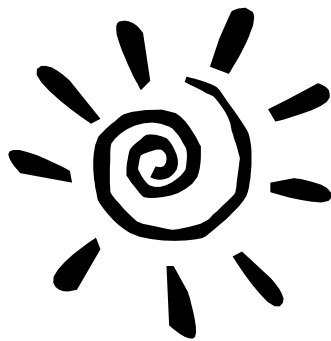


Multiple Intelligence...



Multiple Intelligences

"If the child is not learning the way you are teaching, try teaching the way the child learns."
Rita Dunn

Overview of Multiple Intelligence

- Multiple Intelligence explores the different ways that people process information.
- There are nine recognized intelligences.
- All human beings possess all nine intelligences in varying amounts.
- Each person has a unique blend of the intelligences which grow, expand and develop throughout life.
- Rarely do they work alone, rather intelligences are combined in our activities. One can enhance the other.
- Teaching students about their intelligence strengths helps them be self-advocates in their learning.
- The more we understand our own particular way of taking in information, the more effective we can be in communicating with others.

Description of Each Intelligence

Verbal/Linguistic - The Intelligence of WORDS

This intelligence is expressed in words, both written and oral and in auditory skills.

Characteristics

- Well developed verbal skills and sensitivity to the sounds, meanings and rhythms of words.
- Ability to take in information by hearing it.
- Has the ability to use language to express one's thoughts and to understand other people orally or in writing.
- Tend to listen well and to read, write, and speak, and play with words.
- Also are good speakers, storytellers, use analogies, metaphors and good grammar.
- Able to incorporate abstract thought and reasoning.

Incorporating Verbal/Linguistic Intelligence Into Your Lessons

- Read a story aloud or be an animated storyteller
- Begin a story and encourage the students to write the rest of it.
- Become pen-pals with another church.
- Create a Children's newsletter and encourage them to write articles for it.
- Play games like Scrabble, Wheel of Fortune, Jeopardy, crossword puzzles and word search.
- Give verbal instruction
- Spin tall tales, tell jokes, poems and stories
- Use e-mail or letters to connect with your students

Materials: Books, books on tape, bulletin boards, letter stencils, sentence strips, variety of paper, journals, bookmaking materials, magazines, word mobiles, & writing utensils.

Logical/Mathematical - The Intelligence of NUMBERS & REASONING

The ability to think conceptually and to use and appreciate abstract relations. Also the capacity to discern logical or numerical patterns.

Characteristics

- Includes scientific ability and is often called “critical thinking.”
- Involves reasoning (both inductive and deductive), logical thinking, dealing with abstract concepts, hypothesizing, testing, drawing conclusions, calculating, and recognizing patterns.
- These learners like information to be presented logically and systematically.
- They prefer problem solving approaches and the opportunity to make connections and identify relationships between concepts.
- People strong in this intelligence like to do things with data; they see patterns and relationships, they like to make lists, set priorities and make long-range plans.
- They like to solve mathematical problems and play strategy games, such as checkers and chess.
- They tend to use graphic organizers both to please themselves and to present information to others.
- This intelligence enables us to count by twos and fives and to do mental math in a restaurant to figure a tip.
- This group of people is also very comfortable with structure and likes to see a logical progression in the things they are working on.

Incorporating Logical/Mathematical Intelligence into Your Lessons

- Create mind benders, memory and word games based on your lessons.
- Encourage the students to develop strategies for coming with specific difficulties.
- Do science experiments that relate to your lessons theme.
- Play with puzzles of any type
- Build with leggos, blocks, dominos or other building materials
- Help students to create their own puzzles
- Create and solve logic games
- Have order and structure in the lesson and classroom
- Explore how things relate to each other and work together
- Explore new concepts
- Explore patterns, categories and relationships
- Compute arithmetic problems quickly
- Encourage them to help create order and analyze and interpret information.
- Reason things out logically to solve problems
- Incorporate games of strategy, such as chess & checkers into your lessons
- Devise experiments to test out things not easily understood

Materials: Pattern blocks, tangrams, puzzles, rulers, strategy games, construction sets, dice, & collections for sorting and classifying.

