STRATEGIES FOR DEVELOPING MULTIPLE INTELLIGENCES

The Eight Intelligences

FOCUS ON BASICS

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Linguistic Intelligence

Involves perceiving or generating spoken or written language
Allows communication and sense-making through language
Includes sensitivity to subtle meanings in language
Encompasses descriptive, expressive, and poetic language abilities

A great deal of linguistic intelligence is required if you are a novelist, stand-up comedian, journalist, lawyer, poet, news correspondent. Linguistic intelligence is not about being bilingual, but does include facility with learning languages; nor is it being talkative or liking to talk.

Logical/Mathematical Intelligence

Enables individuals to use and appreciate abstract relations
Includes facility in the use of numbers and logical thinking

A great deal of logical-mathematical intelligence is required if you are a mathematician, scientist, engineer, or architect. This intelligence is not only about numerical reasoning but, as the name implies, includes logical reasoning abilities that might not involve numbers at all.

Spatial Intelligence

Involves perceiving and using visual or spatial information
Transforming this information into visual images
Recreating visual images from memory

You need a lot of spatial intelligence if you are a sculptor, architect, surgeon, cab driver, dancer. Spatial intelligence is not necessarily visual. Blind individuals develop excellent spatial ability.

Bodily/Kinesthetic Intelligence

Allows an individual to use all or part of one's body to "create"
Refers to the ability to control all or isolated parts of one's body
Includes athletic, creative, fine, and gross motor movement

You require a great deal of bodily kinesthetic intelligence if you are a dancer, surgeon, athlete, sculptor. Bodily kinesthetic intelligence is not merely moving, or "working off energy." A student who cannot sit still in the classroom does not necessarily possess a strength in this intelligence.

Musical Intelligence

Involves creating, communicating, and understanding meanings made out of sound (music composition, production, and perception)
Includes ability in dealing with patterns of sound

A great deal of musical intelligence is required if you are a musician, conductor, sound engineer, or choreographer. Musical intelligence is not engaged by playing music "in the background." In fact, background music often interferes with the work of those who excel in this area because they tend to focus actively on the music.

Naturalist Intelligence

Involves the ability to understand the natural world
Includes the ability to work effectively in the natural world
Allows people to distinguish among, classify, and use features of the environment
Is also applied to general classifying and patterning abilities

A great deal of naturalist intelligence is required if you are a botanist, biologist, gardener, farmer, chef. The naturalist intelligence is also brought to bear in other non-natural classification and patterning activities.

Interpersonal Intelligence

Involves the capacity to recognize and make distinctions among the feelings, beliefs, and intentions of other people
Allows the use of this knowledge to work effectively in the world

A great deal of interpersonal intelligence is required if you are a teacher, mediator, salesperson. Interpersonal intelligence is not simply working, or preferring to work, in a group, being well liked, or having manners. Rather it emphasizes an individual's ability to understand social situations and the actions of others within that context.

Intrapersonal Intelligence

Enables individuals to understand themselves and to draw on that understanding to make decisions about viable courses of action
Includes the ability to distinguish one's feelings and to anticipate reactions to future courses of action

A great deal of intrapersonal intelligence is required if you are a therapist, poet, minister. Intrapersonal intelligence is not related to comfort with or preference for working alone. Consider the individual who knows that he is or she is the type of person who likes to work in groups.

Existential ability remains under consideration for designation as an intelligence. It refers to the human inclination to ask very basic questions about existence, such as: Who are we? Where do we come from? At this time this ability does not sufficiently meet the criteria discussed earlier to be considered an intelligence (Gardner, 1999, p. 9). The question remains as to whether existential abilities are not an amalgam of logical and linguistic intelligences.

