

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.

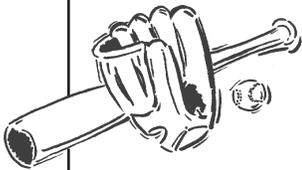
Photo, slide, or video essay
Sculpture
Scrapbook
Drawing, collage, painting
Map of service site



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



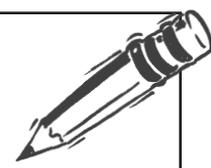
Interpersonal

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



$(x+y)^2 = x^2 + 2xy + y^2$



Intrapersonal

you react to things, which things

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

Journal
Self-assessment
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.



FIGURE 18

40 WAYS TO REFLECT

Reflection on service can happen in many different ways. Select methods that fit your particular learning and development objectives, the age and skills of your group, and the available time and resources.

1. Complete guided worksheets on the project.
2. Create a bulletin board display.
3. Create a fund-raising campaign to provide financial support that builds on the service.
4. Create a journal.
5. Create a scrapbook.
6. Create a video or slide show.
7. Create a Web site on the topic.
8. Create an individual or group portfolio.
9. Create briefing papers for policy makers.
10. Create collages representing the experience or the issue.
11. Create drawings, paintings, or sculptures.
12. Develop and present a drama, puppet show, dance, or music concert.
13. Do a conference or workshop presentation.
14. Do public speaking about the project.
15. Role-play.
16. Draw editorial cartoons or comic strips.
17. Give oral reports to the class or group.
18. Have a "talk show" about the service project or the social issues involved.
19. Hold class or group discussions.
20. Host discussions with community members or experts.
21. Lead a school assembly.
22. Lead a worship service (for congregation-based groups).
23. Participate in a group simulation experience.
24. Plan a training session for other youth.
25. Plan the next activity the group or class will do together on the same topic.
26. Prepare booklets on related topics to be used to teach others.
27. Read and discuss children's books on the service topic or social issue.
28. Read articles or chapters on the social, religious, ethical, historical, or political issues at stake in the project.
29. Research social issues related to the project.
30. Study sacred writings, literature, or historical material related to the project.
31. Teach material to younger children.
32. Testify before a decision-making or policy-setting group.
33. Write a group letter to families suggesting how they can get involved together.
34. Write a letter to a parent or friend about the experience.
35. Write a letter to the editor of a newspaper.
36. Write about a specific topic.
37. Write an essay or report about the needs.
38. Write and illustrate storybooks to read to younger children.
39. Write articles for a local or organizational newsletter or newspaper.
40. Write poetry about the experience.