

### Opening Day Tasksheet

I have developed the following lesson plan for the first day of class. I chose this lesson because I thought it would be a good way for students to get to know each other and for me to get to know my students' interests overall. This quiz will allow us to focus on each other's personality strengths and develop goals to continuously increase our talents and broaden our interests. Students will use mathematical elements that will remind them of material they have previously covered (such as converting to percentages, creating bar graphs, averaging results, making conclusions based on the data). This activity will remind students of these topics and will help students find fun applications for mathematics.

This activity will also help set up appropriate expectations for students. It will help them realize that I expect them to work in groups and to help each other succeed. It will also help my students realize that I care about learning about them individually and that I want to know how to best teach to their interests and needs.

Students will each receive a packet at their tables (packet included below).

Teacher: "I am excited to get to know each of you better this year! I have given each of you a packet called "Multiple Intelligences Survey." It has nine sections that you should each fill out. Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Then the packet will tell you how to compute your survey results. You will multiply each of the section totals by 10 to get percentages out of 100 for each of the sections. Then you will graph the results for each of the nine sections on a bar graph. Then you will be able to interpret the results of the bar graph to see your intelligence profile. The results will help you see what kinds of personality traits and interests you tend to have."

\*\*\*\*\*Students work on packet for 15 minutes.\*\*\*\*\*

Teacher: “Now that you have finished the packet, I would like each of you to compare your data with the students at your tables. Ask the students at your tables about their specific intelligence profiles and let them share about their results.

Then you should average together all the data from the students at your table for each of the nine categories. This means that you will add up each of the counts (the numbers for each category before you multiplied them by 10 to get the percentages out of 100) for each of the students at your table for each individual category and then divide them by the number of students at your table. Then you should multiply the final answer by 10 again to get it in terms of percentages. Then graph this resulting data on a bar chart on the paper I will provide for each of the individual sections. Make sure each students’ name is on the paper so everyone will get credit for this activity.”

\*\*\*\*\*Students work on this for 10 minutes.\*\*\*\*\*

Teacher: “Now discuss with your table the following questions that are printed on the back of your packets:

1. What kinds of intelligences your table tends to have?
2. Explain how the data from your results changed once you averaged it with your tables’ data.
3. What does this averaged bar graph tell us? What does it mean?
4. How did the distribution of the data change (define distribution within your group—google if you must)?
5. Should students with similar personality traits/intelligences be paired up for class assignments? Why or why not?

6. Are you more inclined to spend time outside of school with students with similar personality traits/intelligences? Why or why not?
7. What are ways you can strengthen different intelligences?
8. Set a goal for an intelligence you would like to work on strengthening.
9. What is the most interesting thing you learned about each of the students at your table?"

Teacher: "Now I want each of you to say the most interesting thing that you learned about your classmates today? I will pass around this ball and each student who catches it will share what they learned about another classmate and then pass the ball to that student. We will continue with this process until each student has had an opportunity to highlight another student's strength. Then turn in your packet at the front table to receive full credit for this assignment."

### **Accessing Student's Work on the Activity:**

Students will be graded based on:

1. Completion of the Multiple Intelligences Survey
2. The accuracy of their graphs based off on their results from the survey
3. Completion of the 9 questions on the backs of their packet.
4. Participating in the ball activity by sharing something they learned about a classmate and by listening attentively when other students are sharing.

### **Handouts:**

Multiple Intelligences Survey  
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<http://surfaquarium.com/MI/inventory.htm>

### **Part I**

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

## Section 1

- \_\_\_\_\_ I enjoy categorizing things by common traits
- \_\_\_\_\_ Ecological issues are important to me
- \_\_\_\_\_ Classification helps me make sense of new data
- \_\_\_\_\_ I enjoy working in a garden
- \_\_\_\_\_ I believe preserving our National Parks is important
- \_\_\_\_\_ Putting things in hierarchies makes sense to me
- \_\_\_\_\_ Animals are important in my life
- \_\_\_\_\_ My home has a recycling system in place
- \_\_\_\_\_ I enjoy studying biology, botany and/or zoology
- \_\_\_\_\_ I pick up on subtle differences in meaning
  
- \_\_\_\_\_ TOTAL for Section 1

## Section 2

- \_\_\_\_\_ I easily pick up on patterns
- \_\_\_\_\_ I focus in on noise and sounds
- \_\_\_\_\_ Moving to a beat is easy for me
- \_\_\_\_\_ I enjoy making music
- \_\_\_\_\_ I respond to the cadence of poetry
- \_\_\_\_\_ I remember things by putting them in a rhyme
- \_\_\_\_\_ Concentration is difficult for me if there is background noise
- \_\_\_\_\_ Listening to sounds in nature can be very relaxing
- \_\_\_\_\_ Musicals are more engaging to me than dramatic plays
- \_\_\_\_\_ Remembering song lyrics is easy for me
  
- \_\_\_\_\_ TOTAL for Section 2

## Section 3

- \_\_\_\_\_ I am known for being neat and orderly
- \_\_\_\_\_ Step-by-step directions are a big help
- \_\_\_\_\_ Problem solving comes easily to me
- \_\_\_\_\_ I get easily frustrated with disorganized people
- \_\_\_\_\_ I can complete calculations quickly in my head
- \_\_\_\_\_ Logic puzzles are fun
- \_\_\_\_\_ I can't begin an assignment until I have all my "ducks in a row"
- \_\_\_\_\_ Structure is a good thing
- \_\_\_\_\_ I enjoy troubleshooting something that isn't working properly
- \_\_\_\_\_ Things have to make sense to me or I am dissatisfied
  
