

Discover Your Learning Intelligences

Purpose: This exercise aims to help participants become aware of their learning-styles and better understand why they might prefer certain activities or ways of doing things to others.

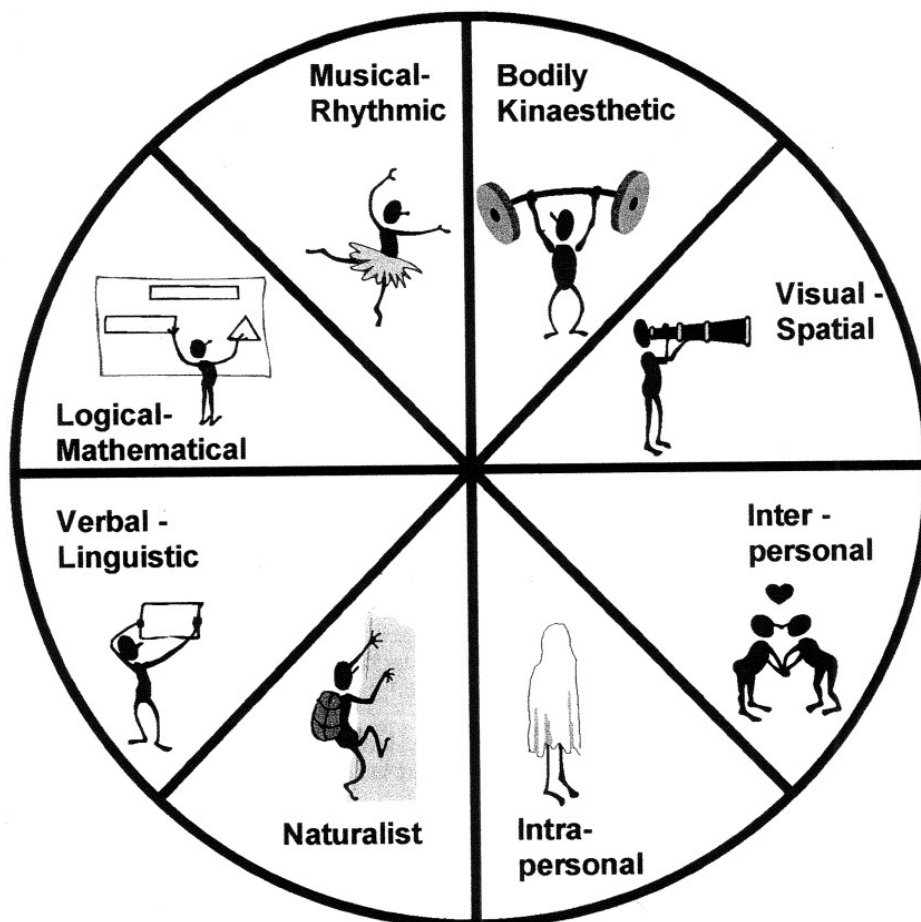
Time: 30 minutes (and can run for as long as the facilitator thinks to be useful for the group); if short on time, the exercise is relatively self-explanatory and could just be distributed for participants to look at later.

Preparation: Copies of the hand-out 'Discover Your Learning Intelligences' for each participant

Facilitator's Notes: Research by Howard Gardner of Harvard University shows that all human beings have at least eight different intelligences (additional categories have been added, but we're just working with the traditional eight). Gardner called these 'multiple intelligences', we call them Learning Intelligences or Learning-styles. This activity aims to help you find out what your strengths are. Knowing this, you can work to strengthen the other intelligences you don't comfortably use and make the most of your naturally stronger intelligences. Below is a sample from 'Discover Your Learning Intelligences' hand-out

The Learning Intelligences

On a scale of 0 to 5, put a dot(s) in the category that best represents what you think your learning intelligence strength to be: 5 is most preferred/strongest and 0 is least.



(sample from 'Discover Your Learning Intelligences' hand-out continued)

Learning Intelligences Inventory

To discover your own intelligence strengths, tick each statement that is true for you from the following list. Then count the number of ticks, the categories with the highest number of ticks are your personal strengths. Does this result match with the first part (your self-assessment) of the exercise?

