

HOW Are You Smart ?

Multiple Intelligences "Flower" Activity



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



T

he future belongs to a very different kind of person with a very different kind of mind—creators and empathizers, pattern recognizers, and meaning makers.

Daniel Pink, author and business consultant



G

ive me the kid with a passion to learn and a curiosity to discover and I will take him or her over the less passionate kid with a huge IQ every day of the week. IQ still matters, but CQ and PQ ... matter even more.

Thomas Friedman, Pulitzer Prize-winning journalist

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

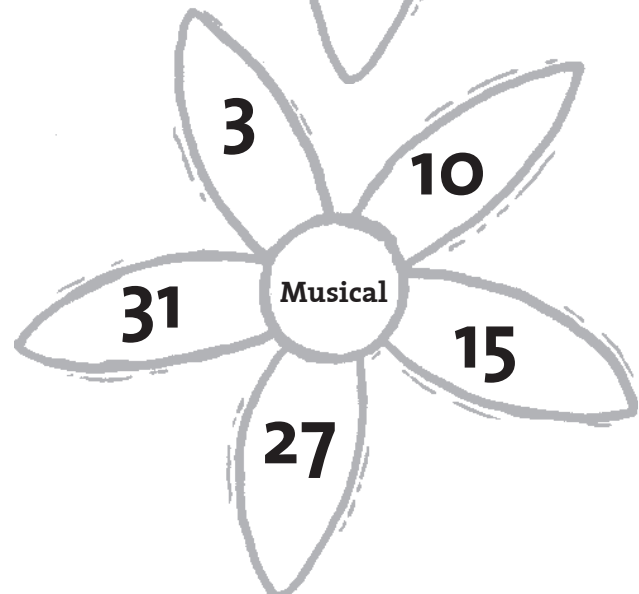
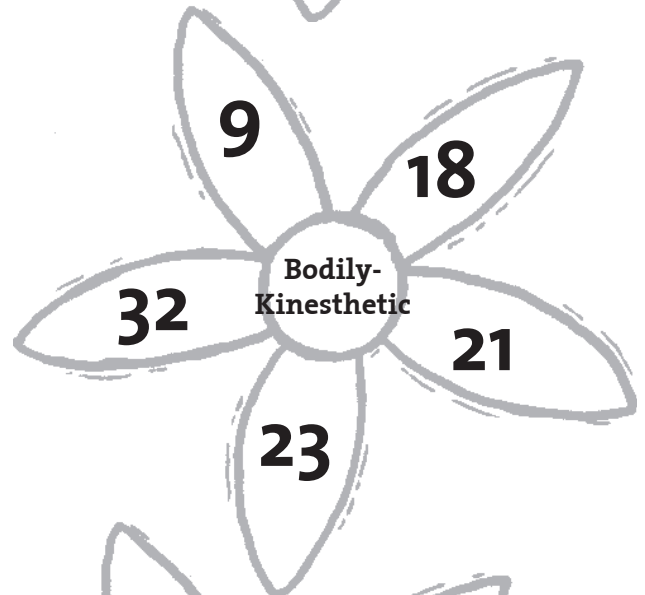
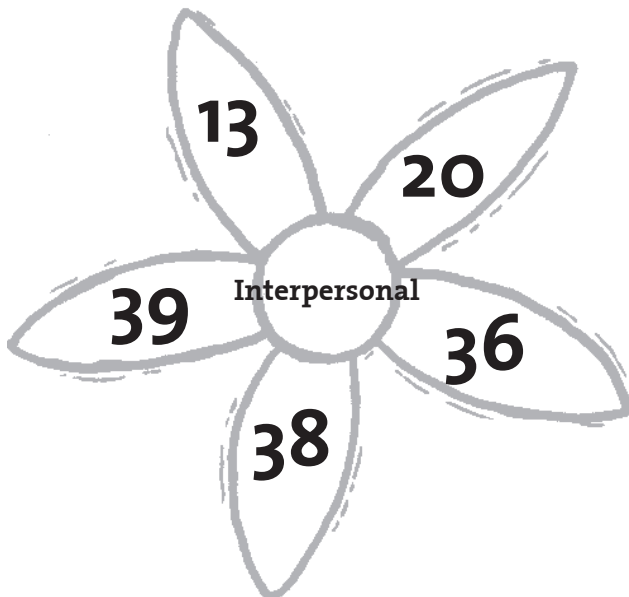
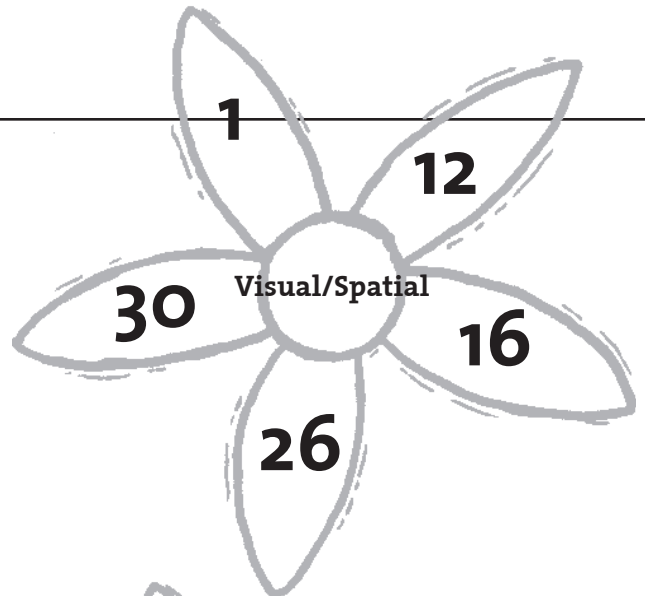
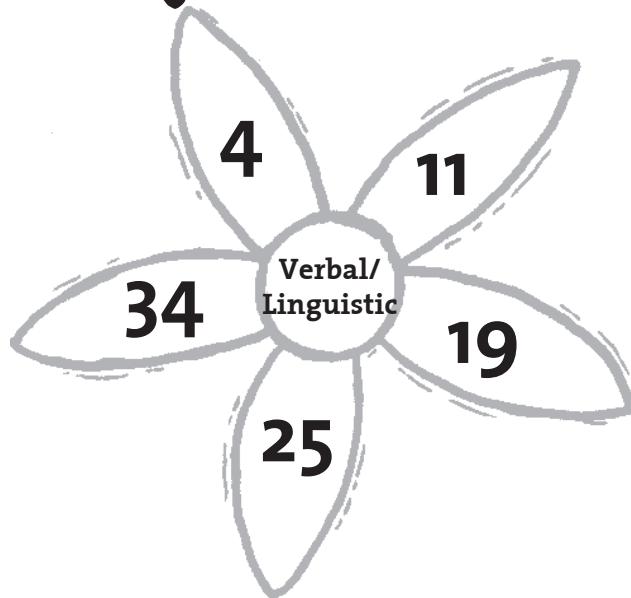
As we said before, Howard Gardner's work on Multiple Intelligences gives us insight on how people learn, process information, express creativity and interact with the world. Use this introspective activity to discover your areas of strength. Mark "T" for *True* if the statement is generally true of you.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



