

Multiple Intelligence

Unit: Personal Development

Topic: Self Assessment/Multiple Intelligence

Length of Session: 60-90 minutes

Level: Advance ESL/Native and English Speakers

Objectives: List the seven intelligences and will select one to three, which highlight his or her individual strengths/strengths.

EFF Standards: Read with understanding, Read with understanding, speak so others can understand, take responsibility for learning, listen actively, plan, guide others, advocate and influence, cooperate with others, reflect and evaluate, take responsibility for learning.

Language Arts Standards: S6-Participate in collaborative group process

SCANS/ EFF Common Activities	INTO	MATERIALS
<p>SCANS: Personal Qualities- Sociability Thinking Skills-Creative thinking</p>	<p>Warm-Up/Review 10 minutes</p> <ul style="list-style-type: none"> Have the students write down five things they're really good at. Pick a partner and share lists Put lists aside until later. 	Multiple Intelligence Packet
	THROUGH	EVALUATION
<p>SCANS Information-Acquires and evaluates information Interprets and communicates information</p>	<p>PRESENTATION (20 minutes) Ask the following question:</p> <ul style="list-style-type: none"> Who do you think is intelligent? (brainstorm 20 names) What makes them intelligent? Give traditional definition of intelligence and introduce Gardner's theory of intelligence. Explain the seven intelligences. Use handouts. Take a quick show of hands to see who identifies with each intelligence. <p>GUIDED PRACTICE</p> <ol style="list-style-type: none"> Group in pairs. Pull out list with five things you're good at. Record them on the "I Can" sheet. Exchange papers. Select one (two if time permits) from the five and write it on the "Skills Card." 	Brainstorming "I Can" Sheet
SCANS		

Project VOICE: Voice, Opportunity, Independence and Civic Engagement

City College of San Francisco

Funded by California Community Colleges Chancellor's Office

<p>Interpersonal Competencies: Team Member Exercise Leadership Negotiates to arrive at a decision</p>	<p>6. Interview your partner: Describe: What tasks, abilities, actions are involved in having this particular strength. Interview writes these on the skills card. (See Sample) 7. Partners analyze the description and put a check by all the intelligences used for that strength.</p>	
BEYOND		
<p>EFF Gather, analyze and use information Work together Develop and express sense of self</p>	<p>CLOSURE (25minutes) Each group will report:</p> <ul style="list-style-type: none"> • Which intelligence was assigned to your group? • Which sentences did you select to go with the intelligence? <p>Class Reflection/Application</p> <ul style="list-style-type: none"> • How might this information help you in class and in life? • What can teachers do? <p>Enrichment: Students can take the inventories and plot their intelligence patterns</p>	<p>(20 minute)</p> <ol style="list-style-type: none"> 1. Organize class into seven groups. 2. Give each group: <ul style="list-style-type: none"> • An envelope marked with one of the seven intelligence • An index card for each person • Sentences strips (cut up individually), which give descriptions of things people like to do. • Blank sentence strip 3. Directions: <ul style="list-style-type: none"> • Choose a facilitator • ask group to look at the assigned intelligence on the envelope • Spread out sentence strips • Decide the intelligence it matches

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