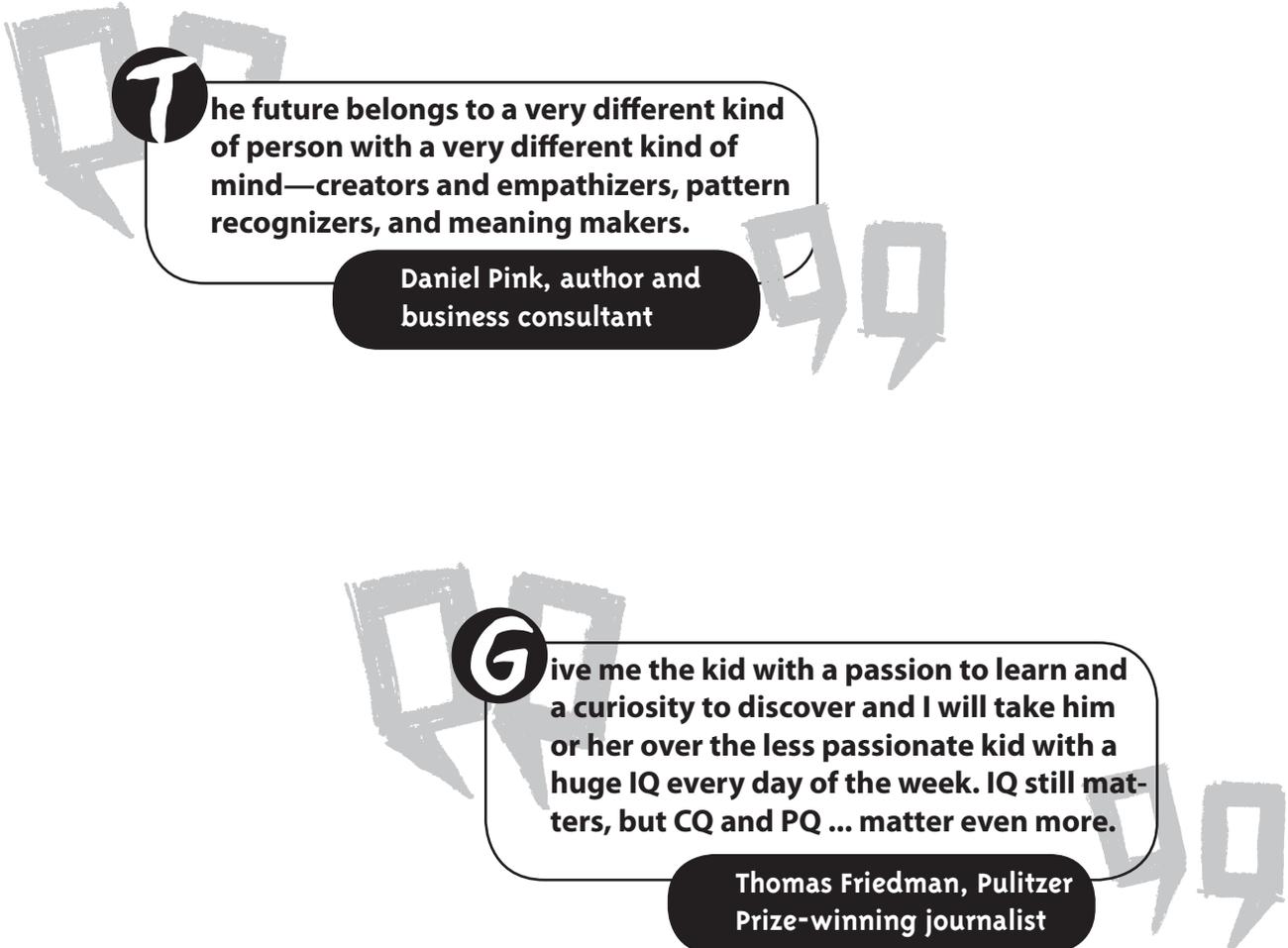


# HOW Are You Smart ?

## 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

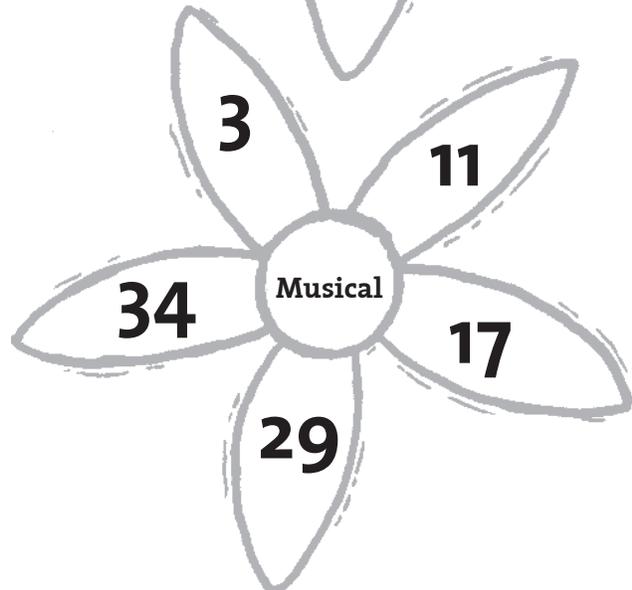
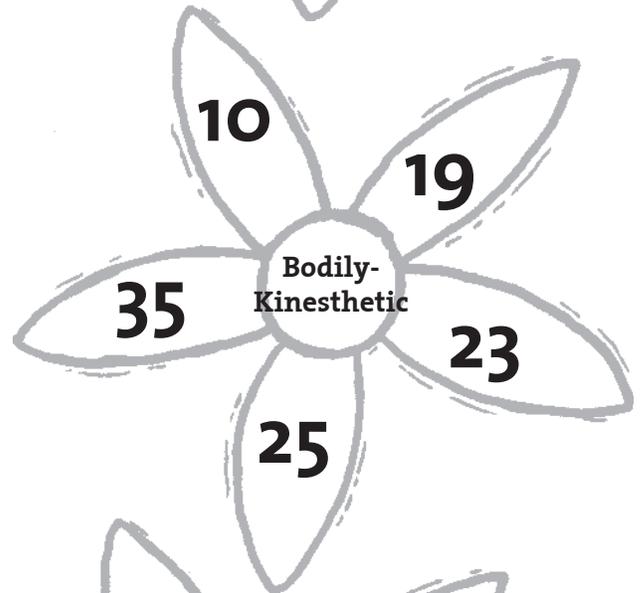
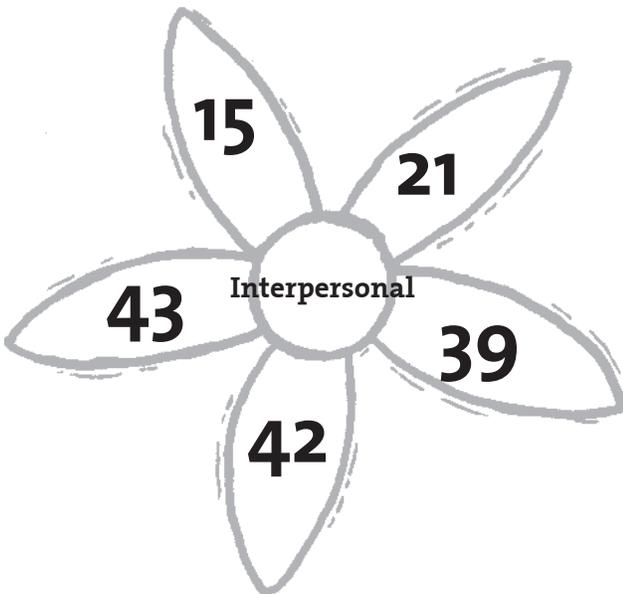
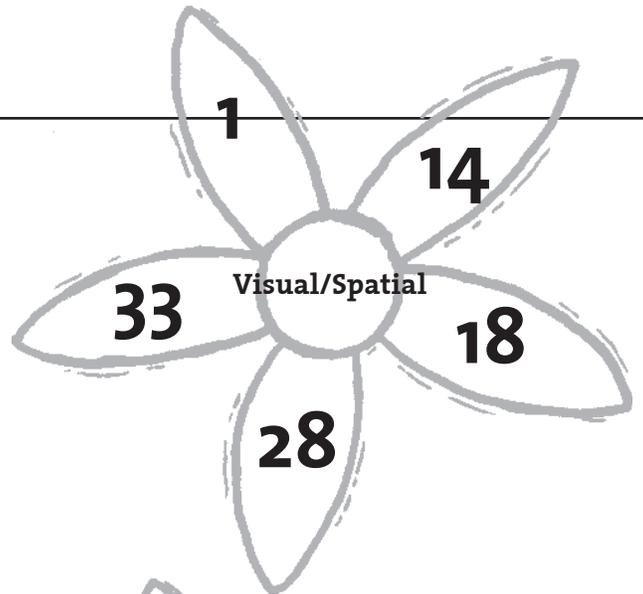
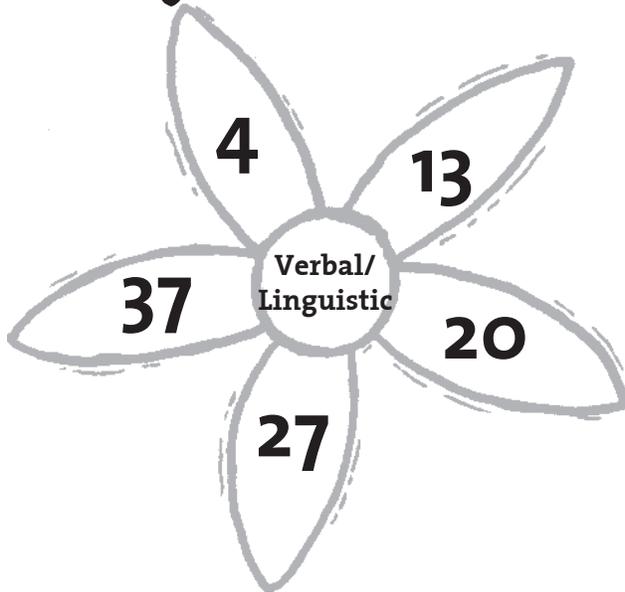
As we said before, Howard Gardner's work on Multiple Intelligences gives us insight on how people learn, process information, express creativity, and interact with the world. Use this introspective activity to discover your areas of strength. Mark "T" for *True* if the statement is generally true of 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 sometimes wonder "why we are here."
6. \_\_\_ I can add or multiply quickly in my head.
7. \_\_\_ I enjoy spending time in nature.
8. \_\_\_ It's usually easy for me to get started on a new task or project.
9. \_\_\_ I like to work with calculators and computers.
10. \_\_\_ I pick up new dance steps quickly.
11. \_\_\_ If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
12. \_\_\_ I like to learn about other religions of the world.
13. \_\_\_ I'm good at word games like Scrabble or crossword puzzles.
14. \_\_\_ When I go somewhere new, I can easily find my way back home.
15. \_\_\_ When I have a problem, I would rather seek out another person for help than work it out on my own.
16. \_\_\_ I can identify various types of flowers and trees.
17. \_\_\_ I can easily keep time to a piece of music. I have a good sense of rhythm.
18. \_\_\_ I usually understand the drawings that come with new gadgets or appliances.



