UNIT 1: MAOPPO MAOPO POPOPO - LOOK INTO YOURSELF

Lesson #3

Ke A`o `Ana
Strengths, Needs, and Learning Preferences

LESSON OBJECTIVES:
Students will:
- Explain the concept of multiple intelligences (MI)
- Identify two or more personal MI areas of strength and one area of growth
- Document current skills and interests and identify two or more future possible areas of employment (jobs, careers) based on these preferences
- Create a “star compass” that illustrates Ke A`o `Ana - personal strengths, needs, and learning preferences

MATERIALS:
-Self-Assessments: 1. Multiple Intelligences 2. Learning Styles 3. Interest Inventory
-Star pattern
-Student’s individual project materials if desired

PROCEDURES:
• INTRODUCE LESSON:
  - Set up partners with your students and share that they will be doing a few activities that will help them get to know themselves and their classmates better.
  - Write the following phrase on the board; share the translation and help students discuss its meaning and why having a clear understanding of self can empower a person:

  Ia`u iho `ikena
  Ia`u iho = self  `ikena = knowledge, awareness, understanding, recognition

  - Invite students to identify one person they admire who is self assured, confident, and has done well in life. Have partners describe this person to each other and prepare to share character traits of these people. Model for students about someone you admire.
  - Invite teams to share what they discussed. (Reinforce listening by having them share what they heard.)
  - Tell students they will continue “looking into themselves” to become clearer about their own strengths, skills, interests, and learning preferences, including multiple intelligences, or the different ways they are smart.

• MODEL LESSON:
-Optional video or literature introduction: Begin sharing about personal strengths and skills by sharing a video or reading any story that describes a person or story character well. Discuss the person’s strengths, skills, interests, and growth areas or needs. (See resource information below.)
- Write ‘ōlelo:  

**ʻAʻohe hana nui ke alu ʻia.**  
No Task is too big when done together by all. (Pukui #142)

– Discuss meaning and ask students for examples when a group uses their strength together to accomplish more than one individual can. (I.e.: team sports, paddling a canoe, cooking for a luau, rescue and firefighting teams, etc.)

-Distribute *Skills and Interests Survey* and explain that students are asked to write words or short phrases about themselves. *(Share that conventions like spelling correctly does not matter for this activity; just get thoughts down.*) Challenge students to write down as many thoughts as they can for each box in a short amount of time (5-10 minutes). Encourage students to write down multiple ideas for each box to help with a game they will play next.

-Create two chart papers, each with 6 sections; title them to match skills/interest inventory.

-Form two teams to share responses for each category. Set up rules for a relay match with teams having all members participate and rotate to legibly list one answer at a time for each box. The team with the most responses on their chart wins.

-Talk about the class charts and how this information might benefit their learning community. Discuss possible career options based on interests.

-Instruct students to work with their partner to brainstorm different career options related to skills and interests. (See resources below.)  
  *When possible, provide computer time to go to [www.hawaii.edu/cte](http://www.hawaii.edu/cte) to use the *Career Pathway Handbook*, available on line.*  
  *Extend learning out of school by inviting students to ask people they know and respect about their careers. Help students create 3-5 appropriate interview questions and review interview protocols.*

• **GUIDED PRACTICE:**
- Introduce the concept of Multiple Intelligences (MI) and ways people are smart. You can start by looking at the class chart of people students admire to identify kinds of intelligences represented.

-Explain briefly about MI theory (see resource below); invite students to take a MI Self-Assessment. Options include on-line and hard copy below:

  *Simple 40 item on line MI assessment that provides a circle graph is available at: [http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/what.cfm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/what.cfm)  
  (Go to “Take a Test.”)*

  *Printed MI assessment with bar graph available below.*
- Debrief by distributing information handout to review. Help students look at their graphs to think about ways they can capitalize on their strengths and work on areas they do not excel in naturally.

- Pass out *Learning Preferences Questionnaire* and discuss how this information can help both learner and teacher. Help students generate and document their thinking. Discuss as appropriate, individually or with the group.

**CLOSURE:**
- Invite discussion about what was learned by completing these different self assessments.

- Reiterate that this information can help students live and learn easier, now and in the future.

- Explain evaluation project (see below) and facilitate time to complete and share.