Spatial/Visual - The Intelligence of PICTURES & IMAGES

The ability to think in pictures and images and the capacity to visualize accurately and abstractly.

Characteristics

- Tend to think in pictures and learn best from visual presentations such as movies, pictures, videos, and demonstrations using models and props.
- Like to draw, paring or sculpt their ideas and often represent moods and feelings through art.
- Are good at reading maps and diagrams and they enjoy solving mazes and putting together jigsaw puzzles.
- Can remember patterns, location, and see 3-dimensionally.
- Is often expressed and experienced through daydreaming, imagining and pretending.
- This ability helps people to follow written and diagrammed instructions to assemble products.
- Many times people with this intelligence need to take notes in addition to hearing what is being said. (They need to see the words on the paper in order to more easily grasp them.)
- This intelligence incorporates the ability to visualize, to create internal mental images, to manipulate images and objects in space, to identify visual and spatial patterns and relationships.
- Learning with this intelligence involves developing visual representation of content, concepts and relationships using strategies such as mind-mapping or concept mapping, flow charts and other graphic representations.
- Can feel overwhelmed if there is too much visual stimulation.

Incorporating Spatial/Visual Intelligence into Your Lessons

- Create art work of any kind and using any material
- Show video clips that pertain to your lesson
- Create visual puzzles to reinforce the lesson theme
- Involve the students in creating and visualizing a carnival and picnic for your church
- Use story boxes and flannel people to illustrate the story
- Set up a visually exciting environment
- Display only the current materials so they do not get visually overwhelmed
- Bring out materials only as they are needed
- Use maps with picture links
- Use graphs and time lines
- Create a mural that you add to each week to express the lesson
- Offer lots of different supplies to create things
- Allow students to create something to bring home
- Change how the environment looks from time to time
- Work on an on-going project
- Encourage them to draw accurate representations of people or things

Materials: Markers, art prints, crayons, video equipment, collage materials, rubber stamps, paints, clay, drawing paper, picture library. & leggo sets.

Bodily/Kinesthetic- The Intelligence of the WHOLE BODY & HANDS

The ability to use your whole body or parts of your body, to solve a problem, make something, or put on a production.

Characteristics

- Learn by connecting movement & knowledge - “act out” knowledge physically in order to remember
- Process information through the sensations they feel in the body
- Like to move around, act things out and touch the people they are talking to
- Are good at both small and large muscle skills and enjoy physical activities and sports of all kinds
- Prefer to communicate information by demonstration or modeling
- Express emotion or mood through dance
- Need class experiences that allow them to move around and interact
- Also learn by manipulating objects, by role-play and by movement
- Process knowledge through bodily sensations
- Move, twitch, tap, or fidget while sitting
- Like to touch or be touched when talking with people

Incorporating Body/Kinesthetic Intelligence into Your Lessons

- Offer hands on activities such as clay, blocks and clay
- Retell the story in drama or with puppets
- Offer tactile learning centers that reinforce each lesson
- Offer open space for movement and drama
- Allow hands on learning
- Be an animated storyteller
- Repeat things – allow repetition
- Incorporate sports and movement into the lesson
- Take something apart and put it back together – let’s see how things work
- Go on a treasure hunt
- Provide opportunities for moving around, touching, or acting things out
- Incorporate active learning activities
- Provide activities for fine and gross motor skills
- Use hands-on learning
- Use a light shoulder touch to get their attention if they are distracted

Materials: Costumes, puzzles, props, sand, craft supplies, construction sets, blocks, puppets, scissors, & tactile learning materials.

Interpersonal- The Intelligence of SOCIAL UNDERSTANDING

The capacity to detect and respond appropriately to the moods, motivations and desires of others. The ability to work effectively with others and display empathy.

