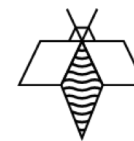




HUMANE. BY DESIGN





MULTIPLE INTELLIGENCE

- DR. HOWARD GARDNER



RATIONALE

Dr. Howard Gardner, author of **'Frames of Mind', in his Theory of Multiple Intelligences** points out that school systems often focus on a narrow range of intelligence that involves primarily Verbal / Linguistic and Logical / Mathematical skills. While knowledge and skills in these areas are essential for surviving and thriving in the world, he suggests that there are at least six other kinds of intelligences that are important to fuller human development and that almost everyone has the capacity to develop. These include: Visual / Spatial, Bodily Kinesthetic, Musical, Naturalist, Interpersonal, and Intrapersonal intelligences.

At Riverside, the Theory of Multiple Intelligences has played an important role in crafting the HumanE Curriculum. Instead of teaching subjects, teachers are trained to use these intelligences as beacons that guide instruction. A variety of methods are used in the classroom (called Languages of Learning - LOLs) that cater to diverse learning needs and also ensure that students are exploring content in multifaceted ways.



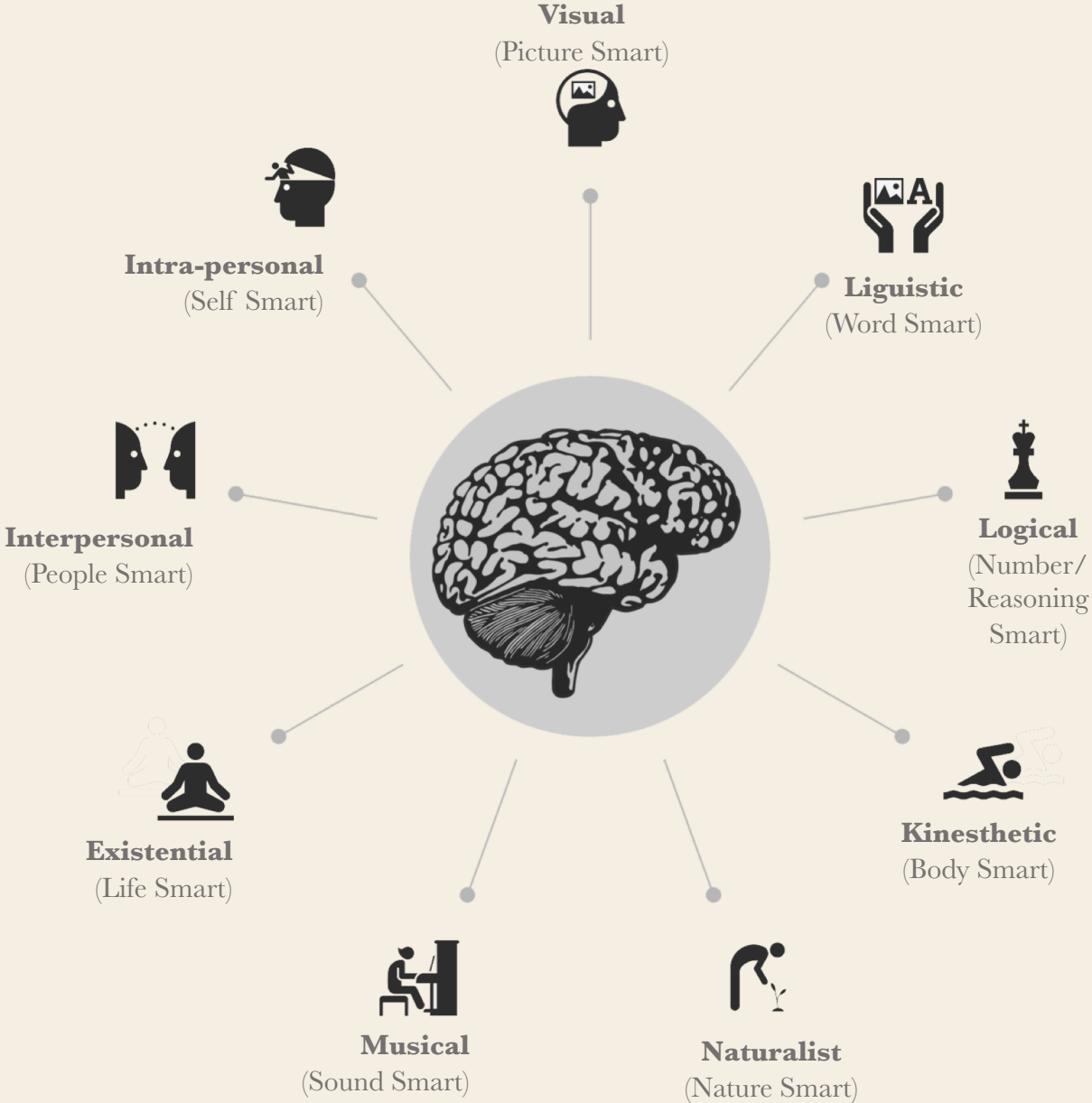
WHAT IS INTELLIGENCE?

Intelligence is 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 culture.

