

Developing Learning and Planning Styles

HEALTH GOALS

- I will develop my learning style.
- I will achieve the developmental tasks of adolescence.

The way a person gains and processes information is a **learning style**. In this lesson, you will be given tips that will help you gain and process information. You also will learn about different kinds of learning disabilities, and you will learn to master tasks that help you become independent. To be **independent** is to be able to rely on oneself.

What You'll Learn

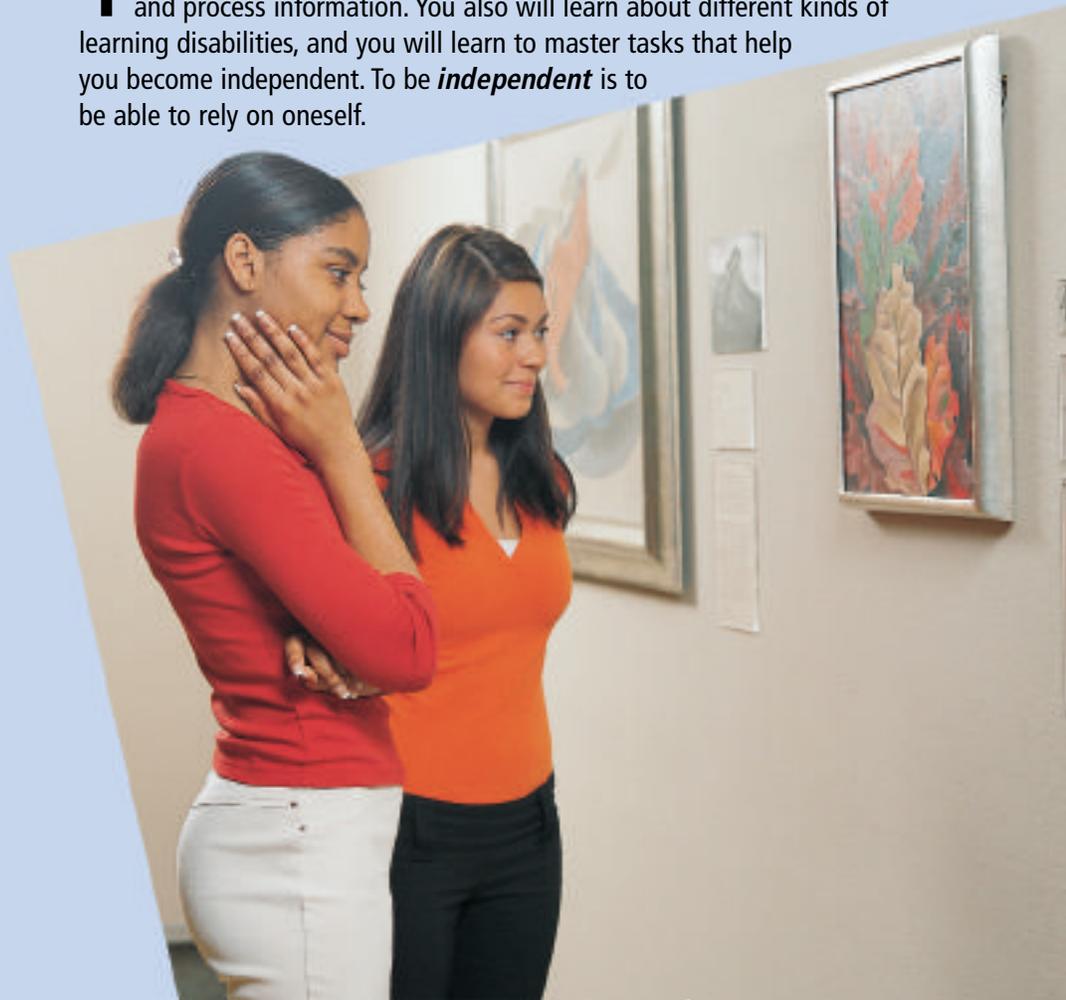
1. Discuss the four learning styles and tips for each. (p. 263)
2. List ways to achieve the eight developmental tasks of adolescence. (p. 264)
3. Discuss five keys to unlock the door to a successful future. (p. 266)
4. Explain how to set goals and make plans to achieve them. (p. 267)
5. Discuss four common learning disabilities and the learning support available for people who have learning disabilities. (p. 268)

Why It's Important

As you grow and develop, you experience different changes. Knowing about these changes helps you adjust to them more easily. As a result, you can more easily reach your goals.

