



# Circuit Training for the Brain

### Summary

This activity is about setting up a number of activities that students complete in the same way that in the gym they might do circuit training.

### Key Concepts

Thinking skills ; Preferred Learning Styles ; Assessment for Learning

### Uses

This can be set up in any subject and used with any age group

### Organisation

In the gym we would do circuit training to make sure that we exercised various parts of our body in an appropriate way. This activity is about doing the same for the brain.



The idea is to build on the various preferred learning styles of the students in the class and to provide a series of exercises that develop each of them. It could be as simple as having a couple of visual ones, a couple of auditory ones and a couple of kinaesthetic ones. On the other hand you could use other descriptions of learning styles and some which are for concrete learners and some which are for abstract ones ; some for sequential learners and some for random ones. ( For a set of guidelines to these concepts and their uses and a set of student tests please download the free guide from this site )



The students would have the idea of the circuit training explained to them. The activities would be allocated around the room as they would be in a gym. The class is split into groups and each group asked to start at a different place. The teacher allows a fixed period of time for each activity and then the whole class moves on to the next one on the circuit.

This activity works best where the tasks set are ones which are open ended. If they are closed and can be completed before the end of the session some students will be left with nothing to do. If they are too long then it will create frustration at not finishing them. Ideally they should be ones which have no fixed set of outcomes, but whose outcomes can nonetheless be measured.

Examples might include....

- A set of photographs from which students are asked to identify as many items as they can that meet certain criteria.
- A set of cards, each with an image from a storyboard or a timeline and students have to find as many ways to combine them as they can
- A tape recording of some information and students have to listen then record as many as they are able

This is the sort of exercise that would be useful at the end of a topic either as revision or as a more interesting form of assessment than the more usual written test. If this activity is used regularly then students could be set improvement targets and a personal record set, hence tying it in very much to the whole AfL agenda

### **Variations**

Maths could clearly have variations on this that are related to numbers, but generally the variations come in the nature of the activities. The use of different learning styles does not have to be just in terms of the input. They could be traditional inputs, but the outcomes might be that the students present their understanding as a piece of drama, a written piece, a radio presentation etc to build on the learning styles approach.

### **Resources**

A variety of exercises that have a range of preferred learning styles needed for their completion.