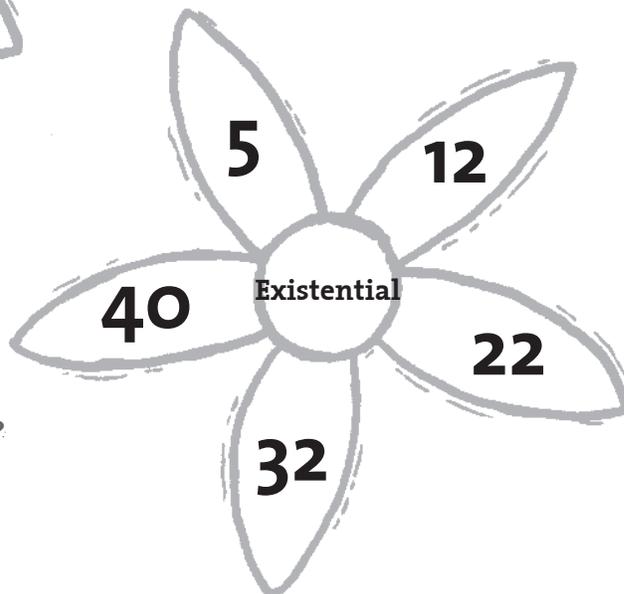
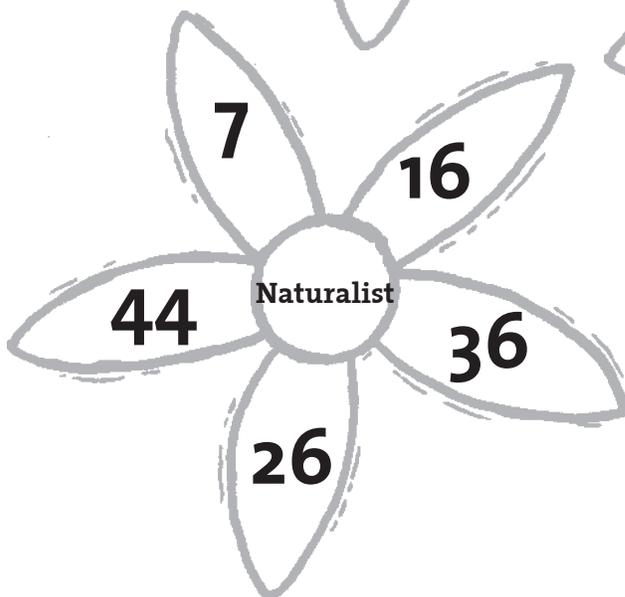
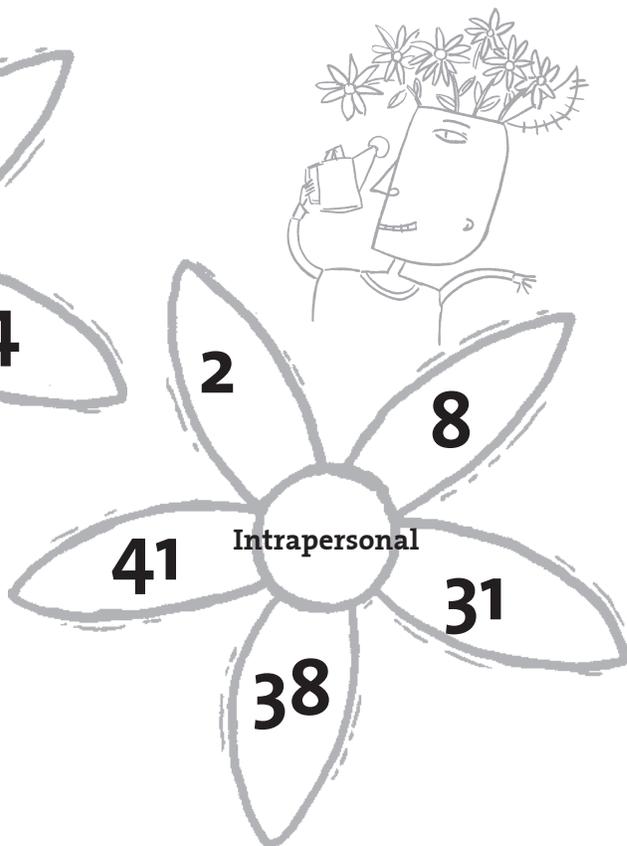
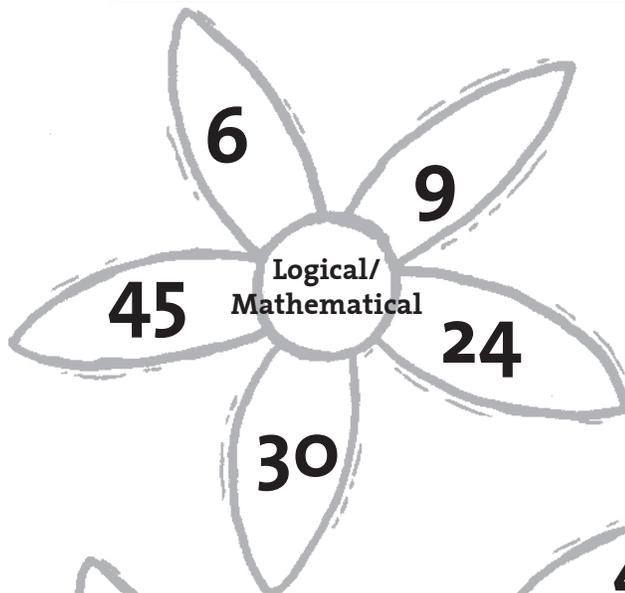
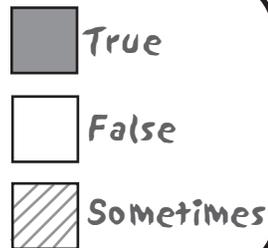
19. \_\_\_ Learning to ride a bike or rollerblade was easy.
20. \_\_\_ English and history are easier for me in school than math and science.
21. \_\_\_ I can get other people to follow my plans.
22. \_\_\_ I'm interested in outer space and the possibilities of aliens.
23. \_\_\_ My sense of balance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