What Would That Lesson Look Like?: Teaching to Verbal/Linguistic Intelligence

Reading

Keep a journal of new words and their definitions

Write a new ending to a story just read

Give a speech about a text

Use crossword puzzles or word searches to highlight main ideas; better yet, have students create the puzzles

Writing/Grammar

Keep a journal of grammar mistakes and the rule that corrects them

Write an explanation for each change you suggest in a partner's writing

Write instructions for someone reading your writing; tell them what to notice and where

Mathematics

Write out instructions for solving math problems

Keep a diary of your successes and struggles with understanding math concepts

Research and write about a famous mathematician

Write a dialogue between two people trying to solve a math problem and make sure they figure out how to solve it

Write out the questions you have about daily math assignments. Before the next math lesson, answer the questions you wrote from the previous assignment. You may get the answers from your book, from a classmate or from your teacher.

Have a spelling bee with only mathematical terms

What Would That Lesson Look Like?:
Teaching to Logical/Mathematical Intelligence

Reading

Make an outline of what happens in the plot

Make a timeline of the plot

Make equations out of the ideas, showing how the thinking grew from one point to the next

Compare and contrast characters in the reading

List all the cause and effect pairings you can find in the reading

Describe patterns you find in the reading

Writing/Grammar

Write your ideas so that you create a pattern of thinking and/or writing

Organize your thoughts by problem and solution or cause and effect

Map out the progression of the development of your idea and then use that as an outline for writing

Count the number of verbs, nouns, adjectives, etc. in a paragraph

Count the number of words in each sentence and the number of sentences in each paragraph. Comment on how much or little variety you find.

Write word equations to explain the parts of speech

Make a chart or graph of the parts of speech and examples of each

Mathematics

Write and solve an original word problem every day

Describe a “What If…” situation and then make a plan to test it out; report on the results

Do a logic puzzle each day

What Would That Lesson Look Like?: Teaching to Visual/Spatial Intelligence

Reading

Draw the floorplan for the story you are reading and map out the action

Draw a map of the settings used in the story and map out the plot accordingly

Play Pictionary with vocabulary words generated by the reading

Create a collage expressing the theme of the story

Describe visually each character; include more detail than the author

Writing/Grammar

Color code different parts of speech

Draw a map of the ideas in your essay

Choose a shape that describes the movement in each of your paragraphs and explain;
OR choose a shape that describes the development of ideas in your entire essay and explain

Write so there is a visual detail in each sentence of your essay

Categorize adjectives by visual or tactile category such as color, shape, texture, size, etc.

Mathematics

Do a survey of students in your class and graph the results

Practice math facts with manipulatives

Estimate measurement using sight and touch and then measure to check your estimates

Color code mathematic operation signs

Create an interlocking jigsaw puzzle that shows how a math problem is solved; make sure the appropriate steps lock into each other

Keep a notebook of patterns you notice outside of class; bring in samples to class

What Would That Lesson Look Like?: Teaching to Bodily/Kinesthetic Intelligence

Reading

Act out scenes from a story

Play charades to describe characters from a story

Make a human sculpture representative of the theme of the story

Read aloud while moving around the room; all must move and all must listen to the one reader; the reader should change after an agreed upon number of lines.

Writing/Grammar

Assign different parts of the room for writing different parts of an essay (introduction, conclusion, body)

Have a sign language spelling bee

Learn sign language for parts of speech; have students make the appropriate sign as you say words; work to do this as quickly as possible

Make up a “How to Write an Essay” or “Parts of Speech” or “Comma Rules” folk dance, matching words to movements

Mathematics

Make up a playground game that uses math operations

Make human sculptures of geometric shapes

Act out equations and their solutions

Act out word problems and their solutions

Make a “to-scale” model of something in the classroom

What Would That Lesson Look Like?: Teaching to Musical/Rhythmic Intelligence

Reading

Illustrate a story or poem with music

Write a rap summarizing a story

Choose music to represent each character in a story

Align the movement of the plot with the movement of the music, shaping the music so that its climax is the story's climax, etc.

Read poetry out loud and clap out the rhythm

Take a popular tune and give it new words that summarize a story

Writing/Grammar

Create songs or raps to teach parts of speech, certain speech rules, etc.