Key Terms

- learning style
- independent
- developmental tasks of adolescence
- sex role
- body image
- goal
- action plan
- dyslexia
- attention deficit disorder (ADD)
- hyperactive



What Would You Do?

Writing About Learning Styles Suppose you are at a museum with your friend. Your friend does not understand a painting you are looking at. You know that your friend is not a visual learner. Read the information about learning styles on page 263, then write an entry in your health journal about what you would do to help your friend understand the painting.



Health TEKS covered by Lesson 23: 1A, 8A, 13A, 14A, 15A, 15B, 16A, 16B

Learning Styles

Educators have identified four kinds of learners. You may recognize yourself as one of these kinds of learners in the discussion that follows. Pay attention to the list of tips that maximize learning for your learning style.

What to Know About Learning Styles

Visual learners A person who learns best by seeing or creating images and pictures is a **visual learner**. Visual learners picture the words they read or hear and store what is seen, read, or heard in images and pictures rather than in words. Visual learners perform better on written tests than on oral tests. Visual learners tend to prefer watching an activity before doing it themselves.

Tips for visual learners Take notes and review them often. Color code or highlight notes to be reviewed. Make a mental picture of key words.

Kinesthetic learners A person who learns best by acting out something, touching an object, or repeating a motion is a **kinesthetic learner**. Kinesthetic learners remember objects they have touched and remember facts from being in role-play. Kinesthetic learners perform better on tests requiring demonstration rather than on oral or written tests. Kinesthetic learners tend to figure things out as they go along, rather than read directions first.

Tips for kinesthetic learners Role-play situations in which you recall facts. Associate information with a feeling or a smell. Demonstrate concepts you have learned.

Auditory learners A person who learns best by listening or by discussing a topic is an **auditory learner**. Auditory learners remember what they hear and can repeat word-for-word what someone else says. They perform better on oral tests than on written tests. Auditory learners tend to be talkative and may think out loud.

Tips for auditory learners Tape record information that you need to recall. Play the tape several times when studying. Read or say information aloud to yourself. Study by having someone give you an oral test.

Global learners A person who learns best by studying the big picture and relating learning to personal experiences is a **global learner**.

Tips for global learners Assess which learning style works best for you for specific situations.



Visual learners benefit from class demonstrations.





Developmental Tasks

Achievements that need to be mastered to become a responsible, independent adult are the *developmental tasks of adolescence*. Robert Havighurst, a sociologist, identified eight developmental tasks that you need to master. These tasks are listed below.

How to Achieve Developmental Tasks

Task 1: Develop healthful friendships with members of both sexes. Healthful friendships involve mutual respect, flexibility, trust, honesty, and the opportunity to share feelings. Through friendships, you learn how to communicate effectively, cooperate, and resolve conflict. These skills will help you in the workplace and if you marry. Friends provide support and companionship throughout life.

Task 2: Become comfortable with your maleness or your femaleness. A way a person acts and the feelings and attitudes he or she has about being male or female is a *sex role*. Your sex role was influenced by the way adults in your life have related to one another. As a result, you have beliefs about the ways males and females should behave toward one another. Adolescence is a good time to test your attitudes and beliefs.

