

## Learning Levels

### Learning Levels and Learning Comprehension

To make the most of life skills teaching, it is important to know how the person learns best. Different learning styles require different types of teaching. If you tailor teaching to the person's learning style more learning will likely occur.

Learning Goals are sometimes called competencies, statements of knowledge and abilities, or outcome goals. They are written to complement a developmental approach to learning. This approach recognizes that learning takes place over time and that people progress through a series of stages or levels as learning takes place.

Expectations describe what the learner should be able to do as a result of group, individual, or self-teaching and indicate how the Learning Goal was achieved in behavior terms. They are also called performance indicators or objectives.

Learning Level	Definition
<ul style="list-style-type: none"> <li>Level one: Awareness</li> <li>Level two: Knowledge and understanding</li> </ul>	<p><b>The learner is acquiring information</b></p> <p>At these two levels in the learning process, the learner should be able to identify, describe or explain information about the subject matter being taught.</p> <p><b>Learning Goals:</b> The instructor presents information in a way that increases the learner's knowledge base. For example, at the end of the session the learner will <b>only</b> be expected to <b>describe or explain</b> what he/she learned about financial institutions.</p>
<ul style="list-style-type: none"> <li>Level three: Knows how</li> </ul>	<p><b>The learner begins to apply knowledge</b></p> <p>At this level, the learner should be able to demonstrate some ability with the skill in an instructional setting through simulation, learning laboratory, or real life experiences.</p> <p><b>Learning Goals:</b> The instructor creates an opportunity for the learner to practice. For example, the learner demonstrates writing a check to make a purchase. Generally, "knows how to" Learning Goals are completed in a classroom or home environment. Often, they are ones that a person may need in the future but not now.</p> <p><b>They simulate real life situations.</b></p>

Learning Level	Definition
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- Level four: Can or is able to

**The learner uses knowledge in the real world**

At this level, learner is using the knowledge learned outside of the learning environment. They are able to demonstrate the skill on a regular basis and reports on his/her progress.

The instructor provides an opportunity for real world demonstration. For example, “can set the table for daily meals,” just showing the learner what a table setting looks like isn’t enough. With the right kind of instruction, the learner should be able to demonstrate setting the table for three daily meals.

## Learning Styles

To make the most of life skills teaching, it is important to know how the person learns best. Different learning styles require different types of teaching. Everyone has a way they learn best. If you tailor teaching to the person’s learning style more learning will likely occur. An easy way to think about a youth’s learning style is to consider the sense he/she relies on the most when learning something for the first time. Most people use their sense of sight, sound, touch, or some combination of all three. To find out how a youth likes to learn, ask him/her and/or a teacher or parent and pay attention to the way he/she approaches work assignments.

### Visual Learners

These young people like to see things. Learning materials such as flip charts, videos, pictures, and handouts are helpful. Do they draw graphs or pictures to explain projects or activities?

### Auditory learners

These young people like to hear and talk about things and find that small group discussions, music, and lecture-type presentations promote learning. Do they like to talk through homework assignments or projects and tasks, or create songs to remember things like spelling words?

### Kinesthetic learners

These young people like to feel things and prefer “hands-on” activities, simulations, and games that involve movement. Do they like to trace the shape of things or build models of things being studied? Do they need to be moving as they learn?

If you are the parent, observe how your youth interacts in daily situations. Once you know learning styles, you can plan your teaching (or self-instruction). If you are working with a group, use a variety of teaching methods, ones that appeal to all three learning styles.

This exhibit shows the levels of learning (awareness, knowledge and understanding, knows how to, and can or is able to do) with the three learning styles.

Keep in mind that higher levels of learning require application and demonstration of the information learned through simulations, role-plays, field trips, etc. Many of these types of activities incorporate all three learning styles.

## Levels of Learning and Learning Styles

	Visual	Auditory	Kinesthetic
Awareness	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Graphs</li> <li>• Posters</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Tape recordings</li> <li>• Panel or group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Field trips</li> <li>• Hands-on exploration</li> <li>• Computer games</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Videos</li> <li>• Demonstrations</li> <li>• Examples</li> <li>• Visual metaphors</li> <li>• Outlines</li> <li>• Mind maps</li> <li>• Computer games</li> </ul>	<ul style="list-style-type: none"> <li>• Debates</li> <li>• Group discussions and consensus building</li> <li>• Brainstorming</li> <li>• Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in demonstration</li> <li>• Craft activities</li> <li>• Theater games</li> <li>• Puzzles</li> <li>• Computer games</li> </ul>
Knows How to Apply	<ul style="list-style-type: none"> <li>• Case studies w/visual images</li> <li>• Make a visual presentation</li> <li>• Prepare illustrations for a demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions of case studies</li> <li>• Make oral presentation</li> <li>• Narrate a demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies with manipulatives</li> <li>• Create a model or sample</li> <li>• Conduct a demonstration</li> </ul>
Can Or Is Able To	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Participate in a simulation</li> <li>• Participate in an experiential exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Participate in a simulation</li> <li>• Participate in an experiential exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Participate in a simulation</li> <li>• Participate in an experiential exercise</li> </ul>