



EAST HAMPTON PUBLIC SCHOOLS

East Hampton, Connecticut

Superintendent's Update

Week of November 27, 2017



The vision of the East Hampton Public Schools: Preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.

The critical thinker who can take a step back and reflect on what is wanted, what the question is that needs to be answered, will be the person all look to...

That person will have what scientists call *executive function skills*: the ability to inhibit old solutions to problems and to rapidly shift to a new approach, as well as the ability to craft the plan needed to make that problem a thing of the past.

Roberta Michnick Golinkoff

In ***Becoming Brilliant***, *What Science Tells Us About Raising Successful Children*

(Join us for a book discussion on February 15 at 9:00 AM – details below)

This week in our Schools

- **Tuesday, November 28** – Early Release for Memorial School & Center School for Parent Conferences.
- **Thursday, November 30** – Early Release for Memorial School & Center School for Parent Conferences.
- **Thursday, November 30** – Fall Craft Night by East Hampton Elementary PTO in the Memorial School Cafeteria, **5:00-7:00 PM**. Sign up in the slot closet to your conference time at <http://signup.com/go/UYWoZgG>. \$1.00 per child will be collected at the door to help cover supplies. *Note:* The purpose of this event is to provide a safe and fun place for children during conferences. Prompt pick-ups after conferences are appreciated.



Friday-Sunday, December 1-3 – The Podium Players present **Annie, the Musical** at **East Hampton High School Auditorium**. Show times are Friday and Saturday at 7:00 PM and Saturday and Sunday at 2:00 PM.

Tickets available online:

<http://podiumplayers.wpengine.com/current-events/>.

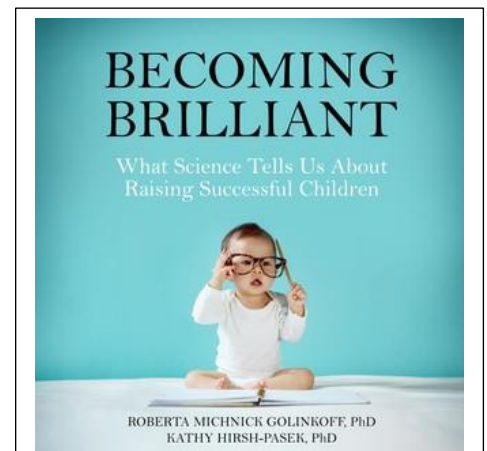
Book Discussion Coming in February – Start reading now!

Please plan to join Superintendent of Schools, Paul K. Smith, for a book discussion at the **February 16** Superintendent's Advisory Committee Meeting, 94 Main Street at 9:00 AM. The date is being given out well in advance so you can order the book and have time to read it.

Even if you don't read it all – or any of it – the discussion will still be great. By participating, you'll understand our important work to develop an **East Hampton Profile of the Graduate** with milestones in each building. Our goal is to move toward a broader vision of success supporting the acquisition of cognitive, personal, and interpersonal skills for all students.

Get the book, ***Becoming Brilliant: What Science Tells Us About Raising Successful Children***. It's a great read:

[Click to order from Amazon on Kindle or paperback.](#)





November/December Calendar

Get your event on this calendar!

Send additional events and dates to
psmith@easthamptonct.org.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	December 1	2
		Half Day for Memorial & Center School Parent Conferences		Half Day for Memorial & Center School Parent Conferences FALL CRAFT NIGHT during Conferences Memorial School 5:00-7:00 PM	Learning Walks-High  Podium Players 7:00 PM High School	 Podium Players 2:00 PM & 7:00 PM High School
3	4	5	6	7	8	9
 Podium Players 2:00 PM High School	Learning Walks-Middle Board of Education Meeting - EHHS T-Bell, 6:30 PM Life Changer of the Year	 Elementary PTO Holiday Shopping Night Memorial School 4:30-7:30 PM Vendor Fair & Student Holiday Shop	Elementary PTO Center School 6:00 PM Project Graduation High School Library 6:00 PM	Visit to East Hampton Public Schools by 20 Chinese Principals from the Guangdong Province  Middle School Variety Show Middle School Student Commons 6:30 PM	Coffee & Chat With the Superintendent 94 Main St. 7:30-9:00 AM  ALL SCHOOLS! PJ Fundraiser for CCMC Elementary PTO BINGO NIGHT Memorial School 6:30-8:00 PM	
10	11	12	13	14	15	16
	Learning Walks-Memorial		Middle School PTO Middle School Library 6:00 PM	 Sandy Hook PROMISE MAKE THE PROMISE	National Cupcake Day 	 East Hampton Schools supporting our local VFW efforts!
17	18	19	20	21	22	23
	 Board of Education Meeting - EHHS T-Bell, 6:30 PM VFW recognizes Wreath Across America students		Learning Walks-High	 Superintendent's Advisory Council 94 Main St. 9:00-10:15 AM First Day of Winter  East Hampton Public Schools Holiday Reception High School Cafeteria 2:30 – 5:00 PM	 Coffee & Chat With the Superintendent 94 Main St. 7:30-9:00 AM Early Release Winter Break Enjoy the Holidays!	

