One of a series of workplace education modules, this document presents the Mind Fitness module, designed to help determine students' learning styles and create successful learners in the workplace. An introduction describes the framework of the module, indicating that it utilizes four types of exercises to work with feeling-directed, intellect-directed, body-directed, and intuition-directed learning styles, respectively. The first section, a learning check-up designed for feeling-directed learners, presents information on why learning is important with exercises that allow students to share past learning experiences. The second section presents warm-up exercises designed for intellect-directed learners and includes activities related to determining students' learning style, identifying with specific learning styles, and solving time management issues. The third section is focused on "doers," or body-directed learners, and includes activities related to understanding how different learners approach problems, understanding how learning styles affect communication, and observing different learning styles in decision-making. The fourth section, geared toward intuitive learners, provides activities related to stimulating creative thinking, understanding listening techniques, becoming aware of learning potential, and practicing prioritizing goals. The final section provides instructors with additional activities for developing Mind Fitness classes. Contains 17 references. (AJL)
COLORADO COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION SYSTEM  
US DEPARTMENT OF EDUCATION  

LEARNING TO LEARN  
MIND FITNESS  

By  
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Bette Smith  
Janelle Diller  

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MIND FITNESS

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US DEPARTMENT OF EDUCATION
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*EPIC Workplace Learning Project, 1995*

*US Department of Education*
Putting Your Learning Styles to Work

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2  Listening Laps
3  The Game Plan: Mind Map
4  Just Do It
5  ABC’s to Mind Fitness
6  Step Development
7  Future Workouts
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MIND FITNESS is a class designed to equip students from any workplace setting to develop their own fitness plan. The students will identify their learning styles and raise their awareness of how to work with other employees who have different learning styles. In today’s world of work employees must learn how to adapt to the changing environment and demands of the workplace.

Our experience teaching on-site at various companies has provided us with activities that can be utilized by any college, any university, or any company. The activities were built around the “student-centered” teaching model. We believe that to reach all students in the classroom a teacher must address all of the different learning styles. We have enjoyed teaching these activities and are excited to share our fun.

*Cheryl

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Introduction

New equipment, new computers, new self-directed work teams, new international standards, new supervisors, new co-workers, new security procedures, new expectations of the organization to use your "mind power", and a new concept of a company as a learning organization. The new learning organization expects employees to solve problems, be team players, make decisions, and create new ideas. Learning Organizations do not want employees to just "check in" their minds at the beginning of the day; rather they want employees to utilize their minds. All of these "new" expectations add up to a challenging and changing workplace. New demands on quality and competition require employees to upgrade their skills constantly. How do employees and companies survive in the new workplace? By learning.

 Mind Fitness combines individual learning styles and organizational learning needs. Learning becomes a workout session for both the individual and the organization. The individual is learning how to stretch and expand the mind. The organization is learning to stretch and to stay in shape for competition and for success. This changing era is forcing individuals and organizations to learn in new ways. That’s the focus of this module: to create successful learners by using fun and active techniques and exercises that accommodate all learning styles.
Learning provides an employee with the ability to acquire a new skill, to update skills, to gather information, and to adjust to a changing workplace. Learning opens a gym of opportunity to an individual. Learning can provide opportunities to grow in the world of work, to grow individually, to grow socially, to grow as a partner or parent, and to grow emotionally. Learning is within the learner because the learner determines the value and usefulness of the information. In the long run, learning is an investment in one’s self.

The old dog can learn new tricks but the answer is not a direct and simple one. It appears that the old dog is reluctant to learn new tricks. He is less likely to gamble on the results, particularly when he is not convinced that the new trick is any better than the old tricks, which served him so well in the past. He may not learn the new trick as rapidly as he did in the past, but learn it he does. Further, the best evidence seems to indicate that if he starts out as a clever young pup, he is very likely to end up as a wise old hound.

-Leadfor J. Bischof

In today’s world of work, a learning organization is part of the business language. The learning organization is in a constant mode to improve business by learning techniques that will help it to develop successfully. The learning organization is seeking knowledge in new technology, in new strategies of competing in a world wide economy, in new ways of promoting team effectiveness, and in new techniques to help its staff become learning employees.

Organizational learning is a matter of acquiring, creating, and then disseminating knowledge that yields new and different behavior.

-Robert P. Mai
The Mind Fitness class has used the framework of four resources in determining learning styles. They include:

<table>
<thead>
<tr>
<th>Section</th>
<th>4MAT</th>
<th>Carl Jung</th>
<th>David Kolb</th>
<th>Robinson</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1: WHY?</td>
<td>Feeling-directed (Feeling)</td>
<td>Divergers</td>
<td>Feeler</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Imaginative</td>
<td></td>
</tr>
<tr>
<td>The Warm-Up</td>
<td>2: WHAT?</td>
<td>Intellect-directed (Thinking)</td>
<td>Assimilators</td>
<td>Thinker</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Theoretical</td>
<td></td>
</tr>
<tr>
<td>Stretching Your Learning</td>
<td>3: HOW?</td>
<td>Body-directed (Sensing)</td>
<td>Convergers</td>
<td>Doer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practical</td>
<td></td>
</tr>
<tr>
<td>Putting Your Learning Style to Work</td>
<td>4: WHAT IF?</td>
<td>Intuition-direction (Intuiting)</td>
<td>Accommodators</td>
<td>Intuitor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intuitive</td>
<td></td>
</tr>
</tbody>
</table>

Learning doesn’t happen in some organizations and not in others. To designate any one company as a learning organization and by implication to relegate others to the status of nonlearning is simply wrong-headed and dysfunctional. What does seem to happen is that learning may happen more quickly, or more thoroughly, with more lasting effect, in some organizations than in others. But all organizations engage in it, even the ones that seem unable to change in the face of new technology, or adapt to new market conditions, or succeed against new competition.

- Robert P. Mai

Mind Fitness: Exercising Your Mind is a module that will assist an instructor who is developing a class or seminar to work out the mind. The word fitness was chosen because the exercises provide the mind with a chance to become healthy and active. Mind Fitness provides exercises instructors can use to develop a class or seminar tailored to any organization. This module is divided into five parts. The first four parts, The Learning Check-Up, The Warm Up, Stretching Your Learning Style, and Putting Your Learning Style to Work provide exercises for different learning styles.
The Learning Check-up includes:

- Presenting information about why learning is important
- Sharing past learning experiences

The Warm Up includes:

- Learning Exercise- 4MAT or LSI
- Providing facts on learning and the mind: The Learning Cycle

Stretching Your Learning Style includes:

- Utilizing your learning style in the work setting
- Determining how to use information for your benefit

Putting Your Learning Style to Work includes:

- Gathering Information
- Making Decisions
- Learning Map - Goal Setting

The fifth section, The Sports Bag, will provide additional resources and information to develop your own Mind Fitness class. Come on, let’s start the Learning Check Up......
MIND FITNESS

THE LEARNING CHECK-UP
The purpose of life, after all, is to live it, to taste experience to the utmost, to reach out eagerly and without fear for newer and richer experience.

—Eleanor Roosevelt

The Learning Check-up provides an opportunity for the student to find the answer to “Why” about their learning style. The activities provide meaning and involvement of the students’ learning experiences.
LEARNING EXAMINATION

Learning Goals:

- To discuss students' learning experiences
- To become aware of positive learning experiences

Group Size: 4 or more students

Time: 20 minutes

Preparation and Materials:

- Paper, flip chart, markers
- Handout

Learning Activity:

Ask students to think about something they learned easily and why it was easy to learn. Then, ask students to think about something that was difficult to learn and why it was hard to learn. Have the students write down their thoughts. Then, they will introduce themselves briefly and share a learning event. Discuss the variety of learning experiences shared by the class and relate them to learning styles. List the "whys" and "whats" on a flip chart. Use this information to describe the different learning styles: kinesthetic, visual, audio.

* Discussion Questions

1. What was easy to learn?
2. Why was it easy to learn?
3. What was difficult to learn?
4. Why was it difficult to learn?
5. What are common experiences?

* Variations

This exercise could relate specifically to a work situation.

Remarks:

Having the students utilize their different learning experiences demonstrates the importance of learning in the students' daily lives as well as in their life-long plans.

References:

None
Describe something you learned to do easily.

Why was it easy to learn?

Describe something you had difficulty learning.

Why was it difficult to learn?

