



# Knowing Students Across Multiple Dimensions Resources

## Domain 2: Students' Individual Preferences

Learning styles, multiple intelligences, strengths, interests, aptitudes

This resource contains sample tools for pre-assessing students across multiple dimensions. It may be helpful to use in conjunction with the *Knowing Students Across Multiple Dimensions* tool.

Items that follow are used with permission as noted.

# What Are Our Similarities and Differences?

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**Purpose:** To get a sense of students' backgrounds, experiences and interests, to compare and contrast.

**Materials:**

- Graphic organizer
- Pairs of cards or another way to select random pairs

**Time:** Approximately 20 minutes

**Introduction**

- Tell students that today they are going to learn more about one another and determine ways in which they are similar and different.
- Model the process by putting the graphic organizer up on the overhead projector.
- Ask a student volunteer to come up and be your partner. Talk about each question, and determine whether your responses should be recorded under the similarities or difference column.

**Activity**

- Pair up students randomly.
- Give each pair one graphic organizer.
- Remind them to share their response to each question and then determine in which column to record their answers.
- Give 10 minutes for students to complete the task.

**Closure**

- Ask students:
  - What are some similarities and differences that you found?
  - What are some career interests?
  - What impact do people want to make in the world, or difference they want to make in people's lives?

# What Are Our Similarities and Differences?

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Partner #1:  
Period:

Partner #2:  
Date:

	<b>Differences Partner #1</b>	<b>Similarities</b>	<b>Differences Partner #2</b>
Where have you traveled?			
What are your hobbies or interests?			
What is your favorite food?			
What are some possible careers for you?			
What impact or difference do you want to make in the world?			
What is something you are interested in learning this year?			

# What's Your Intelligence?

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**Purpose:** To learn ways in which students learn; to have students understand their learning preferences and areas in which to stretch.

## **Materials:**

1. Multiple Intelligence survey
2. Multiple Intelligence scoring sheet
3. Multiple Intelligence signs (on 8 1/2 x 11 paper)
  - Linguistic
  - Mathematical
  - Spatial
  - Musical
  - Bodily-Kinesthetic
  - Interpersonal
  - Intrapersonal
  - Nature
4. Recording sheet with discussion questions
5. Chart requirements

**Time:** Approximately 45 minutes (can be split into 2 sessions)

## **Introduction**

- Ask students to raise their hand if the activity is something they enjoy doing:
  1. Working on a number problem
  2. Writing a poem about your feelings
  3. Reading a book
  4. Taking a walk in nature
  5. Talking with friends
  6. Listening to music
  7. Dancing or bike riding
  8. Designing
- Tell students: Each of us learns in different ways. Understanding yourself and the way you learn will help you be more successful in everything you do. In this activity, you will explore Multiple Intelligence, learn about your own preferences and how your classmates are similar and different from you.
- Give students the Multiple Intelligence survey. Ask them first to predict their Intelligence preference and write it on the back of the survey. Next, ask students to quietly self-assess, and then find their dominant Intelligence using the Scoring Sheet.

## Activity

- Tell students that in a minute, they will go to an area in the room and meet other students that have a similar dominant Intelligence. Once in their groups, they will number off, 1-4 and then sign their names to the Multiple Intelligence sign.
- Point out where each group will meet.
- Ask each Intelligence, one at a time, to move to their new group.
- Once students have numbered off, assign roles:
  - 1s: facilitators
  - 2s: recorders
  - 3s: chart makers
  - 4s: reporters
- Group directions:
  1. Facilitators will be facilitating a discussion in which every student will have an opportunity to respond to each question. The facilitator ensures equity of participation and task completion.
  2. Recorders will write down the group's responses to the following questions:
    - What do you like doing the most in school?
    - What is your least favorite thing about school?
    - What would you like others to know about your Intelligence?
  3. Chart makers supervise the creation of a chart (they don't need to do all the work) that has the following three elements:
    - The name of the Intelligence
    - A symbol that represents the Intelligence
    - A motto for your group
    - Post the chart on the nearest wall

## Closure for Day 2

- Ask the reporter from each group to share a few things students in this group like to do, find challenging and would like others to know about their intelligence.
- Ask Chart Makers to share their Intelligence chart.
- Ask students to write (in their journal would be best):
  - What did you learn about yourself that was surprising or unexpected?
  - What did you find out about your classmates that were interesting?
  - What Intelligence(s) would you like to develop to a greater degree?
- Invite students to share a few of their responses

# Multiple Intelligence Survey



Name:  
Period:

Date:

Each of us is intelligent in many ways. To help you discover your own intelligence strengths, take the following survey. Put an X next to each statement that expresses a statement that is mostly true for you. Leave it blank if the statement is untrue or you are unsure whether or not it characterizes you.