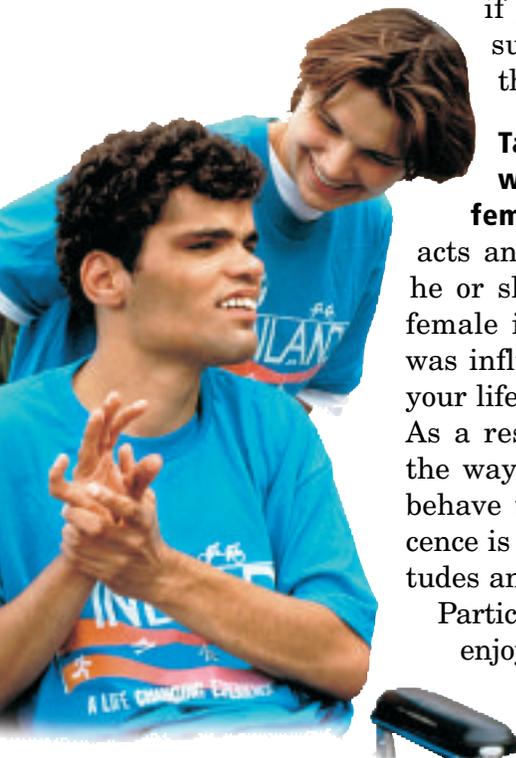
Participate in social activities you enjoy. They provide an opportunity to observe and react to how you interact with others.

Task 3: Become comfortable with your body. Adolescence is a period of transition that involves physical, social, emotional, and intellectual changes. You experience secondary sex characteristics and your body becomes adultlike. You are capable of producing offspring, although you are not ready to marry and have children. During adolescence, you must become comfortable with the ways in which your body changes. You must develop a positive body image. *Body image* is the perception a person has of his or her body's appearance. Be proud that your body is male or female.

Task 4: Become emotionally independent from adults. Your parents or guardian have provided emotional security throughout your childhood. They have shielded you and helped you sort out things. As an adult, you can still stay close to them. However, the balance of responsibility now starts to shift to you.

You may still ask for feedback but must become responsible for yourself and independent from your parents or guardian.

Making healthful friendships is an important developmental task. ▼



Task 5: Learn skills you will need later if you marry and become a parent.

As an adolescent, you are learning about intimacy. **Intimacy** is a deep and meaningful kind of sharing between two people. **Self-disclosure** is the act of making thoughts and feelings known to another person. During adolescence, you practice self-disclosure. Self-disclosure may bring you closer to someone. Sometimes the other person disappoints you. These kinds of experiences help you learn to trust your instincts about people. You learn with whom you can share feelings. Later on, this helps you select a marriage partner with whom you can be intimate.

During adolescence, you also can practice relating to infants and young children. You can learn skills that will help you if you become a parent in the future.

Task 6: Prepare for a career. During adolescence, you gain skills and knowledge about yourself to help you prepare for a career. Consider what you want to do next. Do you need to continue your education to be able to get the kind of job and income you want? Will you attend college or a vocational school? Is there some other training in which you are interested?

Make careful selections when planning your high school courses. Talk to adults engaged in the type of career that interests you. You may want to be a volunteer or get a part-time job to gain experience.

Task 7: Have a clear set of values to guide your behavior. Your parents or guardian have taught you a set of values to guide your behavior. As a child, you learned what values are



important. You knew what behaviors were expected of you.

To know about values is to understand, intellectually, what the values are, why they are important, and why you should let them guide your behavior. However, as you mature, you also need to develop beliefs in these values. You must want these values to guide your behavior. Believing in values helps you to make responsible decisions.

Task 8: Understand and achieve socially responsible behavior. To be a responsible adult, you must have a social conscience. A **social conscience** is a desire to contribute to society and to live a socially responsible life. To do this, you must move beyond thinking about yourself to thinking about the lives of others. What can you do to enrich the quality of life within your home, school, family, community, nation, and world?

You may decide to do volunteer work, give blood on a regular basis, donate money to charities, or initiate a project that will improve your community.

▲ There are many ways to be socially responsible.

Make the Connection

Healthful Friendships

Refer to page 164 in Lesson 15 to investigate how you can form healthful friendships.

Mini-Review

1. What are developmental tasks?
2. How might you get experience in a career that interests you?

Your Future



You may have many questions about your future and how you will prepare for it. What you do now will help determine what your future will be. You might get valuable insight into different careers by participating in volunteer activities while you are still in school.

