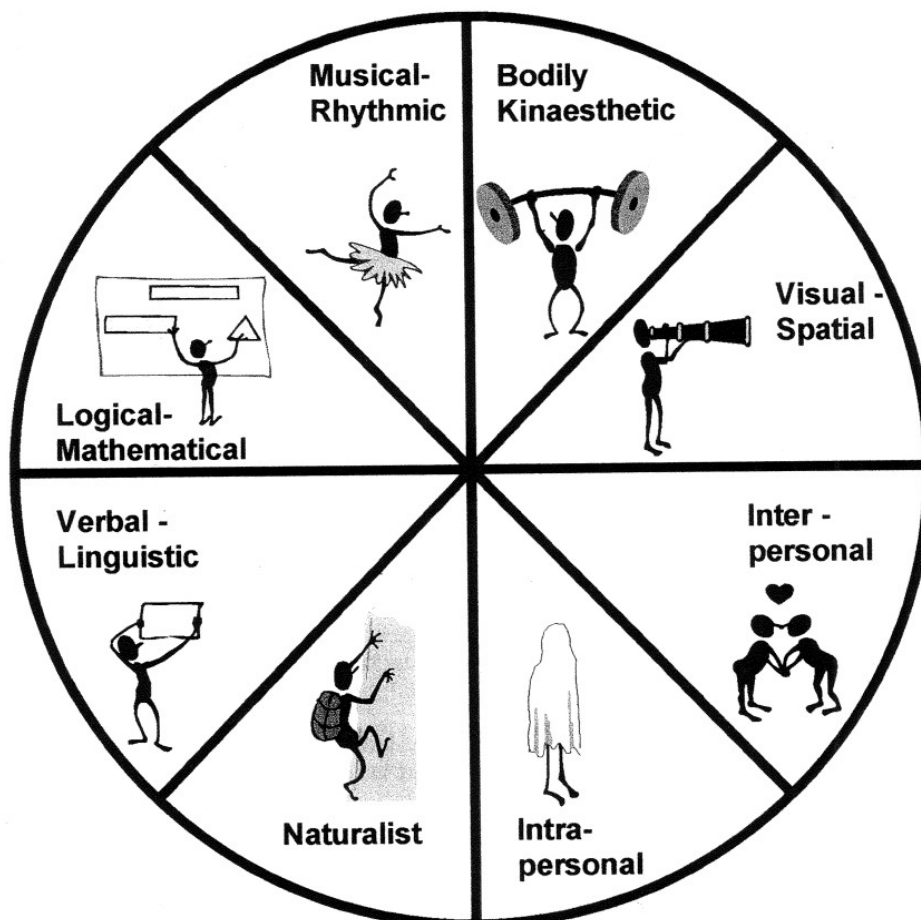


# What are your preferred learning intelligences 1?

At a quick glance the key words associated with the learning intelligences' and how learning is perceived

| Learning Intelligences | Learning is perceived through .... |
|------------------------|------------------------------------|
| Bodily-Kinaesthetic    | body movement control              |
| Visual-Spatial         | images and space                   |
| Interpersonal          | other people's feelings            |
| Intrapersonal          | self-awareness                     |
| Naturalist             | natural environment                |
| Verbal-Linguistic      | words and language                 |
| Logical-Mathematical   | logic and numbers                  |
| Musical-Rhythmic       | music, sound, rhythm               |

What do you think your preferred learning style is? Put 0 (least preferred) to 5 (most preferred) dot(s) in the category of how you prefer to learn.



