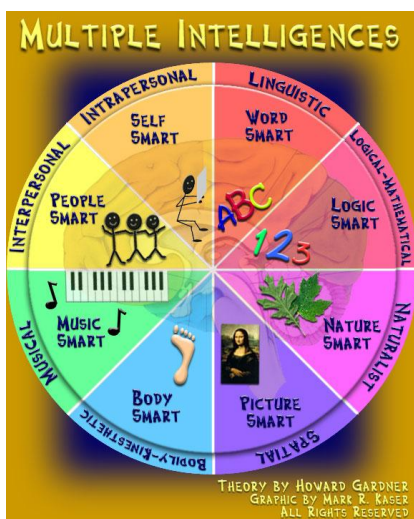


MULTIPLE INTELLIGENCE

Part 1 GRADE 10 LESSON 27



Time Required: 30-45 minutes

Principles:

- Students will understand the relationship between personal qualities, education, training and the world of work.

Objectives (Students will...):

- Identify how intellectual strengths can lead to future career success.
- Define multiple intelligences, self-access and identify strengths and weaknesses as it relates to course and career planning.

Graphic Source: naungancinta.wordpress.com

GOAL: Students will discuss multiple intelligences and apply some of its implications to learning and career planning.

Activity Statements:

Students will play a game to learn about Howard Gardner's work on multiple intelligences and complete a worksheet to personalize it to their own academic and career development.

Materials:

Handout 1 *Multiple Intelligences*
 Handout 2 *Multiple Intelligences Worksheet*
 Handout 3 *Game Graphic*
 Chalk/blackboard or markers and flipchart
 Pen/pen

Procedures:

SAY: We all have a tendency to compare ourselves with each other and sometimes believe we are smarter than or not as smart as others. During today's lesson you will learn that there are multi-intelligences and that we are all smart in our own way.

1. Using handout 1 cut out type of intelligence(white), definitions (blue), examples(yellow), and possible career(green), paste each component on a color coded index card using examples of color above.
2. Divide the class into two teams, giving each team equal number of each color card.

3. Have each team select a team captain and give team a name. Have team captains draw straws to see which team gets first chance to score. Both teams have all components of worksheet.
4. Put team names on board to keep score.
5. The team getting the shortest straw loses and calls out one of the seven multiple intelligences and calls out the answer category: definitions (blue), examples(yellow), and possible career(green). *For instance Multiple intelligence is SPACIAL, category is definition.* Team huddles, reviews cards, decides on answer, and reads chosen answer from card. If unable to give the right answer, team B gets a chance to steal. Game continues until all answers have been given or 20 minutes are left in the class.
6. Collect cards, place in zip lock baggie or large envelope, label and keep for next year.
7. Distribute handouts and have each student complete Handout 2 leaving 5 minutes for discussion questions. (Students may need to complete worksheet at home. If so, ask them to bring a copy next week for grading purposes and to place in portfolio.)

Discussion:

1. Do you agree that there are many types of intelligences? Why or why not?
2. Can you think of a person who has multiple talents?
3. Does your school help you to develop some of these different intelligences? How?
4. Who are popular musical or athletic heroes that have multiple intelligences?
5. Do you have a friend who has multiple intelligences?
6. What is something you learned that can help you improve academically or prepare for a career?

Interrogative Closing Statement:

We all have special gifts or are intelligent in our own way. Throughout high school you can further develop your strengths to help you succeed academically and be prepared for a career that is aligned with your strengths. Learning that we are all different alleviates the need for self-comparison and self doubt.

Additional Resources:

Armstrong, Thomas: PhD; **7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences**

http://www.thomasarmstrong.com/multiple_intelligences.htm

<http://www.ldpride.net/learningstyles.MI.htm> This site contains free learning styles and multiple intelligences tests and you can download **free book** called Understanding Your Learning Style: Learn More Faster.

Extension Activities: Go to the above websites, take on-line assessments and order free book. Bring results of learning styles/multiple intelligence assessments to class next week and share with teacher to record on Teacher Resource 1 Class Summary.

MULTIPLE INTELLIGENCES

Howard Gardner advanced the theory of Multiple Intelligences in the 1980's. The criteria below illustrate some of the abilities that are central to the operation of a given intelligence.

Linguistic Intelligence.....has an excellent command of language
Logical-Mathematical Intelligence performs mathematical calculations well
Bodily-Kinesthetic Intelligence.....uses the body (e.g. feet, hands, etc) well
Spatial Intelligencevisualizes objects seen from a different angle
Musical Intelligence.....perceives, discriminates and judges musical forms
Interpersonal Intelligence.....relates well to others; understands others
Intrapersonal Intelligence..... understands himself or herself
Do you agree that there are many kinds of intelligences? Why or why not?

Which one of the above seven intelligences represents you the most? Why?

How does your school help you to develop some of the above intelligences?

What do you believe are some of your strengths?

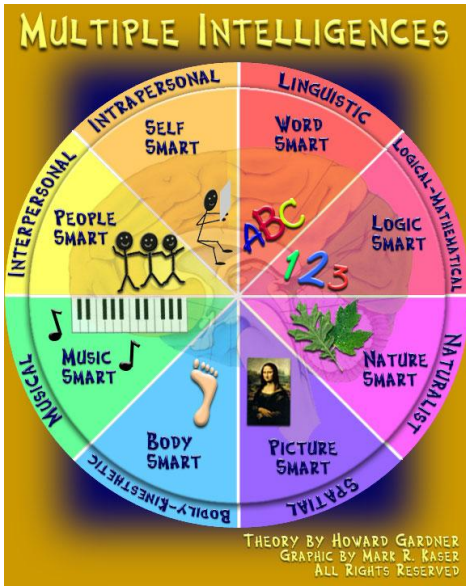
Read the examples below. Write the name of one of the 7 above intelligences in the space provided.

1. Exhibits grace in physical movements_____
2. Perceives patterns and relationships_____
3. Delivers speeches with poise and confidence_____
4. Works well with his/her hands_____
5. Composes music_____
6. Inspires others to positive actions_____
7. Solves mathematical problems well_____
8. Plays a guitar well_____
9. Recognizes cause and effect relationships_____
10. Debates ideas well_____

Resource: Gardner, Howard. (1993). Multiple Intelligences: The Theory in Practice. Basic Books.

MULTIPLE INTELLIGENCE Handout 2

Part 2 GRADE 10 LESSON 27



Maximizing My Multiple Intelligences

Directions: Use results from Handout 2 assessment or online assessment results from <http://www.ldpride.net/learningstyles.MI.htm>

NAME: _____

My three most dominant multiple intelligences are:

1. _____
2. _____
3. _____

My three least dominant multiple intelligence are:

1. _____
2. _____
3. _____

Strengths I have that will help me learn and I can share with others:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Weaknesses I may need help with:

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Part II

Other students I can go to for help with my weaknesses:

| Greatest Learning Weakness | Students with Strengths in This Area |
|----------------------------|--------------------------------------|
| | |
| | |
| | |
| | |

Game Graphic

Directions: Give each team this game graphic to use as a guide for their answers.

