


Our training title reflects the importance of focusing on learning first and then teaching second. We can teach up a storm, but if we don't know anything about how different people come to know and learn, then all of our teaching is a bunch of sound and fury signifying nothing.

This training's information on learning and teaching has guided me professionally, but also been a great help to me personally. I have a better understanding of myself and members of my family as learners, but also as people.

## 1 CORINTHIANS 12:4-6

“Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone.”

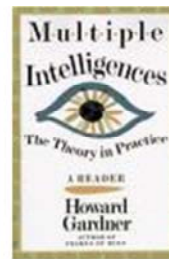
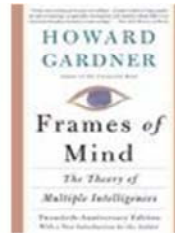


Each of us has been gifted differently with different intelligences and different combinations of intelligences. Each one of us is a unique child of God. Each of us has different pathways to knowing; and to showing others what we know.

Tell a brief story from your childhood that describes a time when you had a significant learning experience through activities based in one of the Multiple Intelligences.

Invite participants to complete the MI Quiz handout.

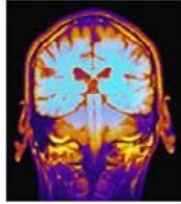
# HOWARD GARDNER



## Howard Gardner

1. An educational psychologist at Harvard.
2. Began his research with brain damaged patients who, though limited in one area of their brain, were brilliant in another.
3. From his research he posited that rather than one type of intelligence, human beings have multiple intelligences, but only a few of them are tested by things like the IQ test.
4. A bad thing happened in education in 1905. Alfred Benet developed and used what has come to be known as the IQ test. The problem with the IQ test, according to Gardner, is that it limits our understanding of human intelligence and rewards only a few of our intelligences.
5. Gardner's concern is that putting this kind of limitation on human intelligence will limit the development of our cultures and our peoples.
6. His research findings were first published in a book called Frames of Mind in 1983. Since then many practical applications of his work have been published including his own The Theory in Practice.

# INTELLIGENCE



*“a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture”*



So, what does Gardner mean when he uses the word intelligence? It is important to define our terms. Notice his emphasis on problem solving and production. For Gardner, a high IQ without productivity does not equal intelligence. If you know something, but can't do anything with it, there is no value added to the culture.

# CRITERIA FOR INTELLIGENCE



- Potential isolation by brain damage.
- The existence of idiots savants, prodigies and other exceptional individuals.
- An identifiable core operation or set of operations.
- A distinctive developmental history, along with a definable set of 'end-state' performances.
- An evolutionary history and evolutionary plausibility.
- Support from experimental psychological tasks.
- Support from psychometric findings.
- Susceptibility to encoding in a symbol system.



Here is the list of criteria that Gardner has developed to test whether or not something meets his definition of an intelligence.

# THE MI PIZZA PIE!



## The MI Pizza Pie of 8 Intelligences

1. not meant to pigeon hole people, but to broaden our understanding of how people are intelligent and recognize them for it
2. everyone has each intelligence to some degree
3. intelligences can be developed as you exercise your brain in that area
4. similar combinations of intelligences may be expressed in very different ways

Ask participants to turn to a partner and share their highest ranked intelligence from the MI Quiz.

## VERBAL-LINGUISTIC INTELLIGENCE

### Word Smart

- WELL DEVELOPED VERBAL SKILLS AND SENSITIVITY TO THE SOUNDS, MEANINGS AND RHYTHMS OF WORDS



Review definition of Word Smart on slide.

Ask participants:

*Where might you see these people serving happily as volunteers in a Chapel?*

Look for or add examples like:

1. Putting together Sunday bulletins
2. Reading scripture during worship
3. Writing storyboard narratives

Ask participants:

*What learning activities might be helpful for these people?*

Look for or add examples like:

1. Reading scripture aloud to a group
2. Writing answers to Bible study questions
3. Completing word games such as crossword puzzles, word finds, and lists

## LOGICO-MATHEMATICAL INTELLIGENCE

### ○ Number Smart

- Ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns



Review definition of Number Smart on slide.

Ask participants:

*Where might you see these people serving happily as volunteers in a Chapel?*

Look for or add examples like:

1. Counting offerings
2. Entering data in the Chapel Activity Record (CAR)
3. Taking and keeping attendance records

Ask participants:

*What learning activities might be helpful for these people?*

Look for or add examples like:

1. Measuring and constructing models (Noah's Ark, Temple)
2. Answering "what if" questions
3. Making charts



## MUSICAL INTELLIGENCE

### o Music Smart

- Ability to produce and appreciate rhythm, pitch and timber



Review definition of Music Smart on slide.

Ask participants:

*Where might you see these people serving happily as volunteers in a Chapel?*

Look for or add examples like:

1. Singing in a choir
2. Playing instruments in a praise band
3. Leading music at Vacation Bible School

Ask participants:

*What learning activities might be helpful for these people?*

Look for or add examples like:

1. Singing songs
2. Listening to and answering questions about music
3. Telling Bible stories using sound only

## VISUAL-SPATIAL INTELLIGENCE

### ○ Shape Smart

- Capacity to think in images and pictures, to visualize accurately and abstractly



Review definition of Shape Smart on slide.

Ask participants:

*Where might you see these people serving happily as volunteers in a Chapel?*

Look for or add examples like:

1. Decorating bulletin boards
2. Arranging space for special events
3. Taking and keeping attendance records

Ask participants:

*What learning activities might be helpful for these people?*

Look for or add examples like:

1. Making collages
2. Drawing pictures of Bible scenes
3. Making mobiles using biblical texts

## BODILY-KINESTHETIC INTELLIGENCE

### o **Body Smart**

- Ability to control one's body movements and to handle objects skillfully



Review definition of Body Smart on slide.

