# Personal Development: Self-Assessment/Multiple Intelligence

## Objective(s)
- List the seven intelligences and select one to three which highlight his or her individual strengths.
- Each student will identify his or her primary intelligence.

## EFF Standard(s)
- Read with understanding
- Take responsibility for learning
- Advocate and influence
- Cooperate with others
- Reflect and evaluate
- Participate in collaborative group process

## SCANS/FF Common Activities
- Personal Qualities: Sociability
- Thinking Skills: Creativity

## Materials
- Multiple Intelligence Packet

## Procedure
### Warm-Up/Review (10 minutes)
- Have the students write down five things they're really good at.
- Pick a partner and share lists.
- Put lists aside until later.

### Presentation (20 minutes)
- Ask the following questions:
  - 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.
  - Take a quick show of hands to see who identifies with each intelligence.

### Guided Practice
- 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:"

### Evaluation
- SCANS: Information
- SCANS: Communication

---

### Non-Authored Elements
- "I Can" Sheet
- Exchange papers
- SCANS: Personal Qualities
- SCANS: Thinking Skills
- SCANS/FF Common Activities

---

**Project VOICE: Voice, Opportunity, Independence and Civic Engagement**

City College of San Francisco

Funded by California Community Colleges Chancellor's Office

---

**Level:** Advance ESL/Nullive and English Speakers

**Unit:** Personal Development

**Length of Session:** 60 minutes

**Topic:** Self-Assessment/Multiple Intelligence
<table>
<thead>
<tr>
<th>BEYOND</th>
<th>CLOSURE (25 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Interview your partner: Describe: When tasks, abilities, actions are involved in interpersonal strengths.</td>
<td></td>
</tr>
<tr>
<td>7. (Sample) Write the description and put a check by all the intelligences used for this particular strength; Interview with those on the skills card. See Leadership Competencies. Team Member Exercise.</td>
<td></td>
</tr>
<tr>
<td>1. Organize class into seven groups.</td>
<td></td>
</tr>
<tr>
<td>2. Give each group:</td>
<td></td>
</tr>
<tr>
<td>3. Directed:</td>
<td></td>
</tr>
<tr>
<td>a. Read the definitions of things people like to do.</td>
<td></td>
</tr>
<tr>
<td>b. Ask each group:</td>
<td></td>
</tr>
<tr>
<td>i. Choose a facilitator.</td>
<td></td>
</tr>
<tr>
<td>ii. Spread out sentence strips.</td>
<td></td>
</tr>
<tr>
<td>iii. Each group to look at the assigned intelligence.</td>
<td></td>
</tr>
<tr>
<td>iv. Interview writes these on the skills card. (See Sample).</td>
<td></td>
</tr>
<tr>
<td>v. Partners analyze the description and put a check by all the intelligences used for the assigned intelligence.</td>
<td></td>
</tr>
<tr>
<td>vi. Which sentence did you select to go with the intelligence?</td>
<td></td>
</tr>
<tr>
<td>vii. Which intelligence was assigned to your group?</td>
<td></td>
</tr>
<tr>
<td>viii. Which intelligence helps you in class and in life?</td>
<td></td>
</tr>
<tr>
<td>ix. How might this information help you in class and in life?</td>
<td></td>
</tr>
<tr>
<td>x. What can teachers do?</td>
<td></td>
</tr>
<tr>
<td>3. Role: Develop and express sense of self; Work together and use information.</td>
<td></td>
</tr>
</tbody>
</table>