Learning Styles – **Colours in the Classroom**

For the first time, in Melbourne Australia, PD for youth has been successfully introduced into the level 4 primary school curriculum (grade 5/6). Workshops were presented by PD Level I Facilitator **Cathy Gerhardt**, who was trained by **Cecile Riddle, PD Master Trainer, Prime Performance**.

PD complemented the school’s leadership component and enhanced awareness of diversity in learning styles.

Benefits to students included:

- increased validation of core values and strengths, and appreciating those differences in others
- increased of awareness individual learning preferences, leadership styles, and varied approaches to team work, problem solving, and communication were highlighted.

 Teachers are now able to understand the learning preferences of their group. Insight into individual student styles has facilitated targeted learning. The methods in which individuals learn, or learn best, are related to their primary colour, so teachers find it vital to understanding their students’ strengths, stresses and motivators.

 Teachers had previously completed the Building Blocks session and were able to relate “colours” to their own extension activities in the classroom; colours were applied to literacy, numeracy and technology units.

“Learning that does not increase daily – will daily decrease”

*Chinese Proverb*
Feedback from students:

“I thought you were just going to come in and tell us about what personality we were, but I loved finding out who I was by myself”

“I learnt that people learn differently and that it is okay”

“I am sad that today is our last day because I have had so much fun”

“I have learnt that anyone can be a leader”

“I learned that you don’t need to be the same colour to work in the same group”

“I learned that everyone is different in their own way and that there is no wrong or right in anyone’s personality.”

“I learned that the most thing I care about is people. I am creative and I care about other people’s feelings.”

“I learned that I am green and an extravert, and that all of us have all the colours in us.”

“I learned that I am a good leader in team work.”

“I learned that I have more fun in a group, but I work better by myself”

“Today I learned more about team work and skills to keep working together.”

“I learned that not everyone is the same and if I get into a fight with someone it is probably because they are a different colour than me.”

Feedback from teachers:

“This information will be very useful in my future teaching practices. I can use the colours to help students choose partners and teams to work with. It gives me solid information to draw upon when mediating student disagreements. It will also help the students to take ownership over their personal development and learning goals.”

“I am able to easily recognise students who will excel or need possible support with the activities and lessons I plan. I can also plan directly for specific learning styles and know who will be likely to enjoy or dislike the activity.”

“One of the most useful things is being able to use colours when talking with the students about goal setting, personal learning and behaviour.”

“The students really identified with the personality traits and colours. They began to recognise how they were behaving and responding to different activities.”

“The students are involved and excited about their personality colours.”

“Students have learnt to recognise the learning environments suited to them and identified what they need to draw upon when faced with a less than ideal environment. Students understand that they can draw upon the strengths of all 4 of their colours.”

“This helped me to pinpoint the differences in learning styles and saved me a lot of time in getting to know the kids – it was great to do it early in the year.”

“It assisted me to get to know my students faster and in more depth.”

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