



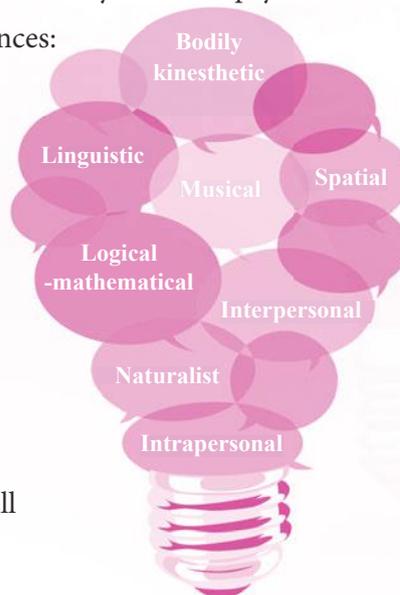
MULTIPLE INTELLIGENCES

Dr S Seshadri, Dr S Saksena & Dr S Saldanha

Children's sense of self-worth depends on what they think of their abilities and intelligence. When a group of children were asked to raise their hands if they considered themselves to be intelligent, only a small percentage of the students did so. As adults, we can help children understand that there are many types of intelligences.

Howard Gardner, a psychologist and the John H. and Elisabeth A. Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education is best known in educational circles for his theory of **multiple intelligences**, a critique of the notion that there exists but a single human intelligence that can be adequately assessed by standard psychometric instruments.

He formulated a list of eight intelligences:



The ninth, spiritual intelligence, is still under study.

Children in a family are like flowers in a bouquet: there's always one determined to face in an opposite direction from the way the arranger desires. ~ Marcelene Cox

Each learner has a unique blend of intelligences. As parents, we can help our children realize their intelligences. We can encourage them to explore their unique blend of strengths and skills. We can also emphasize that examinations are not necessarily the only way of evaluating one's capabilities.

You can assess yourself on the following parameters and determine your own unique combination of intelligences. A teacher or guardian can ask the child to do the same. Chances are that the blend of intelligences will be different. What comes easily to one individual may not be so easy for a child with differently developed intelligences.

Linguistic intelligence

- Books mean a lot to me.
- I enjoy word games like mastermind, crosswords.
- I enjoy puns, palindromes, homonyms, antonyms.
- I use unusual and difficult words in my writing /speech.
- I find history, social studies, English easier than maths or science
- I write stories, essays or poems.
- I prefer to hear or read about an event rather than see pictures of the event (for example, I prefer to read the newspaper rather than watch the event on television).
- I can learn a new language easily.
- I like debating and extempore talks.



Logical-mathematical intelligence

- Maths and science are my favourite subjects.
- I enjoy mental mathematics.
- I am interested in scientific discoveries.
- I like to look for explanations for what I observe or read.
- I enjoy puzzles that require logical thinking.
- I like to look for sequences and patterns in things around me.
- I enjoy doing research and finding out information on topics.
- I prefer things around me to be organised, classified, and in order.
- I like to measure and weigh things and make lists.
- I like questions that have 'If, then what.....,' patterns.



Spatial intelligence

- I love jigsaw puzzles.
- I like to draw or doodle and make posters.
- I find it easy to read maps and find my way in a new place.
- I find it easy to read graphs and pictorial charts.
- I like books with plenty of illustrations.
- I can imagine clear pictures in my mind.
- I prefer geometry to algebra.
- I can visualise how things will look from different directions.
- I love keeping scrap books.





Bodily-Kinesthetic intelligence

- I like to learn poems by using actions.
- I like to take part in dance and drama.
- I use my hands and body while talking.
- I like activities where I work with hands—making models, craft, knitting, sewing, cooking.
- I enjoy outdoor games.
- I learn more by doing and touching rather than by reading or observing.
- I get new ideas when I am physically active like walking or jogging.
- I find it boring to sit still for long periods of time.
- I like to track the lines I am reading with my fingers.