## What are your preferred learning intelligences 2?

**Double-check.** How well do you know yourself. Tick each statement that is true for you. Then count the number of ticks. The categories with the highest number of ticks are your preferred learning-intelligences. Does this result match with your first self-assessment?

| <b>Bodily/Kinaesthetic Intelligence</b>   | <b>Visual/Spatial Intelligence</b>  |
|---|---|
| <p><input type="checkbox"/> I like sports and outdoor activity.</p> <p><input type="checkbox"/> I enjoy activities like sewing, cooking, building things and D-I-Y.</p> <p><input type="checkbox"/> When looking at things I like to touch them.</p> <p><input type="checkbox"/> I have trouble sitting for great lengths of time.</p> <p><input type="checkbox"/> I use a lot of body movements and gestures when I talk.</p> <p><input type="checkbox"/> If I have to memorise something I move around while I practice reciting it.</p> <p><input type="checkbox"/> I tend to tap my fingers or play with my pen during meetings.</p> <p><input type="checkbox"/> In an argument I tend to strike out with attack and run away (literally or figuratively).</p> <p><input type="checkbox"/> If something breaks, I tend to play with the pieces to try to fit them together.</p> <p><input type="checkbox"/> For a presentation I prefer to do the set-up and breakdown or create props.</p> | <p><input type="checkbox"/> I prefer a map to written directions.</p> <p><input type="checkbox"/> I daydream a lot.</p> <p><input type="checkbox"/> I enjoy hobbies such as photography.</p> <p><input type="checkbox"/> I like to draw or create with my hands.</p> <p><input type="checkbox"/> If I have to memorise something I draw a diagram to help me remember.</p> <p><input type="checkbox"/> I like to doodle on paper whenever I can.</p> <p><input type="checkbox"/> Flipping through a magazine, I prefer looking at the pictures rather than reading the text.</p> <p><input type="checkbox"/> In an argument I try to keep my distance, stay silent and/or visualise a solution.</p> <p><input type="checkbox"/> If something breaks, I tend to study the diagram of how it works.</p> <p><input type="checkbox"/> For a presentation I prefer to draw or create all the pictures and graphics.</p>  |
| <b>Interpersonal Intelligence</b>   | <b>Intrapersonal Intelligence</b>   |
| <p><input type="checkbox"/> I get along well with others.</p> <p><input type="checkbox"/> I like to belong to clubs &amp; organisations.</p> <p><input type="checkbox"/> I have several very close friends.</p> <p><input type="checkbox"/> I like helping teach other people.</p> <p><input type="checkbox"/> I like working with others in groups.</p> <p><input type="checkbox"/> Friends ask my advice because I seem to be a natural leader.</p> <p><input type="checkbox"/> If I have to memorise something I ask someone to quiz me to see if I know it.</p> <p><input type="checkbox"/> If something breaks, I try to find someone who can help me.</p> <p><input type="checkbox"/> For a presentation I like to help organise the group's effort.</p>  | <p><input type="checkbox"/> I like to work alone and without anyone bothering me.</p> <p><input type="checkbox"/> I like to keep a diary.</p> <p><input type="checkbox"/> I like myself (most of the time).</p> <p><input type="checkbox"/> I don't like being or working in crowds.</p> <p><input type="checkbox"/> I know what I am good at and what I am weak at.</p> <p><input type="checkbox"/> I am strong-willed, independent and don't follow the crowd.</p> <p><input type="checkbox"/> If I have to memorise something I tend to close my eyes and feel/know the material.</p> <p><input type="checkbox"/> In an argument I will usually walk away until I calm down.</p> <p><input type="checkbox"/> If something breaks, I wonder if it's worth fixing.</p> <p><input type="checkbox"/> For a presentation I like to contribute something that is uniquely mine, often based on how I feel.</p> <p><input type="checkbox"/> For a presentation I prefer to do the writing and research.</p> |

