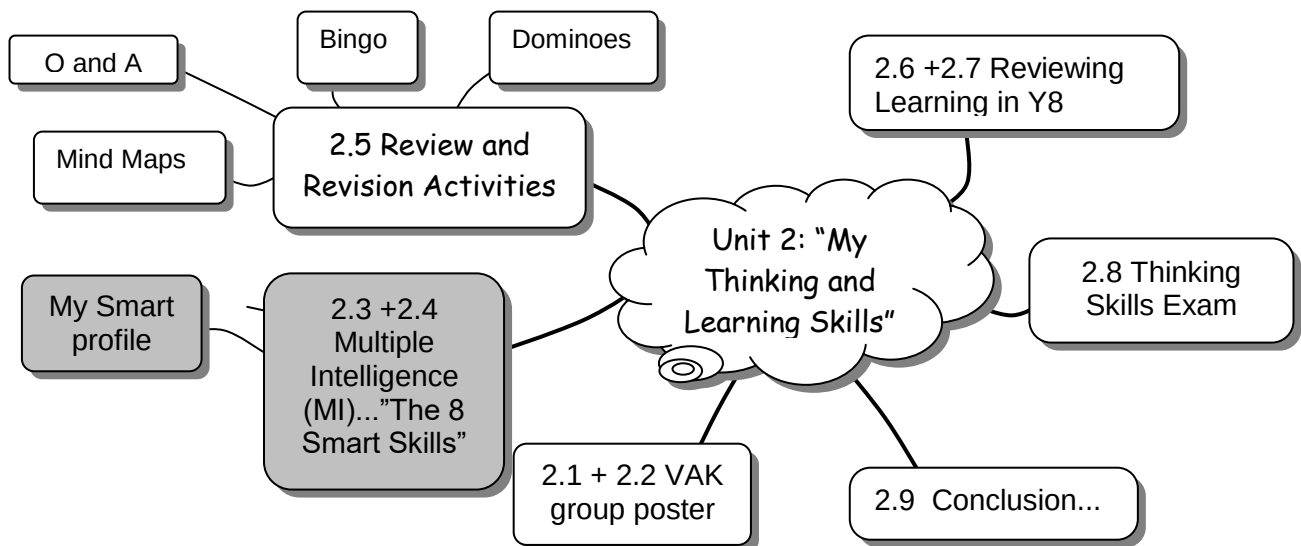


Y 8 Thinking and Learning Skills - 8-2-3 + 4 - MI - The 8 "Smarts"

Resources... - big sugar paper + A4 + crayons + felt tips - Projector or OHP - PowerPoint or OHTs - Smart Skills Questionnaire - Smart Skills Summary	Key Words... Multiple Intelligence, Smart Skills, Mnemonic, Myself Smart, Music Smart....	Thinking Skills 2.3 2.4
Learning outcomes : I will be able to.... (IWILBAT) Homework....	- name the 8 "Smart" Multiple Intelligences - make a poster to describe my "Smart Skill" strengths - test someone at home to find their "Smart Skills" profile The homework for lesson 2.3 is to collect materials for the "Smart" poster.... Skill 2.3. The homework for lesson 2.4 is to test someone at home to find their "Smart" Profile, and teach them about the 8 "Smart Skills".... Skill 2.4.	
Setting up the lesson... 1.Starter (2-3 mins) 2.Main part a. First part (20 min) Brain Break - maybe somewhere about here b. Second part (20 min) 3. Plenary (5 min)	copy.... lesson title.....aims.....key words.....Homework Homework...from last lesson... ready to hand in 3 things from last lesson...noted in Ex. book - Brain Booster - What are the 8 "Smart" Multiple Intelligences? Show the PowerPoint presentation on the 8 smart Skills Show OHT 1, and explain the requirements of the poster. Brain Break...maybe. Set students to work on their posters....small groups can lead to useful discussion... they will need to refer to the display of "Smart Skill" features.... friends will need to get together for the Interviews. - Add to the "Big Picture" in students' Ex. books...on A3 1 thing from the lesson - who has done well in the lesson? --> merits - who has contributed to their group's work?... --> Skill2.3	
Second Lesson....	...continuing the first lesson Final display of posters	
And next lesson ...	Lesson 2.4 - second "Smart Skill" lesson Lesson 2.5 - Review and Revision Activities	

