

MULTIPLE INTELLIGENCE - Part 2

GRADE 10 LESSON 28



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 complete an assessment on multiple intelligences and complete a worksheet to personalize it to advance their own and help others succeed in school.

Materials:

Handout 1 *Multiple Intelligences Assessment*
 Handout 2 *Maximizing My Multiple Intelligences*
 Teacher Resource 1 *Multiple Intelligences Student Recording Form*
 Pen/pen

Procedures:

SAY: Last week we learned that all of us have learning strengths and can be intelligent in a variety of ways. This week we are going to confirm our learning strengths and weaknesses to learn how to help ourselves and others.

1. Students will complete Handout 1 *Multiple Intelligences Assessment*
2. Students will then complete Part I of Handout 2 *Maximizing My Multiple Intelligences* independently.
3. Students will participate in an activity that allows them to locate peers in the room who have strengths in their weakest area.
 - a. Ask student to mill about the room and try to find students with strengths in their areas of weakness.

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- b. Students will call out their weakest area and ask those with strengths to come forward.
 - c. Students will ask what their strengths are and ask if they can put them on their form as a resource.
 - d. This process will continue until a support for each weakness has been recorded.
 - e. Students can help each other by showing all strengths on their forms.
4. Teachers will ask each student to turn in their Handout 1 or on-line assessment results in order to record student strengths for future reference on Teacher Resource 1.

Discussion:

1. What is your primary strength? Do a quick round-a-bout to let everyone share.
2. What surprised you about your own or someone else's results?
3. What is something you learned that can help you improve academically or prepare for a career?
4. What was most helpful about today's lesson?

Interrogative Closing Statement:

We are all unique individuals with strengths and weaknesses. Our world is very diverse. It's important to offer and accept help from others in areas of strengths. Use knowledge gained from this lesson to maximize your resources by identifying others outside your advisory group who can help you in your areas of weaknesses.

Additional Resources:

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

<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 website, take on-line assessment and order free book. Go to your classmates to learn about their areas of multiple intelligences and ask for help when needed.

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?

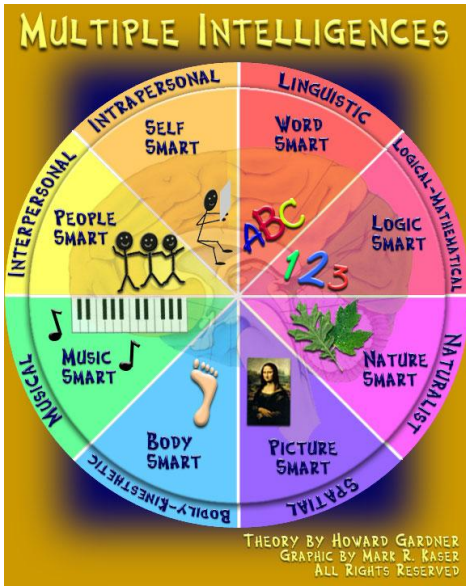
What do you believe are some of your strengths?

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_____

MULTIPLE INTELLIGENCE Handout 2

Part 2 GRADE 10 LESSON 28



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. _____
2. _____
3. _____
4. _____

Part II

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

Greatest Learning Weakness	Students with Strengths in This Area

Multiple Intelligences - Group Summary

Name of Group: _____

To help the advisors better advise students, please list the members of your advisory group below and record each student's primary multiple intelligences areas after completing assessment on <http://www.ldpride.net/learningstyles.MI.htm>. This information will be used when helping students develop learning strategies and with academic and career planning (course selection). It can also help other students identify students to go to with strengths in areas of weaknesses.

	STUDENT NAME	Primary Intelligence	Secondary Intelligence	Tertiary Intelligence
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
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