

Find your strengths and do your *Personal Best*

TEACHER'S HANDOUT

Everyone learns in different ways - knowing this, and knowing how they learn, helps students to be more confident and find ways to improve their English. It may also help them to learn more effectively in other areas of their lives.

This lesson introduces students to Dr Howard Gardner's theory of 'Multiple Intelligences' (MI) and the idea that all learners are different. The students think about different types of intelligence and then do a quiz to find out what intelligences they are strong in. However, its results are not intended as a way to label people as naturalistic learners, musical learners, etc. Labeling creates limits, and when it comes to learning, we want to avoid restricting how we define student potential. People have many different intelligences, and strength in one area does not predict weakness in another.

At the end of the lesson, students think about how to use the ideas from the lesson to help themselves learn English.

LESSON DELIVERY

WARM-UP ACTIVITIES

1. Students choose ONE of the following problems to solve:

PROBLEM 1

My 1st is in bug but not in rug.
My 2nd is in please but not in peas.
My 3rd is in shut but not in shot.
My 4th is in one but not in two.
When you find me, I will be sad.

PROBLEM 2

Your two best friends are very unhappy. They both like you very much but they don't like each other.
How can you help them?

PROBLEM 3

1 3 7 15 31 ?

Tell another student which problem you chose and why you choose it.

ANSWERS:

Problem A: blue | Problem B: student's own answers | Problem C: 63

2. Think-Pair-Share

Students discuss these two questions in pairs and then share it with the whole class. Try to elicit famous people as well as friends and family.

Who do you know who is intelligent?
Why do you think they are intelligent?

Why did you choose those people? Ask them to support their answers.

Write the names of some famous people on the board. They should represent a "mix of intelligences". (e.g: Edinson Cavani, Mick Jagger, Donald Trump, Mark Zuckenberg)

Students put them in order with the one they think is the most intelligent first and discuss how they made their decisions.

Put these people in order with the most intelligent person first.

1. _____
2. _____
3. _____
4. _____

Whole-class discussion:

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

Albert Einstein

What do you understand by INTELLIGENCE? Brainstorm ideas on the board.

Ask students to look at the poster and introduce Dr Howard Gardner's Theory.

Make special emphasis on the following:

*All human beings possess all intelligences in varying amounts.
Multiple intelligences can be nurtured and strengthened, or ignored and weakened.*

Intelligence is defined as:

- The ability to create an effective product or offer a service that is valued in a culture.
- A set of skills that make it possible for a person to solve problems in life.
- The potential for finding or creating solutions for problems, which involves gathering new knowledge.

MULTIPLE INTELLIGENCES TEST

Scan the QR Code from the "Find your strengths and do your personal best" poster and download the Multiple Intelligences test we have created for you to use in class with your students.

NOTE: *Although the lesson is based on the MI theory, the diagnostic materials here, such as the quiz, do not claim a rigorous scientific base.* Please enjoy the following quiz, knowing that it is not an official multiple intelligences test or a comprehensive profile of your intelligences. Rather, it is an exercise intended to get users thinking about the intelligences and how they may function.

Instructions

PART 1

- Individually, students go through the eight sections placing a number 1 next to each statement that is true for them.
- Sum up number 1s for each section and write the total number in the boxes provided.

PART 2

Students carry forward their totals from each section and multiply them by 10 in the chart provided.

PART 3

Students visualize their results by plotting their scores on the bar graph and colouring the blocks up to the multiplied score. Each section corresponds to one of the 8 intelligences and will determine their types of strengths.

After they have finished the test we suggest you go back to the poster and read out the brief description for each intelligence.

Then, ask students to discuss the following questions with their partner:

- Which are your top 3 intelligences?
- How is your partner different from you?
- Are you surprised by your results?

The Foundations of MI Theory

It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world.

Howard Gardner

In 1904, the minister of public instruction in Paris asked the French psychologist Alfred Binet and a group of colleagues to develop a means of determining which primary grade students were “at risk” for failure so these students could receive remedial attention. Out of their efforts came the first intelligence tests. Imported to the United States several years later, intelligence testing became widespread, as did the notion that there was something called “intelligence” that could be objectively measured and reduced to a single number or “IQ” score.

Almost 80 years after the first intelligence tests were developed, a Harvard psychologist named Howard Gardner challenged this commonly held belief. Saying that our culture had defined intelligence too narrowly, he proposed in the book *Frames of Mind* (Gardner, 1993a) the existence of at least seven basic intelligences. More recently, he has added an eighth and discussed the possibility of a ninth (Gardner, 1999). In his theory of multiple intelligences (MI theory), Gardner sought to broaden the scope of human potential beyond the confines of the IQ score. He seriously questioned the validity of determining intelligence through the practice of taking individuals out of their natural learning environment and asking them to do isolated tasks they’d never done before—and probably would never choose to do again. Instead, Gardner suggested that intelligence has more to do with the capacity for (1) solving problems and (2) fashioning products in a context-rich and naturalistic setting.