A man paints with his brains and not with his hands. Michelangelo [Buonarroti]
LEARNING X-RAYS

Learning Goals:

- To compare positive learning experiences with work experiences
- To become aware that learning is happening every day/week

Group Size: 4 or more students

Time: 20 minutes

Preparation and Materials: Handouts

Learning Activity:

Ask the students to write about something they learned during the last week. Also, have them describe the teaching process. How did they learn the task? Use the students’ responses to the discussion questions to develop a list of tasks, to find out how they were learned, and to discuss if they were difficult to learn.

* Discussion Questions

1. How was the task presented to you?
2. Who taught you?
3. How did you learn the task?
4. How did you respond?
5. Was it hard to learn?
6. What would have made it easier to learn?

* Variations

None

Remarks:

None

References:

None

EPIC Workplace Learning Project, 1995
US Department of Education
WRITE:
Describe something that you learned during the last week.

How did you learn it?

Was it easy or hard?

Learning is a treasure which accompanies its owner everywhere.
Anonymous

EPIC Workplace Learning Project, 1995
US Department of Education
When learning a new job or a new game, how do you like the information given to you?
CHECKING STYLES

Learning Goals:  To identify students’ visual, auditory, and kinesthetic characteristics

Group Size:  4 or more students

Time:  15 minutes

Preparation and Materials:  Handouts

Learning Activity:

Have the students think about their previous learning experiences and identify which senses they used to learn. Most students learn by watching, reading, listening, or touching. Review the list “Characteristics of Learning by Senses.” Divide the students into groups of three or more. One person is the observer. Have the students create a craft (for example, a card, or letter, a flyer, etc.). The observer will examine the characteristics of the other team members relating to visual, auditory, or kinesthetic. Follow the craft session with a discussion of the observations.

* Discussion Questions

1. What characteristics relate to your learning experiences?

2. Which characteristics do you feel comfortable using?

3. What characteristics are not comfortable and when have you had to use them?

* Variations

Experiences can be related specifically to work situations.

Remarks:  None

References:  None

EPIC Workplace Learning Project, 1995
US Department of Education
OBSERVER: Characteristics of Learning by Senses:

= VISUAL

= AUDITORY

= KINESTHETIC
CHARACTERISTICS OF LEARNING BY SENSES:

People use their senses as they learn. Most people learn by watching or reading, listening, or touching. We refer to the following three ways of learning: visual, auditory, and kinesthetic. Learning efficiency improves when all three characteristics are used together. To help you determine your own learning style, highlight the following characteristics that describe how you most like to learn.

<table>
<thead>
<tr>
<th>VISUAL:</th>
<th>AUDITORY:</th>
<th>KINESTHETIC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>prefers to watch first, then do</td>
<td>prefers to have instructions given verbally</td>
<td>prefers to learn by doing</td>
</tr>
<tr>
<td>stays focused on the task</td>
<td>easily distracted</td>
<td>likes to be in motion</td>
</tr>
<tr>
<td>notices details</td>
<td>enjoys listening to books on tape</td>
<td>uses hands while talking</td>
</tr>
<tr>
<td>careful about appearance</td>
<td>hums or sighs, often without realizing it</td>
<td>dresses for comfort</td>
</tr>
<tr>
<td>good speller</td>
<td>poor speller</td>
<td>poor speller</td>
</tr>
<tr>
<td>remembers faces</td>
<td>sometimes has trouble with written instruction</td>
<td>touches people while talking</td>
</tr>
<tr>
<td>quiet by nature</td>
<td>outgoing by nature</td>
<td>outgoing, often very expressive emotionally</td>
</tr>
<tr>
<td>good handwriting</td>
<td>enjoys talking</td>
<td>likes to try new things</td>
</tr>
<tr>
<td>organized, likes things neat</td>
<td>distracted by noises</td>
<td>likes activities and piles</td>
</tr>
<tr>
<td>enjoys reading</td>
<td>likes rhythm</td>
<td>enjoys dramas</td>
</tr>
<tr>
<td>memorizes by seeing</td>
<td>likes to be read to</td>
<td>low interest in reading</td>
</tr>
<tr>
<td></td>
<td>memorizes by hearing</td>
<td>memorizes by doing</td>
</tr>
</tbody>
</table>
THE LINE UP

Learning Goals:

- To self-assess skills
- To introduce yourself to the class

Group Size: 6 or more students

Time: 15 minutes

Preparation and Materials: Masking Tape (optional)

Learning Activity:

Ask the students to line up along a masking taped line (that you have put down prior to class) or an imaginary line that you create for them in their mind’s eye. They should line up according to longevity with the company (longest to shortest). Have the students introduce themselves and share information on why they want to take the class. Then, ask students to rearrange their order based on when they were last in school or training—from most recent to least recent. Finally, ask them to move around the continuum based on their reactions to the following questions:

* Discussion Questions

1. If one end of the line is “I loved school” and other end is “I hated school,” where do you belong?
2. How do you feel about learning? Why are you where you are in line?
3. What’s your favorite learning experience? Your least favorite?

* Variations

None

Remarks: Good introduction activity and ice-breaker.

References: None
STRUCTURE PICTURE

Learning Goals: To visualize the structure and culture of the workplace

Group Size: 4 or more students

Time: 30 minutes

Preparation and Materials: Flip chart, colored markers, colored paper, stickers, tape, glue, scissors, string, etc. for creative work

Learning Activity:

Ask the students to think about the culture and structure of their workplace. Have the students work together to draw a visual representation of the structure and culture. If the class is large, split them into groups and have them work separately. When each group has finished, they will present their picture to the class.

* Discussion Questions

1. Who works in teams?

2. Is work centralized or departmentalized?

3. Who solves problems in your workplace? Individuals or teams?

4. Where do you fit into this picture?

5. Would you like this picture to look differently? Why?

* Variations

If students are from one area or department, have them look at the structure and culture of their department.

Remarks: This activity encourages a right-brain method of building awareness of workplace structure.

References: None
FACE PLATES

Learning Goals: To address feelings about a variety of learning issues

Group Size: 4 or more students

Time: 20 minutes

Preparation and Materials: Paper plates, masking tape, colored markers
Overhead

Learning Activity:

Give each student a paper plate and some colored markers. Ask them to draw a face that represents how they feel about learning (or any topic about which you want them to address their feelings or perceptions). When everyone has drawn a face, tape them to the wall and create a “gallery.” Ask the students to volunteer to identify their faces. Discuss the information from each student’s anecdote.

* Discussion Questions

1. How do you feel? Why?
2. What was your best/worst learning experience?

* Variations

None

Remarks:

This is a right-brain exercise used to introduce the members of any class. It’s a good ice-breaker. Leave the faces up until the end of the course and as a wrap-up, ask the students how they feel about learning (or whatever activity) now.

References:


EPIC Workplace Learning Project, 1995
US Department of Education
Mind Fitness

On the plate provided draw how you feel about learning.
JUMPING JOURNAL

Learning Goals:

- To record the students’ experiences and comments
- To reflect on learning experiences

Group Size:

4 or more students

Time:

15 minutes

Preparation and Materials:

- Paper, pencil/pen
- Handout

Learning Activity:

Have the students record comments about the class, what they’ve learned, and how they can use their new skills on the job.

* Discussion Questions

None

* Variations

None

Remarks:

Give the students the last 15 minutes of the session to record how they felt, what they thought and what they experienced in class. Also, encourage the students to write down their learning experiences throughout the week. Have them share what is comfortable during the next session.

References:

None
YOUR JOURNAL: Write about your learning experiences in the next week...
KEEPING A REFLECTIVE JOURNAL

One useful way of keeping track of what you are learning is to keep a personal journal or log of your activities. This will force you to think about your experiences and can help provide insight into what you are experiencing and how you are feeling about it.

Your journal can take many different forms. However, a few ingredients are essential. Probably the most important advice to journal writers is that you do not edit as you write. Instead, you should write your thoughts freely, without regard to syntax, spelling or punctuation. Editing can be done later, if you wish. The point is not to stop the flow of your thoughts. Other requirements of journal writing are candor and keen use of your senses and observation skills. Not only will your writing be more interesting as you develop your senses and observational powers, but also your experience will be enhanced as well.

REMEMBER: IT IS IMPORTANT THAT YOU NOT THINK OF YOUR JOURNAL ONLY AS A WORK LOG IN WHICH YOU ITEMIZE AND RECORD EVENTS, TASKS AND STATISTICS. Thinking of your journal as a reflective and analytical activity allows you to grapple with problems and frustrations as well as identify your accomplishments and other positive learning experiences. The journal is your means of charting your growth and development daily both academically and personally.

