Student Learning Plan

Unit 3: Foundations for Success

Multiple Intelligences [U3C2L4]

Why this is important:

Everyone is unique — in appearance, interest, ability, talent and personality. The brain is no exception. We use our different intelligences to solve problems, choose a profession and excel in various aspects of life. In this learning plan you will explore how your brain can process and take in more information and increase learning by identifying the eight multiple intelligences. You will assess your own intelligence strength to help you increase your learning power.

What you will learn to do:

(Competency)

Use your intellectual strengths to improve academic performance

How you will know when you are succeeding:

You will show that you have learned the target knowledge and skills:

- by documenting application of your multiple-intelligence strengths to improve learning.

Your performance will be successful when:

- you write a goal statement
- you develop a two-week action plan
- you incorporate your multiple intelligences into your action plan
- you document how your multiple intelligence impacted improvement

Knowledge and skills you will learn along the way:

(Learning Objectives)

a. Assess Gardner's impact on the understanding of intelligence

b. Identify the eight types of intelligences

c. Distinguish between inter- and intra-personal

d. Examine how to strengthen intelligence

e. Define key words: Bodily/Kinesthetic intelligence, Logical/Mathematical intelligence, Intrapersonal intelligence, Interpersonal intelligence, Musical/Rhythmical intelligence, Naturalist intelligence, Visual/Spatial intelligence, Verbal/Linguistic intelligence

Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

_____1. COMPLETE Exercise 1: Multiple Intelligence Assessment. [Work independently] SHARE what you learned about yourself with a partner. JOIN a team of others with similar intelligence dominance.

SELECT a novel character to describe using a set instructor-posted intelligence preferences. CHOOSE your preference and SHARE how you would respond with others in the class. [Work in team of 3-6 cadets] RECORD answers to reflection questions in Cadet Notebook. [Work independently]

_____2. [SELF-PACED OPTION] COMPLETE Exercise 1: Multiple Intelligence Assessment. Given the following three tasks: (a) Think about a personal experience. (b) Examine a chart. (c) Read a book — which activity for assessment would you choose — (a) Write a response. (b) Develop a hypothesis. (c) Draw a picture. (d) Build a model. (e) Create a song. (f) Share with a friend. (g) Design your own response. (h) Relate this to the natural world. RELATE your selection to the results of Exercise 1. RECORD your discovery in your Cadet Notebook. ANSWER reflection questions in your Cadet Notebook.

_____3. VIEW the Quantum Learning CD-ROM and EXPLORE the various intelligences presented. RESEARCH a given intelligence topic. LEARN MORE about multiple intelligences by reading Lesson 4: Multiple Intelligences in Chapter 2: Learning to Learn of the student text. ANSWER the lesson review questions. CREATE a product or performance that demonstrates the type of intelligence you researched. PRESENT your product or performance to others. ADD attributes of your assigned intelligence to class Tree Map. [Work in a team of 3-6 cadets] RECORD answers to the reflection questions into your Cadet Notebook. [Work independently]

_____4. [SELF-PACED OPTION] If available, VIEW the Quantum Learning CD-ROM on Multiple Intelligences. LEARN MORE about intelligences by reading Lesson 4: Multiple Intelligences in Chapter 2: Learning to Learn of the student text. ANSWER the lesson review questions and record them into your Cadet Notebook. CREATE a Tree Map with the eight intelligences and attributes of each. RECORD answers to the reflection questions in your Cadet Notebook.

_____5. REVIEW one of the seven case studies provided in Exercise 2: Process Scenarios. IDENTIFY the different intelligences that interact with each other in your assigned scenario. USE Exercise 2 to record your thoughts. [Work with a team of 3-6 cadets] OBSERVE while others teams share their scenario observations. DEFINE multiple intelligence. COMPARE the definition to that posted in Learning Activity 1. CREATE a Double-Bubble Map showing comparisons and contrasts of the two definitions. [Work in a large group] RECORD your answers to the reflection questions in your Cadet Notebook.

_____6. [SELF-PACED OPTION] COMPLETE Exercise 2: Process Scenarios and IDENTIFY the different intelligences that interact with each other in the scenarios by decoding at least three frames of mind or kinds of mind for the person in each description. RECORD your answers to the reflection questions in the Cadet Notebook.

_____7. CONSIDER how you learn and process information. CREATE a list of all activities that could be done to help improve your learning in this class. [Work independently] JOIN other cadets with similar Multiple Intelligence strengths. ADD to the list and SHARE with other teams. [Work with a team of 3-6 cadets]. WRITE a goal statement and action plan describing two things you plan to do in the next two weeks to improve your learning and performance within one course. [Work independently] RECORD your answers to the reflection questions in the Cadet Notebook. OBTAIN the Your Multiple Intelligence Assessment Task and Scoring Guide.

_____8. [SELF-PACED OPTION] CONSIDER how you learn and process information. CREATE a list of all activities that could be done to help improve your learning in this class. WRITE a goal statement and action plan describing two things you plan to do in the next two weeks to improve your learning and performance within one course. OBTAIN the Your Multiple Intelligence Assessment Task and Scoring Guide.

Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

_____1. COMPLETE the Your Multiple Intelligences Assessment Task. Use the Scoring Guide to self-assess your work before submitting it to your instructor for evaluation.

_____2. [SELF-PACED OPTION] COMPLETE the Your Multiple Intelligences Assessment Task. Use the Scoring Guide to self-assess your work before submitting it to your instructor for evaluation.