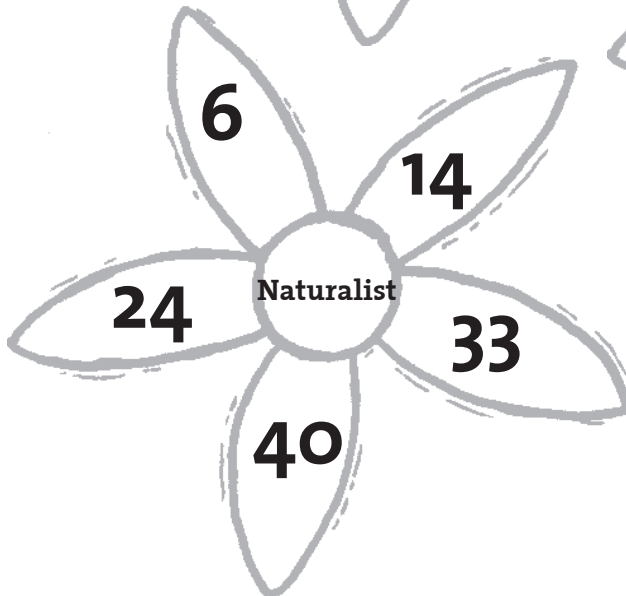
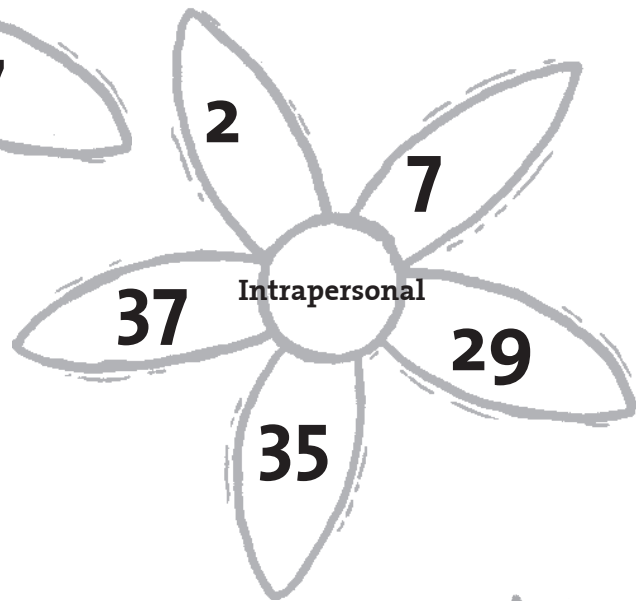
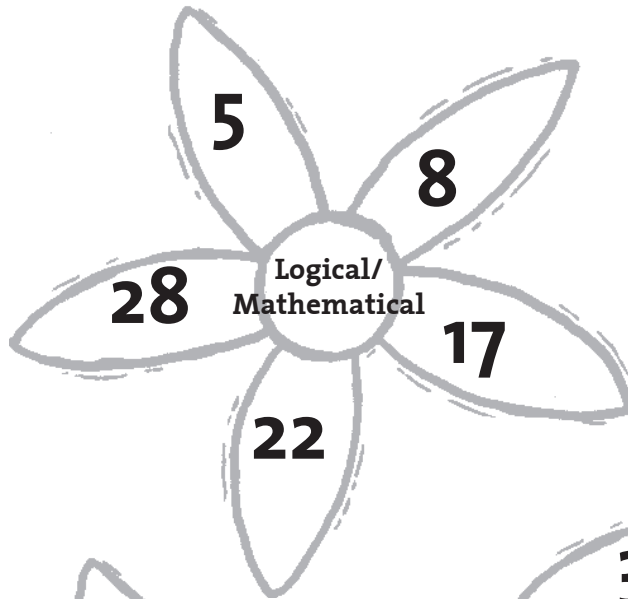
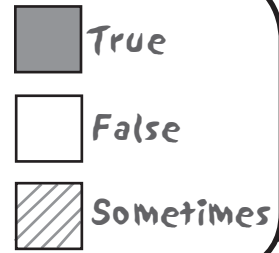
18. ___ Learning to ride a bike or rollerblade was easy.
19. ___ English and history are easier for me in school than math and science.
20. ___ I can get other people to follow my plans.
21. ___ My sense of balance is good.
22. ___ I often see patterns and relationships between numbers faster and more 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.