You will find the journal less of a chore if you take a few minutes at the end of each day to review your learning objectives and reflect upon your daily experiences.

➡️ SUGGESTIONS FOR A DAILY JOURNAL ⬅️

What’s the best thing that happened today/this week?
What’s the most difficult/satisfying part of your work? Why?
What do you think is your most valuable/valued contribution?
Tell about a person at work who you find interesting/challenging to be with.
How do people at work treat you? How do they see your role? Is this congruent/in conflict with how you see your role?
What kind of people does it take to be successful at the kind of work that the department does? Could you do this?
Did you take or avoid taking risks this week?
Did you receive any compliments/criticisms? What did you learn from these comments?
THE GYM

Learning Goals:  
- To list questions  
- To list ideas

Group Size: 4 or more students

Time: The entire class

Preparation and Materials: Flip chart, paper, post-it notes, pens

Learning Activity:

During class, students are encouraged to write questions and ideas about the class or topic on post-it notes. The students place their notes on the flip chart paper (the gym). The instructor answers their questions or addresses their concerns at the end of each class session or at the beginning of the next class section.

* Discussion Questions  
None

* Variations  
Also known as the “Parking Lot”

Remarks:  
This exercise is a way to gather students’ questions and/or ideas that are perhaps off-the-topic. The post-it notes provide an opportunity for students to jot down their questions or ideas without interrupting the current topic. This method also provides students who prefer to write an opportunity to express their ideas.

References:  
None
GOALIE CARDS

Learning Goals: To set goals for training

Group Size: Any

Time: 10 minutes

Preparation and Materials: Index cards
Handout: Goalie Cards

Learning Activity:

First Session: Give the students the handout. The pre-evaluation is really a form of self-assessment. The students are asked to list goals for the class on index cards and assign numerical weights to them.

Last Session: The students re-examine their cards and assign numerical weights to their progress.

* Discussion Questions
1. What areas on the handout do you want to improve?
2. Did you improve your skills?
3. What prevented you from attaining your goals?

* Variations
None

Remarks: You should use this exercise during the first and last class.

References: None
## MIND FITNESS

**GOALS:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
</tr>
</tbody>
</table>

- I need to improve my communication skills
- I need to improve my productivity
- I need to improve my work attendance
- I need to improve my self-esteem
- I need to expand my mind
- I need to improve my memory
- I need to improve my decision-making skills
- I need to improve my problem-solving skills

List an example of four action steps required to attain your goal.

1.
2.
3.
4.
WHO AM I?

Learning Goals:
- To clarify and identify personal values and roles
- To practice prioritizing roles and goals

Group Size: Any

Time: 15 - 20 minutes

Preparation and Materials: None

Learning Activity:
Ask students to think about their “roles” in life. Another way to get at this is to ask the question “Who am I?” The list may include: employee, mother, sister, friend, member of volleyball team, etc. Write an example on the board if necessary. After students have finished the list, have them prioritize these roles.

* Discussion Questions
1. Does the priority order of the roles change? Weekly, daily, yearly?
2. How does this information help you plan your time?
3. Which role is most important to you this week? What can you plan to do this week that will contribute to your success in this role?

* Variations
None

Remarks: This activity is helpful for students when they are having difficulty identifying long-term goals and values. For some students, it is easier to look at their current roles instead of future possibilities.


EPIC Workplace Learning Project, 1995
US Department of Education
ACTIONS CARDS

Learning Goals:  
- To apply learning at work  
- To begin goal setting

Group Size:  
Any

Time:  
20 minutes

Preparation and Materials:  
Markers, index cards  
Handout: Action Card

Learning Activity:
Divide students into pairs. **PLAN:** Have each partner describe how they can apply what they have learned in today's session on the job. Have each student write on the action card how they plan to apply what they learned today. Be specific. **ACTION:** Have each student take their action card back to work and practice. **RESULT:** At the next session, have students write what happened on the back of their action card. Follow with discussion questions.

* Discussion Questions

1. Were you able to practice?
2. If not, why?
3. What skill did you practice?
4. How did it work?

* Variations

None

Remarks:  
None

References:
Lisa Travis, Instructor  
Pikes Peak Community College  
Colorado Springs, CO

EPIC Workplace Learning Project, 1995  
US Department of Education
ACTION CARD

1. **Plan:** Describe to your partner how you can **use/apply** what you have learned today at your job. Write on your action card how you **plan** to use/apply what you have learned today. **Be specific!**

2. **Action:** Bring your card back to work and practice! Implement your plan!

3. **Result:** Write on the back of your action card what happened. Were you able to practice? If not, why? What skill did you practice? How did it work?
YOUR FITNESS CHART

Learning Goals: To acquire information about students

Group Size: Any

Time: 10 minutes

Preparation and Materials: Handout: Your Fitness Chart

Learning Activity:

Give the students the handout for further information.

* Discussion Questions None

* Variations None

Remarks: None

References: None
Your Fitness Chart

Mind Fitness

Looking back over your career and life, identify your two most significant or helpful learning experiences and the least significant or least helpful learning experiences.

<table>
<thead>
<tr>
<th>Most helpful</th>
<th>Least Helpful</th>
</tr>
</thead>
</table>

What do you think you learned from these experiences?
Your Fitness Chart

Mind Fitness

We’d like to get to know you. Please answer the following questions:

Name: ____________________________________________

Department: ______________________________________

Job: ______________________________________________

Is English your first language? Yes_________ No________

What were your reasons for taking this class?

What is the best way for you to learn new information?

How is learning new things different for you now than when you were younger and in school.
MIND FITNESS

THE WARM-UP
By his ability to reason, his power of memory, and his gift of imagination, man transcends time and space. As marvelous as are the stars is the mind of man that studies them.

—Martin Luther King, Jr.

The Warm-up provides an opportunity for students to find out “What” about their learning styles. The activities provide students with facts and knowledge about their learning style.
PERSONAL PIE CHARTS

Learning Goals: 
- To examine how much time is spent learning

Group Size: 
Any

Time: 
20 minutes

Preparation and Materials: 
Flipchart paper, colored markers

Learning Activity:
Ask the students to think about something that they know a lot about. Have them draw a pie chart of how they learned about that thing—what percentages go to reading, listening, hands-on activities, talking to other people, writing, etc. Have each student choose his/her own categories. The students may color their pie charts. Have them share their charts if they wish.

* Discussion Questions
1. Does your pie chart look balanced? Is one section dominating the others?
2. Does your largest section represent an activity you enjoy? Why?
3. Can you think of other ways you could learn more about this topic?

* Variations
The instructor can create his/her own pie chart to model the activity to the students.

Remarks: 
None

References: 
None
LEARNING STYLES

Learning Goals:  
- To determine students' learning style

Group Size:  
2 or more students

Time:  
45 minutes

Preparation and Materials:  
4MAT Learning Inventory or LSI (Learning Style Inventory)  
Overheads

Learning Activity:

Distribute the Learning Style Inventory or 4MAT Learning Style to each student. Have each student complete his or her inventory and score it. Discuss the 4MAT or LSI quadrants.

* Discussion Questions  
None

* Variations  
None

Remarks:  
None

References:  
THE FOUR LEARNING STYLES

1: WHY

2: WHAT

3: HOW

4: WHAT IF?

Adapted from 4MAT
EPIC Workplace Learning Project, 1995
US Department of Education
LEARNING STYLE INVENTORY
"LSI"

DOER
ACCOMMODATOR

CONVERGER
TINKERER

DIVERGER
OBSERVER

ASSIMILATOR
THINKER

Adapted from LSI
EPIC Workplace Learning Project, 1995
US Department of Education
CYCLING THROUGH LEARNING

Learning Goals: To describe the different learning styles

Group Size: 4 or more students

Time: 15-20 minutes

Preparation and Materials: Flip chart, markers
Handouts: 4MAT

LSI Pie Chart

Learning Activity:

Discuss the Cycle of Learning and the four different learning styles. Ask a student to give an example of something he or she has learned. Describe the sequence of learning in the four different learning styles.

