

Just Like Me? Multiple Intelligences a Blooms Taxonomy Grid : Lower School

| Gardner's Multiple Intelligences → | Verbal-Linguistic | Logical/Math | Picture/spatial | Intrapersonal | Interpersonal | Body/Kinaesthetic | Musical/Rhythmic |
|--|--|---|---|---|---|--|--|
| Strengths | <i>Reading, writing, telling stories,</i> | <i>Maths, reasoning, problem solving, patterns</i> | <i>Maps, charts, drawing, mazes, puzzles, visualisation</i> | <i>Self evaluation; setting goals, recognising strengths and weaknesses</i> | <i>Understanding people, leading, organising, communicating,</i> | <i>Athletics, dance, drama, crafts, using tools</i> | <i>Singing, remembering melodies, picking up sounds, rhythms</i> |
| Prefers to | <i>Read, write, talk, memorize,</i> | <i>Solve problems, work with numbers, experiment</i> | <i>Design, draw, build, create, daydream, look at pictures</i> | <i>Work alone, reflect,</i> | <i>Have friends, talk to people, work in groups</i> | <i>Move, touch and talk, use body language</i> | <i>Sing, hum, play instruments, listen to music</i> |
| Learning style | <i>Reading, hearing, seeing words; speaking, debating, writing, discussing</i> | <i>Working with patterns and relationships, classifying, abstract thinking</i> | <i>working with pictures and colours, visualising, drawing</i> | <i>Working alone, doing self-paced projects, having space to reflect</i> | <i>Sharing, comparing, relating, interviewing, cooperating</i> | <i>Touching, moving,</i> | <i>Rhythm, melody, singing, listening to music,</i> |
| Bloom's Taxonomy ↓ | | | | | | | |
| Remember <i>Recall/ name / define</i> | Write a list of everything you remember from the DVD | Make a chart of all the things that a child in a developing country does every day. | Do a drawing about a day in the life of a child in a developing country. | List ways that you are the same as or different from the child in the DVD story you have watched. | In groups of two or three write down as many things as you can remember from the story you have watched. | Mime some of the things that a child in a developing country does every day, and have your class guess what you are doing. | What is your favourite song? Make up some new words about a day in the life of the child you have learnt about. |
| Understand <i>Explain/restate more fully</i> | Choose one part of the day of a child and write about what they do, how they feel, and what they might be thinking. | Draw a map of your school And compare it with the school you have just looked at. | Make a big class book about the child in the DVD. Illustrate the story, and share it with the rest of the school | Write about how you might feel if you were the child in the DVD story you have watched. | As a class rewrite the story of one of the children in the DVD. | Use body language/ sign language to show how you might feel during different parts of the day of the child you have learnt about. | What are the sounds that you might hear every day if you were the child in the story you have watched. |
| Apply <i>Demonstrate/ put into practice</i> | Write about all the things you use water or electricity for. Compare it to the life of a child in a developing country. | Find out about the water cycle and draw a diagram to show how the planet recycles water. | Find photos or pictures of children in developing countries and make a collage for the classroom. | If you were to meet the child in the DVD what are 5 questions you would like to ask him or her? | In a group, ask one child to pretend to be the child from the story, and let everyone else interview that child. | Act out a day in the life of a child in a developing country. | What music would you like to listen to if you had to carry water a long way? Prepare a song list with your reasons for choosing those songs. |
| Analyse <i>To think more deeply, to investigate</i> This group of activities is based on water usage | Write a poem about all the ways that you use water. | Count how many water bottles it would take to fill a bucket of water. Imagine only having that much water for a whole day. How many buckets would you need for your family? | Draw a poster about saving water. Draw a poster about washing your hands | Find out about why washing hands is so important, and share your findings with the rest of the class. | Make a class mural, mosaic or collage about the theme of water. You need to design and create this art work all together. | After carrying some water in a bucket on your head, write about how it felt. What parts of your body tired quickly? Try and imagine what it would feel like if your bucket was full, and you had to carry it from school to your home. | Write and perform a song about water. |
| Design <i>Create new ideas/perspectives</i> | Pretend that you are the child whose story you have watched. Write a story about what might happen if the village built a well close by. | Design a house for a family living in a developing county. What would be the most important things to have? | Make some toys from recycled items. Use only what is already available at home or at school Eg boats or rockets from plastic bottles | Complete a research project about living in a developing country | Make some puppets and put on a puppet show about a day in the life of a child in India/Uganda/Ghana. | Make up a new game that you could play at school, if there was no playground or sporting equipment. | Choose the background music for the DVD that you have watched. |
| Evaluate <i>Determine quality of process/product</i> | Review a book about life in a developing country. | In which country would you most like to live? Why? | Choose 3 images that you liked the most from the stories. Why did you choose them? | What do you think would be the best thing to change in this child's life? Why? | Write a play about a day in the life of a child in a developing country | What is the difference between carrying heavy items on your head, and in your arms? Write about the best way. | Listen to some music from the country you have learnt about. What is the difference between the music you hear every day, and this music? Why do you think the music is different? |
| Care | Write a letter to your friends about a child in a developing country. Think about what you want them to learn | Make a list of things you would change for the child you have learnt about | Draw a poster about helping children everywhere to have a good life. | How can you help children in developing countries? Try to think of as many ways as you can. | Work together to show how you can care for all people everywhere. | Design a "bucket a day" campaign for your school. Challenge everyone to use only a bucket of water for the whole day; what is it like? | Write a jingle about caring for children everywhere. Perform it for you r school assembly. |