



Sofinancira program
Evropske unije
Erasmus+



Howard Gardner's

Theory of Multiple Intelligences

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- ▶ Theory developed in 1983 by Dr. Howard Gardner (Frames of mind);
- ▶ the traditional notion of intelligence, based on I.Q. testing, is far too limited;
- ▶ eight different intelligences to account for a broader range of human potential in children and adults;
- ▶ learning styles.

Verbal-linguistic intelligence (word smart)

- ▶ Well developed verbal skills and sensitivity to the sounds, meanings and rhythms of words.
- ▶ Learners like to talk, listen, read and write.



Characteristics of verbal-linguistic intelligence include

- ▶ Good at remembering written and spoken information.
- ▶ Enjoys reading and writing.
- ▶ Able to explain things well.
- ▶ Good at debating or giving speeches, interpretation and explanation of ideas (via language).

Logical-mathematical intelligence (number/reasoning smart)

- ▶ Ability to think conceptually and abstractly; capacity to discern logical and numerical patterns.

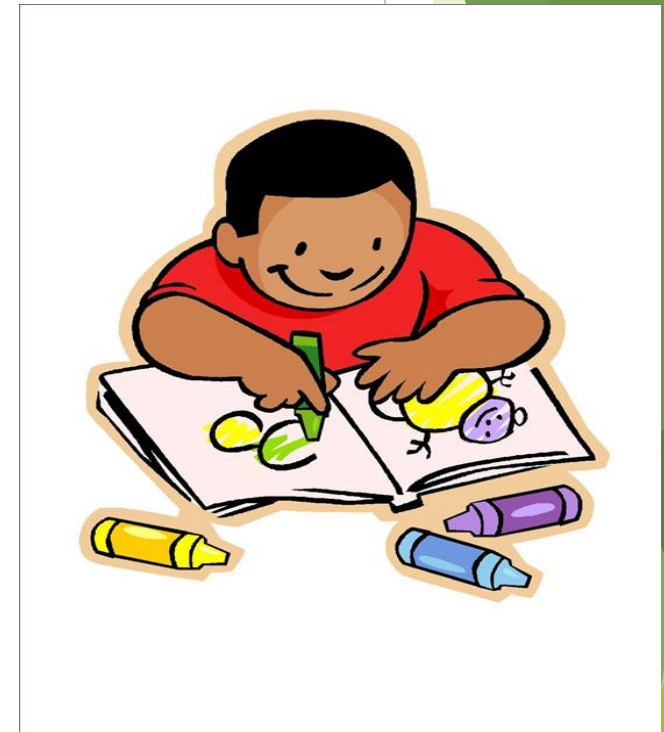


Characteristics of logical-mathematical intelligence

- ▶ Excellent at problem solving, scientific reasoning and deduction.
- ▶ Enjoys thinking about abstract ideas.
- ▶ Good at solving mathematical calculations, analysing problems.
- ▶ Likes conducting scientific experiments.

Spatial-visual intelligence (picture smart)

- ▶ Capacity to think in images and pictures, to visualize accurately and abstractly.



Characteristics of spatial-visual intelligence

- ▶ Understands relationship between images and meanings.
- ▶ Good at interpreting pictures, graphs and charts.
- ▶ Good at putting puzzles together.
- ▶ Enjoys drawing, painting and visual arts.

Bodily-kinesthetic intelligence (body smart)

- ▶ Ability to control one's body movements and handle objects skillfully.



Characteristics of bodily-kinesthetic intelligence

- ▶ Excellent physical coordination, agility and balance.
- ▶ Good at sports and dancing.
- ▶ Enjoys creating things with hands.
- ▶ Tends to remember by doing, rather than hearing or seeing.

Musical intelligence (music smart)

- ▶ Ability to produce and appreciate music, sound and rhythm.



Characteristics of musical intelligence

- ▶ Enjoys singing and playing musical instruments.
- ▶ Recognizes musical patterns and tones easily.
- ▶ Good at remembering songs and melodies.
- ▶ Rich understanding of musical structure, rhythm and notes.
- ▶ Good understanding relationship between sound and feeling.

Interpersonal intelligence (people smart)

- ▶ Capacity to detect and respond appropriately to the moods, motivations and desires of others.