The Eight Intelligences Described

Once this broader and more pragmatic perspective was taken, the concept of intelligence began to lose its mystique and became a functional concept that could be seen working in people's lives in a variety of ways. Gardner provided a means of mapping the broad range of abilities that humans possess by grouping their capabilities into the following eight comprehensive categories or "intelligences":

Verbal-Linguistic: The capacity to use words effectively, whether orally (e.g., as a storyteller, orator, or politician) or in writing (e.g., as a poet, playwright, editor, or journalist). This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language. Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information), explanation (using language to inform), and metalanguage (using language to talk about itself).

Logical-mathematical: The capacity to use numbers effectively (e.g., as a mathematician, tax accountant, or statistician) and to reason well (e.g., as a scientist, computer programmer, or logician). This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions. The kinds of processes used in the service of logical-mathematical intelligence include categorization, classification, inference, generalization, calculation, and hypothesis testing.

Visual-Spatial: The ability to perceive the visual-spatial world accurately (e.g., as a hunter, scout, or guide) and to perform transformations upon those perceptions (e.g., as an interior decorator, architect, artist, or inventor). This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix.

Bodily-kinesthetic: Expertise in using one's whole body to express ideas and feelings (e.g., as an actor, a mime, an athlete, or a dancer) and facility in using one's hands to produce or transform things (e.g., as a craftsperson, sculptor, mechanic, or surgeon). This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as proprioceptive, tactile, and haptic capacities.

Musical: The capacity to perceive (e.g., as a music aficionado), discriminate (e.g., as a music critic), transform (e.g., as a composer), and express (e.g., as a performer) musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody,

and timbre or tone color of a musical piece. One can have a figural or “top-down” understanding of music (global, intuitive), a formal or “bottom-up” understanding (analytic, technical), or both.

Interpersonal: The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This can include sensitivity to facial expressions, voice, and gestures; the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way (e.g., to influence a group of people to follow a certain line of action).

Intrapersonal: Self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one’s strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem.

Naturalistic: Expertise in the recognition and classification of the numerous species—the flora and fauna—of an individual’s environment. This also includes sensitivity to other natural phenomena (e.g., cloud formations, mountains, etc.) and, in the case of those growing up in an urban environment, the capacity to discriminate among inanimate objects such as cars, sneakers, and CD covers.

Extract from “*Multiple Intelligences in the Classroom.*” (2009) by Thomas Armstrong. ASCD, United States of America.

Learners who are highly...	Like to	Are good at	Learn best by
Verbal-Linguistic	<ul style="list-style-type: none"> - read, write - use puns - tell stories 	<ul style="list-style-type: none"> - memorizing names, places, dates, trivia 	<ul style="list-style-type: none"> - saying, hearing, and seeing words and stories
Logical-Mathematical	<ul style="list-style-type: none"> - conduct experiments - figure things out - work with numbers - ask questions - explore patterns and relationships 	<ul style="list-style-type: none"> - maths - reasoning - logic - problem solving - quantitative analysis 	<ul style="list-style-type: none"> - categorizing - classifying - working with abstract patterns and relationships - quantifying
Visual-Spatial	<ul style="list-style-type: none"> - draw, build, design, and create things - daydream - look at pictures/slides - watch movies - play with machines 	<ul style="list-style-type: none"> - imagining things - sensing changes - mazes / puzzles - reading maps/ charts - diagramming - charting 	<ul style="list-style-type: none"> - visualizing - dreaming - using the mind's eye - working with colours and pictures - outlining
Musical	<ul style="list-style-type: none"> - sing, hum - listen to music - play an instrument - respond to music 	<ul style="list-style-type: none"> - picking up sounds - remembering melodies - noticing pitches and rhythms - keeping time 	<ul style="list-style-type: none"> - rhythm - melody - music - sound - drumming - listening
Bodily-kinesthetic	<ul style="list-style-type: none"> - move around - touch and talk - use body language - engage in activity - interact physically - experiment 	<ul style="list-style-type: none"> - physical activities - crafts - making things - mapping 	<ul style="list-style-type: none"> - touching - moving - interacting with spaces - proceeding knowledge through bodily positions
Interpersonal	<ul style="list-style-type: none"> - have lots of friends - talk to people - join groups - network - personalize 	<ul style="list-style-type: none"> - understanding people - leading others - organizing - communicating - manipulating - mediating conflicts 	<ul style="list-style-type: none"> - sharing - comparing - relating - cooperating - interviewing - leading - interacting - listening
Intrapersonal	<ul style="list-style-type: none"> - work alone - pursue own interest - reflect - observe 	<ul style="list-style-type: none"> - understanding self - focusing inward on feelings/dreams - following instincts - pursuing interests - being intuitive 	<ul style="list-style-type: none"> - reflection - individualized projects - self-paced instruction - having own space - intuition
Naturalistic	<ul style="list-style-type: none"> - observe / explore nature - read about nature - grow plants and garden 	<ul style="list-style-type: none"> - outdoor recreation activities - learning taxonomies for plants/animals - understanding how 	<ul style="list-style-type: none"> - collecting data through observation - drawing/photographing outdoor subjects - reading/writing - performing

FOLLOW-UP ACTIVITIES

What activities do you like doing in English class?
Does this match your intelligence chart?
Talk to your partner.

How can you and your partner learn English better outside of class?
Think of some activities which would be good for your intellectual composition.

Example:

