Name of Lesson: Affective Lesson # 7: Exploration of Interpersonal and Intrapersonal Intelligences

Topic: Interpersonal/Intrapersonal Intelligences

Gifted Standard and element(s):
G1AG1: Students will reflect upon their abilities
G1AG1.a: Recognize and develop areas of strength in self.
G1AG1.b: Recognize and develop areas of weakness in self
G1AG1.c: Recognize and develop multiple intelligences and areas of interest.
G1AG2: Students will use their traits and abilities to be effective members of their communities.
G1AG2.a: Respect the input of others
G1AG2.d: Recognize the strength of others

Unit Essential Question(s):
- How will reflecting upon my own abilities and traits help me be successful?
- How can I be an effective member of my community?
- How can being a self-directed learner help me to accomplish my goals?

Lesson Questions:
- What does it mean to be interpersonal smart?
- What does it mean to be intrapersonal smart?

Lesson Summary: Students will explore in further depth the nature and interpersonal/intrapersonal intelligence.

Assessment Description/Performance Task:
- Constructed response
- Informal assessment
- Performance task
- Selected response

Brief Description of Assessment: Teachers will observe and make notes of student preferences related to intelligences and students will respond with the reflection: “Does the shoe fit?”

Instructional Methods:

- **Hook/Activator**: Teacher will read *Scaredy Squirrel at the Beach* by Melanie Watt. After reading the book, have a whole group discussion about how Scaredy Squirrel liked being alone but realized at the end of the book that sometimes it is exciting to be part of a group.

- **Teaching Strategy**:
  1. Show the Power Point to review that there are many kinds of smarts. Show the slides related to Interpersonal and Intrapersonal Intelligence. You do not need to show the entire slide show as you will be using various slides for the following two days as students explore each area of intelligence. (See attached Teacher’s Notes for Multiple Intelligences to help guide discussion)
  2. Remind students of the shoe for the intrapersonal and interpersonal intelligences and how that shoe relates to each intelligence. (Football cleat and Warm, fuzzy slipper)
  3. Interpersonal Activity: Divide the class into two groups of even numbers of six, eight, etc. If there is an odd number of students have the extra student help facilitate the activity or switch them out during the activity with another student. To set up the activity, place numbered
pieces of construction paper (one more piece of construction paper than the number in the group) on the floor. The pieces of construction paper need to be placed in a straight line. Have each person stand on a numbered piece of construction paper. Then place an unnumbered piece of construction paper between the two groups. The challenge is for the groups on either side of the unnumbered piece of construction paper to completely change to the other side, by moving one at a time, like in a game of Checkers. The students may move onto the vacant spot next to them, or they may jump another student on the opposite side, but they cannot jump a player from their own side. Students may not move backwards, and two students cannot move at once. After the students have successfully completed the task, teacher will pull the group together to discuss the activity. Teacher will ask such questions as: Who were the leaders? Which classmates were good leaders and why? What was your role in the group? Did you prefer to lead or follow the leader? What worked well in your group? If your group was given a similar problem to solve, what would you do differently? (Teacher Note: During the activity, observe and make notes about the students that stand out as leaders of the groups and those that are the followers.)

Intrapersonal Activity: As a whole group, discuss with the students that if they had to make a list about the things they do well what would be some of the things they would list. After this discussion have the students work alone to make a list of things that they would like to do better. Based on this list of things that they would like to do better, have the students think about and then write down a goal that would help them improve or accomplish each thing that they would like to do better. Bring the class back together and allow students to share their goals that they created for themselves. Be sure that students are respectful to others as they share their goals.

4. After students have completed both activities, have students tell which of the two activities they preferred and why. Some students may be strong in both and some students may not have enjoyed either activity. This should be included in your class discussion.

• **Summary by the Learner:** As a whole group pose the question: "How does knowing about your intrapersonal abilities and interpersonal abilities help you be successful?" Have students complete the Reflection: "Does the shoe fit?" for interpersonal and intrapersonal. (Teacher should collect reflection sheets to gain insight of each student’s self-awareness about intelligences that were discussed today. These reflection sheets will be reviewed with students on Day 8.)

**Differentiation:**

• If you have students that struggle in either activity, have a one on one discussion with the child and explain that we do not all have strengths in every area and it is okay to have difficulty in a particular area. By working in an area of weakness it allows the student to grow. Have the student brainstorm activities that could help strengthen the area of weakness.

• You may need to remind students as they work on the interpersonal activity that all group members need to be included. Also remind students that they need to speak respectfully to others as they solve the problem.

• If students have trouble setting goals, give examples to spur their thinking. In addition, some students may come up with many goals. Be sure to remind students to be realistic when setting goals.

**Materials for this Lesson:**

• Multiple Intelligences Power Point
• Teacher’s Notes for Multiple Intelligences
• Reflection worksheet-Does the Shoe Fit?
• Book: Scaredy Squirrel at the Beach by Melanie Watt
- Numbered pieces of construction paper
- Paper/Pencil

### Vocabulary for this Lesson:
- Interpersonal
- Intrapersonal
REFLECTION: Does the Shoe Fit?

Name:________________________________________

What does it mean to be interpersonal smart?
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________

When I used my interpersonal smart, I felt...

Frustrated  Okay  Confident

Explain why you felt this way:
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
_______________________________________________________
What does it mean to be intrapersonal smart?

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

When I used my intrapersonal smart, I felt...

Frustrated  Okay  Confident

Explain why you felt this way:

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

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Teacher’s Notes for Multiple Intelligences

Verbal/Linguistic
- likes to: read, write and tell stories.
- is good at: memorizing names, places, dates and trivia.
- learns best by: saying, hearing and seeing words.

Logical/Mathematical
- likes to: do experiments, figure things out, work with numbers, ask questions and explore patterns and relationships.
- is good at: math, reasoning, logic and problem solving.
- learns best by: categorizing, classifying and working with abstract patterns/relationships.

Visual/Spatial
- likes to: draw, build, design and create things, daydream, look at pictures/slides, watch movies and play with machines.
- is good at: imagining things, sensing changes, mazes/puzzles and reading maps, charts.
- learns best by: visualizing, dreaming, using the mind's eye and working with colors/pictures.

Musical/Rhythmic
- likes to: sing, hum tunes, listen to music, play an instrument and respond to music.
- is good at: picking up sounds, remembering melodies, noticing pitches/rhythms and keeping time.
- learns best by: rhythm, melody and music.

Bodily/Kinesthetic
- likes to: move around, touch and talk and use body language.
- is good at: physical activities (sports/dance/acting) and crafts.
- learns best by: touching, moving, interacting with space and processing knowledge through bodily sensations.

Naturalistic
- likes to: be outside, with animals, geography, and weather; interacting with the surroundings.
- is good at: categorizing, organizing a living area, planning a trip, preservation, and conservation.
- learns best by: studying natural phenomenon, in a natural setting, learning about how things work.

Interpersonal
- likes to: have lots of friends, talk to people and join groups.
- is good at: understanding people, leading others, organizing, communicating, manipulating and mediating conflicts.
- learns best by: sharing, comparing, relating, cooperating and interviewing.

Intrapersonal
- likes to: work alone and pursue own interests.
- is good at: understanding self, focusing inward on feelings/dreams, following instincts, pursuing interests/goals and being original.
- learns best by: working alone, individualized projects, self-paced instruction and having own space.