* Discussion Questions

1. Which learning style describes you?

2. What characteristics match your preferred learning style?

* Variations

None

Remarks: None

References:


CYCLE OF LEARNING

Creating

Finding Meaning

Experimenting

Conceptualizing

Adapted from 4MAT

EPIC Workplace Learning Project, 1995
US Department of Education
The Warm-up 3b

- **CYCLE OF LEARNING**

- **Creating**
  - Integrate: Share and celebrate learning
  - Refine: Analyze application for relevance, usefulness

- **Finding Meaning**
  - Connect: Engage in experience
  - Examine: Reflect, analyze experience

- **Experimenting**
  - Extend: Apply to more complex experience
  - Try: Practice with content

- **Conceptualizing**
  - Define: Learn concepts and skills
  - Image: Imagine or "picture" the concept

Adapted from 4MAT

EPIC Workplace Learning Project, 1995
US Department of Education
FITTING YOUR LEARNING STYLE

Learning Goals:

• To become aware of learning style characteristics that “fit” the students’ profile.

Group Size: 4 or more students

Time: 30-45 minutes

Preparation and Materials:

Handout: 4MAT Inventory Profile
Highlighters (at least two different colors)

Learning Activity:

Have the students read through their learning style preference. Then have them highlight the characteristics they feel are a “fit” from their own learning style preference — use one color. Using a different color, have the students highlight other characteristics that “fit” from other learning style preferences. Follow the exercise with discussion.

* Discussion Questions

1. Do you feel your learning style “fits”?

2. What are some of the characteristics? Give an example?

3. Did you find other characteristics that fit in other learning styles?

4. Are your learning styles balanced?

5. Is one learning style dominant?

* Variations

None

Remarks:

None

References:

4MAT Inventory Profile
TONING YOUR STYLE

Learning Goals: To identify with specific learning styles

Group Size: 4 or more students

Time: 15 minutes

Preparation and Materials: Paper, pencil/pens

Learning Activity:

Have the students describe (in writing) their individual profile and respond to the accuracy of the results. In addition, have them describe a personal experience that supports or contradicts the findings.

* Discussion Questions None

* Variations None

Remarks: None

References: None
TIME PIE CHARTS

Learning Goals:
- To provide an easy, systematic approach to identifying a problem area
- To examine perception of how time is currently spent

Group Size: 1 or more students

Time: 20 minutes

Preparation and Materials: None

Learning Activity:

Have students draw a pie chart of how they spend their time now—what percentages go to work, family, friends, travel, sleep, study, exercise, education, etc. Each student chooses his/her own categories. Then have students draw a pie chart of how they wish they were spending their time. Have students share charts if they wish.

* Discussion Questions

1. Do the two charts look the same? What is the biggest piece in your first pie chart?

2. Does your first pie chart look balanced? Or is one section dominating the others?

3. Does the second pie chart help you identify long-term goals or personal values?

* Variations

None

Remarks:

It is fun to write the total number of hours in a month on the board (168 hours) and have students estimate the hours per week they spend at work to determine the percentage slice of their "total" time.

References:

None
WORKING WITH TIME WASTERS

Learning Goals:
- To learn what can be delegated
- To problem solve time management issues

Group Size:
Any

Time:
15 - 20 minutes

Preparation and Materials:
Index cards

Learning Activity:
Pass out index cards. Have students write down tasks they perform at home and work which they dislike or feel are a waste of time. Write one activity per card. Put the cards in a hat and have someone draw one. Brainstorm solutions. Use the following questions as a guide:

* Discussion Questions
1. Could you delegate the task to someone who would enjoy it?
2. Could you make the task easier or more pleasant?
3. Could the task be shared with someone else? If no, why? What are the barriers (e.g. ego, superman/woman complex, perfectionism)?
4. Does the task absolutely have to be done? Could it be done less frequently?
5. How could you reward yourself for completing the task?

* Variations
None

Remarks:
This is a great group brainstorming activity. Often students will come up with solutions for other people’s problems even when they cannot see solutions for their own problems.

References:
None
THE STATS SHEET

Learning Goals:  
To list percentages of how we learn and remember after a month

Group Size:  
Any

Time:  
15 minutes

Preparation and Materials:  
Handout: *The Stats Sheet*

Learning Activity:  
Hand out *The Stats Sheet* to each student. Read the percentages of how we learn and remember after a month. Ask the students to give an example of a previous learning experience and how long they remembered it.

* Discussion Questions  
1. What was a learning experience you had in the last month?
2. Do you remember the new information?
3. How did you learn the new information?
4. How do you think these percentages can be used at work or home?

* Variations  
None

Remarks:  
None

References:  
We remember:

- 14% of what we hear
- 22% of what we see
- 30% of what we watch other do—demonstrations or modeling
- 42% of sensory redundancy—rituals that repeat seeing, hearing and doing important skills or concepts
- 72% of movies of the mind—learning is linked to remembered or imagined life experiences of the learner
- 83% of performance of a life challenge activity—first-time or demanding action that applies the new meaning
- 92% of what we teach others
METAPHOR MUSCLES

Learning Goals: To bridge learning experiences

Group Size: 2 or more students

Time: 20 minutes

Preparation and Materials: Flipchart, paper, marker

Learning Activity:

Divide the students into groups. Assign each group a metaphor. Metaphors include:

- Learning is like a closet...
- Learning is like a mirror...
- Learning is like a train...
- Learning is like an apple...
- Learning is like a tree...

After the metaphors have been assigned, have the group discuss the metaphor and how it relates to their previous learning situations. Each group assigns a note taker and presenter. Have the students write their comments on the flipchart paper to present to the class. Then have the group discuss the similarities between the two concepts of the metaphor and learning experiences. Follow with discussion questions.

* Discussion Questions

1. What kind of picture did the group create?
2. How have your previous learning experiences influenced your ideas or remarks?

* Variations

None

Remarks: None

References: None
MIND FITNESS

STRETCHING YOUR LEARNING STYLE
Whatever you can do, or dream you can, begin it. Boldness has genius, power and magic in it.

—Johann W. von Goethe

Stretching Your Learning Style provides an opportunity for students to find out “How” about their learning styles. The activities provide hands-on experiences and action-oriented topics.
FLEXIBLE STYLES

Learning Goals:
- To observe different learning styles
- To become aware of different learners’ characteristics

Group Size: 4 or more students

Time: 20 minutes

Preparation and Materials: Markers, fun materials
Handout: Quick Crafts Observation Sheet

Learning Activity:
Divide the students into small groups. Designate one observer per group. Each group creates a toy or a craft using assorted pieces and materials. The students observe each other and notice how their learning styles affect their ability to work together. Tell the students to check the characteristics list while they are observing. Follow the exercise with a discussion.

* Discussion Questions
1. What steps did your group follow to complete the toy or craft?
2. How was the process started?
3. Did group members become frustrated with the instructions?
4. Did a pattern emerge?
5. Did the pattern match the members’ learning styles?

* Variations
None

Remarks: This activity sometimes get Observers and Thinkers more actively involved than usual because they can play. Also, if a group does not have a good balance of learning styles, other people take on the necessary roles. It is also worth discussing whether people responded in the way they were expected to respond. For instance, did the Observers feel...
like they had permission to sit back and watch the process, or did the Doers feel obligated to take charge and run the activity?

References:
None
NOTE CARDS

DIRECTIONS: Using materials of choice, carefully add to the card. If using ink stamp, firmly press the stamp where you want your image. You can repeat the design without reinking and get a repeating fading away image. If you wish, color your design with pencils or paint. Add stickers or cut corners with scissors.

adapted from Hobby Lobby - Lynda Williams
OBSERVATION SHEET

4: WHAT IF
ACCOMMODATOR
DOER
Comments:

1: WHY
DIVERGER
OBSERVER
Comments:

3: HOW
CONVERGER
TINKERER
Comments:

2: WHAT
ASSIMILATOR
THINKER
Comments:

Adapted from LSI
EPIC Workplace Learning Project, 1995
US Department of Education
“PASS THE BUCK” MINDSTORMING

Learning Goals: To mindstorm the different ways that Learner Styles would approach or solve a problem or set of problems.

Group Size: 3 or more students

Time: 20-30 minutes

Preparation and Materials: Monopoly money ($100 increments)

Learning Activity:
Pose a series of problems to the group; they could be work-related or home-related (e.g. equipment breakdown, scheduling conflicts, personality issues). Ask the students to stand in a circle and pass a $100 bill around. When they are holding the money, they need to come up with at least one way to solve the problem based on the characteristics of a learning style. There should be at least four different ways to solve the problem; list these on a flip chart.

* Discussion Questions
1. How different are the various solutions? approaches?
2. Does a combination of styles work best?
3. Does the approach of any one learning style work best for problem solving?