**Evaluation**
- Help students synthesize and summarize what they learned from this lesson by creating a picture that represents their *Maopopo ia `u iho* (self-awareness). Encourage students to be creative in their representations of who they are (See lesson #3 resource for star pattern).

- Instructions for students:
  * Review all assessments and pick 10 or more ideas that best represent who they are.
  * Create a representation of themselves using words, symbols, and pictures.
  * Prepare to share their representation with classmates.

**RESOURCES:**

Easy to use 40 item on-line multiple intelligence test which offers a pie chart to print.

On-line multiple intelligence inventory with 80 items that are short sentences.

Brief definitions of multiple intelligences

[www.hawaii.edu/cte](http://www.hawaii.edu/cte)
Presests a comprehensive and attractive Career Pathways Handbook that includes career information and a self assessment to find a compatible career path.


[www.ulukau.org](http://www.ulukau.org) Offers various on-line books about Hawaiian ali‘i or royalty, which can lead to discussions about multiple intelligences.

[http://www.pbshawaii.org/ourproductions/longstory.php](http://www.pbshawaii.org/ourproductions/longstory.php) *Long Story Short*: PBS video clips and interview transcripts by Leslie Wilcox of over 60 notable local residents who share their life stories. Click on *Guests* to see names.
<table>
<thead>
<tr>
<th>I LIKE TO MAKE OR CREATE…</th>
<th>WHAT I’M PASSIONATE ABOUT…</th>
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<tr>
<td>I’M GOOD AT…</td>
<td>THINGS THAT ARE MY FAVORITES…</td>
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<tr>
<td>WORK I LIKE TO DO…</td>
<td>BEST WAYS TO SPEND FREE TIME…</td>
</tr>
</tbody>
</table>

Possible future jobs/careers based on current skills and interests:

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________
UNIT 1: Lesson #3 - Ke A`o `Ana - Strengths, Needs, and Learn. Pref.
**MY LEARNING PREFERENCES**

Learning is fun when ________________________________________________________________.

I learn best when__________________________________________________________________

I would like to learn more about ____________________________________________________

If I could do anything at school, it would be ____________________________________________

The subject I do best at school is ____________________________________________________

The subject I like the least is _________________________________________________________

<table>
<thead>
<tr>
<th>#</th>
<th>CIRCLE ONE OF THE THREE CHOICES. THEN TALLY THE POINTS BELOW.</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>SELDOM</th>
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<tbody>
<tr>
<td>1</td>
<td>I remember best when I just focus and listen.</td>
<td>5 pts.</td>
<td>3 pts.</td>
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<td>2</td>
<td>I easily understand and follow directions on maps and charts.</td>
<td>5 pts.</td>
<td>3 pts.</td>
<td>1 pt.</td>
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<td>3</td>
<td>I write down what I need to remember (often more than once).</td>
<td>5 pts.</td>
<td>3 pts.</td>
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<td>I like it best when we learn from books, charts, and pictures.</td>
<td>5 pts.</td>
<td>3 pts.</td>
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<td>5</td>
<td>I can easily tell when a musical note is not in tune.</td>
<td>5 pts.</td>
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<td>6</td>
<td>I play with coins, keys, pencils, and other items when I study.</td>
<td>5 pts.</td>
<td>3 pts.</td>
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<td>I prefer making posters and doing activities to learn things.</td>
<td>5 pts.</td>
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<td>I can look at a diagram and figure out how to assemble an item.</td>
<td>5 pts.</td>
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<td>I follow oral directions better than written ones.</td>
<td>5 pts.</td>
<td>3 pts.</td>
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<td>I like to chew gum or eat snacks while I study.</td>
<td>5 pts.</td>
<td>3 pts.</td>
<td>1 pt.</td>
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<td>11</td>
<td>To remember something, I like to create a picture in my head.</td>
<td>5 pts.</td>
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<td>12</td>
<td>I can learn spelling words best when I say them out loud.</td>
<td>5 pts.</td>
<td>3 pts.</td>
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</tbody>
</table>

*Learning Styles Inventory adapted from various sources.*

1. **Write your scores on the lines after each number**

   VISUAL PREF. SCORE: #2___ + #4___ + #8___ + #11___ = __________

   AUDITORY PREF. SCORE: #1___ + #5___ + #9___ + #12___ = __________

   TACTILE PREF. SCORE: #3___ + #6___ + #7___ + #10___ = __________
MULTIPLE INTELLIGENCES SELF-ASSESSMENT

People are unique or “one of a kind.” Everyone is different in how they are smart or capable. DIRECTIONS: Look at the whole survey first. Then read and put a check by each sentence that you can honestly answer with a “yes.” Add the number of checks for each group as your total.