1.  I like to design and/or draw things.
2.  I enjoy singing or humming.
3.  I play a musical instrument (or would like to).
4.  I like to work with numbers.
5.  I like to memorize poems, stories, facts, etc.
6.  I like to dance and I pick up new steps quickly.
7.  I notice how people are feeling and like to help others.
8.  I enjoy listening to stories and reading books.
9.  I can easily determine directions (north, south, east, west).
10.  I enjoy watching nature shows and programs about exploration.
11.  I can understand the directions that come with gadgets.
12.  I like to play word games, such as Scrabble and crossword puzzles.
13.  I am pretty coordinated (ride a bike, ski, surf, skate, dance, etc.).
14.  I like doing experiments.
15.  I find it difficult to sit still for long periods of time.
16.  I like to go to science museums, planetariums, Exploratoriums, etc.
17.  I enjoy building and/or creating sculptures.
18.  I enjoy tongue twisters, rhymes and puns.
19.  I notice changes in the seasons, stars, moon phases, tides, etc.
20.  I sometimes get a song, melody or advertisement stuck in my head.
21.  I like to measure, sort, and organize things.
22.  I like to look at shapes of buildings and structures.
23.  I notice sounds in my environment, such as dogs barking and sirens.
24.  I love nature, animals and the outdoors.
25.  I like to write in a diary or journal.
26.  I make friends easily.
27.  I am often a leader when I am in a group.
28.  I like to work on things by myself rather than in a group.
29.  I usually know what's going on with my friends and family.
30.  I am pretty independent.

# Multiple Intelligence Scoring Sheet

Name:  
Period:

Date:

Directions: Find out your dominant intelligence(s) by putting an X next to each number base on your self-assessment.

<b>Linguistic</b>	<b>Logical- Mathematical</b>	<b>Musical</b>	<b>Spatial</b>
___ 5	___ 4	___ 2	___ 1
___ 8	___ 14	___ 3	___ 9
___ 12	___ 16	___ 20	___ 11
___ 18	___ 21	___ 23	___ 22
<b>Bodily-Kinesthetic</b>	<b>Interpersonal</b>	<b>Intrapersonal</b>	<b>Nature</b>
___ 6	___ 7	___ 25	___ 10
___ 13	___ 27	___ 26	___ 19
___ 15	___ 29	___ 28	___ 24
___ 17		___ 30	

Which intelligence(s) had a score of 3 or more?

Which intelligence(s) had a score of 0-1?

What is your dominant intelligence?





# What Are Your Tendencies?

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Name:  
Period:

Date:

Directions: Circle or highlight the tendencies that best represent you.

<b>Analytic</b>	<b>Global</b>
<ul style="list-style-type: none"><li>• Verbal (uses words to name, describe and define)</li><li>• Recalls facts, dates, etc.</li><li>• Sequential</li><li>• Linear (one thought follows another)</li><li>• Trusts logic</li><li>• Looks tidy and organized</li><li>• Plans ahead</li><li>• Visual (wants to see things, such as words, pictures, maps, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Non-verbal (aware of things, minimal use of words)</li><li>• Recalls feelings</li><li>• Random</li><li>• Holistic (sees patterns and structures)</li><li>• Trusts intuition</li><li>• Looks disorganized and chaotic</li><li>• Is spontaneous</li><li>• Kinesthetic-tactile (wants to do things, hands-on)</li></ul>

Do you tend to be analytical or global in your thinking?

# Where in the Hemisphere Are You?

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**Purpose:** To discover the left/right brain tendencies of students, to help students understand their own preferences, and to stretch them to develop greater capacity.

**Materials:**

- What Are Your Tendencies survey
- Closure prompts

**Time:** Approximately 20 minutes

**Introduction**

- Ask students: When you go shopping, do you take a list or do you walk up and down the aisles, browsing until you find what you want? If you're going on a trip, do you plan what you are going to do when you get there, or just see how you feel when you arrive?
- Tell students: The brain is divided into two hemispheres, right and left. The right brain tends to more global, and the left brain tends to be more analytic. We need both modes or ways of thinking to survive in the world. However, each of us has certain tendencies that influence who we are, how we behave, and how we learn.
- The more you know about your own tendencies, the better you can become at directing your own learning and consciously build your capacity to use all of your brain.
- As a teacher, knowing how you think helps me plan lessons and structure the class in ways that meet your needs.

**Activity**

- Ask students to self-assess on the *What Are Your Tendencies* survey. Ask them to underline or highlight any tendencies that apply to them. Encourage students not to think too much, because their first instinct is probably correct. Most likely, no one will be completely one-sided, but a mix of both. They can shade the corresponding sections on the brain while waiting for others to finish.
- When students are finished, tell them that you will read out each preference, and they should stand if that description applies to them. For example, "I am analytical." All students who underlined that description should stand. Give them a moment to look around and see who else has that tendency.

**Closure**

- Ask students to write in their journals to the following prompts:
  - What have you learned about yourself that you didn't know before?
  - How can this information help you at school and life in general?
  - What capacities would you like to develop further? Why?
- Invite student to share some of their responses.