* Variations
A tennis ball may be passed around from student to student instead of money. Students may answer for their own learner style or for any other learner style; it may be more challenging for the group to try to imagine how a learner with another style would approach the problem.

Remarks: This activity works well with groups of 4-6 students. Utilize the LSI or 4MAT Learning Inventory to determine characteristics of learning styles.

References: None
PATHWAYS OF COMMUNICATION

Learning Goals:

- To visualize lines of communication within a group
- To understand how learning styles affect communication

Group Size: 4 or more students

Time: 10-15 minutes

Preparation and Materials: None

Learning Activity:

Have the students discuss a topic relevant to this particular class. While they are having the discussion, diagram their discussion on a piece of flip chart paper. Each person should be represented by a dot. Arrows will indicate comments coming to or originating from each person. The diagram is called a sociogram. It will represent the number and direction of comments. When the students have finished their discussion, post the diagram of their conversation and address the following questions:

* Discussion Questions

1. What does the diagram of your discussion display?

2. Was there a leader or facilitator?

3. Who spoke the most? Was this person the leader or facilitator?

4. Did everyone contribute equally?

5. Was everyone involved in the discussion?

6. How did learning styles play a role?

* Variations

Have a student(s) in a large class track the pathways of communication and share the information with the class.

Remarks:

This exercise works effectively with groups. They can see their pathways of conversation represented. The perception of who spoke the most is often different than the
realistic. It is an interesting activity to use to build group awareness if one person often dominates the conversation or group discussion. A discussion of communication skills would follow this activity.

References:

CARD GAME

Learning Goals:
- To identify learning characteristics
- To compare self selection of learning traits to an inventory

Group Size: 4 or more students

Time: 30 minutes

Preparation and Materials:
Handout Cards (each set a different color)
Handout Card Sort
Handout Learning Style Inventory

Learning Activity:
Give the students the handouts. After completing a learning style inventory, ask them to pick the colored cards that best describe them. Have the students place the cards that they selected from the deck on their card sort. Follow the exercise with a discussion:

* Discussion Questions
1. Do you see more of one color?
2. Provide an example of the characteristic on the card.
3. How do these characteristics fit into your workplace?
4. Do you see a pattern?

* Variations
None

Remarks:
None

References:
4MAT and LSI Inventory
### CARDS (BLUE SHEET)

<table>
<thead>
<tr>
<th>Risk taker; at ease with people</th>
<th>Helps people act on their own visions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes seen as manipulative and pushy</td>
<td>Seeks to influence</td>
</tr>
<tr>
<td>Enthusiastic about new things</td>
<td>Adaptive; likes change</td>
</tr>
<tr>
<td>Learns by trial and error</td>
<td>Favorite question: What if?</td>
</tr>
<tr>
<td>Tackles problems by looking for patterns</td>
<td>Relishes change</td>
</tr>
</tbody>
</table>
## CARDS
**BLACK SHEET**

<table>
<thead>
<tr>
<th>Re-examines facts</th>
<th>Seeks continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrates observations into what is known</td>
<td>Critiques information and collects data</td>
</tr>
<tr>
<td>Needs details</td>
<td>Likes facts and details and organized, sequential thinking</td>
</tr>
<tr>
<td>Learns by thinking through ideas</td>
<td>Favorite question: What</td>
</tr>
<tr>
<td>Accurate and knowledgeable</td>
<td>Needs to know what experts think</td>
</tr>
<tr>
<td>Values sequential thinking</td>
<td>Likes lectures</td>
</tr>
</tbody>
</table>
| CARDS  
(GREEN SHEET) |  |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited tolerance for fuzzy ideas</td>
<td>Sometimes seems bossy and impersonal; seeks results</td>
</tr>
<tr>
<td>Down-to-earth problem solver</td>
<td>Values strategic thinking</td>
</tr>
<tr>
<td>Gets to the point</td>
<td>Skill-oriented</td>
</tr>
<tr>
<td>Learns by testing theories and applying common sense</td>
<td>Favorite question: How does this work?</td>
</tr>
<tr>
<td>Integrates theory and practice</td>
<td>Experiments and tinkers with things</td>
</tr>
<tr>
<td>Believes— if it works, use it</td>
<td>Needs to know how things work</td>
</tr>
</tbody>
</table>

EPIC Workplace Learning Project, 1995
US Department of Education
<table>
<thead>
<tr>
<th>CARDS (RED SHEET)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks meaning and clarity</td>
<td>Likes discussion, group work, and realistic feedback about feelings</td>
</tr>
<tr>
<td>Thoughtful; enjoys observing others</td>
<td>Seeks commitment</td>
</tr>
<tr>
<td>Values insightful thinking</td>
<td>Needs to be personally involved</td>
</tr>
<tr>
<td>Interested in people and culture</td>
<td>Favorite question: Why?</td>
</tr>
<tr>
<td>Works for harmony</td>
<td>Likes listening and sharing</td>
</tr>
<tr>
<td>Believes in own experience</td>
<td>Loyal</td>
</tr>
</tbody>
</table>

EPIC Workplace Learning Project, 1995
US Department of Education
CARD SORT
TIME TRACK

Learning Goals: To become aware of how time is spent

Group Size: 1 or more students

Time: 15 - 20 minutes

Preparation and Materials: None

Learning Activity:

Ask students to log their time. Tell them to pick a typical work day and write down everything they do from the time they get up to the time they go to bed in 30-minute intervals. In the following class, discuss individually with each student or as a group:

* Discussion Questions

1. What are your biggest time wasters? At work? At home?
2. Are you happy with where your time is going?
3. Any surprises?
4. What areas do you need to work on?
5. How can you schedule the time to take steps toward major life goals/plans?

* Variations

If students prefer to track their time on a weekend day, that's also useful.

Remarks: Use this activity to help students “find” time in their schedules.

References: None
MOVEMENT OF MOTIVATION

Learning Goals:
- To learn ways to motivate self

Group Size:
Any

Time:
20 minutes

Preparation and Materials:
Handout: 24 Ways to Motivate Yourself

Learning Activity:
Distribute handout to the students. Have the students read over before the next session. Ask the students to write in their journal about something that motivates them.

* Discussion Questions
1. What motivates you?
2. From the handout, what motivates you at work? At home?
3. What would you like to stretch in your plan of action?

* Variations
None

Remarks:
This activity provides the student with an opportunity to reflect. Begin the next session with reference to the handout or a journal entry.

References:
None
24 WAYS TO MOTIVATE YOURSELF
To Your Full Potential

★ Put your plan on paper. Spell out goals and ways to reach them.
★ Be specific. The advice you give yourself must be such that you can put it into practice.
★ Break the job down into small enough pieces so that you have no excuse for not starting it.
★ Establish checkpoints so that you can check progress.
★ Remind yourself of benefits you expect from completion of the job.
★ Avoid temptation by deliberately avoiding circumstances or thoughts that might sidetrack you.
★ Recognize your limitations. Don’t set goals you don’t expect to reach.
★ Take advantage of energy peaks, those periods of day when you are habitually in top form.
★ Take risks. Don’t be afraid to try new methods.
★ Use negative motivation. Remind yourself of the unfavorable consequences of inaction.
★ Keep a time-control budget, comparing priorities of various projects in progress.
★ Set deadlines and hold yourself to them.
★ Make an honest distinction between “I can’t” and “I don’t want to.”
★ Get started. Don’t stall.
★ Improve your self-persuasion ability. Learn to know when you are reasoning and when you are rationalizing.
★ Be optimistic, and your chances for success increase.
★ Decide how you want to start, what needs to be done first.
★ Read, especially literature related to your problem.
★ Use self-signaling devices—notes, cues, reminders.
★ Promise yourself rewards—small rewards for small accomplishments, big rewards for big accomplishments.
★ Use the stimulation provided by good news to do extra work.
★ Recognize conflicts and make a choice. Don’t let inertia set in.
★ Give yourself the right to make mistakes. No one is perfect.
★ Exercise your sense of humor. Laughter indicates a realistic point of view.
SIX THINKING HATS

Learning Goals:

- To become aware of different modes of thinking in decision making
- To observe different learning styles in decision making

Group Size: 6 or more students

Time: 45 minutes

Preparation and Materials:

Colored markers for each hat
Colored hats (optional)
Handout The Colors
Handout Color Your Decisions in the Workplace

Learning Activity:

The Six Thinking Hats provide the students with a different way of thinking about decisions. Describe each of the different color hats and refer to The Colors handout. Ask the students to write on a sheet of paper their ideas about the following situation:

You have a car that works O.K., but it's a 1985, and you are thinking of buying a new car. What factors do you need to consider?