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The Big Picture



Guidance on the Lesson

1. Starter

Do one of the **Brain Booster** exercises at the start of this lesson, and at some suitable point mid-way, to refresh and re-focus. You can teach students the rhyme that goes with the exercise - though saying the rhyme is optional.

Lazy 8s	Double Doodle	Arm Activation	Hook Ups	Balance Buttons
"To read and write, and do well in a test, Lazy 8s is the very best."	"Links hand and eye, helps writing too, Double Doodle is the one for you."	"At any time, to relax and feel great, all you do is Arm Activate."	"It's easily done, there's no hocus pocus, Hook Ups help me to listen and focus."	"To think and remember, and do well in PE, Balance Buttons is the one for me."

2. Main Part

This section introduces **Multiple Intelligence (MI)**. This will fully occupy 2 lessons (2.3 and 2.4). You can choose whether you do the first task, the **Questionnaire**, at the end of the VAK lesson (2.2) or at the start of the first MI lesson (2.3). You can run lesson 2.2 accordingly.

MI presents a scheme of worthwhile skills and talents that go way beyond the limited scope of conventional academic "intelligence." This can, and should, boost students' self esteem, for all should be able to show capability in at least a couple of MI "Smart Skills". I've followed the UFA's lead, and call them "Smart Skills".....so you can talk about "Word Smart" rather than "Verbal Intelligence".

The MI section falls into 3 parts....

1. The **MI Questionnaire**...to find out each student's "Smart Profile,
2. A **presentation** to the class to explain what each of the Smart Skills is. I've done this in PowerPoint, because it's easy, and you can animate it, but I've also made a WORD version that you can show on OHP, and students will need resources.... so, a 1-page WORD summary diagram, and a set of the 8 slides printed in colour put up in the room for students to refer to.
3. Each student does a poster to explain the MI "Smart" system, and their own profile of "Smart" strengths. I think an individual poster is better than a group one because students need to consider **their own profile** of strengths.

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Each student will need these **resources**...

- a big sheet of sugar paper (or similar) to mount their work on
- A4 (pale colours) for elements of the poster, crayons and felt tips (but insist on writing in pencil/pen - not felt tip)...students work on A4, cut out the bit they want, and stick it on the big sheet...this way any mistakes will not be a major setback.
- the 1-page WORD summary of the 8 MIs
- the 8 slide descriptions put up in the room

You can set quite demanding **parameters**, to try to get the best work out of students.

Ask for....

- descriptions of the 8 "Smart Skills"
- full descriptions of the **strongest 3/4** "Smart Skills" students use the Questionnaire and the MI information to do this.... put in something Visual and/or Auditory for these.... and examples of **lesson activities** where they used these strengths
- names of **other students** who share the same "Smart" strengths
- **VAK**... 1 key Visual item, 1 Auditory item (a poem or rhyme), and 1 key Kinaesthetic item, for an action or for touching
- a **statement from another student** about their "Smart" strengths....I've included this because we tend to be reticent about our own talents, and also it gets students talking about and sharing the task.

I've done an **OHT** that shows how the Poster can be started.