Characteristics

- Enjoy working in groups, learn while interacting and cooperating
- Is evident in the person who enjoys friends and social activities of all kinds and is reluctant to be alone
- Enjoy working in groups, learn while interacting and cooperating
- Often serve as mediators in case of disputes, both in a school situation and at home
- Is at work when we discern and understand the differences in other people's actions, moods and feelings
- Can accurately interpreted facial expressions, voices and physical gestures
- Tend to process their information by talking it through and may appear more extraverted
- Like to learn in groups and to work on collaborative projects
- Like to debate things

Incorporating Interpersonal Intelligence into Your Lessons

- Encourage small group discussion within the lesson time
- Pair students up to solve a problem
- Pair students up for question and answer discovery
- Create interview sheets and activities for students to get to know one another
- Offer group bonding activities
- Encourage the children to choose a topic and teach the rest of the group in a five-minute mini lesson
- Create scenarios of conflicts that pertain to your age group and encourage the children to brainstorm and negotiate solutions
- Use debate and discussion
- Encourage group problem solving
- Encourage games and team work that relate to the lesson purpose
- Engage in social activities
- Create group role-playing activities
- Bring together other classes so we can get to know everyone
- Encourage children to work cooperatively with other groups
- Allow them to organize and set up systems of communication and staying in touch
- Allow them to relate and cooperate
- Invite them to serve as "mediator" when disputes arise
- Encourage them to express the empathy they have
- Help them to practice "reading" social situations accurately

Materials: Large table for students to sit around, group games and puzzles, group projects, board games comfortable chairs and rugs, & writing paper.

Intrapersonal- The Intelligence of SELF-KNOWLEDGE

Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes. The ability to accurate mental models of themselves, and use them to make decisions about life.

Characteristics

- Have a deep awareness of inner feelings
- Allows people to understand themselves, their abilities, and their options
- Operates through reflection, metacognition (thinking about thinking), self-awareness, a focus on feelings and a sense of spirituality
- Like to work alone, to reflect, to process information emotionally and cognitively and are able to focus their concentration well
- Tend to be independent and self-directed and have strong opinions on controversial subjects
- Have a great sense of self-confidence and enjoy working on their own projects and just being alone
- Are able to step back and watch themselves
- Abilities include goal setting, planning for the future, recognizing our position in a larger order of things, and dealing with higher states of consciousness
- This group of people may take longer to process their thoughts so they do not necessarily answer a question in depth when first asked
- Need time to think
- Often appear to be introverted
- Can also have a difficult time breaking into a conversation or knowing when it is their turn to speak in a group of talkers
- March to the beat of a different drummer in style of dress, behavior, or general attitude
- Self-motivated to do well on independent study projects

Incorporating Intrapersonal Intelligence into Your Lessons

- Offer an area for private reflection
- Offer some self-directed activities
- Encourage journal writing since they prefer own private inner world
- Ask children to draw a picture that describes a mood or feeling
- Ask children to write a poem titled, "Who Am I?"
- Know that SILENCE is ok
- Allow time to reflect
- Offer creative expression projects that are open-ended so we can express our personal nature & thoughts
- Minimal directions
- Allow students to work alone on self-paced projects
- Use informal conversation rather than calling on people
- Allow time for individual processing before going into a group activity
- Encourage meditation - They have a deep awareness of inner feelings, strengths and weaknesses

Materials: Private, quiet place, journals, independent projects, personal collections & self-directed materials.

MUSICAL - The Intelligence of TONE, RHYTHM & TIMBRE

The capacity to think in music, to be able to hear patterns, recognize them, and perhaps to manipulate them. The ability to create, communicate, and understand meanings made out of sound.

Characteristics

- Ability to compose music, to sing, and to keep rhythm
- Sensitive to sounds, environmental as well as musical
- Often sing, whistle or hum while engaging in other activities
- Love to listen to music and often play a musical instrument
- Can sing on key and can remember and vocally reproduce melodies
- May move rhythmically in time to music or make up rhythms and songs to help them remember facts and other information
- Are stimulated by music, rhythms, the human voice and environmental sounds
- Learning is enhanced when new material is associated with sounds and music
- Frequently tap their hands or feet to music they hear in their head
- Sensitive to a variety of sounds in the environment - make sure they match the lesson
- Prefer to have music on when studying or working
- Collect recordings