| Naturalist Intelligence   | Verbal/Linguistic Intelligence  |
|---|---|
| <p><input type="checkbox"/> I am keenly aware of my surroundings and of what goes on around me.</p> <p><input type="checkbox"/> I love to go walking in the woods and looking at trees, flowers and wildlife.</p> <p><input type="checkbox"/> I enjoy gardening.</p> <p><input type="checkbox"/> I would like to get away from the city more and enjoy nature.</p> <p><input type="checkbox"/> If I have to memorise something, I tend to organise it into categories.</p> <p><input type="checkbox"/> I like learning the names of living things in our environment (flowers, trees, etc).</p> <p><input type="checkbox"/> In an argument I tend to compare my opponent to someone or something I have read or heard about and react accordingly.</p> <p><input type="checkbox"/> If something breaks down, I look around to see what I can find to fix the problem.</p> <p><input type="checkbox"/> For a presentation I prefer to organise and classify the information into categories that make sense.</p> | <p><input type="checkbox"/> I enjoy telling stories and jokes.</p> <p><input type="checkbox"/> I have a good memory for trivia.</p> <p><input type="checkbox"/> I enjoy word games (eg, Scrabble).</p> <p><input type="checkbox"/> I read a lot of books.</p> <p><input type="checkbox"/> I am good at spelling (most of the time).</p> <p><input type="checkbox"/> In an argument I tend to use sarcasm or be clever with words.</p> <p><input type="checkbox"/> I like talking and writing about my ideas.</p> <p><input type="checkbox"/> If I have to memorise something I create a rhyme or mnemonic to help me remember.</p> <p><input type="checkbox"/> If something breaks, I read the instruction.</p>   |
| Logical/Mathematical Intelligence   | Musical/Rhythmic Intelligence   |
| <p><input type="checkbox"/> I really enjoy working with numbers, balancing accounts, etc.</p> <p><input type="checkbox"/> I like logical math puzzles or brain teasers.</p> <p><input type="checkbox"/> I find solving math problems to be fun.</p> <p><input type="checkbox"/> If I have to memorise something I tend to place events/items in a logical order.</p> <p><input type="checkbox"/> I like to find out how things work.</p> <p><input type="checkbox"/> I enjoy computer and logic games.</p> <p><input type="checkbox"/> I like playing chess and Monopoly, etc.</p> <p><input type="checkbox"/> In an argument I try to find a fair and logical solution.</p> <p><input type="checkbox"/> If something breaks, I look at the pieces and try to figure out how it works.</p> <p><input type="checkbox"/> For a presentation I prefer to create the charts and graphs.</p>   | <p><input type="checkbox"/> I enjoy listening to CDs and the radio.</p> <p><input type="checkbox"/> I tend to hum to myself when working.</p> <p><input type="checkbox"/> I like to sing.</p> <p><input type="checkbox"/> I play a musical instrument quite well.</p> <p><input type="checkbox"/> I like to have music on when working.</p> <p><input type="checkbox"/> If I have to memorise something I try to create a rhyme or tune to help me remember.</p> <p><input type="checkbox"/> I easily remember the melodies of songs.</p> <p><input type="checkbox"/> If something breaks, I tend to tap my fingers to a beat while I figure it out.</p> <p><input type="checkbox"/> For a presentation I prefer use music some how to get my message across.</p> |

| <b>Self-assessment 2 Total Score</b>                          |   |
|---|---|
| Tally up your ticks to discover your preferred learning-style |   |
| <input type="checkbox"/> Bodily/Kinaesthetic Intelligence     | <input type="checkbox"/> Visual/Spatial Intelligence    |
| <input type="checkbox"/> Interpersonal Intelligence           | <input type="checkbox"/> Intrapersonal Intelligence     |
| <input type="checkbox"/> Naturalist Intelligence              | <input type="checkbox"/> Verbal/Linguistic Intelligence |
| <input type="checkbox"/> Logical/Mathematical Intelligence    | <input type="checkbox"/> Musical/Rhythmic Intelligence  |