What do your flowers show about your areas of intelligence?

Do the results of your flower design surprise you? Why? Why not?

Are your areas of personal interest reflected in your Multiple Intelligences?

Verb List



Directions: Quickly read over the verbs found on this list. Put a check mark next to each verb that you like to do. Then go back over the ones you checked and circle your five FAVORITE verbs.

| | | | |
|--------------|------------------------|----------------|-----------------|
| Achieved | Experimented | Observed | Risked |
| Acted | Financed | Operated | Sang |
| Amused | Fixed | Ordered | Scheduled |
| Assembled | Found | Organized | Sculpted |
| Budgeted | Gave | Painted | Served |
| Built | Guided | Performed | Set up |
| Calculated | Had responsibility for | Persuaded | Sewed |
| Classified | Helped | Photographed | Shared |
| Coached | Hiked | Planned | Showed |
| Collected | Imagined | Played | Sketched |
| Communicated | Improved | Prepared | Sold |
| Conducted | Influenced | Presented | Solved |
| Constructed | Inspired | Printed | Spoke |
| Counseled | Interviewed | Problem-solved | Started |
| Created | Invented | Produced | Studied |
| Danced | Investigated | Programmed | Supervised |
| Decided | Journalled | Proof-read | Talked |
| Delivered | Judged | Protected | Taught |
| Designed | Kept | Publicized | Tested & proved |
| Directed | Lectured | Purchased | Trained |
| Discovered | Led | Questioned | Translated |
| Displayed | Learned | Raised | Traveled |
| Dissected | Lifted | Read | Tutored |
| Donated | Listened | Recorded | Typed |
| Dramatized | Made | Recruited | Umpired |
| Drew | Managed | Rehabilitated | Understood |
| Drove | Mediated | Remembered | Won |
| Dug | Memorized | Repaired | Worked |
| Edited | Mentored | Reported | Wrote |
| Entertained | Met | Represented | |
| Established | Modeled | Researched | |
| Explained | Motivated | | |

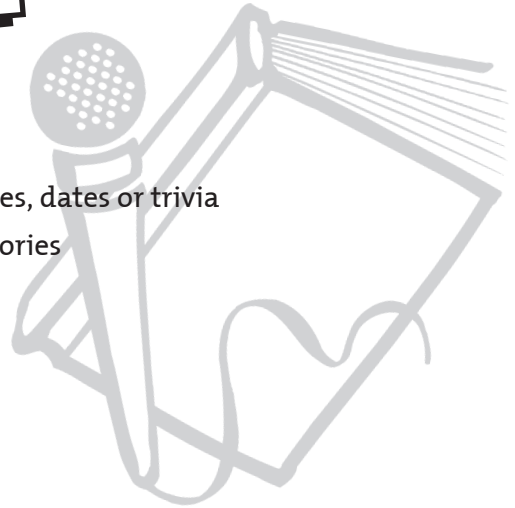
Adapted from work by Daniel Porot, Mary Lynne Musgrove

More about Multiple Intelligences . . .