Ask participants:

*Where might you see these people serving happily as volunteers in a Chapel?*

Look for or add examples like:

1. Leading games at VBS
2. Performing in a dance choir
3. Leading a service project team

Ask participants:

*What learning activities might be helpful for these people?*

Look for or add examples like:

1. Making a human sculpture to express an emotion
2. Acting out a Bible story
3. Building objects related to a Bible story (Table, Lampstand, etc.)

## INTERPERSONAL INTELLIGENCE

### ○ People Smart

- Capacity to detect and respond appropriately to the moods, motivations and desires of others



Review definition of People Smart on slide.

Ask participants:

*Where might you see these people serving happily as volunteers in a Chapel?*

Look for or add examples like:

1. Leading a small group Bible study
2. Serving as a Volunteer Coordinator
3. Chairing a congregational hospitality committee

Ask participants:

*What learning activities might be helpful for these people?*

Look for or add examples like:

1. Discussing a topic or issue
2. Completing a small group activity together
3. Analyzing the thoughts and feelings of Bible characters

## INTRAPERSONAL INTELLIGENCE

### ○ Self Smart

- Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking process



Review definition of Self Smart on slide.

Ask participants:

*Where might you see these people serving happily as volunteers in a Chapel?*

Look for or add examples like:

1. Participating in a prayer ministry
2. Leading a support group
3. Writing a devotional guide

Ask participants:

*What learning activities might be helpful for these people?*

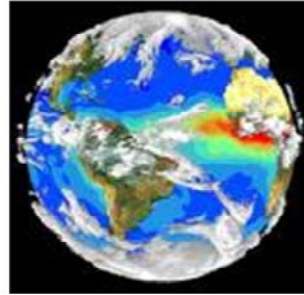
Look for or add examples like:

1. Writing in a prayer journal
2. Making time for silent meditation
3. Walking a labyrinth

## NATURALIST INTELLIGENCE

### o Nature Smart

- Ability to recognize and categorize plants, animals and other objects in nature



Review definition of Nature Smart on slide.

Ask participants:

*Where might you see these people serving happily as volunteers in a Chapel?*

Look for or add examples like:

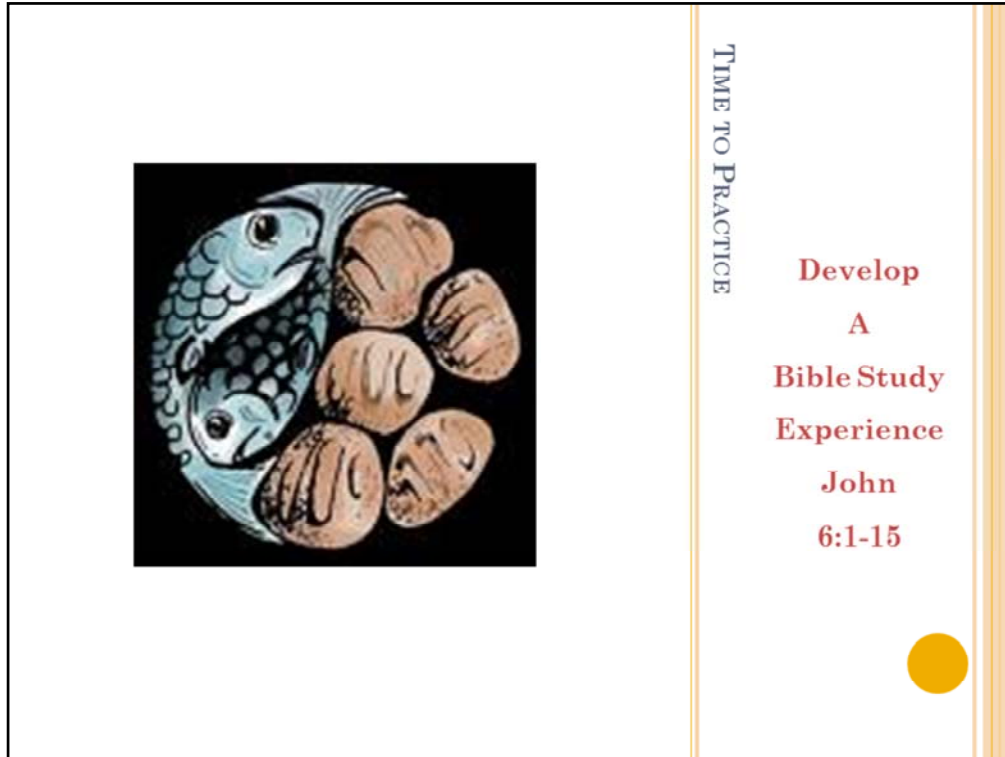
1. Arranging flowers for worship services
2. Organizing congregational outdoor field trips
3. Constructing a prayer garden

Ask participants:

*What learning activities might be helpful for these people?*

Look for or add examples like:

1. Making nature collages
2. Telling stories outdoors (as Jesus did)
3. Making a scripture garden



### Use John 6:1-15

1. In teams or small groups, read the account from John together.
2. Review each of the Multiple Intelligences and design an activity based on this text for each of the intelligences. In case of limited time, have groups choose 2 or 3 intelligences and design an activity.
3. Invite each group to share one of their activities with the whole group.

## 1 CORINTHIANS 12:4-6

“Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone.”

We have now come full circle back to these words from 1 Corinthians. They were a launch-pad for our learning about the Multiple Intelligences. They can now be our inspiration for using this information to enhance our Chapel ministries and religious education programs.

In closing, let's recite these words together.

*“Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone.”*

Thank you.