## Descriptions of Learning Intelligences

|  |   |
|--|---|
| <p style="text-align: center;"><b>Bodily-Kinaesthetic</b></p> <p>This area has to do with movement and doing. In this category, people are generally adept at physical activities such as sports or dance and often prefer activities which utilize movement. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by physically doing something, rather than reading or hearing about it. Those with strong bodily-kinaesthetic intelligence seem to use what might be termed muscle memory; i.e., they remember things through their body, rather than through words (verbal memory) or images (visual memory).</p>  | <p style="text-align: center;"><b>Visual/Spatial</b></p> <p>This area has to do with vision and spatial judgement. People with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects. They have a strong visual memory and are often artistically inclined. Those with visual-spatial intelligence also generally have a very good sense of direction and may also have very good hand-eye coordination, although this is normally seen as a characteristic of the bodily-kinaesthetic intelligence.</p>  |
| <p style="text-align: center;"><b>Interpersonal</b></p> <p>This area has to do with interaction with others. People in this category are usually extroverts and are characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate.</p>  | <p style="text-align: center;"><b>Intrapersonal</b></p> <p>This area has to do with introspective and self-reflective capacities. Those who are strongest in this intelligence are typically introverts and prefer to work alone. They are usually highly self-aware and capable of understanding their own emotions, goals and motivations. They often have an affinity for thought-based pursuits such as philosophy. They learn best when allowed to concentrate on the subject by themselves. There is often a high level of perfectionism associated with this intelligence.</p>   |
| <p style="text-align: center;"><b>Naturalist</b></p> <p>This area has to do with nature, nurturing and relating information to one's natural surroundings. Those with it are said to have greater sensitivity to nature and their place within it, the ability to nurture and grow things, and greater ease in caring for, taming and interacting with animals. They may also be able to discern changes in weather or similar fluctuations in their natural surroundings. They are also good at recognizing and classifying different species. "Naturalists" learn best when the subject involves collecting and analysing, or is closely related to something prominent in nature; they also don't enjoy learning unfamiliar or seemingly useless subjects with little or no connections to nature. It is advised that naturalistic learners would learn more through being outside or in a kinaesthetic way. This is the eighth and newest of the intelligences, added to the theory in 1999.</p> | <p style="text-align: center;"><b>Verbal/Linguistic</b></p> <p>This area has to do with words, spoken or written. People with verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words and dates. They tend to learn best by reading, taking notes, listening to lectures, and via discussion and debate. They are also frequently skilled at explaining, teaching and oration or persuasive speaking. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall, and an ability to understand and manipulate syntax and structure.</p> |

## Description of Learning Intelligences continued ...

| Logical-Mathematical   | Musical/Rhythmic   |
|--|--|
| <p>This area has to do with logic, abstractions, inductive and deductive reasoning, and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities, a more accurate definition places emphasis less on traditional mathematical ability and more reasoning capabilities, abstract pattern recognition, scientific thinking and investigation, and the ability to perform complex calculations.</p> | <p>This area has to do with rhythm, music, and hearing. Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones, and music. They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong aural component to this intelligence, those who are strongest in it may learn best via lecture. In addition, they will often use songs or rhythms to learn and memorize information, and may work best with music playing in the background.</p> |

## Learning Intelligences and Considerations for Group-Learning

Everyone has a preference towards one or two intelligences, but all can be learned and strengthened. Our ways of learning are unique to us, and each of us has a unique way of processing and generating information.

In a training context the challenge is to design workshop sessions which stimulate each person's unique way of learning. Furthermore, trainer/facilitators need to be aware of our own intelligence preferences as we tend to design sessions in a way that are comfortable for our learning intelligences. That is why it's important to use a variety of methods in our workshops. Stepping outside our comfort zones to do activities that are not our preferred learning intelligences, helps others in the group to learn, as well as helping us to grow as trainer/facilitators. While not comprehensive, below is a list of considerations to stimulate different learning intelligences.

| Learning Intelligences | Considerations for group work   |
|------------------------|---|
| Bodily-Kinaesthetic    | movement, getting out of seats and moving around the room, using the body and the sense of touch                  |
| Visual-Spatial         | Use of colour, images, questions posed through pictures or expressed through placement of things in the space     |
| Interpersonal          | Working in groups or other people; breaks and other 'social' times are opportunity for learning                   |
| Intrapersonal          | Individual reflection time, working by self, self study   |
| Naturalist             | The physical environment is important, lighting, décor; stimulated by 'natural' metaphors'                        |
| Verbal-Linguistic      | Use of rich questions, drawing on literary or poetic references   |
| Logical-Mathematical   | Use clear frameworks, explain the outline of the day or the process, use of structured problem solving techniques |
| Musical-Rhythmic       | Use of musical stimulation  |