Sing a spelling bee

Read your own writing out loud to a partner and assign each punctuation mark a sound; be sure to read the punctuation marks out loud, too. Have your partner check your use of punctuation.

Use musical terms to describe how you have put the ideas in your essay together.

Read your essay out loud and notice the places where you have rhythm and the places where you do not; rewrite the places lacking rhythm.

Mathematics

Drill and learn math facts to drum beats

Make up sounds for different math operations and then read and solve problems aloud reading the operations signs as sounds

Write songs to explain mathematics operations

Learn to read music rhythm to clarify division

What Would That Lesson Look Like?: Teaching to a Naturalist Intelligence

Reading

Describe the nature used in the story you just read; how is the nature used?

Write a short essay relocating the story you just read to another setting; how would the story be changed?

Tell which animal each character is most like and explain your choice based on information in the story

What are the characters' feelings about nature?

Using the food chain as a model, decide who is the most powerful in the story.

Writing/Grammar

Write about environmental issues

Use a tree image to map out your ideas for an essay

Describe the natural cycles that seem to develop in your writing; decide if they are negative or positive and omit or keep accordingly

Assign each season a part of speech and explain why

Mathematics

Write story problems with settings and actors in nature

Graph positive and negative influences on the environment

Keep track of and chart weather patterns in a certain geographical area for one month

Use natural elements as units of measurement and record measurements based on your choices (Example: your math book is 8 oak leaves long)

What Would That Lesson Look Like?: Teaching to an Interpersonal Intelligence

Reading

Analyze the message of a story with a group; reach a consensus

Take a class survey of student reaction to each character in the story

Role play a character and engage in conversation with another student; have that student figure out which character you are

Discuss with a small group why certain characters make the choices they do; record as many points of view as are offered

Writing/Grammar

Use a small group to write a story; have one person begin, and then each write one paragraph until the story is complete.

Get a partner and drill grammar skills

Choose verbs to describe a person you know, then choose nouns, then choose adjectives, etc.

Rewrite your essay in dialogue form; what new ideas did you create?

Read your essay aloud to a partner and get his/her feedback on the strengths and weaknesses of it.

Mathematics

Solve complicated story problems in a group

Work as a group to survey the class and summarize the results in percentages

Orally describe to a partner everything you do to solve a math problem

Each group member take turns teaching a math skill to the small group

Work in teams to write word problems that the other teams can't solve but you can

What Would That Lesson Look Like?: Teaching to an Intrapersonal Intelligence

Reading

Imagine yourself as a particular character in the story; explain what you would do differently and what you would do the same

Explain how the story relates to you and other modern day readers

Keep a diary of how you feel while reading a novel

Write an explanation of why you like or dislike a certain character

Writing/Grammar

Write an autobiography explaining what you think is the most important thing others should know about you

Keep a daily journal in which you ask and try to answer one question about yourself or your behavior

Keep a record of the grammatical mistakes you make in writing, reasons for making the mistakes, ways to correct the mistakes and reasons why correction is important

Keep a journal that describes your writing process, keeping tabs on what you want to improve, progress you are making and writing strengths that make you proud. Try to write at least once a week

Mathematics

Keep a journal tracking your emotional reaction to learning new math skills

After each new skill is mastered, write a paragraph explaining how this skill can be useful

Track your thinking process for solving a particularly difficult problem

Chart the patterns of emotions you notice about yourself

MI, the GED, and Me

by Martha Jean

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Perhaps you've been in the same place I was in 1996. I was a teacher, preparing students to take the tests of General Educational Development (GED). We spent much of class time using GED workbooks. Many of my students, most of whom were homeless, had great difficulty giving long-term attention to academic subjects and retaining the information being taught. Many students with these problems did not stay in the program long enough to reach their GED goals, yet I could see that these learners had abilities that made the world a better place. Then, I heard about the NCSALL's Adult Multiple Intelligences (MI) Project. I wanted to join the project because I had read a little bit about MI and was anxious to give some time and thought to how it could serve my learners.

