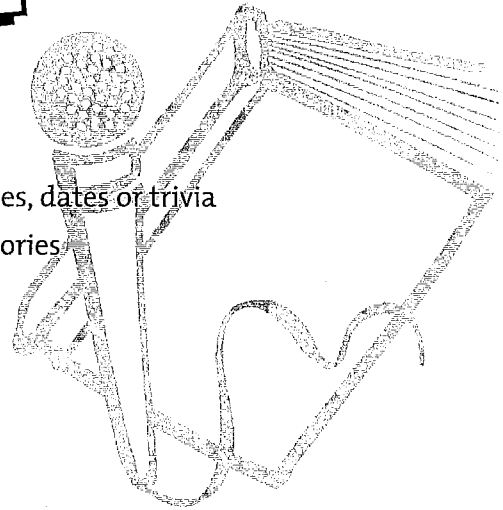


# More about Multiple Intelligences . . .

*A person who possesses this intelligence usually . . .*

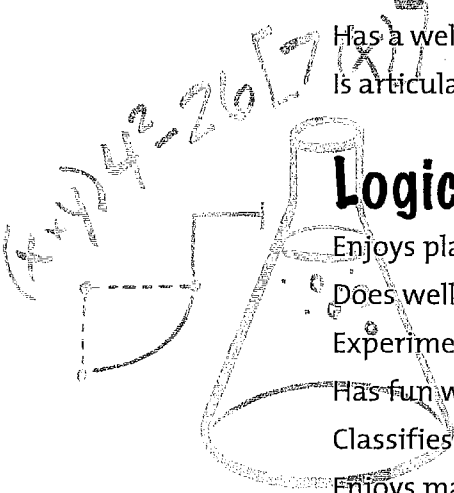
## Verbal/Linguistic

- Has a good memory for names, places, dates or trivia
- Enjoys reading books and writing stories
- Likes to tell jokes and stories
- Spells accurately and easily
- Likes word games
- Likes to read, write and listen
- Has a well-developed vocabulary
- Is articulate—can “find the right words” when speaking



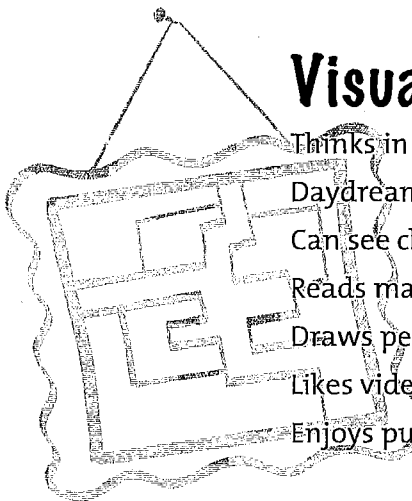
## Logical/Mathematical

- Enjoys playing strategy games such as chess
- Does well in math
- Experiments to test things not easily understood
- Has fun with brain-teasers
- Classifies and orders data: analyzes, interprets and predicts
- Enjoys math and using computers
- Is curious about science



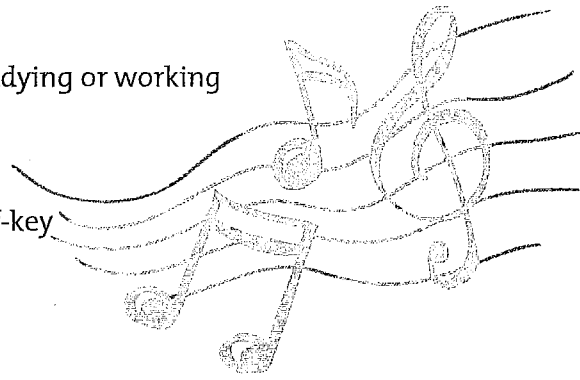
## Visual/Spatial

- Thinks in images and pictures
- Daydreams
- Can see clear visual images when thinking or reading
- Reads maps, charts and diagrams easily
- Draws people and things accurately
- Likes video games
- Enjoys puzzles and mazes



## Musical

- Prefers to have music on when studying or working
- Collects CDs
- Is sensitive to a variety of sounds
- Knows when musical notes are off-key
- Keeps time rhythmically
- Enjoys singing
- Knows the words to many songs
- Plays a musical instrument