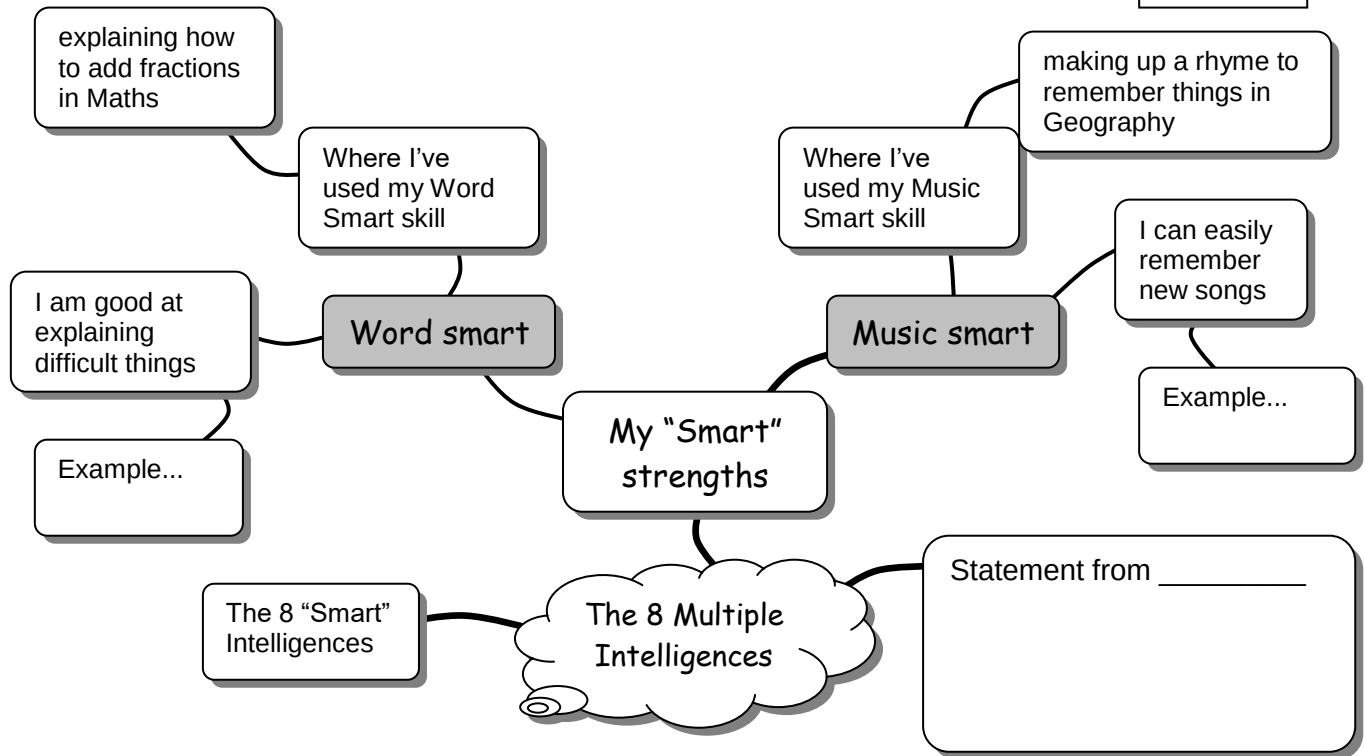
You can offer **prizes** (edible?) for the best poster. Students working well can get **Skill 2.3** for this.

You can take a **mid-lesson break** and get groups to look at each other's work, to get ideas.

You can include an element of **AfL** in this lesson, if you wish...but it will need setting up at the start. **At the start**, you ask students what they would look for in a good poster about MI (or anything). Reduce these to, say, 3 clear points, and tell students they will be assessing their own posters against these criteria. At the end of the double lesson, remind students of the criteria, and ask for (1) constructive comments on posters, and (2) ideas for improvement.

Students find it quite a challenge coming up with poems, and hands-on "action" features in their posters, but given time and encouragement, they come up with good ideas. I think it's important to get them to **explain** the features of their poster.

Plenary - You can review the individual posters, and ask for constructive comments, and suggestions for improvements.



Your Poster must include...

- short descriptions of **all 8 "Smart Skills"**
- full descriptions of **your strongest 3-4 "Smart Skills"**
- names of **other students** who share your "Smart" strengths
- examples of **subjects or lessons** where you used your "Smart" strengths
- **VAK**....something Visual, Auditory (poem), Kinaesthetic (touch/move)
- a **statement** from a friend about your "Smart" strengths