Howard Gardner's multiple intelligences theory fit my observations of the students in my classrooms. MI theory proposes that there are eight and maybe more identifiable intelligences. The learners in my classrooms were smart in many different ways. Gardner defined intelligence as an ability to solve problems or fashion products that are valued in one or more cultures. He acknowledges the two traditionally accepted intelligences, which he calls mathematical/logical and linguistic, but he also theorizes the existence of the interpersonal, intrapersonal, spatial, musical, bodily/kinesthetic, and naturalistic intelligences as well. Drawing, fixing cars, singing, resolving conflicts, or composing a poem, skills my students possessed, all fit this model. I wanted to figure out a way for students to use their multiple intelligences to connect productively with GED material.

First Year

In the first year of the AMI project, my teacher research question was whether GED-based, MI-informed activities would help students use their intelligences as learners and GED test-takers. I taught two classes of four to seven students; each class met twice a week for a total of six hours a week. I would use MI activities with one of my two classes, and my usual approaches with the other as a comparison group.

Angles

1. In 2-5 minutes, list as many angles as you see (inside or outside).
   Make a graph showing each type you found.
   Which angle is most common? Why?
2. Using your arm and elbow, make five angles.
   Draw those angles and write approximate measures for each.
   Are there any kinds of angles that cannot be made with an elbow?
3. Discuss with someone and write a response: What does someone mean when they say, "What's your angle?" If you were on an icy road and did a 360, what happened to you? Why do you think this angle is called a right angle?
4. Using Play-Doh and/or paper show the angles 180, 135, 90, and 45 degrees.

5. Find or make five triangles. Measure and total the angles in each.
6. Draw, make with Play-Doh, or paint a place you know and mark and measure the angles.
7. Write a poem, song, chant, or rap using some of the following words about angles: figure formed by two lines, intersection, elbow, notch, cusp, fork, flare, obtuse, acute, point of view, perspective, viewpoint, outlook, slant, standpoint, position, purpose, intention, plan, aim, objective, approach, method.

In that first year, I stumbled around a bit trying to figure out how to make an MI-informed lesson that would help GED test takers. I read David Lazear's *Seven Ways of Teaching* and *Seven Ways of Knowing* (1991), Thomas Armstrong's *Seven Kinds of Smart* (1993), and Bruce Campbell's *The Multiple Intelligences Handbook* (1994) to get ideas for my first MI lessons. After initial attempts that had every student trying activities in every intelligence, I realized that requiring work in each domain was not in the spirit of MI. I had to let my students choose activities. Their choices would probably mirror the intelligences in which they were strongest. I decided to use an MI-informed approach at least one day a week. I started to design "Choose 3" lessons on broad topics, such as math, for example. Each "Choose 3" consists of choices based on the eight intelligences: at least one choice for each intelligence. Students picked the three activities they would do alone, with a teammate, or in a group.

I created lessons about home, travel, plants, math review, writing, and angles. I was trying to find topics that could reflect some of the GED subjects in each lesson or a lot of choices from one GED subject. For example, the math review had choices about angles, word problems, and perimeter, area, and volume. Students did do these lessons enthusiastically, but a couple of problems arose. The content of the lessons was too broadly defined; I could not connect the activities to a specific area of the GED for review. Also, the students did not always choose activities that centered on the content that they needed most. I began to address those shortcomings by creating lessons that were more narrowly defined by content. For example, angles from the GED math became the topic of one "Choose 3" lesson, and all the activities related to angles. Brainstorming, a pre-writing skill became the topic of another "Choose 3" lesson. This way, after students completed a "Choose 3" lesson, I knew the content had been covered and everyone could move into the workbook for review. I also found that the "Choose 3" lessons could be used to review material already taught or to introduce a new topic.