INTERPERSONAL
_____ I get along well with others.
_____ I like to belong to clubs, teams, and organizations.
_____ I have several close friends.
_____ I am a “team player.”
_____ I like to work with a group.
_____ Friends ask me for advice.
_____ I like to study with others.
_____ I ask a friend or adult for help with a problem.
_____ If something breaks, I look for someone who can help me fix it.
_____ For a group presentation I like to help organize the group’s efforts.
_______ TOTAL

VERBAL / LINGUISTIC
_____ I enjoy telling stories & jokes.
_____ I have a good memory for trivia.
_____ I enjoy word games (i.e.: scrabble & puzzles).
_____ I read books just for fun.
_____ I am a good speller (most of the time).
_____ In an argument I tend to use putdowns or sarcasm.
_____ I like to talk and write about my ideas.
_____ If something breaks, I read the instruction book first.
_____ For a group presentation, I prefer writing & doing research.
_____ To memorize something, I create a rhyme or saying to help me remember.
_______ TOTAL

INTRANSPERSONAL
_____ I like to work alone without anyone bothering me.
_____ I enjoy keeping a journal or diary.
_____ I like being original and follow my instincts.
_____ I don’t like crowds and I like being by myself (most of the time).
_____ I know what I am good at and what I am weak at.
_____ In an argument, I will usually walk away until I calm down.
_____ To memorize something, I tend to close my eyes and feel what is right.
_____ I think I am strong-willed, independent and don’t follow the crowd.
_____ If something breaks, I wonder if it’s worth fixing.
_____ For group presentations, I like to contribute something that is uniquely mine, often based on how I feel.
_______ TOTAL
### BODY / KINESTHETIC
- I enjoy outdoor games and sports.
- I enjoy making things with my hands and learning by doing.
- When I look at things, I like touching them.
- Sitting still for a long time is hard for me.
- I use a lot of body movements when talking.
- I tend to tap my fingers or play with my pencil during class.
- In an argument I tend to strike out and hit or run away.
- To memorize something I write it down many times until I know it.
- If something breaks, I tend to play with the pieces to try to fit them together.
- For a group presentation, I prefer to do things like move props, act and hold posters.

TOTAL

### NATURALISTIC
- I usually am aware of my surroundings and what goes on around me.
- I love to go for hikes in the mountains or spend a day at the beach.
- I enjoy growing things and working in the yard.
- I like to collect things (rocks, sports cards, stamps, etc.).
- To memorize something, I tend to organize it into categories.
- As an adult, I think I would like to live away from the city and enjoy nature.
- I enjoy learning about where I live and things in the environment (plants, animals, etc.).
- In an argument I tend to compare my opponent to something I have read or heard about.
- If something breaks, I look around to find what I can use to fix the problem.
- For a group presentation I prefer to organize the information into categories.

TOTAL

### LOGICAL / MATHEMATICAL
- I really enjoy my math class.
- I like math puzzles or brain teasers.
- Math problems are easy for me to solve.
- To memorize something I tend to place events in a logical order.
- I like to find out how things work.
- Structure helps me be successful.
- In an argument, I try to find a fair and logical solution.
- I love to work on the computer and play chess, checkers, and math games.
- If something breaks, I look at the pieces and try to figure out how it works.
- For a group presentation, I prefer to create the charts and graphs.

TOTAL

### MUSICAL / RHYTHMIC
- I enjoy listening to CDs and the radio.
- I tend to hum to myself when working.
- I like to sing.
- I play a musical instrument.
- I like to have music playing when doing homework or studying.
- If I have to memorize something I try to create a rhyme for it.
I can remember the tunes of many songs.
In an argument I tend to shout or punch or move in some sort of rhythm.
If something breaks, I tend to tap my fingers to a beat while I figure it out.
For a group presentation I prefer to put new words to a popular tune or use music.

**TOTAL**

**VISUAL / SPATIAL**
I prefer a map to written directions.
I daydream a lot.
I enjoy hobbies such as photography.
I like to draw and doodle on paper.
I like art.
If I have to memorize something, I draw a diagram to help me remember.
In a magazine, I prefer looking at the pictures rather than reading the text.
In an argument I try to keep my distance, keep silent, or visualize some solution.
If something breaks, I tend to study the diagram of how it works.
For a group presentation I prefer to draw all the pictures.