Do you have events for 2018 that you would like to get on the calendar?

Send events and dates to psmith@easthamptonct.org.

Notes



It's the holiday season. It gets crazy at school and at home. Relax...

Here are some tips to get through the holidays with peace and joy from Cathy Taughinbaugh:

- **Start with gratitude.** Consider what is going well, those who are in your life and the gifts that you have been given. Embrace the positive. Be grateful for each simple joy this holiday season. Know that with time, hopefully everyone will be in a better place.
- **Pull back and breathe.** Sit quietly for even five minutes and heal your emotional wounds. This can bring a feeling of peace to our minds and bodies. Meditation can bring back the calm and help us to feel happier, no matter what is happening around us. Even a few minutes a day can help.
- **Keep things simple.** Consider limiting family celebrations to smaller gatherings, including only those people who are aware and support your child who is struggling. Large gatherings where alcohol is freely flowing, can often be difficult for a person in early recovery and cause unnecessary anxiety.
- **Let go of expectations.** Expectation sets us up for disappointment. Enjoy each moment as it comes and let go of preconceived ideas of your ideal holiday gathering. Appreciate where everyone is in life. Allow your family members the privilege and opportunity of being themselves. This is a holiday gift we can all give.
- **Show your love.** Use the holidays as an opportunity to show your love to family and friends. Substance abuse issues often stem from deep-rooted pain. Reinforce your love for those in your life who are struggling. Love can heal many wounds.
- **Give back to others.** Look for moments during this holiday season where you can give back. Nothing is more rewarding than helping another person in whatever way you can. While the receiver benefits from your good deeds, giving to others will lift your spirits and remind you that you are not the only one feeling challenged this holiday season.
- **Practice being calm, cool and collected.** Smile often. It will make you feeling happier. Think good thoughts. Enjoy memories of past holiday celebrations, yet live for today. As a matter of fact, many who are dealing with tremendous obstacles are often still able to be present, grateful, and calm.
- **Know that positive change is always a possibility.** Growth and change for everyone can happen at any time. The challenges you are facing may be the catalyst to make this happen. This could be the best time to look at some family dynamics that are not working. When you look for the positive, you may find a silver lining to a difficult situation.
- **Let go of resentment, anger and sadness.** Sometimes our feelings can get the better of us. Taking time to work through our feelings gives us a chance to forgive, let go of negativity and move on with our lives. When we do, we find room to open our hearts to happiness and joy.
- **Time eases everything.** Make this holiday season a memorable time for you and your family. Any pain or anxiety will improve over time, especially if we do the work to take care of ourselves. There is always an ebb and flow to the holidays. Know that there are many possibilities this year and for years to come.

Social media can isolate rather than bring together, leading to mental health risks.

We are all aware of the potential social media platforms contributing to cyberbullying; however, a recent study shows that excessive access to social media (without any cyberbullying) may be a factor in the increased rate of suicide among teens. While the study is inconclusive, it does suggest that teens do not necessarily have to be bullied online to prompt depression or other mental health issues. Extreme amounts of time viewing the social media posts of others can make teens feel like their lives are inadequate according to the study. The perception of post readers is that peers have “perfect” lives based on their posting and this has the potential to lead to a sense of depression in the readers of the posts.

According to an article in *HealthDay*, “teens who spend less than two hours a day online don’t appear to face any elevated mental health issues, suggesting there might be a practical sweet spot for device use short of total abstinence. Depression risk was notably higher among teens who said they spend five or more hours a day on a device.”

Is There a Link Between Rising Teen Suicide, Social Media? By Lindsey Tanner, ABC News

An increase in suicide rates among U.S. teens occurred at the same time social media use surged and a new analysis suggests there may be a link.

Suicide rates for teens rose between 2010 and 2015 after they had declined for nearly two decades, according to data from the federal Centers for Disease Control and Prevention. Why the rates went up isn't known.

The study doesn't answer the question, but it suggests that one factor could be rising social media use. Recent teen suicides have been blamed on cyberbullying, and social media posts depicting "perfect" lives may be taking a toll on teens' mental health, researchers say.

"After hours of scrolling through Instagram feeds, I just feel worse about myself because I feel left out," said Caitlin Hearty, a 17-year-old Littleton, Colorado, high school senior who helped organize an offline campaign last month after several local teen suicides.

"No one posts the bad things they're going through," said Chloe Schilling, also 17, who helped with the campaign, in which hundreds of teens agreed not to use the internet or social media for one month.

The study's authors looked at CDC suicide reports from 2009-15 and results of two surveys given to U.S. high school students to measure attitudes, behaviors and interests. About half a million teens ages 13 to 18 were involved. They were asked about use of electronic devices, social media, print media, television and time spent with friends. Questions about mood included frequency of feeling hopeless and considering or attempting suicide.

The researchers didn't examine circumstances surrounding individual suicides. Dr. Christine Moutier, chief medical officer at the American Foundation for Suicide Prevention, said the study provides weak evidence for a popular theory and that many factors influence teen suicide.

The study was published in the journal Clinical Psychological Science.

Data highlighted in the study include:

- Teens' use of electronic devices including smartphones for at least five hours daily more than doubled, from 8 percent in 2009 to 19 percent in 2015. These teens were 70 percent more likely to have suicidal thoughts or actions than those who reported one hour of daily use.
- In 2015, 36 percent of all teens reported feeling desperately sad or hopeless, or thinking about, planning or attempting suicide, up from 32 percent in 2009. For girls, the rates were higher — 45 percent in 2015 versus 40 percent in 2009.
- In 2009, 58% of 12th grade girls used social media every day or nearly every day; by 2015, 87% used social media every day or nearly every day. They were 14% more likely to be depressed than those who used social media less frequently.

"We need to stop thinking of smartphones as harmless," said study author Jean Twenge, a psychology professor at San Diego State University who studies generational trends. "There's a tendency to say, 'Oh, teens are just communicating with their friends.' Monitoring kids' use of smartphones and social media is important, and so is setting reasonable limits, she said.

Dr. Victor Strasburger, a teen medicine specialist at the University of New Mexico, said the study only implies a connection between teen suicides, depression and social media. It shows the need for more research on new technology, Strasburger said.

He noted that skeptics who think social media is being unfairly criticized compare it with so-called vices of past generations: "When dime-store books came out, when comic books came out, when television came out, when rock and roll first started, people were saying 'This is the end of the world.'"

With its immediacy, anonymity, and potential for bullying, social media has a unique potential for causing real harm, he said.

"Parents don't really get that," Strasburger said.



East Hampton Board of Education Highlights (11/20/17)

Visit East Hampton

You Tube

You can view this meeting and past meetings at:

<http://www.easthamptonps.org/2017-2018-boe-meetings>

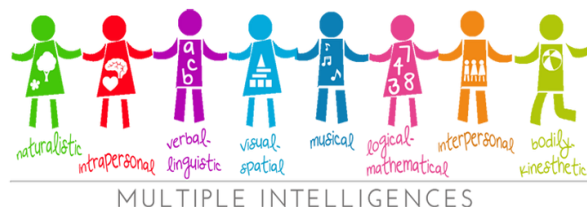
Scroll down the page and click on "VIDEO" of the date you wish to view.

- The Board of Education held elections for the various positions on the Board. The elections results are: Chris Goff – Board Chair, Joanne Barmasse – Vice Chair/Acting Chair, Secretary – Jarod Bushey, Acting Secretary – Jeff Carlson. Committees were formed as follows: Policy and Curriculum – Jeff Carlson, Erica Bonaccorso, Lois Villa; Finance and Transportation – Joanne Barmasse, Marc Lambert, Jarod Bushey, Chris Goff; Personnel – Chris Goff, Lori Caldwell, Amanda Amtmanis, Joanne Barmasse.
- The Superintendent of Schools reviewed the list of Budget Requests made by teachers, staff, students, parents, and administrators at the November 6. Members of the Board of Education and members of the public are urged to contact the Superintendent with their priorities for the 2018-19 Budget. The list presented will be updated as the final requests come from each of the schools (due to the Central Office on November 17). A list that includes ALL requests will be forwarded to the school community on Monday, December 4. People will still have time for input as the Budget is presented formally to the Board on Tuesday, January 16 at 6:30 PM in the High School T-Bell (Monday, the typical night for meetings is Martin Luther King Day).
- The Board approved the following overnight field trips: HS World Language Classes to Mexico in April 2019, HS World Language Classes to Quebec City and Montreal in February 2019, Senior Class to Washington, DC in October 2018, and the Middle School World Language Classes to Montreal in May 2018.
- The Board reviewed the following policies, which will be approved on December 4:
 - 2120 Organization Chart
 - 2141 Recruitment of Superintendent
 - 4111 Recruitment
 - 4112.2 Certification
 - 6172.6 Online Curses

All district policies are online:

[Click here](#)

Thoughts



The term "Multiple Intelligences" implies that there are many ways for students to learn!

One of the most important things we can do for our students is help them to discover their strengths, talents, and skills. Certainly in education we want to focus on the weaknesses that our students demonstrate to help them achieve more, but if we spend too much time fixing apparent weaknesses, our students may never discover in what ways they learn best and more importantly, what ways they can demonstrate that learning. According to Tony Wagner, education is no longer about what you know, it's about what you can do with what you know. Taken a step further, I firmly believe Wagner's concept of "what you can do with what you know" may (and should) look different for every student (and every adult).

I urge a quick read of Thomas Armstrong's book, *Multiple Intelligences in the Classroom (Ed.4)*. Based on research done by Howard Gardner, the book even contains a chart for teachers/adults to identify *their own* multiple intelligences and teaching strategies in the classroom.

One of the chapters that struck me is included below in which the author urges us to discuss multiple intelligences with our students as early as age 5 and 6, to help them self-identify with the easy terms of MI Theory. Not only do we help them discover their strengths, we help them discover their intelligences.

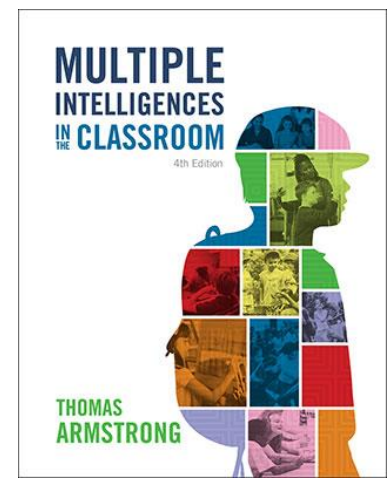
Contact me if you would like a copy of the book!

psmith@easthamptonct.org

Chapter 4. Teaching Students About MI Theory

Give me a fish and I eat for a day. Teach me to fish and I eat for a lifetime.
—Proverb

One of the most useful features of MI theory is that it can be explained to a group of children as young as 5 or 6 in as little as five minutes in such a way that they can then use the MI vocabulary to talk about how they learn. While many other theories of learning and personality contain terms and acronyms not easily understood by adults, let alone children (e.g., the INFJ, or "introverted, intuitive, feeling, judging person," of the Myers-Briggs Type Indicator), the eight intelligences of MI theory are linked to concrete things that both young and old alike have had experiences with: words, numbers, pictures, the body, music, people, the self, and nature.



Research in cognitive psychology applied to education supports the notion that children benefit from instructional approaches that help them reflect upon their own learning processes (Price-Mitchell, 2015). When children engage in this type of metacognitive activity, they can select appropriate strategies for problem solving. They can also serve as advocates for themselves when placed in new learning situations.

Five-Minute Introduction to MI Theory

How does a teacher present the theory of multiple intelligences to a group of students? Naturally, the answer to that question will depend in part on the size of the class, the developmental level and background of students, and the instructional resources available. The most direct way to introduce MI theory to students is simply to explain it to them.