Tracking Progress

I kept track of learners' progress with student daily logs that asked what materials they had completed and how they had scored on GED workbook material. Students also recorded their views on what was or wasn't working in MI lesson in multiple intelligence logs. I kept a teacher's daily log of my observations. The data show that, from the start, having choices increased students' involvement in class. Fewer students were going home early, taking lots of breaks, or just not doing anything. After I fine-tuned the "Choose 3" activities, I observed that, although learners' choices differed, individuals thought they had chosen the easiest activities. Students who said they liked math often chose the logical/mathematical activities and students who said they liked discussions often chose the interpersonal activities, and so on. My conclusion was that learners were using their strongest intelligences to help them understand each GED topic.

Brainstorming

Take 15-20 minutes to do each of the three you choose.

1. Trace your hand. On the fingers write two or more sentences that express the main ideas you would use for an essay about one of the following: List choices why I like hands-on activities: I am handy at... I like the way I handled this situation...

2. Pick a graphic from the “GRAPHICS” folder. Color it.
   Write three things you see in the graphic. Write six sentences about what you think the graphic is about or what it makes you think about.
3. Using one of these: keyboard, magnet words, numbers, shapes, clay, Play-Doh, paint, markers, crayons, or paper pieces, show how you would design a five paragraph essay about “My Favorite Classroom Activity.”
4. Draw three rooms from a house you lived in as a child. In each room, write two or more sentences about what you remember in that room.
5. Pick three life symbol graphics (see folder) that represent your life right now. On another sheet of paper, trace the picture and write two or more sentences in each picture about why you chose that graphic.
6. Choose an animal picture that most reminds you of yourself. Trace the picture, or draw your own image, or make the animal out of clay or Play-Doh. List everything you can think of that describes that animal: how it looks, where it lives, family, food, movement, sounds it makes, how it acts, etc. Put a check next to the things that are like you and explain how they are similar.

By the end of that class year I was seeing something else that I thought was significant. Not only did I observe students using their strongest intelligences to learn GED materials, but I also noticed that students who traditionally drop out, those with learning disabilities (LD) and attention deficit disorder (ADD) appeared to be involved in learning in ways that I had never seen before. These students were coming to class and starting the Choose 3s immediately. They were more willing to go into the workbook material that was related to a Choose 3 activity they had done. Compared to the non-MI-informed class, and to the period before I started the MI project, there was less complaining, less protesting: “I don’t understand!” and less avoidance of any classroom or workbook activity.

When I looked back at my classroom observations and attendance records, I noticed that, although usually students with ADD attended no more than a few weeks, one of my students with ADD had stayed on from enrollment in December to the end of class in May. Another LD student had attended regularly and gotten her GED, unlike past students with LD who never came to class long enough to be test-ready. A third student had excellent attendance compared to other LD students in a class where I was not trying MI-informed lessons.

Second Year

In the second year of the project, my research question was: How do MI-informed lessons affect the attendance and progress of adult learners with LD or ADD? I also liked the idea that I could develop and refine the Choose 3 lessons to help students pass the GED tests. I planned to add some math activities and also design Choose 3s for science, social studies, grammar, and writing. Examples of the lessons are given on pages 3-5. I was so pleased by the results of MI-informed instruction the first year that I could not deny it to either group of students, so both classes subsequently received MI-informed instruction.

The students had struggled with doing daily and MI logs in year one. In the second year, they talked and I recorded their MI activities, which included their views on the MI lessons. I also kept my teacher’s log. I also kept my MI activities log. At intake and during the year, I recorded students’ self-disclosures about LD or ADD diagnoses through school or agency testing, and I compiled attendance data.

The second year of the project was especially exciting. I had the whole year to incorporate MI theory into my GED lessons and could be more attentive to how learners with LD and ADD were responding to an MI-informed class.

The Planets Choose 3 of the activities below.
Do any by yourself, with a partner, or in a group.
Read handouts: size, geography, distance of the planets.
Look at mobile and press on pictures. Look at books about planets.