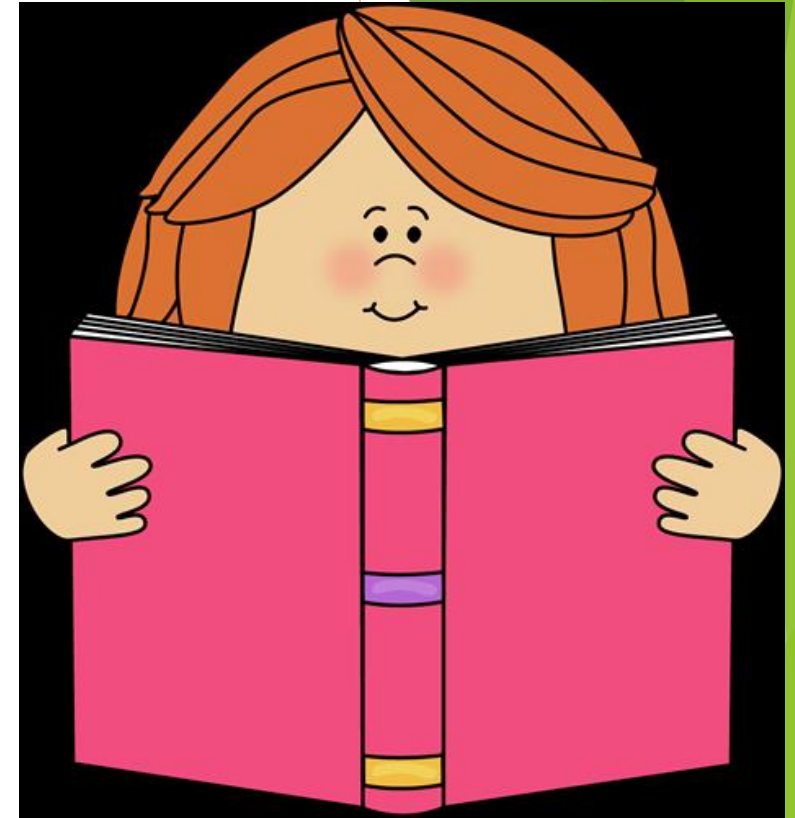


Characteristics of interpersonal intelligence

- ▶ Ability to relate to others.
- ▶ Understands the relationships between people and their situations including other people.
- ▶ Skilled at communication.
- ▶ Creates positive relationships with others.
- ▶ Sees situations from different perspectives.
- ▶ Good at resolving conflict in groups.

Intrapersonal intelligence (self smart)

- ▶ Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes.



Characteristics of intrapersonal intelligence

- ▶ Good at analyzing his or her strengths or weaknesses.
- ▶ Excellent self-awareness.
- ▶ Understands the basis for his or her own motivations and feelings, relationship to others and the world.
- ▶ Enjoys analyzing theories and ideas.

Naturalist intelligence (nature smart)

- ▶ Ability to recognize and categorize plants, animals and other objects in nature.



Characteristics of naturalistic intelligence

- ▶ Good at categorizing and cataloging information easily.
- ▶ Interested in subjects such as botany, biology and zoology.
- ▶ May enjoy hiking, camping, gardening and exploring the outdoors.
- ▶ Does not enjoy learning unfamiliar topics that have no connection to nature.

WE LEARN

- ▶ 10 % OF WHAT WE READ
- ▶ 20 % OF WHAT WE HEAR
- ▶ 30 % OF WHAT WE SEE
- ▶ 50 % OF WHAT WE SEE AND HEAR
- ▶ 70 % OF WHAT WE DISCUSS
- ▶ 80 % OF WHAT WE EXPERIENCE
- ▶ 95 % OF WHAT WE TEACH OTHERS

William Glasser

Verbal-linguistic intelligence

ACTIVITIES

- ▶ Write instructions.
- ▶ Write poems.
- ▶ Keep a personal journal.
- ▶ Read stories to other.
- ▶ Write stories, articles, responses to articles.
- ▶ Write a letter to state representative about an issue of your concern.
- ▶ Create crossword puzzle or complete one.
- ▶ Use digital resources such as electronic libraries, desk top publishing, word games, and word processing.
- ▶ Create poems for a class poetry book.
- ▶ Listen to a storyteller.
- ▶ Study the habits of good speakers.
- ▶ Tell a story to the class.
- ▶ Participate in debates.