## Intrapersonal -- Self-Awareness

- Has a deep sense of self-confidence
- Has awareness of inner feelings, strengths and weaknesses
- Motivates self
- Likes to be alone to study and create
- Reacts strongly, especially regarding controversial topics
- Is sometimes different from others in dress and appearance
- Is intuitive



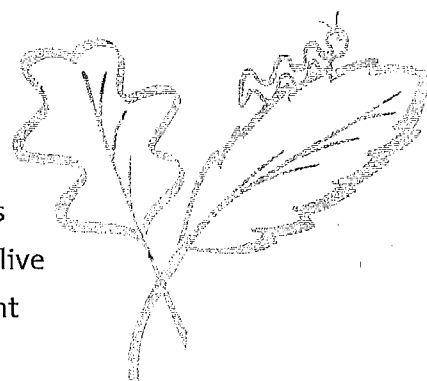
## Interpersonal -- Awareness of Others

- Responds to moods and feelings of others
- Serves as a mediator
- Enjoys group activities
- Organizes
- Communicates effectively
- Has many friends, is very social
- Enjoys being around people



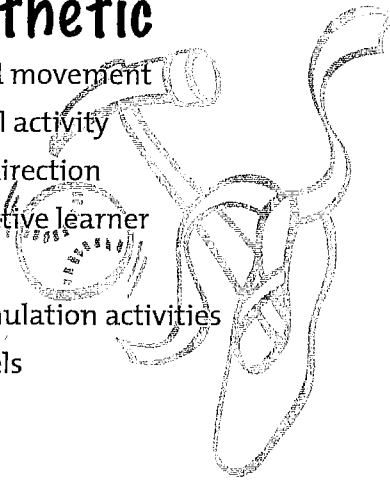
## Naturalist

- Enjoys spending time in nature
- Hears and sees links in nature
- Can name types of flowers and trees
- Enjoys learning about how animals live
- Appreciates the natural environment
- Enjoys rocks, plants and animals
- Likes to organize and classify items in groups or categories



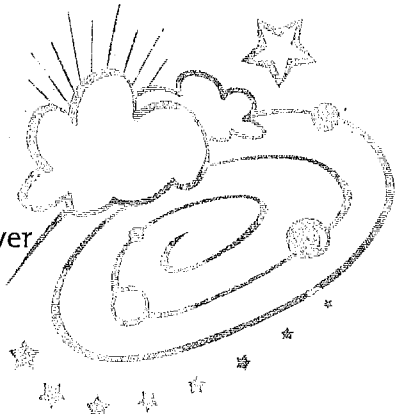
## Bodily/Kinesthetic

Learns through touch and movement  
Enjoys sports and physical activity  
Displays a keen sense of direction  
Full of energy and a proactive learner  
Enjoys manipulatives  
Likes role-playing and simulation activities  
Builds or constructs models



## Existential

Has clear rules by which he/she lives daily life  
Considers religion/philosophy an important part of life  
Has a philosophy of life that helps make decisions/choices  
Thinks often about truth, justice and goodness  
Spends time frequently in reflection, meditation and/or prayer  
Reflects on the nature of the universe and "mysteries of life"  
Reflects on the "grand plan" that human beings are part of  
Thinks about what is beyond the "here and now" of life  
Spends time reading, discussing and/or thinking about philosophy and/or religion  
Cares deeply about the "state of the world/universe"



◆ *All of us have gifts; oddly, though, many of us have a difficult time identifying them. Ironically, the things we are best at are those which are most difficult for us to see. Most people can quite readily identify their weaknesses. Far fewer of us can say with assurance what our strengths are.*

Richard J. Leider and David A. Shapiro, authors  
*Whistle While You Work*



# Multiple Intelligences and Reflective Activities

## Type of Intelligence

## Focuses On

## Possible Reflective Activities

### Verbal-Linguistic



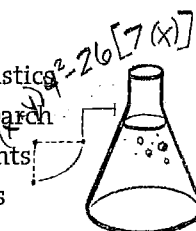
Capacity to use words effectively, to express what is on your mind and to communicate with other people.

Journal  
Public speech  
Poetry  
Press release

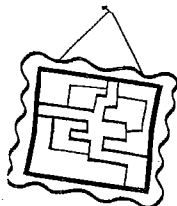
### Logical-Mathematical

Capacity to reason well, the way scientist or logician does; or to manipulate numbers the way a mathematician does.