Discuss the different color hats and outline how they contributed to each student’s decisions. Then, have students write on a piece of paper a decision they need to make in the workplace. Divide the students into groups. Have each group select one decision or use the example on the Color Your Decisions in the Workplace handout. Each group must first identify a monitor, recorder, and reporter. The group works toward a decision utilizing all colors. Each group reports to the entire class. Follow with discussion questions.

* Discussion Questions

1. How do the Six Thinking Hats combine with the Learning Styles?
2. Which hat was easy? Why?
3. Which hat was difficult? Why?
4. How did working in a group affect your decision?

* Variations

None
Remarks:

This exercise is more active if the instructor can provide six colored hats—check the local hobby/craft store.

References:

THE COLORS:  
THE SIX THINKING HATS: Edward de Bono

The six-thinking hat system is a simple and practical way to separate the different modes of thinking. There are six hats, each of a different color. Each hat represents one mode of thinking. A thinker may be asked to put on a hat of a certain color or to take off a hat of a certain color. A thinker may also indicate that he or she is choosing to put on a particular hat.

Note that the hat metaphor is carefully chosen because hats can easily be put on or taken off. The six hats do not represent personalities or types of thinker. Everyone is required to attempt to use all the hats.

THE SIX-THINKING HATS:

- **White hat:** (Information)
- **Red hat:** (Emotion)
- **Black hat:** (Negative Assessments)
- **Yellow hat:** (Possibilities)
- **Green hat:** (Creative Thinking)
- **Blue hat:** (Organizing)
COLOR YOUR DECISIONS IN THE WORKPLACE

1. Please identify a
   - Monitor to keep group on task
   - Recorder to put legible notes on flipchart paper
   - Reporter to verbally report to the larger group

2. Discuss the following situation or one chosen by your group. Put information on the flipchart paper, and be ready to present your ideas to the other groups.

   SITUATION

   Your team has been selected to pilot a new piece of equipment. How will this affect your job and your team?
LEAN AND LEARNING

Learning Goals:

- To examine student learning styles and how they reflect in communication

Group Size: 2 or more students

Time: 30 minutes

Preparation and Materials: Handout: Case Study On The Job

Learning Activity:

The purpose of this exercise is to allow students to examine their learning styles and communication patterns. Distribute a copy of the handout to each student. Have the students read the case study and write their responses on a separate piece of paper. Follow with the discussion questions.

* Discussion Questions

1. What were your reactions to the case study?
2. What would be your action steps?
3. How would you communicate your action steps?
4. Who would you communicate with?

* Variations

Remarks: The students have an opportunity to evaluate a job related situation with their learning and communication styles.

References: 4MAT
CASE STUDY ON THE JOB

Your supervisor comes to you and demands that you start using the new piece of equipment that was purchased one month ago.

You spent 10 minutes with your supervisor when it first arrived. You both discussed how this new equipment would increase the production for the company.

A manual has been sitting next to your workstation, but you are not sure how to use and read the manual. You wish you had more time with your supervisor to go over how to operate the new piece of equipment.

Write your reaction to this situation. Describe how you feel and describe your action steps.
Needs to be part of the problem solving process.

Sometimes ultimatums backfire.

Needs group give and take.

Must be fast paced.

Must be filled with challenging ideas.

Needs visuals, creates images and pictures in his/her mind.

Animated, down-to-earth.

Needs talk of outcomes.

Needs problem-solving approach.

Needs to know the bottom line.

Needs practical applications.

Forgets past histories, deals with the present and the future.

Direct, straightforward.

Needs people to speak their feelings.

Allows them to express their feelings.

Needs feedback with emotional truth.

Climate soft and quiet— one-on-one.

Needs issues to be discussed in terms of people.

Needs very attentive listening.

Needs logical questions.

Needs factually true data.

Needs plenty of time to plan.

Needs attention to pertinent details.

Gives priorities and order of importance.

Adapted from 4MAT
NASA

Learning Goals:  
• To illustrate problem solving and learning styles in a team

Group Size:  
6 or more students

Time:  
30-45 minutes

Preparation and Materials:  
Handouts: NASA exercises

Learning Activity:

The NASA exercise beautifully illustrates the value of teamwork in problem solving. Begin by handing out the individual exercises and having participants complete them. Suggest that they find the most important item first, then the least important, and so on. This tends to be an easier way to rank items. Do not give participants any additional information about the moon; encourage them to work individually. When they have completed their worksheets, divide them into groups and have them work as a group to rank the 15 items. When they are done, give them the scoring sheet. Generally, group scores are better (sometimes considerably) than individual scores. On the rare occasions that individuals score much better than the group, it is good to have a follow-up discussion. Why did this happen? (Sometimes the person with the good score does not feel confident enough, or sometimes others in the group are not good listeners. Sometimes a score is thrown off by one or two items that are way off, even though most of the answers are fairly close.)

* Discussion Questions

1. How did your learning style provide a strength for your team?

2. What was difficult in your team?

3. Did you feel yourself “stretching” with other team members?

* Variations

None

Remarks:

None

References:

NASA
NASA EXERCISE INDIVIDUAL WORKSHEET

Instructions:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged, and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the fifteen items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important.

_____ Box of matches
_____ Food Concentrate
_____ 50 feet of nylon rope
_____ Parachute silk
_____ Portable heating unit
_____ Two .45 caliber pistols
_____ One case dehydrated Pet milk
_____ Two 100-lb. tanks of oxygen
_____ Stellar map of the moon’s constellation
_____ Life raft
_____ Magnetic compass
_____ 5 gallons of water
_____ Signal flares
_____ First-aid kit containing injection needles
_____ Solar-powered FM receiver-transmitter
NASA exercise group worksheet

Instructions:

This is an exercise in group decision making. Your group is to employ group consensus in reaching its decision. This means that the prediction for each of the fifteen survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone’s complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1) Avoid arguing for your own individual judgments. Approach the task on the basis of logic.

2) Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.

3) Avoid “conflict-reducing” techniques such as majority vote, averaging, or trading in reaching your decision.

4) View differences of opinion as helpful rather than as a hindrance in decision-making.

- Box of matches
- Food Concentrate
- 50 feet of nylon rope
- Parachute silk
- Portable heating unit
- Two .45 caliber pistols
- One case dehydrated Pet milk
- Two 100-lb. tanks of oxygen
- Stellar map of the moon’s constellation
- Life raft
- Magnetic compass
- 5 gallons of water
- Signal flares
- First-aid kit containing injection needles
- Solar-powered FM receiver-transmitter
NASA EXERCISE ANSWER SHEET

Rationale:                                               Correct Number:

No oxygen                                             15  Box of matches
Can live for some time                                  4  Food Concentrate
without food                                           
For travel over rough terrain                         6  50 feet of nylon rope
Carrying                                               8  Parachute silk
Lighted side of moon is hot                            13  Portable heating unit
Some use for propulsion                                11  Two .45 caliber pistols
Needs water to work                                    12  One case dehydrated Pet milk
No air on moon                                          1  Two 100-lb. tanks of oxygen
Needed for navigation                                  3  Stellar map of the moon’s constellation
Some value for shelter or carrying                     9  Life raft
Moon’s magnetic field is different from earth’s        14  Magnetic compass
You can’t live long without this                       2  5 gallons of water
No oxygen                                              10  Signal flares
First-aid kit might be needed                           7  First-aid kit containing injection needles
but needles are useless                                
Communication                                          5  Solar-powered FM receiver-transmitter
MIND FITNESS

PUTTING YOUR LEARNING STYLES TO WORK
Yesterday is already a dream, and tomorrow is only a vision; but today well-lived makes every yesterday a dream of happiness, and every tomorrow a vision of hope.

—from the Sanskrit

Putting Your Learning Styles to Work provides an opportunity for students to think about “What if...” with their learning styles. The activities in this section provide creative, flexible, and visionary learning.
WORKOUT WRITING

Learning Goals:  
- To stimulate creative thinking
- To examine best environments for writing

Group Size:  
2 or more students

Time:  
20-30 minutes

Preparation and Materials:  
A variety of music (CD or tape)
Tape or CD player

Learning Activity:

Choose a variety of music for students to listen to: the more diverse the selections the better (e.g. classical, jazz, hard rock, new age, disco, reggae, etc.). Have the students write about the first thing that comes to mind when they hear this music. Use three or more selections. Have the students share their writing samples with the class.