Incorporating Musical Intelligence into Your Lessons

- Encourage children to create a song or rhyme about the lesson topic
- Use music and movement in presenting your lesson
- Use music and lyrics of popular songs as a lesson topic
- Sing each Sunday with your children
- Create tapes of your Sunday school songs for each child so they can learn the songs at home
- Have inviting music playing when children enter the room
- Use music to promote activities – match the mood to the activity
- Use music in story – such as having the story set to music
- Use your voice to express emotion – no monotones
- Use rhythm instruments
- Change the words to common songs – relate it to the lesson purpose
- Give opportunities to play a musical instrument or enjoy music
- Use intonation and pitch to help children remember

Materials: Tape recorder/CD player, musical tapes, instruments, scarves, & a parachute.

Naturalist- The Intelligence of NATURE & CLASSIFICATION

The ability to recognize and categorize plants, animals and other objects in nature. Learns through observation, discovery of natural phenomenon and relates learning to nature and life.

Characteristics

- Are strong in understanding nature, making distinctions, identifying flora and fauna
- Love to be involved in nature
- Involves such capacities as species discernment and discrimination, the ability to recognize and classify various flora and fauna, and our knowledge of and communion with the natural world
- Intelligence at work when you find yourself drawn to and fascinated by animals and their behavior
- Apparent when you notice the effect on your mood and sense of well-being when someone brings plants and/or cut flowers into an otherwise sterile, humanly-created environment
- Like to head for “great nature” when they want to relax, ‘unwind”, or find inner renewal

Incorporating Naturalist Intelligence into Your Lessons

- Allow child to face the window so they can see nature and/or open the windows
- Create analogies to nature, such as: seeds growing into trees to Truth principles
- Go on nature walks, labyrinths, etc
- Bring nature in through rocks, feathers, sticks, a fountain...
- Make art from nature
- Create a litter collage
- Get involved in a planting project (e.g. planting trees, flowers, grass, etc.) either in your own home, or somewhere in your community
- Spend some special time with a favorite animal (a pet, at the zoo, etc.)
- Go for a walk and consciously focus on the impact of the environment on your five senses, on emotions and spiritual awareness

Materials: Plants in the room, shells, tactical station with items from nature, pictures of outdoor scenes if there are no windows.

Existentialist - The Intelligence of SPIRITUALITY

Exhibit the proclivity to pose and ponder questions about life, death, and ultimate realities. Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die and how did we get here.

Characteristics

- Understand the claims that individual human beings have full responsibility for creating the meanings of their own lives
- Likes philosophy
- Enjoys “abstract” ideas and concepts
- Can easily go from A to Q when processing concepts
- Have the ability to be sensitive to, or have the capacity for, conceptualizing or tackling deeper or larger questions about human existence, such as the meaning of life, why are we born, why do we die, what is consciousness, or how did we get here.
- Enjoys practicing meditation, study of koans, study of zen stories, learning about the different types of religion such as Buddhism and Shintoism
- Able to bring clarity and understanding to the fundamental spiritual and philosophical questions of human existence

Incorporating Existentialist Intelligence into Your Lessons

- Invite them into an exploration of, “Why are we here?” and “What is our role in the world?”
- Encourage discussion of “abstract” ideas and concepts.
- Encourage self exploration of beliefs
- Encourage deep questions

Awareness of Multiple Intelligences

- Help us recognize that students are one-of-a kind individuals with unique strengths, weaknesses, aptitudes, interests, and capabilities.
- Help us understand that by knowing who they are and what they can do, students love of learning, excitement about life, and self-confidence becomes a bedrock for lifelong growth and success.
- Help us create classroom experiences that engage the students on all levels and empower them to truly explore the wisdom within them.

Resources

The Best of Multiple Intelligences Activities

Teacher Created Materials, Inc ISBN - 1-57690-464-4
www.teachercreated.com

Developing Students' Multiple Intelligences

Kristen Nicholson-Nelson ISBN - 0-590-93101-6
Scholastic Professional Books

7 Kinds of Smart

Thomas Armstrong, Ph.D.
ISBN – 0-452-28137-7
Penguin Books