- \_\_\_\_\_ TOTAL for Section 3

#### Section 4

- \_\_\_\_\_ It is important to see my role in the “big picture” of things
- \_\_\_\_\_ I enjoy discussing questions about life
- \_\_\_\_\_ Religion is important to me
- \_\_\_\_\_ I enjoy viewing art work
- \_\_\_\_\_ Relaxation and meditation exercises are rewarding to me
- \_\_\_\_\_ I like traveling to visit inspiring places
- \_\_\_\_\_ I enjoy reading philosophers
- \_\_\_\_\_ Learning new things is easier when I see their real world application
- \_\_\_\_\_ I wonder if there are other forms of intelligent life in the universe
- \_\_\_\_\_ It is important for me to feel connected to people, ideas and beliefs
  
- \_\_\_\_\_ TOTAL for Section 4

#### Section 5

- \_\_\_\_\_ I learn best interacting with others
- \_\_\_\_\_ I enjoy informal chat and serious discussion
- \_\_\_\_\_ The more the merrier
- \_\_\_\_\_ I often serve as a leader among peers and colleagues
- \_\_\_\_\_ I value relationships more than ideas or accomplishments
- \_\_\_\_\_ Study groups are very productive for me
- \_\_\_\_\_ I am a “team player”
- \_\_\_\_\_ Friends are important to me
- \_\_\_\_\_ I belong to more than three clubs or organizations
- \_\_\_\_\_ I dislike working alone
  
- \_\_\_\_\_ TOTAL for Section 5

#### Section 6

- \_\_\_\_\_ I learn by doing
- \_\_\_\_\_ I enjoy making things with my hands
- \_\_\_\_\_ Sports are a part of my life
- \_\_\_\_\_ I use gestures and non-verbal cues when I communicate
- \_\_\_\_\_ Demonstrating is better than explaining
- \_\_\_\_\_ I love to dance
- \_\_\_\_\_ I like working with tools
- \_\_\_\_\_ Inactivity can make me more tired than being very busy
- \_\_\_\_\_ Hands-on activities are fun
- \_\_\_\_\_ I live an active lifestyle
  
- \_\_\_\_\_ TOTAL for Section 6

## Section 7

- \_\_\_\_\_ Foreign languages interest me
- \_\_\_\_\_ I enjoy reading books, magazines and web sites
- \_\_\_\_\_ I keep a journal
- \_\_\_\_\_ Word puzzles like crosswords or jumbles are enjoyable
- \_\_\_\_\_ Taking notes helps me remember and understand
- \_\_\_\_\_ I faithfully contact friends through letters and/or e-mail
- \_\_\_\_\_ It is easy for me to explain my ideas to others
- \_\_\_\_\_ I write for pleasure
- \_\_\_\_\_ Puns, anagrams and spoonerisms are fun
- \_\_\_\_\_ I enjoy public speaking and participating in debates
- \_\_\_\_\_ TOTAL for Section 7

## Section 8

- \_\_\_\_\_ My attitude effects how I learn
- \_\_\_\_\_ I like to be involved in causes that help others
- \_\_\_\_\_ I am keenly aware of my moral beliefs
- \_\_\_\_\_ I learn best when I have an emotional attachment to the subject
- \_\_\_\_\_ Fairness is important to me
- \_\_\_\_\_ Social justice issues interest me
- \_\_\_\_\_ Working alone can be just as productive as working in a group
- \_\_\_\_\_ I need to know why I should do something before I agree to do it
- \_\_\_\_\_ When I believe in something I give more effort towards it
- \_\_\_\_\_ I am willing to protest or sign a petition to right a wrong
- \_\_\_\_\_ TOTAL for Section 8

## Section 9

- \_\_\_\_\_ I can visualize ideas in my mind
- \_\_\_\_\_ Rearranging a room and redecorating are fun for me
- \_\_\_\_\_ I enjoy creating my own works of art
- \_\_\_\_\_ I remember better using graphic organizers
- \_\_\_\_\_ I enjoy all kinds of entertainment media
- \_\_\_\_\_ Charts, graphs and tables help me interpret data
- \_\_\_\_\_ A music video can make me more interested in a song
- \_\_\_\_\_ I can recall things as mental pictures
- \_\_\_\_\_ I am good at reading maps and blueprints
- \_\_\_\_\_ Three dimensional puzzles are fun
- \_\_\_\_\_ TOTAL for Section 9



40									
30									
20									
10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

#### **Part IV**

Now determine your intelligence profile!

Key:

- Section 1 – This reflects your Naturalist strength
- Section 2 – This suggests your Musical strength
- Section 3 – This indicates your Logical strength
- Section 4 – This illustrates your Existential strength
- Section 5 – This shows your Interpersonal strength
- Section 6 – This tells your Kinesthetic strength
- Section 7 – This indicates your Verbal strength
- Section 8 – This reflects your Intrapersonal strength
- Section 9 – This suggests your Visual strength

Remember:

Everyone has all the intelligences!

You can strengthen an intelligence!

This inventory is meant as a snapshot in time – it can change! M.I. is meant to empower, not label people!

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**Calculate Group data Percentages**





10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

### **Post-Survey Questions**

1. What kinds of intelligences your table tends to have?
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