

# How Are You Smart ?

## Multiple Intelligences "Flower" Activity



**Adapted from *Creating A Legacy***  
**High School Level of *Everyday People Make A Difference***

# Multiple Intelligences

Dr. Howard Gardner began his research on intelligence when he realized that traditional I.Q. tests were not always adequate or accurate. He developed his Theory of Multiple Intelligences to identify and explain the variety of ways in which people are “smart.”



The original method of measuring intelligence was devised in 1905. Educators in Paris asked psychologist Alfred Binet to find a way of determining which children were likely to excel in school, and which ones might need tutors. He designed what we now know as the Stanford-Binet Intelligence Quotient, a test that is still in use today.

The SAT and ACT are other common IQ-related tests. Colleges use them to predict future success based mainly on a student’s verbal and mathematical abilities.

But in his book, *Frames of Mind*, written in 1983, Howard Gardner defined intelligence much more broadly than math and verbal skills. He said it is the ability to solve problems, express our creativity and interact with the world in a variety of ways.

Gardner’s work has demonstrated that **many different gifts have been needed to “move the world forward.”** Intelligence isn’t always about being able to read well or solve logic problems. Some people are “smart” at fixing cars, growing flowers or creating works of art.

Gardner believes that people possess at least eight (nine, if we choose to include “existential-ist”) different intelligences, though as individuals each of us is stronger in certain areas. His extensive research has shown that each type of intelligence is connected with brain development in a specific way.