A person who possesses this intelligence usually . . .

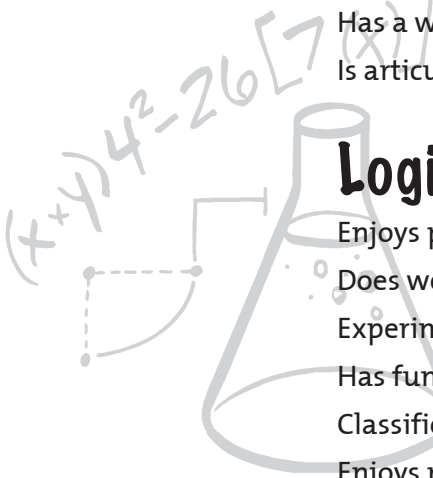
Verbal/Linguistic

- 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



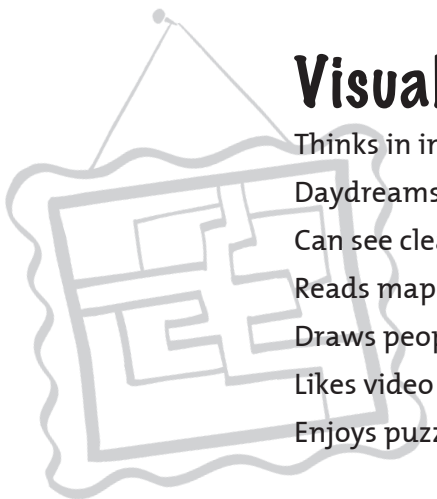
Logical/Mathematical

- 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



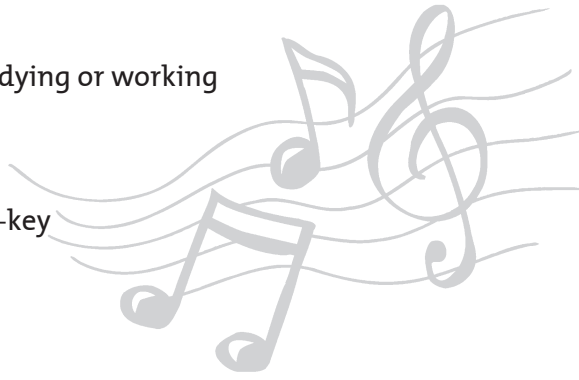
Visual/Spatial

- 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



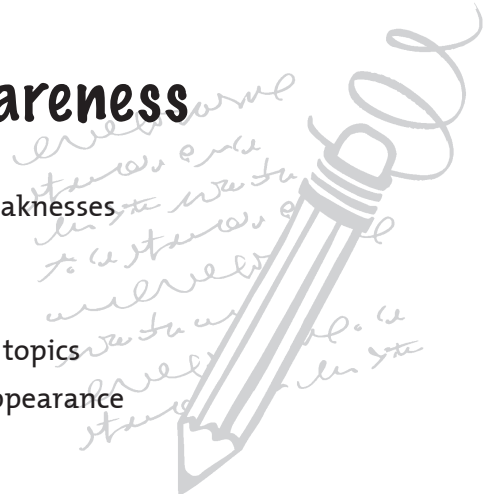
Musical

- 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



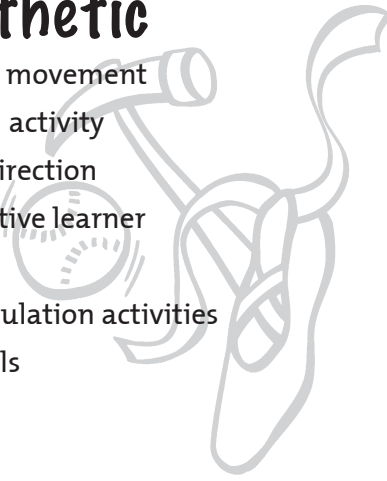
Naturalist

- 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



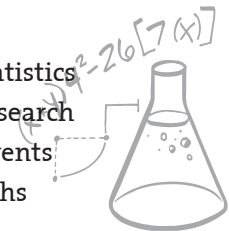
Capacity to use words effectively, to express what is on your mind and to communicate with other people.

Journal
Public speech
Poetry
Press release

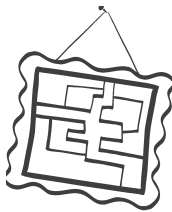
Logical-Mathematical

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



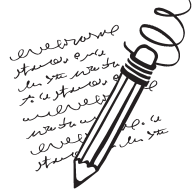
Ability to perceive and make distinctions in the moods, intentions, motivations and feelings of others.

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.