Intended for Grades: 6-12   **Estimated time:** 30-45 minutes

Lesson Title: MULTIPLE INTELLIGENCES-Smart in Many Ways

Lesson Purpose: **Students Will:**
 * Learn about multiple ways that intelligence is demonstrated
 * Use a self-assessment to discover the different ways they are smart
 * Begin learning how these strengths can be applied to daily life

Materials & Preparation:
* Multiple Intelligences Self Assessment
* Writing tool for students
* Chart paper & pens (optional)
* Become familiar with multiple intelligences theory and your own strengths; see website resources below.

Background Information:
Many schools across the state and country have focused their attention on reading and math achievement due to the importance placed on standardized testing. Because of this focus, some students think the only way to be smart is to do well on standardized tests for reading and math.

In the real world, people are *akamai* (smart) in many different ways. Self-confidence about our own strengths helps individuals feel capable and worthwhile. One way to understand types of intelligence is to learn about the various categories described by Researcher and Educator Howard Gardner, who promotes the theory of Multiple Intelligences.

Steps:
1. Ask students to share what they already know about the term "intelligence". Discuss their current ways to define "being intelligent". Invite them to share about people they think are smart, people they know who do something really well.

2. Share the definitions below and ask students what they think are relevant terms:

> *Hawaiian Dictionary (Pukui & Elbert):*
> Intelligent = Akamai (smart, clever, expert…)
> Naʻauao (learned, enlightened, intelligent, wise…)
> Lololo (intelligent, brilliant, deep thinking…)

> *Defined by Educator Howard Gardner, author of "Multiple Intelligences" Theory:*
> Intelligence Is:
> - The ability to create an effective product or offer a service that is valued in a culture;
> - A set of skills that make it possible for a person to solve problems in life;
> - The potential for finding or creating solutions for problems, which involves gathering new knowledge.   Source: http://www.pbs.org/wnet/gperf/education/ed_mi_overview.html

> *Intelligence according to Merriam-Webster Dictionary*:
> "The ability to learn or understand or deal with new or trying situations; reason; Also: the skilled use of reason; the ability to apply knowledge to manipulate one's environment or to think abstractly as measured by objective criteria (as tests)."

3. Distribute copies of the Multiple Intelligences Survey; explain that this is another way to think about your own strengths. Review the instructions and model completing a few answers using the scoring guide. Allow adequate time for students to complete the self-assessment.

4. Discuss what students learned in a way that works for your class. You can:

   • Create a chart of 9 squares with names of these multiple intelligences. Have students put their initials on three post-its and place them on the chart to identify group strengths. Discuss findings.

   • Have students stand and mix to find and write the name of classmates strong in each category. *(The Multiple Intelligence that is one of their top three strengths.)*

   • Break into small groups and have students share their top two strengths and one they want to develop and become stronger in.

 5. Relate multiple intelligences to future career choices. You can create charts for each multiple intelligence category and have students add titles and pictures of jobs that match that intelligence. This can be a one-time project or hang charts so students can add jobs throughout the year.

Reflection Questions:
What did you learn from this lesson that you will remember and use later?
What careers are both interesting to you and also align with your personal intelligences?

Resources:

http://www.pbs.org/wnet/gperf/education/ed_mi_overview.html
http://www.howardgardner.com/index.html
http://www.edutopia.org/multiple-intelligences-introduction