











## Introduction to multiple intelligences

An intelligence, according to a theory developed by Howard Gardner, is a way to get information and use it to solve problems or make something. We each have capacities for all the intelligences, but we also develop a set of intelligences that become our primary ways of understanding. We learn best when allowed to use our core intelligences. We also benefit when we have the opportunity to develop all our intelligences.

Each Gather 'Round session draws on a variety of intelligences. Specific activities most often call out a combination of intelligences. For additional teacher support, the icons pictured below are used in the Responding section to identify the primary intelligences called out by a particular activity.

Intelligence name:	Intelligence description:	Learning activities:
<p><b>Bodily-Kinesthetic</b></p> 	<p>A toddler in motion displays this way of knowing. Children crawl, move things, and touch everything. Carpenters, dancers, and athletes have honed bodily-kinesthetic skills to levels of expert performance. Miming, active games, signing, and dance strengthen this intelligence.</p>	<ul style="list-style-type: none"> <li>• echo pantomime, mime</li> <li>• uses sign language</li> <li>• dances</li> <li>• active games, sports</li> <li>• drama or acting</li> <li>• hands-on experiments</li> <li>• uses body language</li> <li>• crafts and uses tools</li> </ul>
<p><b>Interpersonal</b></p> 	<p>An interpersonal intelligence helps people perceive the emotions and desires of others. This intelligence involves working and talking with others. Group activities and cooperative projects use and strengthen this intelligence. This way of knowing works closely with its partner, intrapersonal intelligence.</p>	<ul style="list-style-type: none"> <li>• group games</li> <li>• works with a friend</li> <li>• cooperative projects</li> <li>• interviews</li> <li>• participates, organizes discussion groups</li> <li>• understands other people's moods and feelings</li> <li>• good at cooperating in groups</li> <li>• resolves conflict</li> </ul>
<p><b>Intrapersonal</b></p> 	<p>This intelligence allows people to know themselves, and deeply influences how individuals make choices and relate to others. People with this intelligence may enjoy praying and reflecting alone, journaling, and identifying personal feelings.</p>	<ul style="list-style-type: none"> <li>• guided meditation</li> <li>• prayer</li> <li>• keeps a diary</li> <li>• day-dreams, dreams</li> <li>• silent reflection</li> <li>• reasons with self</li> <li>• understands his/her role in relationship to others</li> <li>• works alone</li> </ul>
<p><b>Logical-Mathematical</b></p> 	<p>Reasoning and logic form this way of knowing. Logical-mathematical thinkers look for ways to make connections between pieces of information. People draw on this intelligence through timelines, logical puzzles, codes, and sequencing to discover the world.</p>	<ul style="list-style-type: none"> <li>• logical or math puzzles</li> <li>• information outlines</li> <li>• codes</li> <li>• sequences</li> <li>• problem solving</li> <li>• classifies and categorizes</li> <li>• questions and wonders about natural events</li> <li>• works with shapes, numbers</li> </ul>

Intelligence name:	Intelligence description:	Learning activities:
<b>Musical-Rhythmic</b> 	<p>The appreciation of music, rhythms, and patterns is the core of this way of knowing. Singing together, tapping fingers, and listening to sounds are ways of expressing this intelligence.</p>	<ul style="list-style-type: none"> <li>• sings</li> <li>• listens to sounds</li> <li>• taps fingers, whistles</li> <li>• plays or listens to musical instruments</li> <li>• composes music</li> <li>• remembers melodies and rhythms</li> </ul>
<b>Naturalist</b> 	<p>With this intelligence people discover the world by interacting with the natural environment. This way of knowing is strengthened by observing living things, feeding animals, growing plants, and taking nature hikes. Developing this intelligence can contribute to one's appreciation of God's world.</p>	<ul style="list-style-type: none"> <li>• nature hikes</li> <li>• geography</li> <li>• weather</li> <li>• grows plants</li> <li>• classifies, collects objects</li> <li>• studies with magnifiers</li> <li>• feeds animals</li> <li>• identifies patterns</li> <li>• watches birds</li> <li>• fascination with animals</li> </ul>
<b>Verbal-Linguistic</b> 	<p>This intelligence is used to learn language and to communicate with others using spoken and written words. People with strong verbal-linguistic skills may enjoy reading, listening to poetry, and doing crossword puzzles.</p>	<ul style="list-style-type: none"> <li>• tells stories</li> <li>• debates</li> <li>• writes</li> <li>• reads</li> <li>• does crossword puzzles</li> <li>• listens</li> <li>• speaks</li> <li>• explains</li> <li>• teaches</li> <li>• uses humor</li> <li>• remembers information</li> </ul>
<b>Visual-Spatial</b> 	<p>Noticing patterns within a space is the core of this intelligence. It is used in arranging visual symbols of worship, drawing, or creating a collage. This way of knowing involves retaining information through vivid mental images.</p>	<ul style="list-style-type: none"> <li>• jigsaw puzzles</li> <li>• maps</li> <li>• diagrams, mazes</li> <li>• sculptures</li> <li>• charts</li> <li>• pictures</li> <li>• draws or sketches</li> <li>• videos</li> <li>• movies</li> </ul>

For more on multiple intelligence theory and practice, consult the following:

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books, 1983, 2004.

Gardner, Howard. *Intelligences Reframed: Multiple Intelligences for the 21<sup>st</sup> Century*. New York: Basic Books, 1999.

Stankard, Bernadette. *How Each Child Learns: Using Multiple Intelligence in Faith Formation*. Mystic, CT: Twenty-Third Publications, 2003.