How to Plan for a Successful Future

Keep a journal about your interests, work or volunteer experiences. Work with your school guidance counselor to focus on academic, personal, social, and career development. Ask for advice in choosing the courses for a

career that interests you and work hard in those courses.

There are five keys that can help you unlock the door to a successful future.

TABLE 23.1 Five Keys to a Successful Future



Key 1: Assess your strengths, weaknesses, and interests. Try to find where your strengths lie. Take tests prepared by professionals especially designed to do that. Talk to your parents or guardian or school counselor. Ask your counselor about interest inventories that are designed to help you.



Key 2: Identify and use resources. Make things happen for yourself. Find people who can advise you about your goals and help you reach them. Use community resources, such as the library or youth center.



Key 3: Set goals, make plans to reach them, and develop a positive attitude. Consider ways to improve yourself. Set new short-term and long-term goals. Remember, what you believe, you can achieve. Be an "I can" person.



Key 4: Develop a work ethic and keep your priorities in order. A *work ethic* is an attitude of discipline, motivation, and commitment toward tasks. Having a work ethic increases your self-respect. Others know they can count on you. Carefully pick and choose what your priorities are. Which things must you do, and which can you give up? The ability to prioritize will help you be successful.



Key 5: Manage your time wisely. Time management is critical in school, on the job, and in your personal life. Create a realistic schedule. Determine how much time you need to spend on school and work to be successful. Determine how much time you need for family responsibilities. Then you will know how much time you have for your social life.

How to Set Goals and Make Plans to Achieve Them

Is there something you want to achieve now or in the future? Wishing and hoping will not help. You need to set goals. A **goal** is a desired achievement toward which a person works. A **short-term goal** is something a person plans to achieve in the near future. A **long-term goal** is something a person plans to achieve after a period of time. Setting and achieving personal goals need not be an overwhelming task.

State your goal. Write it down. Be specific. Share your goal with your parents or guardian. Is your goal clear? Is it realistic? Is it achievable?

Make an action plan. A detailed description of the steps a person will take to reach a goal is an **action plan**. You may need to set short-term goals to make progress toward a long-term goal.

Identify obstacles to your action plan. Ask yourself what might keep you from being able to do what you plan to do.

Set up a timeline. When will you begin? When do you hope to achieve your goal? Is the timeline realistic?

Keep a chart or diary. Record your progress toward your goal. Seeing progress will encourage you.

Build a support system. Ask people who will help you reach your goal for ideas and help.

Revise your goal, plan, or timeline if necessary. If you need to make changes, do so. Do not give up on your goal. Do not lower your standards.

Maslow's Theory of Human Development

In the 1950s, psychologist Abraham Maslow (1908-1970) began to introduce his theory of human development, that humans have certain basic needs that must be met before they can go on to fulfill other needs. He presented his theory in the form of a pyramid, or hierarchy, of needs. A person must meet the needs of each level before going on to the next higher level.

The lowest level of the pyramid consists of the fulfillment of physiological needs, such as hunger, thirst, and sleep. The second level addresses safety needs. A person has to feel safe and secure in his or her environment. The third tier includes the need to feel a sense of belonging and acceptance from others. Self-esteem needs, such as the need to achieve and gain approval and recognition, make up the fourth level.

The top level consists of self-actualization needs. Maslow explained that these needs are the needs a person feels to reach his or her potential to the fullest. Maslow believed that a self-actualized person is one who accepts himself or herself—someone who is independent and is sympathetic to and promotes the welfare of others. A self-actualized person has a tendency to form meaningful relationships with a few people rather than maintain superficial, shallow friendships with many people.



Visit tx.healthmh.com/developmental_tasks for more information on growth and development.

Self-Actualization Hierarchy

Analyzing the Diagram

Study the diagram to the right and answer these questions:

1. Which levels of the pyramid involve needs for air and shelter?
2. How many levels of human basic needs are represented in the pyramid?



Learning Disabilities

A disorder in which a person has difficulty acquiring and processing information is a **learning disability**. If a person is diagnosed with a learning disability, counselors, school psychologists, teachers, and tutors can work with the person and his or her parents or guardian to make a plan to increase learning.

