

## Multiple Intelligences: What are you good at?

**Topic:** Learners

**Aims:**

- to develop understanding of individual learning preferences and how these can help the learner
- to build vocabulary with **gerunds** for activities e.g. **singing**
- to develop skills in an integrated way

**Level:** pre-intermediate or higher

**Introduction:**

Everyone learns in different ways – knowing this, and knowing *how* they learn, helps students to be more confident and find ways to improve their English. It may also help them to learn more effectively in other areas of their lives.

This lesson introduces students to Dr Howard Gardner’s theory of ‘Multiple Intelligences’ (MI) and the idea that all learners are different. The students think about different types of intelligence and then do a quiz to find out what intelligences they are strong in.

At the end of the lesson, students think about how to use the ideas from the lesson to help themselves learn English. Some follow-up tasks are suggested.

The lesson plan itself uses the MI theory by giving your students the opportunity to take part in a variety of activities which appeal to the different intelligences.

[Although the lesson is *based* on the MI theory, the diagnostic materials here, such as the quiz, do not claim a rigorous scientific base.]

**Procedure**

- Give the students **Worksheet A**. Students individually choose one of the three problems to solve. Give them a short time for this. Then put them in pairs to discuss which problem they chose and why they chose it. Get feedback from some students as a whole class.

**Worksheet A answers:**

**Problem A = blue**

**Problem B = student’s own answer**

**Problem B = 63**

- Ask the class the questions in **Worksheet B**: “Who knows someone who is intelligent?” Explore the answers and ask the students why they

chose these people. Try to elicit famous people as well as friends and family. (Students can do this in pairs rather than as a whole class.)

- Write the names of some famous people on the board. Here are some suggestions, but you should think of your own examples that you are sure the students will know. The people should represent a mix of ‘intelligences’:

Albert Einstein  
David Beckham  
Pablo Picasso  
Margaret Thatcher  
Princess Diana

Students put the famous people in order with the most intelligent first and discuss how they made their decisions. Get class feedback.

- **Worksheet C** is a vocabulary task which clarifies the word ‘intelligence’. Ask the students to work in pairs to complete the box.

**Worksheet C answers:**

<b>Words:</b>	<b>intelligent</b>	<b>intelligence</b>
<b>Sentences:</b>	<i>(example)</i> She is a very <b>intelligent</b> student.	<i>(example)</i> She shows great <b>intelligence</b> when she speaks.
<b>Word type:</b>	adjective <input checked="" type="checkbox"/>	noun <input checked="" type="checkbox"/>
<b>Word stress:</b>	o O o o <input checked="" type="checkbox"/>	o O o o <input checked="" type="checkbox"/>
<b>Meaning:</b>	<i>[The lesson will show that this answer is subjective – accept what the students write and you could ask them to check and complete with the dictionary definition for homework].</i>	

- Draw together the ideas that have come up in the lesson so far. You can use some of these questions to get the students talking more:
  - a) What are/were the most important subjects at your school?
  - b) Who does/did most of the talking in class?
  - c) Are/were there pictures? Only in Art or in other lessons?
  - d) Is/was there music? Only in music lessons or in other lessons?
  - e) Do/did you do role-plays?
  - f) If you are/were good at sport, but bad at maths does/did the school think you are/were intelligent?
  - g) What do you think your parents’ schools were like?
  - h) How would your parents answer these questions?

- Summarise the ideas, including the following point: nowadays, different intelligences and different ways of learning are seen as more important in schools (in Britain) than in the past. Elicit whether this is the same in the students' country.
- Focus students on the text in **Worksheet D**. You could do this in different ways:
  - ✓ Read it while the students follow
  - ✓ Dictate it to them
  - ✓ Ask the students to read it to themselves and then ask them concept questions about it