Analysis of statistics  
Field-based research  
Timeline of events  
Charts or graphs



### Visual-Spatial



Ability to represent the spatial world visually in your mind, the way a pilot does in the large spatial world or the way a chess player does in a more circumscribed world.

Photo, slide, or video essay  
Sculpture  
Scrapbook  
Drawing, collage, painting  
Map of service site

### Bodily-Kinesthetic



Expertise in using one's whole body to express ideas and feelings. The most evident examples are people in athletics or the performing arts, particularly dance and acting.

Construction project  
Dance performance  
Skit or scene from the project  
Theater production

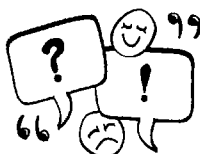
### Musical

Capacity to perceive, discriminate, transform and express musical forms.



Songs which focus on the project  
Music that reflects theme and feelings  
Re-creation of sounds of project

### Interpersonal



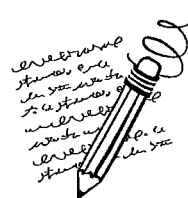
Ability to perceive and make distinctions in the moods, intentions, motivations and feelings of others.

Pair or small group sharing  
Conference presentation  
Service training for others

## ***Intrapersonal***

Ability to understand yourself, to know who you are, what you can do, what you want to do, how you react to things, which things you avoid, and which things you gravitate toward.

Journal  
Self-assessment  
Progress chart  
Learning log  
Poetry



## ***Naturalist***



Capacity to classify and discriminate among living things (plants, animals), as well as sensitivity to other features of the natural world.

Reflection session outdoors  
List of ways your project improved the planet  
Comparison of project to a part of nature  
Classification of project outcomes, challenges, etc.

## ***Existential***



Ability to ponder the “big questions” and engage others in this quest; a strong sense of caring for/concern about the world in a global sense.

Journal  
Philosophical essay, poetry, artwork or music  
Motivational speech or sermon



Adapted from the work of Howard Gardner, Ph.D., Thomas Armstrong, Ph.D.  
and L. Richard Bradley, Ph.D.

## Multiple Intelligences Writing Assignment

After completing the Multiple Intelligences activity, please compose a 5 paragraph essay in which you discuss the following:

### 1<sup>st</sup> paragraph – Intro –

- Tell me a little bit about yourself (name, activities, favorite subjects, likes/dislikes, etc). Include anything interesting you think I should know about you.
- What were your three highest flowers (just list them – this will be your thesis sentence). Your last sentence should be something like... "My three highest intelligences are verbal, visual and bodily/kinesthetic."

### 2<sup>nd</sup> paragraph – Body #1 – Highest Flower

- Explain which flower was the highest for you
- Do you agree or are you surprised with this result? Why?
- Give SPECIFIC EXAMPLES of why you agree or disagree with this flower

### 3<sup>rd</sup> paragraph – Body #2 – 2<sup>nd</sup> Highest Flower

- Explain which flower was the second highest for you
- Do you agree or are you surprised with this result? Why?
- Give SPECIFIC EXAMPLES of why you agree or disagree with this flower

### 4<sup>th</sup> paragraph – Body #3 – 3<sup>rd</sup> Highest Flower

- Explain which flower was the third highest for you
- Do you agree or are you surprised with this result? Why?
- Give SPECIFIC EXAMPLES of why you agree or disagree with this flower

### 5<sup>th</sup> paragraph – Conclusion –

- Think about this paragraph in 5 sentences
  - o For the first sentence, write a general statement about how people learn in different ways. You may want to include what your intelligences were
  - o For the second sentence, go back and read your FIRST body paragraph. Summarize that paragraph in one or two sentences and write those summary sentences in the conclusion
  - o For the third sentence, go back and read your SECOND body paragraph. Summarize that paragraph in one or two sentences and write those summary sentences in the conclusion
  - o For the fourth sentence, go back and read your THIRD body paragraph. Summarize that paragraph in one or two sentences and write those summary sentences in the conclusion
  - o For your last sentence, close with a "so what" type statement. What strategies have you learned? Why is this important information for you? How can you use this information in the future?