Did You Know?

Learning Disability

Dyslexia is a common learning problem that occurs in children and adults with normal vision and normal intelligence.

What to Know About Learning Disabilities

Schools may offer classes for students with learning disabilities in which the teaching techniques are adapted to the needs of the students who require help. Many students with learning disabilities remain in the same classroom with other students. Their teachers provide special help when needed.

Some students with learning disabilities may get extra help outside of the classroom with a speech pathologist or a reading specialist. Many students have a tutor. A **tutor** is a person who works with individual students to help them with schoolwork.

Dyslexia A learning disability in which a person has difficulty spelling, reading, and writing is **dyslexia**.

People who have dyslexia may reverse letters and numbers. They may read from right to left.

Attention deficit disorder A learning disability in which a person is restless and easily distracted is **attention deficit disorder (ADD)**.

People who have ADD cannot keep their attention focused on what they are doing.

Attention deficit hyperactive disorder

A learning disability in which a person is easily distracted and also is hyperactive is **attention deficit hyperactive disorder (ADHD)**. To be **hyperactive** is to be unable to sit or stand still for long periods of time.

Tracking disorder

A learning disability in which a person has difficulty looking at and following an object is **tracking disorder**. People who have this disorder skip letters, words, and lines as they read.

Five facts To be more sensitive to people with learning disabilities, remember the following five facts. If you have a learning disability, these facts may help you understand yourself.

People with learning disabilities

1. are capable of learning,
2. can learn strategies that help them acquire and process information,
3. may need a tutor and/or special education classes,
4. need support and encouragement from classmates and family, and
5. can be very successful.

Tutoring is available for students who need extra assistance. ▼



action plan
attention deficit
disorder (ADD)
attention deficit
hyperactive
disorder (ADHD)
body image
developmental tasks
of adolescence
dyslexia
goal
hyperactive
independent
learning style
sex role
tracking disorder



🔑 Key Terms Review

Match the definitions below with the lesson Key Terms on the left. Do not write in this book.

1. the way you gain and process information
2. a learning disability in which a person has difficulty spelling, reading, and writing
3. to not be able to sit or stand still for long periods of time
4. a desired achievement toward which you work
5. achievements that need to be mastered to become a responsible, independent adult
6. the detailed description of the steps to take to reach a goal
7. a learning disability in which a person is restless and is easily distracted
8. the perception a person has of his or her body's appearance
9. the way a person acts and the feelings he or she has about being male or female
10. to be able to rely on oneself

Recalling the Facts

11. What are four types of learning styles? Give a tip for each.
12. What does it mean to develop a work ethic?
13. What is Maslow's definition of a self-actualized person?
14. Describe how a person can keep his or her priorities in order.
15. State five facts that apply to people who have learning disabilities.
16. What are five ways to unlock the door to a successful future?
17. How can you set and achieve a goal?
18. What are four common types of learning disabilities?

Critical Thinking

19. What does it mean to believe in your values?
20. Why is it important to understand what learning disabilities are? What learning support is available to students with learning disabilities?
21. Consider Developmental Tasks 1 and 7 in Havighurst's list of developmental tasks. How are they related?
22. Compare a visual learner with an auditory learner and a kinesthetic learner.

Real-Life Applications

23. In what way would keeping a journal help you achieve Developmental Task 4 in Havighurst's list of developmental tasks?
24. What is your learning style? What changes can you make in the way you study to maximize your learning?
25. As you think about your own goals, what first steps should you take to reach them?
26. What kind of volunteer work might you choose to prepare for a career?

Activities

Responsible Decision Making

27. **Describe** You have a test tomorrow. Your friend suggests studying together and quizzing each other. However, you know you study best when you outline the material you need to learn. Describe how you would respond to this situation. Refer to the Responsible Decision-Making Model on page 61 for help.

Sharpen Your Life Skills

28. **Set Health Goals** Refer to page 266 about planning for the future. Take a sheet of paper and number one through five. Next to each number, write a strength you have and think about how you can use this strength toward your future. Write a one-page journal entry on this topic.