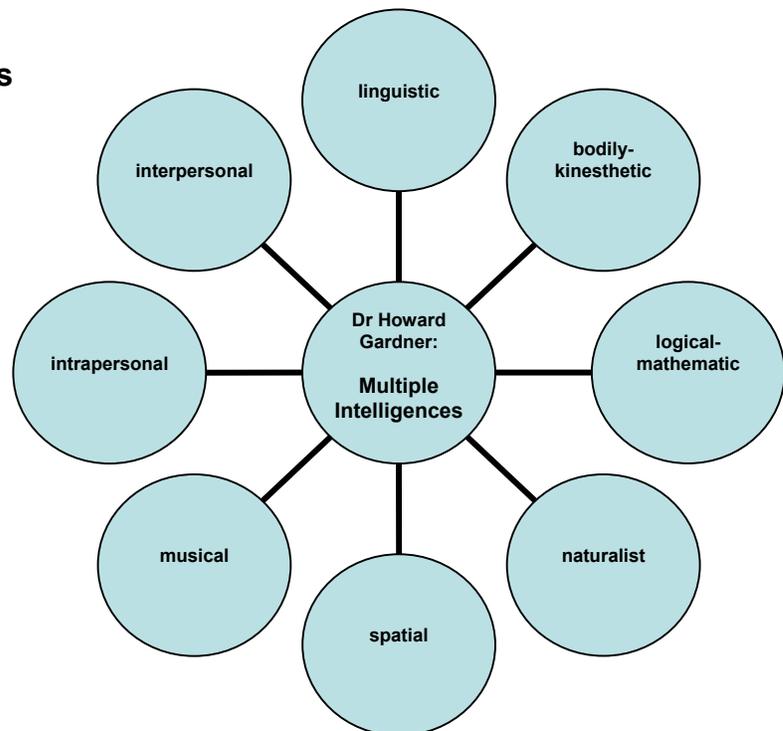
### Worksheet D text

**Dr Howard Gardner developed the theory of 'Multiple Intelligences'. He says that there are eight kinds of intelligence, not just one. People are intelligent in different ways and therefore they learn things in different ways.**

**We should see all the different types of intelligence as important and valuable. Education should help people to learn in different ways.**

- Students brainstorm the eight different intelligences identified by Dr Howard Gardner:

### Worksheet D answers



- Students work in pairs or small groups to match a definition to each intelligence on **Worksheet E**. They should have some understanding of each intelligence from the discussion in the previous brainstorm. You can also, especially at lower levels, encourage the students to look at the name of the intelligence and to infer from the word what it might relate to; e.g. bodily-kinesthetic . . . body . . . sport and physical things.

### Worksheet E answers

Intelligence	Good at . . .	
Linguistic	Being sensitive to words and sounds and the use of language	
Spatial	Understanding the visual world and responding well to it	
Bodily-kinesthetic	Controlling the body and handling objects	
Interpersonal	Being sensitive to feelings of others and responding well	
Intrapersonal	Understanding our own feelings and controlling our own behaviour	
Logical-mathematic	Seeing number patterns and following an argument	
Musical	Hearing and making sounds and rhythm in music	
Naturalist	Recognizing and classifying flora and fauna	

- Students work in small groups to match the activities with the intelligences. There is quite a lot of vocabulary here and you can approach this in different ways. You can:
  - ✓ pre-teach those activities that you think students will find difficult
  - ✓ provide pictures and examples to illustrate the meaning and add these to the worksheet and get students to match the activities to these before deciding which intelligence they refer to
  - ✓ deal with problem words as they arise whilst the students do the activity – many of the activities can be quickly clarified with an action or example

### Answers to Worksheet F

- **The answers can be checked by looking at the quiz on Worksheet G**
- Ask the students to work individually to complete the quiz about themselves. The vocabulary is exactly the same as in the **Worksheet F** activity so there should be few problems with it now. Encourage the students not to spend too long on each one – they should go with their first thoughts.
- Students add up their scores and then plot their MI profile on the graph. They discuss three questions with their partner:
  - ✓ How is your partner different from you?
  - ✓ Are you surprised by your results?
  - ✓ Which intelligences have you used in this lesson?
- Students work individually on **Worksheet H**, thinking about the activities they like doing in English class. Encourage the students to be specific, e.g. 'listening to and repeating new words' rather than just 'listening'. The students then share their ideas and work together to plan activities they can do outside class to help their English.

### Optional follow up

- Ask students to do some of the English learning activities that they thought of in **Worksheet H**. They can then report back to the class about how much they enjoyed them.
- Ask them to learn a list of vocabulary, perhaps the list of activities from this lesson. Give students a choice of things they can do to learn the words; for example, they could choose two from this list:
  - ✓ Underline the new words.
  - ✓ Put them in alphabetical order
  - ✓ Draw a picture for each one.
  - ✓ Tick the ones you like doing.
  - ✓ Ask your partner about the ones he/she likes doing.
  - ✓ Write a song using at least ten of them
- Ask the students to make word cards like the one used on **Worksheet C** for new vocabulary.