*So . . . How do you suppose your brain might be developing?? Let’s find out.*

# How Are You Smart?

## A Multiple Intelligences Preference List

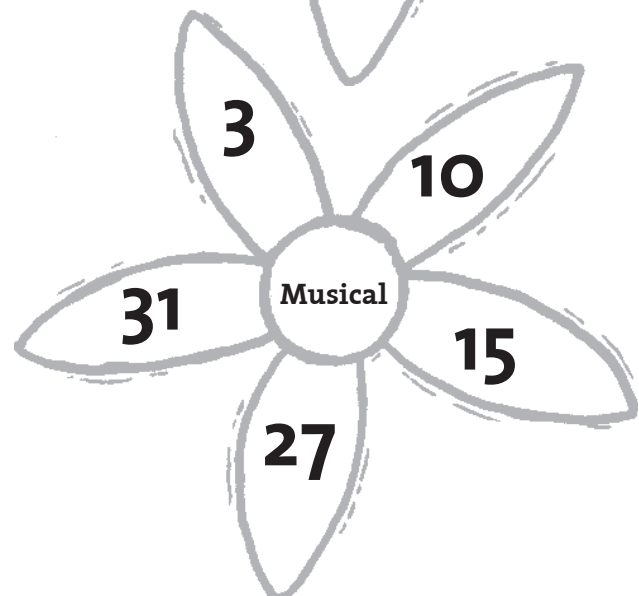
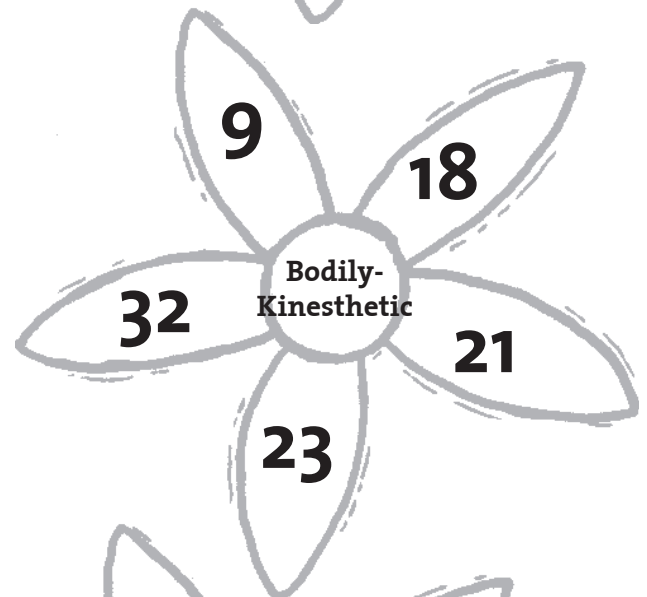
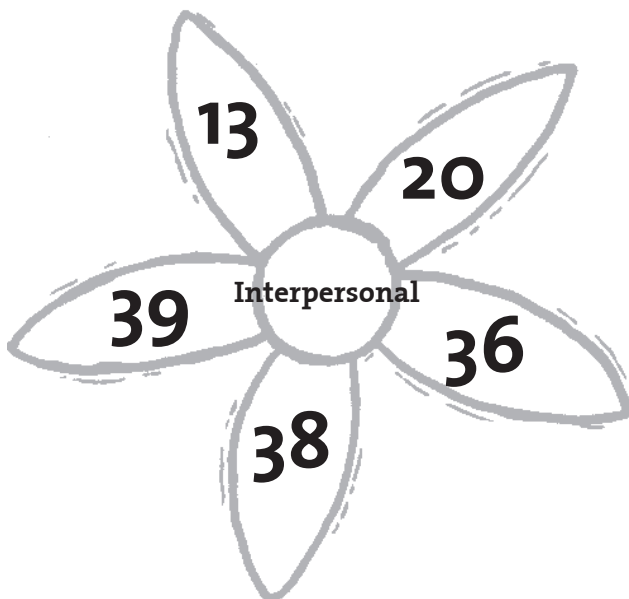
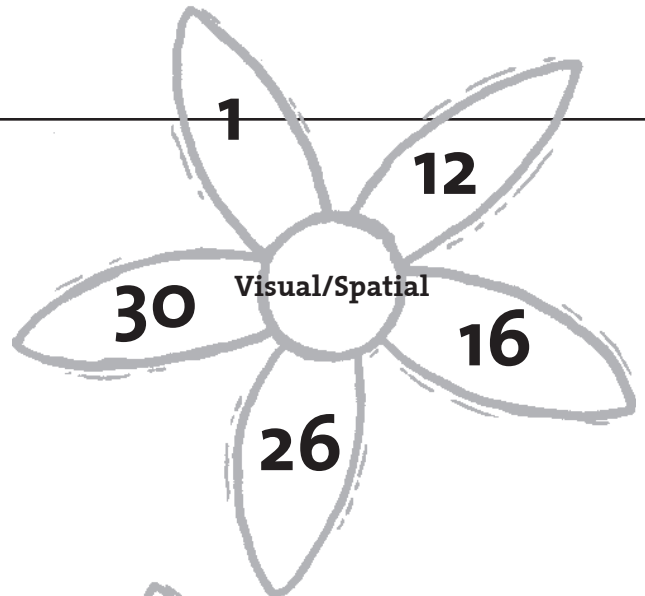
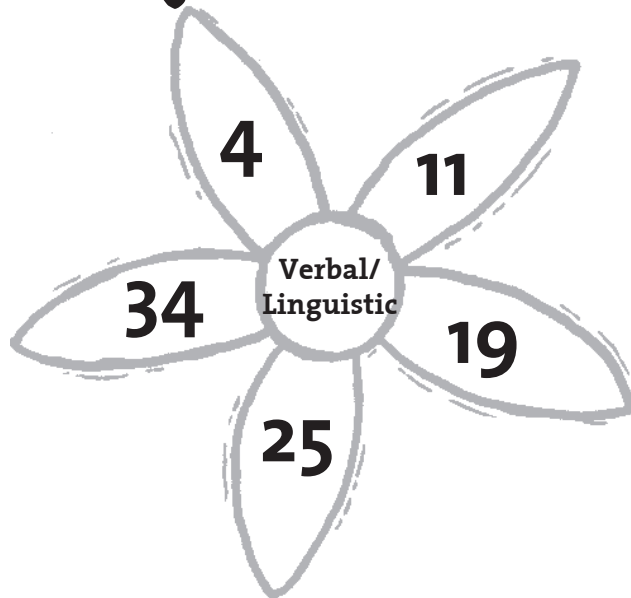
As we said before, Howard Gardner's work on Multiple Intelligences gives us insight on how people learn, process information, express creativity and interact with the world. Use this introspective activity to discover your areas of strength. Mark "T" for *True* if the statement is generally true of you. Mark "F" for *False* if the statement is generally false. If the statement is sometimes true and sometimes false, leave it *blank*.