Logical-mathematical intelligence

ACTIVITIES

- ▶ Create a time line.
- ▶ Compare, contrast ideas.
- ▶ Design a map.
- ▶ Create patterns.
- ▶ Design a game show.
- ▶ Play math games like dominoes, chess, checkers, and Monopoly.
- ▶ Conduct experiments to demonstrate science concepts.
- ▶ Use science tool kits for science programs.

Visual-spatial intelligence

ACTIVITIES

- ▶ Create a poster.
- ▶ Draw a map.
- ▶ Create visual diagrams.
- ▶ Draw from different perspectives.
- ▶ Create a comic strip.
- ▶ Graph results of a survey.
- ▶ Take photographs for assignments.
- ▶ Use clay or play dough to make objects or represent concepts from content-area lessons.
- ▶ Use pictorial models such as flow charts, visual maps, and timelines to connect new material to known information.
- ▶ Taking notes using mind mapping.
- ▶ Use puppets to act out and reinforce concepts learned in class.
- ▶ Use maps to study geographical locations discussed in class.
- ▶ Illustrate poems for the class poetry book by drawing or using computer software.
- ▶ Use virtual-reality system software.

Bodily-kinesthetic intelligence

ACTIVITIES

- ▶ Make up a cooperative game.
- ▶ Practice a physical education conduct hands-on experiments.
- ▶ Construct a model or representation.
- ▶ Create costumes for role-playing, skits, or simulations.
- ▶ Perform skits or act out scenes from books or key historical events.
- ▶ Design props for plays and skits.
- ▶ Play games like Twister and Simon Says.
- ▶ Use charades to act out characters in a book, vocabulary words, animals, or other content-area topics.
- ▶ Participate in scavenger hunts, search for items related to a theme or unit.
- ▶ Act out concepts. For example, "student planets" circle around a "student sun" or students line up appropriately to demonstrate events in a history time line.
- ▶ Participate in movement breaks during the day.
- ▶ Build objects using blocks, cubes, or Legos to represent concepts from content-area lessons.
- ▶ Use electronic motion-simulation games and hands-on construction kits that interface with computers.

Musical intelligence

ACTIVITIES

- ▶ Write to music.
- ▶ Play musical instruments.
- ▶ Teach dance steps.
- ▶ Make up sound and sound effects.
- ▶ Create raps.
- ▶ Write a jingle, a song or music about content-area topics...
- ▶ Set a poem to music, and then perform it for the class.
- ▶ Listen to music from different historical periods.
- ▶ Tape recording a poem over "appropriate" background music (i.e. soft music if describing a kitten, loud music if they are mad about pollution).
- ▶ Use rhythm and clapping to memorize math facts and other content-area information.
- ▶ Listen to CDs that teach concepts like the alphabet, parts of speech, and states and capitals (i.e. *Schoolhouse Rock!*).

Interpersonal intelligence

ACTIVITIES

- ▶ Tell stories.
- ▶ Teach a cooperative game.
- ▶ Role play situation.
- ▶ Discuss and come to conclusion.
- ▶ Survey or interview others.
- ▶ Work in cooperative groups to design and complete projects.
- ▶ Work in pairs to learn math facts.
- ▶ Tutor younger students or classmates.
- ▶ Use puppets to put on a puppet show.

Intrapersonal intelligence

ACTIVITIES

- ▶ Keep a personal journal.
- ▶ Write about personal experiences.
- ▶ Think about a plan.
- ▶ Review or visualize.
- ▶ How would it feel to...
- ▶ Imagine and write about the future.
- ▶ Write essays from the perspective of a book character.
- ▶ Keep journals or logs throughout the year.
- ▶ Make a scrapbook for poems, papers, and reflections.

Naturalist intelligence

ACTIVITIES

- ▶ Collect and categorize data, materials or ideas.
- ▶ Discover or experiment.
- ▶ Take a field trip.
- ▶ Study means or survival.
- ▶ Adapt materials to new use.
- ▶ Label and classify.
- ▶ Research animal habitats.
- ▶ Observe natural surroundings.
- ▶ Organize or participate in park/playground clean-ups, recycling drives, and beautification projects.



I Am A Child



I AM NOT BUILT TO SIT STILL.

keep my hands to myself,
take turns, stand in line, be patient,



or keep quiet.



I need motion, I need novelty
I need adventure,

and I need to engage the
world with MY WHOLE BODY



LET ME PLAY



Trust me, I am learning!