

Identifying Diversity and Commonalities in the Classroom (Getting to know your students Intelligences)

Goals and Objectives: In the following activities, the students will:

- Complete a multiple intelligences checklist to identify their strengths and areas for improvement
- Become aware of the multiple intelligences
- Learn how to use their strengths to their advantage when learning or improving skills
- Move into groups to identify commonalities of strengths, weaknesses, and intelligences among classmates
- Construct a type of graph which displays their aptitudes for each of the multiple intelligences

Resources:

- Multiple Intelligence Checklist
- Multiple Intelligence Power Point Presentation
- Multiple Intelligence Posters
- Multiple Intelligence Handout (Informative)
- Multiple Intelligence Menu
- Sheets, coloring pencils, rulers, and plain white paper for constructing graphs

Procedures:

1. Students will be informed that they will be participating in an activity which will allow the teacher to tailor instruction, assignments, and assessment to best fit the class. Ask them to be as honest on all questions.
2. Have students complete the Multiple Intelligence (MI) Checklist.
3. Have students complete the scoring guide to discover their scores in each of the MI areas.
4. Now ask the students to group in rows across the back of the room corresponding to the MI in which they scored the highest.
5. Introduce some of the qualities of different MIs to the students using the Power Point presentation, examples, and illustrations.
6. Now ask the student to group in rows across the back of the room corresponding to the MI in which they have the second highest score.
7. Continue the discussion of qualities of the different MIs to the students using the Power Point presentation, examples, and illustrations.
8. Now ask the students to group in circular groups around the room corresponding to the MI in which they scored the lowest.
9. Finish the discussion of qualities of the different MIs to the students using the Power Point presentation, examples, and illustrations.

10. Now ask the students to group in circular groups around the room corresponding to the MI in which they scored the next to lowest.
11. Ask the students to go back to their original seats. Pass out the multiple intelligence menus for students to review.

Assessment:

- Have students group themselves with some of their friends. Ask them to share scores from their MI test with each other. Ask them to discuss strength and weaknesses in the group they have formed.
- Ask the students to identify types of assignments, projects, and assessments they would perform best, as well as those they may have trouble with.
- Ask the students to design a hypothetical assignment on which they would expect to perform really well.
- Finally, show the students several different types of graphs (bar, pie, star). Ask them to choose a style graph and graph their scores from the checklist students should publish their graphs in the room or hall.

Follow-up:

- Collect the students score sheets.
- Place the scores for each student on a spreadsheet
- Use the scores to gauge how topics, assignments, & assessments may best be carried out. By examining MI strengths and weaknesses with-in a class, the instructor should gain some insight as to how to best help students succeed.
- Use the scores to group students when performing group activities. The instructor should group students in one of two ways; roles which allow them to excel in strong areas and roles which require students to improve in weak areas.
- Review the scores when re-teaching or aid needs to be given to your students. They will provide insight on how best to help a student successfully.

Modifications:

ECE students will have their collaborating teacher help with the instrument if necessary. They will participate with the class in grouping, discussion, and assessment.