1. \_\_\_\_ I'd rather draw a map than give someone verbal directions.
2. \_\_\_\_ If I am angry or happy, I usually know exactly why.
3. \_\_\_\_ I can tell when a musical note is off-key.
4. \_\_\_\_ It's easy for me to say what I think in an argument or debate.
5. \_\_\_\_ I can add or multiply quickly in my head.
6. \_\_\_\_ I enjoy spending time in nature.
7. \_\_\_\_ It's usually easy for me to get started on a new task or project.
8. \_\_\_\_ I like to work with calculators and computers.
9. \_\_\_\_ I pick up new dance steps quickly.
10. \_\_\_\_ If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
11. \_\_\_\_ I'm good at word games like Scrabble or crossword puzzles.
12. \_\_\_\_ When I go somewhere new, I can easily find my way back home.
13. \_\_\_\_ When I have a problem, I would rather seek out another person for help than work it out on my own.
14. \_\_\_\_ I can identify various types of flowers and trees.
15. \_\_\_\_ I can easily keep time to a piece of music. (I have a good sense of rhythm.)
16. \_\_\_\_ I usually understand the drawings that come with new gadgets or appliances.
17. \_\_\_\_ I often count, spell or put items in sequential order in my head.



18. \_\_\_\_ Learning to ride a bike or rollerblade was easy.
19. \_\_\_\_ English and history are easier for me in school than math and science.
20. \_\_\_\_ I can get other people to follow my plans.
21. \_\_\_\_ My sense of balance is good.
22. \_\_\_\_ I often see patterns and relationships between numbers faster and more easily than others do.
23. \_\_\_\_ I enjoy woodworking, building models or sculpting.
24. \_\_\_\_ I can see and understand the inter-relatedness of different parts of nature.
25. \_\_\_\_ I'm good at understanding the precise meanings of words.
26. \_\_\_\_ I can look at an object one way and imagine it turned sideways or backward just as easily.
27. \_\_\_\_ I know the tunes to many different songs or musical pieces.
28. \_\_\_\_ I like to set up little "what if" experiments. (For example, "What if I take a different route to school -- will I get there faster?")
29. \_\_\_\_ I often sit quietly and reflect on my feelings.
30. \_\_\_\_ I can remember exactly how a building that I saw last week looked, including its size, colors and details.
31. \_\_\_\_ I play (or would like to play) a musical instrument.
32. \_\_\_\_ I would describe myself as well-coordinated.
33. \_\_\_\_ I enjoy learning about how animals live in the world.
34. \_\_\_\_ I enjoy reading during some of my spare time.
35. \_\_\_\_ I'm usually aware of my body language and the expression on my face.
36. \_\_\_\_ I enjoy the challenge of teaching another person.
37. \_\_\_\_ I keep a personal diary or journal.
38. \_\_\_\_ I usually have an accurate sense of what another person is feeling.
39. \_\_\_\_ I am usually comfortable in a large group of people.
40. \_\_\_\_ I prefer spending time outdoors rather than indoors.

# Your Brain in Bloom



**Directions:** Choose a color.

Using your completed Multiple Intelligences Preference List, color in the petals of the items you marked "true" with your color. Leave the petals of the items you marked "false" blank. For the "sometimes" items you left blank on the preference list, color a few stripes on the corresponding petals.