**TOTAL**

**EMOTIONAL**
I pick up on people’s moods by watching them.
I am passionate about what is important to me.
It feels good to help others.
It is easy for me to find something of interest to do.
When I read, I feel the emotions of the characters.
I enjoy watching TV where people learn important life lessons and win prizes.
To memorize something, I need to feel balanced and calm when I study.
In an argument, it is harder to stay calm with someone who frustrates me.
If something breaks, I sometimes become upset about it.
For a group presentation I prefer that we all work well together and feel good about it.

**TOTAL**
**BAR GRAPH: Multiple Intelligence Points**

<table>
<thead>
<tr>
<th></th>
<th>INTER-PERS.</th>
<th>VERBAL/LING.</th>
<th>INTRA-PERS.</th>
<th>BODY/KINES.</th>
<th>NATURALISTIC</th>
<th>LOGICAL/MATH</th>
<th>MUSICAL/RHYMIC</th>
<th>VISUAL/SPATIAL</th>
<th>EMOTIONAL</th>
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Multiple Intelligence Self Assessment
UNDERSTANDING MULTIPLE INTELLIGENCES 
AND LEARNING STYLES

Read the following information to help you figure out your preferences and strengths. 
What matches you? Remember, you can be smart in more than one way.

Adapted from:

**Kinesthetic - Body Smart:** People who love being active can be smart in the physical sense. They move with ease and tend to be good at different kinds of sports and physical activities.

**Linguistic/Verbal - Word Smart:** Those are linguistic or verbally smart, really like words. They enjoy reading, writing, and talking about things.

**Logical - Number Smart:** Some people really like numbers. They are good at mathematics, other number based activities like cards and games, and can usually solve problems.

**Interpersonal - People Smart:** If you like to mix with other people and you tend to belong to groups or clubs, you have strong interpersonal skills. You like team games and are good at sharing.

**Intrapersonal - Myself Smart:** If you know about yourself and your strengths and weaknesses, you tend to look “inside” with strong intrapersonal skills. You may like keeping a diary.

**Musical – Music Smart:** Musically talented people can recognize sounds, and timbre, or the quality of a tone. They often sing or play musical instruments with ease.

**Visual/Spatial - Picture Smart:** People who have a strong ability to use and create images are visually smart. They are also good at map reading, going through mazes, and making graphs.

**Naturalistic - Nature Smart:** If you love the world of plants and animals and enjoy learning about them, you may have naturalistic intelligence. Being outdoors is what you like best.

**Emotional – Feeling Smart:** Emotionally intelligent people connect well to others and their environment. They have a heightened understanding of others and use their intuition.

**VISUAL LEARNERS: LEARN BEST BY SEEING THINGS**

Some Characteristics:
- Can be good at spelling but forgets names.
- Needs quiet study time.
- Has to think awhile before understanding lecture.
- Likes colors & fashion.
- Dreams in color.
- Understands/likes charts.
- Draws and doodles a lot.
Learning Suggestions:
• Draw a map of events in history or draw the scientific process.
• Make outlines of everything.
• Copy what's on the board.
• Take notes; make lists.
• Watch videos.

AUDITORY LEARNERS: LEARN BEST BY HEARING THINGS
Some Characteristics:
• Likes to read to self out loud.
• Likes oral reports, acting, being on stage.
• Is good at explaining and speaks easily in class.
• Remembers names.
• Notices sound effects in movies.
• Enjoys music.
• Follows spoken directions well.
• Can't keep quiet for long periods.

Learning Suggestions:
• Use word association to remember facts and lines.
• Watching videos.
• Repeat facts with eyes closed.
• Participate in group discussions.
• Tape notes after writing them.

KINESTHETIC LEARNERS: LEARN BEST BY DOING THINGS
Some Characteristics:
• Involved in sports, martial arts, dance.
• Can't sit still for long; fidgets during lectures.
• Is not great at spelling.
• Likes science lab.
• Studies with loud music on.
• Likes role-playing.
• Takes breaks when studying.

Learning Suggestions:
• Study for short blocks of time.
• Do role-playing.
• Study with others.
• Use memory games.
• Use flash cards to memorize.