1. List the distance of each planet to the sun in scientific notation.
2. Describe the planets musically - use keyboard, song, song titles, etc.
3. Using the paper roll, compare the distance from the planets to each other and the sun.
4. Compare the size and look of each planet using Play-Doh, paper, or balloons.
5. Using mime, dance, or a play, show what would happen to you if you were standing on each planet.
6. Write a description or create a poem that compares yourself to the planets you think you are most like and most different from.
7. Design two different aliens: One who looks like s/he could live on a planet closest to the sun and another who looks like s/he could live on a planet the farthest away from the sun. Use any materials to make each alien.
8. Make a list comparing the size, colors, distance from the sun, moons, and temperature of each planet.

This is what a class looked like: Students came in and started reading the Choose 3 for that day. Play-Doh, markers, a keyboard, rulers, Legos, pen or pencil, paper, and maybe a partner or a group would be collected to do the chosen activities. Lots of discussion, movement, concentration, debate, questions, and answers filled the room. Learners who finished before the others did related workbook activities. When everyone completed their three activities, the whole group gathered. Everyone identified their choices. Anyone who wanted to, which was usually everyone, shared what they did. I distributed a GED worksheet on the subject, which students read and answered silently. Then they shared, debated, and checked their answers. The remainder of the class and the next class included some writing exercises and lots of workbook practice.

My records showed that students with LD and ADD had excellent attendance. They not only attended more regularly than in other years, but they also were actively participating in the activities while in class. Because they attended more regularly and were doing the workbook reviews more willingly, they made progress toward individual GED tests. This, of course, was also true of all the GED students that year.

Positive Outcomes

By the year's end I had learned much about how MI-informed lessons affect the attendance and progress of adult learners with LD or ADD. In interviews with these students, one student said, "To know something is one thing. To know something and do it is another." He continued, "I prefer hands-on because it clarifies everything. If it was all workbook, I wouldn't do well cause I'd lose interest. I wouldn't stay long cause I'd lose interest. If you make work fun, it wouldn't be work." Another student who had just passed her GED math said about working only in the workbook: "I'd probably still be on the math in the beginning. I concentrate more on those [points to Choose 3 lessons]. My mind drifts if I just do the workbook." She said of the Choose 3, "These give you a different way of looking at problems. You go through the problems more this way. In the workbook you just do the problems, that's it, and with this you can work together."

The words and reactions of students in my MI-informed classes have stayed with me. I believe that choices should always be a part of the learning experience. I know that allowing students to learn through their strengths is successful. I'm beginning to think about how MI will help learners with the GED 2001. It's a never-ending quest.

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About the Author

Martha Jean was born almost 50 years ago. During the second half of those years, as a substitute teacher in the public schools and as an adult education teacher for Community Action, Inc., in Salisbury, MA, she discovered that her best teaching happened when she was trying to figure out the many ways that her students could learn.

Multiple Intelligences Survey

http://surfaquarium.com/MI/inventory.htm

Part I

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

_____ I enjoy categorizing things by common traits
_____ Ecological issues are important to me
_____ Hiking and camping are enjoyable activities
_____ I enjoy working on a garden
_____ I believe preserving our National Parks is important
_____ Putting things in hierarchies makes sense to me
_____ Animals are important in my life
_____ My home has a recycling system in place
_____ I enjoy studying biology, botany and/or zoology
_____ I spend a great deal of time outdoors

_____ TOTAL for Section 1

Section 2

_____ I easily pick up on patterns
_____ I focus in on noise and sounds
_____ Moving to a beat is easy for me
_____ I've always been interested in playing an instrument
_____ The cadence of poetry intrigues me
_____ I remember things by putting them in a rhyme
_____ Concentration is difficult while listening to a radio or television
_____ I enjoy many kinds of music
_____ Musicals are more interesting than dramatic plays
_____ Remembering song lyrics is easy for me

_____ TOTAL for Section 2

Section 3

_____ I keep my things neat and orderly
_____ Step-by-step directions are a big help
_____ Solving problems comes easily to me
_____ I get easily frustrated with disorganized people
_____ I can complete calculations quickly in my head
_____ Puzzles requiring reasoning are fun
_____ I can't begin an assignment until all my questions are answered
_____ Structure helps me be successful
_____ I find working on a computer spreadsheet or database rewarding
_____ Things have to make sense to me or I am dissatisfied