* Discussion Questions
1. Why is creativity important in writing?
2. What environments are most conducive to creative thinking?
3. What place does creativity have in learning?

* Variations
Play music for students while they are working on a particular assignment.

Remarks:
This activity is especially useful for stimulating the right brain. This exercise is good for different learning styles (auditory, kinesthetic). It might be distracting for some students.

References:
4MAT Learning Styles
LISTENING LAPS

Learning Goals:
- To explain listening techniques
- To compare listening techniques and learning styles

Group Size: 4 or more students

Time: 20 minutes

Preparation and Materials:
Handout Active Listening
Handout Non-Directive, Empathic Listening

Learning Activity:
Ask the students to think about a work situation where they thought someone was listening. Have the students write down key points of the discussion. Ask the “listener” to make a list of the key points. After the first “listener” has completed a list, ask the partners to change roles. After both partners have developed a list, share the handouts or overheads. Follow the exercise with a discussion.

* Discussion Questions
1. Did your partner use any of the characteristics described on the Active Listening Handout?
2. What learning style do you think your partner displays?
3. How did you come to that conclusion?
4. Do you think learning styles play an important role in listening? Why or why not? If so, how?

* Variations
None

Remarks:
None

References:
None

EPIC Workplace Learning Project, 1995
US Department of Education
## ACTIVE LISTENING

<table>
<thead>
<tr>
<th>TYPE OF ACTIVITY:</th>
<th>PURPOSE:</th>
<th>TO ACHIEVE THE PURPOSE:</th>
<th>EXAMPLES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENCOURAGING</td>
<td>Convey interest</td>
<td>Avoid agreement and disagreement. Use non-committal wants with a positive tone of voice.</td>
<td>&quot;I see...&quot; &quot;Uh-huh...&quot; &quot;That's interesting&quot;</td>
</tr>
<tr>
<td>RESTATING</td>
<td>Show you are listening and understanding.</td>
<td>Restate basic ideas; emphasize facts.</td>
<td>&quot;If I understand, your ideas are...&quot;</td>
</tr>
<tr>
<td>REFLECTING</td>
<td>Show you are listening and understanding.</td>
<td>Reflect basic feelings.</td>
<td>&quot;So, you feel that...&quot;</td>
</tr>
<tr>
<td>CLARIFYING</td>
<td>Help the speaker clarify content and intent.</td>
<td>Ask clarifying questions.</td>
<td>&quot;What do you mean by...&quot; &quot;Please give me an example of...&quot; &quot;What alternative did you consider?&quot;</td>
</tr>
<tr>
<td>SUMMARIZING</td>
<td>Pull important ideas, facts, and feelings together.</td>
<td>Restate, reflect and summarize major ideas and feelings.</td>
<td>&quot;These seem to be the key ideas you have expressed.&quot; &quot;If I understand you, you feel this way about....&quot;</td>
</tr>
</tbody>
</table>

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NON-DIRECTIVE, EMPATHIC LISTENING

SYNOPSIS:

The Listener hears, really tries to understand how the world looks to the Speaker, and communicates this understanding to the Speaker.

PURPOSE:

The non-directive, empathic Listener responds to the person’s feelings as well as to the Speaker’s words without evaluation, judgement, or disagreement. Respecting a person has worth.

TECHNIQUES:

1. The Listener refrains from firing his/her own thoughts back at the person talking.

2. The Listener refrains from communicating his/her displeasure or disapproval through mannerisms or gestures.

3. The Listener speaks only to ask for clarification of a point.

4. The Listener must restate in his/her own words the total meaning—what the person is feeling and attempting to communicate—of the message and obtain the Speaker’s agreement that this was indeed the message before the Listener states his/her point of view.
THE GAME PLAN: MIND MAP

Learning Goals:  
- To develop a plan of action

Group Size:  
Any

Time:  
20 minutes

Preparation and Materials:  
Flip chart, markers, colored pens, paper  
Overhead Mind Mapping  
Handout Learning Map

Learning Activity:

Explain to the students that mapping provides an opportunity for them to develop a plan of action. Some students will feel comfortable; others will be looking for more structure. Show the overhead, Mind Mapping and start a discussion with the question, “What activities provide a learning opportunity?” For example, learning on the job, reading a book/magazine, taking up a new hobby—make a list on the board. Have the students review their learning journals and plan their next steps. Assist them in the process.

* Discussion Questions
1. What are your next steps?
2. What learning activities are in your plans?
3. What is your timeline?
4. Who can be your mentor?

* Variations
None

Remarks:
Mapping is an organizational thinking skill, a tool for diagraming information and concepts. As a core thinking skill, it provides us with a way to represent information we hear (lectures), read (textbooks, articles), and/or think (preparation for writing assignments, oral presentations). Mapping is a visual form of outlining. Suggest that students share their learning map with their mentor.

References:
Community College of Aurora, Integrated Thinking Skills Project.
MIND MAPPING

- Helps visual learners
- Visual form of outlining
- Helps show relationships and patterns
- Encourages nonlinear (reflective) thinking
- Organize information from different sources
- Process information we hear, read, and/or think
- Many formats: spiders, chains, "build-your-own", etc.

Organizational thinking skills

Helps visual learners

Organizational thinking skills

Helps show relationships and patterns

Visual form of outlining

Organize information from different sources

Encourages nonlinear (reflective) thinking

Process information we hear, read, and/or think

Many formats: spiders, chains, "build-your-own", etc.
Learning is Life Long
What are your next steps?

MIND FITNESS

LEARNING MAP
JUST DO IT

Learning Goals:  
• To become aware of learning potential

Group Size:  
4 or more students

Time:  
20 minutes

Preparation and Materials:  
Handout: "Just Do It"

Learning Activity:  
Read to the class "Just Do It." Ask students to write a reflection in their journal

* Discussion Questions  
None

* Variations  
None

Remarks:  
None

References:  
None
“JUST DO IT”

Mother and father told you repeatedly
Crazy people talk to themselves.

Still you heard the voice
Loud and clear.
Just Do It.

Learn how to hit a fastball, work on your left hand shot
Study harder, study longer. Get a raise.
Crazy people talk to themselves. And still
you heard the voice
Just Do It.

Lose the gut
Master a third language
Swim across the lake.
Climb the Tetons
Go to the library and learn how electricity works.
Crazy people talk to themselves
And still you heard the voice
Just Do It.

Bench press your weight
Finish a marathon.
Develop a backhand
Switch careers.
Crazy people talk to themselves
And finally,
you realize,
only a madman
doesn’t listen.

Anonymous:
Theme from Nike
ABC’s TO MIND FITNESS

Learning Goals:  
- To learn techniques of positive learning

Group Size:  
1-2 students

Time:  
20 minutes

Preparation and Materials:  
Handout ABC’s to Mind Fitness

Learning Activity:

Have students read through the ABC’s To Mind Fitness and highlight two statements that are important to them. Follow up with the discussion questions.

* Discussion Questions
1. Which statements are important to you?
2. What does that mean to you?
3. How can you put this statement into action?

* Variations
None

Remarks:
None

References:
None
ABC’s TO MIND FITNESS

Avoid negative sources, people, places, things, and habits.
Believe in yourself.
Consider things from every angle.
Don’t give up and don’t give in.
Enjoy life today, yesterday is gone, and tomorrow may never come.
Family and friends are hidden treasures. Seek them and enjoy their riches.
Give more than you planned to give.
Hang on to your dreams.
Ignore those who try to discourage you.
Just do it!
Keep on trying. No matter how hard it seems, it will get easier.
Love yourself first and most.
Make it happen.
Never lie, cheat, or steal. Always strike a fair deal.
Open your eyes and see things as they really are.
Practice makes perfect.
Quitters never win, and winners never quit.
Read, study, and learn about everything important in your life.
Stop procrastinating.
Take control of your own destiny.
Understand yourself in order to better understand others.
Visualize it.
Want it more than anything.
Xcelerate your efforts.
You are unique of all of God’s creations. Nothing can replace you. You have a purpose for being here - find it.
Zero in on your target, and go for it!!!

Wanda Carter, St. Augustine, FL
STEP DEVELOPMENT

Learning Goals:

- To identify learning style strengths and how to utilize strength behaviors at work
- To identify areas of improvement

Group Size:

1 or more students

Time:

20 minutes

Preparation and Materials:

Highlighters
Handout Strengths of Learning Styles
Handout Learner Growth Steps

Learning Activity:

Ask the students to review their learning style. Have the students highlight their learning style strengths. Discuss areas of strength as they relate to work situations. Ask the students to select one area of improvement to fill out the “steps” handout. Refer to goal setting and learning new techniques to expand the mind.