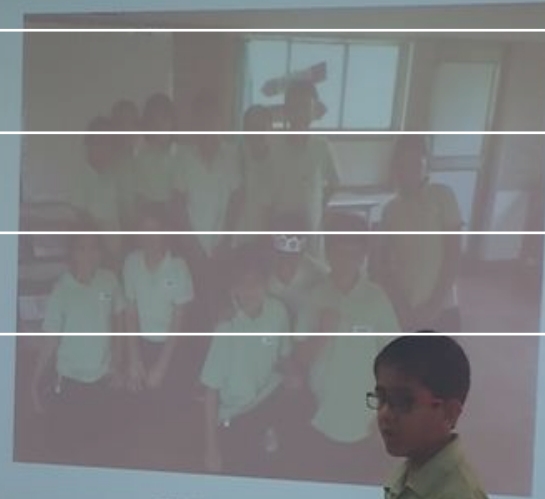
Intelligence is the ability to acquire, process and **apply knowledge and skills**.

MULTIPLE INTELLIGENCE

Harnessing different strategies to teaching and learning experience



Linguistic Intelligence



THE READERY
By- The FIDS by kids gro



LINGUISTIC INTELLIGENCE

ABILITY TO:

- Express what's on your mind
- Comprehend spoken and written language effectively

IT IS NOT:

- Bilingualism
- Liking to talk





Logical & Mathematical Intelligence



LOGICAL AND MATHEMATICAL INTELLIGENCE

ABILITY TO:

- Apply numerical reasoning
- Understand rationale
- Draw inferences

IT IS NOT:

- Only oriented towards numbers

A group of young children, mostly girls, are performing a dance at night. They are wearing white school uniforms and colorful tutus (purple, pink, green). The scene is illuminated by warm stage lights, and the background is dark with some blurred lights. The children are in various poses, some with arms raised, suggesting a choreographed routine. The overall atmosphere is festive and energetic.

Musical Intelligence



MUSICAL INTELLIGENCE

ABILITY TO:

- Think in music
- Hear/ recognise/ remember patterns
- Manipulate rhythm

IT IS NOT:

- Working with background music





Spatial Intelligence



SPATIAL INTELLIGENCE

ABILITY TO:

- Represent the spatial world in your mind
- Represent a 3D object as a 2D image
- Navigate through space

IT IS NOT:

- Necessarily visual (note that the visually impaired gain excellent spatial abilities)





Bodily Kinesthetic



BODILY KINESTHETIC

ABILITY TO:

- Use your whole body or parts of your body to solve a problem or create products
- Control your body movements

IT IS NOT:

- Being angsty
- Unstructured release of energy



Interpersonal Intelligence



INTERPERSONAL INTELLIGENCE

ABILITY TO:

- Understand other people and work effectively
- Be sensitive to the feelings and beliefs of others

IT IS NOT:

- A preference for working in a group
- Being well-liked





Intrapersonal Intelligence



INTRAPERSONAL INTELLIGENCE

ABILITY TO:

- Be analytically reflective
- Understand yourself and work effectively

IT IS NOT:

- Preferring to work alone





Naturalist Intelligence

NATURALIST INTELLIGENCE

ABILITY TO:

- Understand the natural world well and work effectively
- Distinguish, classify and use features of the environment

IT IS NOT:

- Limited to outside world or about enjoying being outdoors





All 8 Intelligences are



ALL 8 INTELLIGENCES ARE :

- Universal
- Learnable
- Develop and change over time
- Not solely inherited; are influenced by the environment
- Intelligences work in combination and not in isolation





MI Application in Classrooms via Pathways



5 PATHWAYS

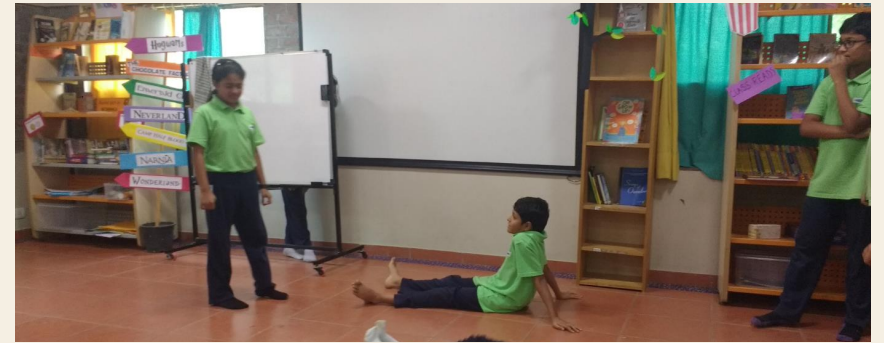
MI application in classroom through pathways



Exploration Pathway



Authentic Pathway



Understanding Pathway



Building on Strength

My process of tie and dye

- Step one:-take a cloth/ thick tissue
- Step two:-dip the material in water and squeeze it until all the water drips out.
- Step three:-Flatten the material take some rubber bands for example I am taking a marble tie it with the cloth with the rubber bands.
- Step four:-After timing you dye it you can dye it with fabric colours natural colors or permanent cloth

Building on Strength



Talent Pathway

Rubber bands and tada you have it ready.



