelmed students turn to alcohol, cigarettes or other drugs to stay awake all night, to get to sleep or to reduce emotional stress, an impressive high school transcript can turn into a ticket to the hospital, she says.

To prevent a stuffed schedule from sucking the joy out of life, Peterson says, ask yourself this question: Do I no longer have time for things in my life that give me joy—like time with family or friends or the hobby I used to love? If so, it’s time to make a change.

“It takes courage to turn things down, but you’ve got to do it,” she says. “Eliminate a couple of activities. It’s much better to involve yourself in two or three activities and really excel in them, rather than spread yourself too thin with things you only have time to do halfheartedly.”

## TAKE YOUR TIME BACK

If your schedule is threatening to swallow you whole, try following these tips for stopping the stress.

## KICK BACK

When you finally make it home, Dr. Peterson recommends that you take some “mental health” time for yourself. Before

starting your homework, lie down on your bed for a few minutes or have a quick chat on the phone. The break will give you a chance to switch gears from soccer to geometry. Kim says she listens to classical music and takes long drives in the country to relax. Michael watches videos. Herbal baths and meditation work for Aryanna.

## DON'T PANIC

Are you afraid that if you’re not involved with every activity at school, you won’t make it into the college of your choice? Don’t be. For one thing, Peterson says, “You might juggle all those activities and still not get into your dream school.” On the other hand, many schools are often more impressed by students who did amazing things with one or two time-intensive activities than by those who joined 15 groups they couldn’t have spent that much time with.

## FIND A SYMPATHETIC EAR

Megan tells her parents whenever she feels like she’s drowning, and it pays off. But if you can’t imagine making the changes you need in your lifestyle to cut your stress—and your parents can’t help because they don’t understand the pressures you’re under—ask a guidance counselor for help. “Sometimes you need to hear from your parents, your coach or whoever that it’s OK to shift priorities—that it’s crucial for your sanity,” Peterson says.

—Jennifer Kornreich

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# ACTIVE NOTE TAKING

1. What do I know about this topic?

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2. What do I want to know about this topic?

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3. How will I find out what I want to know?

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4. Focus on the important details.

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# COUNT THE LETTER

Read the following paragraph and count the number of times the letter “f” appears.

The sheriff of Fargo, North Dakota, recently found a large bag of five dollar bills. He’s not sure how many fives there are in the bag, but he is going to assign some of Fargo’s most fearless investigators to look into the incident.

# TEST-TAKING SELF-ASSESSMENT

1. How did you feel when the teacher said that you were going to take a quiz?
2. Why did you feel this way?
3. How far in advance do you usually begin studying for a test?
4. Name three study tools that help you prepare for a test.

# GAME SHOW

- 1. What kind of study sheet helps you to compile notes, such as names and dates?**  
A key terms sheet
- 2. How far in advance should you begin to study for a test?**  
Five to seven days
- 3. Complete the sentence: It can help your attitude to think of a test as \_\_\_\_\_.**  
An opportunity to show what you know
- 4. Why does a pop quiz often cause more anxiety than a quiz announced beforehand?**  
Because you don't have an opportunity to prepare
- 5. Name two effective study practices.**  
Any two of the following: taking good notes in class, staying organized, making note cards or flash cards, compiling notes into a key terms sheet or a general themes sheet, mnemonic devices, studying in groups, scheduling study time, reviewing notes after class, or finding a quiet place
- 6. True or false: You should spend as many hours as possible studying the night before a major test.**  
False—you should relax and get a good night's sleep
- 7. What kinds of people should you avoid on the day of an exam?**  
People who make you nervous
- 8. Name two advantages of studying in groups.**  
Any two of the following: lets students learn from one another, in-depth discussions, steady studying schedule, moral support, makes studying more fun, teaching others increases your own retention of facts
- 9. Name two disadvantages of studying in groups.**  
Any two of the following: lost time if friends are not prepared, lost time going over things you already know well, panicky students spread test anxiety, groups use time less efficiently
- 10. Name two things you should do the morning of a test.**  
Any two of the following: eat a good breakfast, dress comfortably, bring a watch, arrive early, make sure you have all the materials you need
- 11. True or false: You should eat a very big breakfast the day of an exam.**  
False—you should eat a healthy breakfast, but not more than you usually eat
- 12. Name two important strategies to use during a test.**  
Any two of the following: look over the entire test before you begin, budget time (based on point values), read directions carefully, read each question carefully, watch the time and pace yourself, circle difficult questions and come back to them
- 13. Name one anxiety-reducing strategy.**  
Any of the following: be well prepared, take deep breaths, think of a peaceful place

# STRESS OR NOT?

The following dialogue has three roles:

- Teacher
- Eddie
- Dominique

Practice the dialogue several times before performing it in front of the class.

*For about 30 seconds, the two students sit at desks at the front of the room. Eddie shuffles frantically through papers, trying to cram for a history test. Dominique sits calmly and looks relaxed, perhaps reading a book. The teacher enters the room and walks over to his desk in the corner, talking as he walks.*

**TEACHER:** Okay, class, it's time for your history test. I need you to clear everything off your desks.

**EDDIE:** (still shuffling, to himself) One more time...Okay, who was president during the Great Depression?

**TEACHER:** Eddie, did you hear me? It's time for the test. Please clear everything off your desk. (Teacher begins organizing some papers.)

**DOMINIQUE:** (to Eddie) Hey, what are you so worried about? This thing is going to be a breeze!

**EDDIE:** What do you mean it's going to be a breeze? I need at least a B in this class to be eligible to play this year, and if I don't do well on this test, I'm never going to get it.

**DOMINIQUE:** Well, I need to get a good grade in this class, too. This is an important requirement for the college I want to get into. But you don't see me freaking out over it.

**TEACHER:** (returning attention to students) Class, I can't begin the test until your desks are clear.

**DOMINIQUE:** (to Eddie) C'mon! I want to get started!

*Eddie looks up with an expression of panic.*

# STRESSFUL SITUATIONS