_____ TOTAL for Section 3

Section 4

_____ It is important to see my role in the "big picture" of things
_____ I enjoy discussing questions about life
_____ Religion is important to me
_____ I enjoy viewing art masterpieces
_____ Relaxation and meditation exercises are rewarding
_____ I like visiting breathtaking sites in nature
_____ I enjoy reading ancient and modern philosophers
_____ Learning new things is easier when I understand their value
_____ I wonder if there are other forms of intelligent life in the universe
_____ Studying history and ancient culture helps give me perspective

_____ TOTAL for Section 4

Section 5

_____ I learn best interacting with others
_____ The more the merrier
_____ Study groups are very productive for me
_____ I enjoy chat rooms
_____ Participating in politics is important
_____ Television and radio talk shows are enjoyable
_____ I am a "team player"
_____ I dislike working alone
_____ Clubs and extracurricular activities are fun
_____ I pay attention to social issues and causes

_____ TOTAL for Section 5

Section 6

_____ I enjoy making things with my hands
_____ Sitting still for long periods of time is difficult for me
_____ I enjoy outdoor games and sports
_____ I value non-verbal communication such as sign language
_____ A fit body is important for a fit mind
_____ Arts and crafts are enjoyable pastimes
_____ Expression through dance is beautiful
_____ I like working with tools
_____ I live an active lifestyle
_____ I learn by doing

_____ TOTAL for Section 6

Section 7

_____ I enjoy reading all kinds of materials
_____ Taking notes helps me remember and understand
_____ I faithfully contact friends through letters and/or e-mail
_____ It is easy for me to explain my ideas to others
_____ I keep a journal
_____ Word puzzles like crosswords and jumbles are fun
_____ I write for pleasure
_____ I enjoy playing with words like puns, anagrams and spoonerisms
_____ Foreign languages interest me
_____ Debates and public speaking are activities I like to participate in

_____ TOTAL for Section 7

Section 8

_____ I am keenly aware of my moral beliefs
_____ I learn best when I have an emotional attachment to the subject
_____ Fairness is important to me
_____ My attitude effects how I learn
_____ Social justice issues concern me
_____ Working alone can be just as productive as working in a group
_____ I need to know why I should do something before I agree to do it
_____ When I believe in something I will give 100% effort to it
_____ I like to be involved in causes that help others
_____ I am willing to protest or sign a petition to right a wrong

_____ TOTAL for Section 8

Section 9

_____ I can imagine ideas in my mind
_____ Rearranging a room is fun for me
_____ I enjoy creating art using varied media
_____ I remember well using graphic organizers
_____ Performance art can be very gratifying
_____ Spreadsheets are great for making charts, graphs and tables
_____ Three dimensional puzzles bring me much enjoyment
_____ Music videos are very stimulating
_____ I can recall things in mental pictures
_____ I am good at reading maps and blueprints

_____ TOTAL for Section 9

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total	Forward	Multiply Score
1 X10			
2 X10			
3 X10			
4 X10			
5 X10			
6 X10			
7 X10			
8 X10			
9 X10			

Part III
Now plot your scores on the bar graph provided:

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0	**Sec 1**	**Sec 2**	**Sec 3**	**Sec 4**	**Sec 5**	**Sec 6**	**Sec 7**	**Sec 8**	**Sec 9**

Part IV
Now determine your intelligence profile!

Key:
Section 1 – This reflects your Naturalist strength
Section 2 – This suggests your Musical strength
Section 3 – This indicates your Logical strength
Section 4 – This illustrates your Existential strength
Section 5 – This shows your Interpersonal strength
Section 6 – This tells your Kinesthetic strength
Section 7 – This indicates your Verbal strength
Section 8 – This reflects your Intrapersonal strength
Section 9 – This suggests your Visual strength

Remember:

- Everyone has all the intelligences!
- You can strengthen an intelligence!
- This inventory is meant as a snapshot in time – it can change!
- M.I. is meant to empower, not label people!