Musical intelligence

- I like learning poems by singing them.
- I play a musical instrument or sing.
- I listen to music often.
- I can tell when a musical note is off key.
- I like to make my own music by tapping or humming.
- I often sing a tune to myself while reading or walking.
- I can pick up musical beats, tones or pitch in sounds made by equipment like a mixer grinder, vacuum cleaner, motor vehicles.
- I turn to music to release my anger, stress or tension.
- I like creating songs and jingles to summarise concepts and ideas.



Interpersonal intelligence

- I enjoy being with friends.
- I enjoy team sports like cricket or basketball to solo sports like high jump or gymnastics.
- I prefer attending parties over spending an evening by myself.
- I actively participate in functions organised at home or at the workplace.
- I like to study, do projects in a group, discuss and debate concepts with friends.
- I talk about my problems with my close friends or family members.
- I can easily make out when my friend is feeling very sad.
- I like to cheer up my friends.
- I enjoy teaching a skill or topic to another person.



Intrapersonal intelligence

- ❑ I like to study on my own.
- ❑ I like to sit alone and think about various ideas, concepts.
- ❑ I like to sort out my feelings and problems by myself.
- ❑ I have a favourite place in my house where I like to sit or read.
- ❑ I think I am independent and strong-willed.
- ❑ I can motivate myself.
- ❑ I don't usually need to be told to do my work.
- ❑ I like to set my goals and work by myself to achieve them.



Naturalist intelligence

- ❑ I enjoy being outdoors.
- ❑ I can identify plants/ birds /insects easily.
- ❑ I like to look after pets and plants.
- ❑ I like to visit places like forests and mountains that are untouched by human activity.
- ❑ I find natural surroundings very relaxing.
- ❑ I like camping, trekking, nature walks, eco-tourism.



Using Multiple Intelligences (MI) to help children

A child with particular strengths learns most effectively by using those intelligences. For instance, a child who has strong bodily-kinesthetic intelligence would learn best by miming, moving around, and acting out the concepts.

The following list shows how MI can be used to help children learn a topic, for instance, the sun.

1. **Linguistic:** Ask children to write a poem or story about the sun.
2. **Logical-mathematical:** How many earths can fit inside a sun? How big is the sun? Why is the sun hot?
3. **Musical:** Set a poem about the sun to a tune; sing a song about the sun; look for songs about the sun.
4. **Spatial:** Make a model of the solar system using materials found in the kitchen.
5. **Bodily-Kinesthetic:** Ask children to show by their body movements the interior structure of the sun. Let them demonstrate the planets in the solar system and their varied movements.
6. **Interpersonal:** Make a greeting card with the sun as a theme and give it to someone you like or someone you wish to thank.
7. **Intrapersonal:** Use sunlight to practise positive visualisation. Ask children to imagine that the sunlight is entering their bodies and spreading its energy to every part of the body, healing them and keeping them healthy. Ask them how they feel after the exercise.
8. **Naturalistic:** Ask children to observe the plants that have flowers and the trees that have shed their leaves in the season, the flowers that bloom during the day and the ones that bloom during the night. What does sunlight provide?
9. **Spiritual:** Ask children to close their eyes and breathe deeply. With each breath, they should imagine sunlight pouring through their bodies, creating energy and making the body and mind healthy and happy.



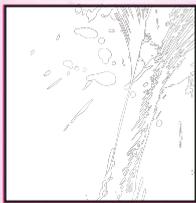
Dr Shekhar Seshadri

Dr Shekhar Seshadri is Professor of Psychiatry, Child and Adolescent Unit, National Institute of Mental Health and Neurosciences (NIMHANS), Bengaluru, India. He has been working with children and young adults for the past three decades.



Dr Sangeeta Saksena

Dr Sangeeta Saksena, former Associate Professor, St John's Medical College and Hospital, Bengaluru, India, has worked with hundreds of adolescents and children. She found that diminished self-esteem and ignorance on health often resulted in mental and physical trauma. She conducts interactive sessions for students, parents and teachers in India and overseas on life skills and personal safety.



Dr Shaibya Saldanha

Dr Shaibya Saldanha is former Associate Professor, St John's Medical College and Hospital, Bengaluru, India. She is committed to using her medical knowledge for prevention rather than cure. She works with children and adults to achieve better psychological and physical well-being. She conducts life skills and personal safety programmes for students, parents and teachers.