# 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.

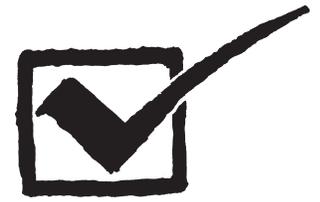


What do your flowers show about your areas of intelligence?

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		

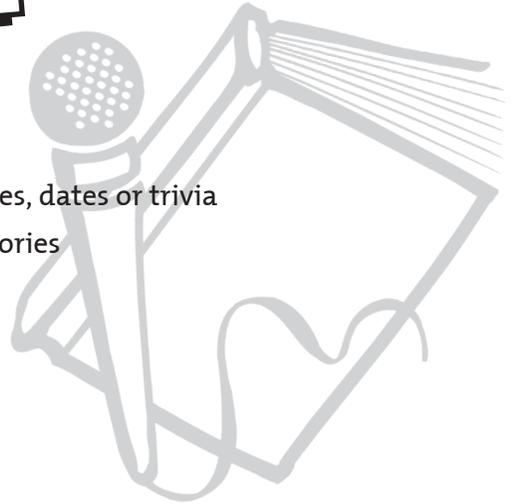
*Adapted from work by Daniel Porot, Mary Lynne Musgrove*

# More about Multiple Intelligences . . .

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

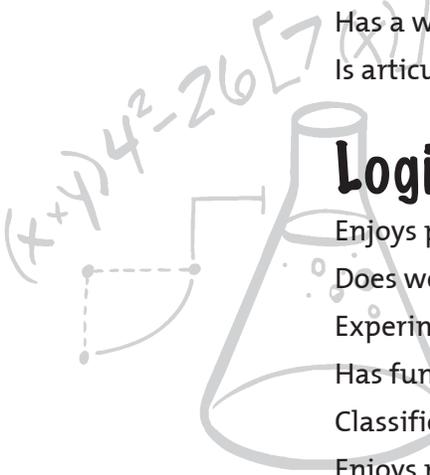
## Verbal/Linguistic

- 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



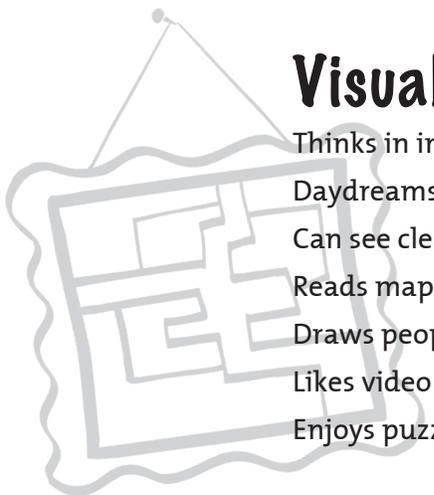
## Logical/Mathematical

- 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



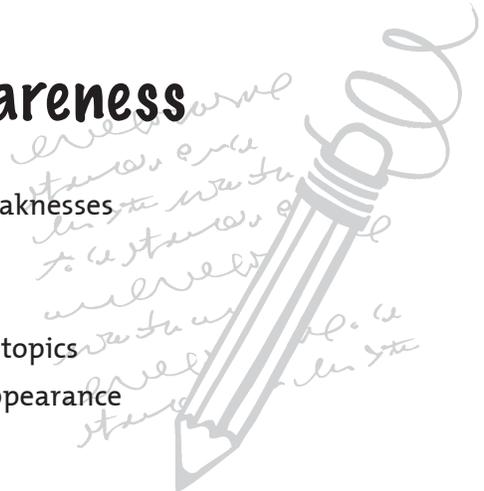
## Musical

- 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



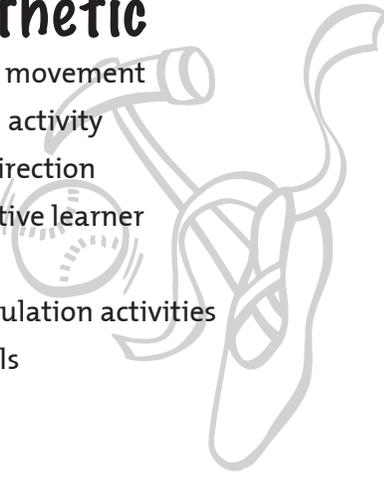
## Naturalist

- 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



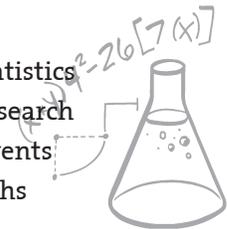
Capacity to use words effectively, to express what is on your mind and to communicate with other people.

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.