* Discussion Questions

1. What are some examples of strengths used at work?
2. What are action steps to develop your areas of improvement?

* Variations

None

Remarks:

This exercise is one step in developing a plan of action. The student becomes aware of their strengths and areas of improvement to develop their plan of action.

References:

4MAT and LSI
### STRENGTHS OF LEARNING STYLES

The chart below pinpoints the strengths and weaknesses of each learning style with notes for improvement.

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Strengths</th>
<th>Too much</th>
<th>Too little</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOER</strong></td>
<td><em>Getting things done</em>&lt;br&gt;<em>Leadership</em>&lt;br&gt;<em>Risk Taking</em></td>
<td>*Trivial improvements&lt;br&gt;*Meaningless activity</td>
<td>*Work not completed on time&lt;br&gt;*Impractical plans&lt;br&gt;*Not directed to goals</td>
<td>*Committing yourself to objectives&lt;br&gt;*Seeking new opportunities&lt;br&gt;*Influencing and leading others&lt;br&gt;*Being personally involved&lt;br&gt;*Dealing with people</td>
</tr>
<tr>
<td><strong>OBSERVER</strong></td>
<td>*Imaginative ability&lt;br&gt;*Understanding people&lt;br&gt;*Recognizing problems&lt;br&gt;<em>Brainstorming</em></td>
<td>*Paralyzed by alternatives&lt;br&gt;*Can't make decisions</td>
<td>*No ideas&lt;br&gt;*Can't recognize problems and opportunities</td>
<td>*Being sensitive to people's feelings&lt;br&gt;*Being sensitive to values&lt;br&gt;*Listening with an open mind&lt;br&gt;*Gathering information&lt;br&gt;*Imagining the implications of uncertain situations</td>
</tr>
<tr>
<td><strong>TINKERER</strong></td>
<td>*Problem solving&lt;br&gt;*Decision making&lt;br&gt;*Deductive reasoning&lt;br&gt;<em>Defining problems</em></td>
<td>*Solving the wrong problem&lt;br&gt;*Hasty decision making</td>
<td>*Lack of focus&lt;br&gt;*No testing of ideas&lt;br&gt;*Scattered thoughts</td>
<td>*Creating new ways of thinking and doing&lt;br&gt;*Experimenting with new ideas&lt;br&gt;*Choosing the best solution&lt;br&gt;*Setting goals&lt;br&gt;*Making decisions</td>
</tr>
</tbody>
</table>

Adapted from 4MAT & LSI
LEARNER GROWTH STEPS

Area of Improvement:

- Step 1: Action:
- Step 2: Action:
- Step 3: Action:
- Step 4: Action:
FUTURE WORKOUTS

Learning Goals: To give each student an opportunity to identify future learning interests

Group Size: Any

Time: 10 minutes

Preparation and Materials: Handout *Future Workouts*

Learning Activity:

At the end of class, ask students to check off classes they would be interested in attending and return the form to the instructor.

* Discussion Questions None

* Variations None

Remarks: None

References: None

EPIC Workplace Learning Project 1995
US Department of Education
FUTURE WORKOUTS: What else would you like to learn?

Please ✓ those classes of interest to you:

- Learning Styles/Mind Fitness
- Math I: (+, -, x, /)
- Math II: (decimals, fractions, percentages)
- Pre-algebra
- Algebra
- Math using the Computer
- Writing with Confidence
- Dealing with Difficult People
- Time Management
- Managing Change
- Reading for Speed and Accuracy
- What Did You Say? - Listening Workshop
- GED Preparation
- Providing Effective Customer Service
- Other (Please list)

Goal Setting
Decision-Making
Communication
Business Writing
Stress Management
Problem Solving
Writing with Computers
Budgeting
English as a Second Language
Team Building
Presentation Skills
Negotiating Skills

Time Available for Class: ____________________________

NAME: ____________________________ PHONE: ____________________________

MAILING ADDRESS: ________________________________________________________
LIFE-LONG GOALS

Learning Goals:
- To identify and explore life goals and values
- To practice prioritizing goals

Group Size: Any

Time: 20 - 30 minutes

Preparation and Materials: None

Learning Activity:

Have students list all the things they want to do before they die. Then ask students to prioritize the items they have listed.

* Discussion Questions
1. What are your top three priorities?
2. Are you working toward these goals?
3. What do you need to do to accomplish one of these goals?
4. Does your everyday life reflect these values?

* Variations
Ask students to write on the topic “Before I die, I want to...” Use same questions for discussion.

Remarks:
These are very personal issues. Be sensitive to students who do not wish to share this personal information. This is an activity in building self-awareness. It is interesting and fun for students to share their ambitions, desires, and goals, but sharing is not necessary for the success of this activity. Also, the instructor could model this activity and share his/her list with students.

KEEP THE END IN MIND

Learning Goals:  
- To identify long-term professional and personal goals  
- To create a plan  

Group Size:  
2 or more students  

Time:  
30 - 40 minutes  

Preparation and Materials:  
Music  

Learning Activity:  
Ask students to think about and write about where they would like to be in five years. As the students are writing, play music for creativity. Have the students share their plans for the future and describe the steps involved in attaining their goals. This is a “futuring” exercise and helps students to identify long-term goals as well as to think creatively about what steps they would need to take to get there.

* Discussion Questions
1. What were the steps involved to reach your goals?
2. Are the steps realistic? What would be the first step you would need to take?
3. How can you keep this goal in mind?
4. Would you be able to develop a realistic plan to reach your goal in five years?

* Variations
This activity can also be used as a team activity to help participants envision the ideal situation in their workplace. Each student would present his/her vision of the “ideal workplace” and talk about how they got there as a team.

Remarks:
Some students find this activity to be difficult if they are unaccustomed to planning and thinking in “long-term” dimensions. This exercise is especially valuable for these students.
References:


MIND FITNESS

THE SPORTS BAG
The teacher is one who makes two ideas grow where only one grew before.

—Elbert Hubbard

This section has a variety of "equipment" in it. The Sports Bag contains many techniques and tools that the instructor can utilize throughout the class.
INSTRUCTOR’S SPORTS BAG

Learning Activity:

The “bag” holds many materials to be used in each class:

- Colored paper
- Flipcharts
- Games
- Highlighters
- Index cards
- Ink pads
- Markers - scented
- Mind Puzzles
- Nerf balls
- Pens/pencils
- Plain paper
- Ribbon
- Rubber stamps
- Scissors - different shapes
- Stars
- Stickers
- Tape
MIND FITNESS: When we think about fitness, we think about getting our bodies in shape. But what about getting our minds in shape? Mind Fitness is an exciting and fun class that teaches you how you learn, what your individual learning style is, and how to work with employees who have different learning styles. MIND FITNESS offers you a chance to discover your learning potential, build on your strengths, and improve your weaknesses. Key to the success of this class is our comfortable and non-threatening environment.
WORK OUT SESSIONS: AN OUTLINE

MIND FITNESS: WORK OUT SESSIONS

SESSION ONE: The Warm Up: Learning Your Style
Introductions
Learning Experiences
Differences in Learning
Learning Inventory

SESSION TWO: Exercises: Stretching Your Learning Styles
Learning Inventory Completed
The Learning Cycle
Characteristics of Learning Styles

SESSION THREE: Cool Down: Putting Your Learning Style to Work
Applying Learning Style to Work Situations
Six Thinking Hats and Problem Solving
Learning Map
Evaluation
The Sports Bag

CALENDAR

After the first of the new calendar year, buy a calendar entitled: 365 Brain Puzzles. At the beginning of each class, distribute a puzzle to each student. This warm up exercise provides an opportunity for students to prepare for the class.

The calendar provides a collection of daily puzzles to include:

- Digital Dilemmas
- Missing Letters
- Anagrams
- Alphabet Soup
- Scrambled Sentences
LEARNING IS A TREASURE WHICH ACCOMPANIES ITS OWNER EVERYWHERE.

ANONYMOUS

Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved.

William Jennings Bryan
REFERENCES:


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Grant #: V198A40264-95


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- Local, public and private in-kind match

Executive Co-Directors:
- Mary Crabbe Gerswhin
- C. Patricia Kelley Tank

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