Bodily/Kinaesthetic Intelligence	Logical/Mathematical Intelligence
<input type="checkbox"/> I like sports and outdoor activity. <input type="checkbox"/> I enjoy activities like sewing, cooking, building things and D-I-Y. <input type="checkbox"/> When looking at things I like to touch them. <input type="checkbox"/> I have trouble sitting for great lengths of time. <input type="checkbox"/> I use a lot of body movements and gestures when I talk. <input type="checkbox"/> If I have to memorise something I move around while I practice reciting it. <input type="checkbox"/> I tend to tap my fingers or play with my pen during meetings. <input type="checkbox"/> In an argument I tend to strike out with attack and run away (literally or figuratively). <input type="checkbox"/> If something breaks, I tend to play with the pieces to try to fit them together. <input type="checkbox"/> For a presentation I prefer to do the set-up and breakdown or create props.	<input type="checkbox"/> I really enjoy working with numbers, balancing accounts, etc. <input type="checkbox"/> I like logical maths puzzles or brain teasers. <input type="checkbox"/> I find solving maths problems to be fun. <input type="checkbox"/> If I have to memorise something I tend to place events/items in a logical order. <input type="checkbox"/> I like to find out how things work. <input type="checkbox"/> I enjoy computer and logic games. <input type="checkbox"/> I like playing chess and Monopoly, etc. <input type="checkbox"/> In an argument I try to find a fair and logical solution. <input type="checkbox"/> If something breaks, I look at the pieces and try to figure out how it works. <input type="checkbox"/> For a presentation I prefer to create the charts and graphs.
Visual/Spatial Intelligence	Verbal/Linguistic Intelligence
<input type="checkbox"/> I prefer a map to written directions. <input type="checkbox"/> I daydream a lot. <input type="checkbox"/> I enjoy hobbies such as photography. <input type="checkbox"/> I like to draw or create with my hands. <input type="checkbox"/> If I have to memorise something I draw a diagram to help me remember. <input type="checkbox"/> I like to doodle on paper whenever I can. <input type="checkbox"/> Flipping through a magazine, I prefer looking at the pictures rather than reading the text. <input type="checkbox"/> In an argument I try to keep my distance, stay silent and/or visualise a solution. <input type="checkbox"/> If something breaks, I tend to study the diagram of how it works. <input type="checkbox"/> For a presentation I prefer to draw or create all the pictures and graphics.	<input type="checkbox"/> I enjoy telling stories and jokes. <input type="checkbox"/> I have a good memory for trivia. <input type="checkbox"/> I enjoy word games (eg, Scrabble). <input type="checkbox"/> I read a lot of books. <input type="checkbox"/> I am good at spelling (most of the time). <input type="checkbox"/> In an argument I tend to use sarcasm or be clever with words. <input type="checkbox"/> I like talking and writing about my ideas. <input type="checkbox"/> If I have to memorise something I create a rhyme or mnemonic to help me remember. <input type="checkbox"/> If something breaks, I read the instruction book first. <input type="checkbox"/> For a presentation I prefer to do the writing and research.
Total Score – tally up your ticks to discover your learning intelligence	
<input type="checkbox"/> Bodily/Kinaesthetic Intelligence	<input type="checkbox"/> Logical/Mathematical Intelligence
<input type="checkbox"/> Visual/Spatial Intelligence	<input type="checkbox"/> Verbal/Linguistic Intelligence
<input type="checkbox"/> Musical/Rhythmic Intelligence	<input type="checkbox"/> Interpersonal Intelligence
<input type="checkbox"/> Intrapersonal Intelligence	<input type="checkbox"/> Naturalist Intelligence

Please Note: Facilitators may also find the 'Learning Intelligences and Group-work Tip Sheet' in the Logistics section useful for evaluating the diversity of activities in a training session. Does your training agenda address as many different learning intelligences as possible? Also of interest might be the hand-out on 'Description of Learning Intelligences' in the Group Process section.