

# 7.0 THE EIGHT MULTIPLE INTELLIGENCES

In 1983 Howard Gardner, a Harvard education professor, published his groundbreaking book, *Frames of Mind: The theory of Multiple Intelligence*. This theory is a positive and inclusive model of intelligence that recognises all of our abilities to learn, understand and create. Not just the academic ones!

By about the age of six, children begin to favour certain intelligences. They use these intelligences to help solve problems and learn new things. This continues throughout our lives to adulthood; however, we typically become much more balanced with our intelligences as we get older.

It is important to understand how to identify and then facilitate learning through these multiple intelligences. While getting to know your group, try to identify one of the preferred intelligences for each student. The following multiple intelligence characteristics can be witnessed...

## **LINGUISTIC (WORD-SMART)**

These people like to hear stories and enjoy reading/writing. They will usually have a well-developed vocabulary. With these students, try to be creative in the way you present information, they will often respond well to analogies.

## **LOGICAL-MATHEMATICAL (NUMBER OR LOGIC-SMART)**

These people have the ability to reason and like things to have a logical pattern. They may also be into counting things such as the number of runs or chairlifts. When teaching these students, you could try using counting exercises or a scale system for explaining things.

## **SPATIAL (PICTURE-SMART)**

These people tend to like pictures and images to help process information and will usually like some form of visual art. For these students, try using drawings in the snow, and look at tracks or the spray of snow from the skis. An accurate demonstration is important for these people. They usually respond well to seeing video of themselves.

### **BODILY-KINESTHETIC (BODY OR SPORT-SMART)**

These people have great body awareness. They can feel things in their body to grasp a better understanding. Encourage these students to explore different feelings and sensations of a movement whilst stationary. Finding similarities in movement from one sport to another will be useful.

### **MUSICAL (MUSIC-SMART)**

These people are tuned into different sounds and understand rhythm. They will usually have an interest in music and possibly play an instrument. With these students you could try humming different tunes to different size turns.

### **NATURALISTIC (NATURE-SMART)**

These people love to be outdoors, have a real interest in the environment and notice detail or subtle changes within it. They use this awareness to help make decisions. They often have a good understanding for how different animals move. For this student, you could try relating a movement in skiing to how an animal moves.

### **INTERPERSONAL (PEOPLE-SMART)**

These people like to seek the support and ideas of others. They enjoy working through problems with others in the group, will often ask questions and actively contribute answers. For these students, setting up a reciprocal learning environment will enhance their learning. Group activities where everyone is involved will also work well.

### **INTRAPERSONAL (SELF-SMART)**

These people like to work through things in their own heads and come to their own conclusions. For these students, allow time for them to develop understanding. Try using plenty of individual task practice time to give them the chance to develop their understanding.

All people will have several intelligences that help to process information. We also have intelligences that are not as developed as others. Your students may not respond or learn through these particularly well. The intelligences being used by each individual may vary from task to task.

Have you ever had an experience of trying to teach someone and they just couldn't get it? There is a high chance that you were utilising intelligences that were weaker within that student and that they could not process the new information efficiently. It can be likened to speaking a different language. They simply do not understand what you are talking about.

When we communicate and, more importantly, teach people, we tend to utilise intelligences that are our own strengths. If you find that a student is not responding well, invest time into finding out some of the intelligences they utilise most. Asking questions like "What is your favourite subject at school?"; "What do you do for a living?"; "What do you like to do in your spare time?"; will provide answers to help to guide your understanding of their intelligences. The table below will also help in understanding the different intelligences.

#### **EXAMPLE:**

##### **Identifying & Using the Multiple Intelligences:**

Your student had a lesson the previous day and did not really understand what the instructor was trying to get her to do to stop her from falling over at the start of her turns. This was because the previous instructor presented accurate but complex explanations, being particularly strong in the logical- mathematical intelligence them self. The new instructor asks her what she does for a living. She tells them she is a musician and plays the clarinet in an orchestra. The instructor adjusts their presentation to suit the student and says:

"Making a turn is like playing a piece of music and all that is happening is you have played a note that is off key. We just need to find the right note (or movement) and when to use it, so that the music (or turn) flows."

INTELLIGENCE	LIKES TO...	IS GOOD AT...	LEARNS BEST BY...
VISUAL-SPATIAL	Draw, build, design, create, daydream, watch movies (etc).	Visual arts, puzzles, map, imagining and sensing changes.	Reading, working with images, drawing, visualising.
LOGICAL-MATHEMATICAL	Do experiments, use numbers, ask questions, explore patterns.	Maths, science, reasoning, logic and problem solving.	Working with numbers/patterns, classifying, categorising.
BODILY - KINESTHETIC	Move around, touch and talk, use body language.	Physical activities, sports, hands-on projects.	Using body sensations, creative drama, dance.
MUSICAL-RHYTHMIC	Sing, hum, tap, listen to music, play an instrument.	Picking up sounds, keeping time, remembering melodies, noticing pitches.	Rhythm, melody, songs, dance, background music, sound patterns.
LINGUISTIC	Talk, read, write, tell stories.	Written and oral communication.	Reading, writing, speaking, listening, memorising names and places.
NATURALISTIC	Spend time outside, learn about the environment and other species, do outdoor sports.	Sensing patterns in nature, observing and remembering changes in environment.	Interacting with surroundings, utilising sensory skills.
INTERPERSONAL	Have lots of friends, join groups, talk to people.	Understanding people, leading others, communicating, manipulating, organising.	Sharing, comparing, relating, cooperating, interviewing.
INTRAPERSONAL	Work alone, pursue own interests, reflect on feelings.	Understanding self, focusing on feelings, following intuition.	Working alone and intuitively, individualised projects.

## ACKNOWLEDGEMENTS