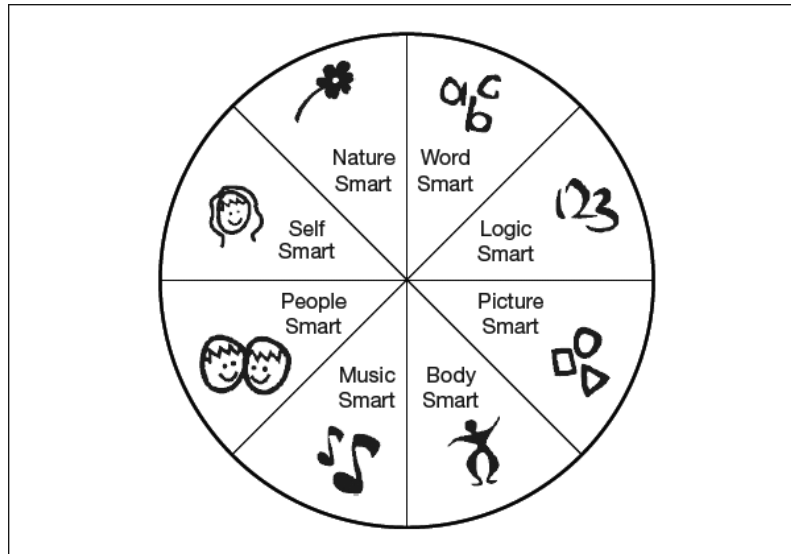
When I used to do demonstration teaching of multiple intelligences strategies in school districts, I usually began with a five-minute explanation of the theory so that students would have a context for understanding what I was doing there. I usually began by asking, "How many of you think you're smart?" I discovered over the years that there seems to be an inverse relationship between the number of hands that go up and the grade level—the lower the grade level, the more hands go up, and the higher the grade level, the fewer hands go up. This reminds me of New York University professor Neil Postman's remark that "children go into school as question marks and leave school as periods" (Postman & Weingartner, 1971, p. 60). What do we do in the intervening years to convince children that they're not intelligent?

Regardless of the number of hands that went up, I usually said, "All of you are intelligent—and not just in one way. Each of you is intelligent in at least eight different ways." I would then draw an "MI Pizza" (a circle divided into eight slices) on the blackboard and begin to explain the model. "First, there is something called Word Smart." As shown in Figure 4.1, I accompany each term with a graphic symbol to spatially reinforce the intelligence. For each intelligence, I asked a related question, such as "How many people here can speak?" After hands go up, I'll respond, "In order to speak, you have to use words, so all of you are Word Smart!" Essentially, I asked questions that build inclusion. I steered clear of questions that might exclude lots of students, such as "How many of you have read 15 books in the past month?" This is a learning model not for deciding which exclusive group one is a member of, but for celebrating all of one's potential for learning. Otherwise, teachers might be preparing the way for students to say, "I just learned in school today that I'm not Word Smart." Here is a list of questions you might ask relating to the other intelligences:

- **Number/Logic Smart:** "How many of you can do math?" "How many of you have done a science experiment?"
- **Picture Smart:** "How many of you draw?" "How many of you can see pictures in your head when you close your eyes?" "How many of you enjoy watching television and films or playing video games?"
- **Body Smart:** "How many of you like sports?" "How many of you enjoy making things with your hands, like models or Lego structures?"
- **Music Smart:** "How many of you enjoy listening to music?" "How many of you have ever played a musical instrument or sung a song?"
- **People Smart:** "How many of you have at least one friend?" "How many of you enjoy working in groups at least part of the time in school?"

- **Self Smart:** "How many of you have a special place you go to when you want to get away from everybody and everything?" "How many of you like to spend at least part of the time working on your own here in class?"
- **Nature Smart:** "How many of you enjoy being out in nature?" "How many of you have pets or enjoy spending time with animals?"

Figure 4.1. MI Pizza



You can develop your own questions to illustrate each intelligence. Just make sure they build in inclusion and give children a chance to see themselves as intelligent. You can also give examples of what Howard Gardner calls the "end-states" of each intelligence—that is, examples of people who have developed one or more intelligence to a high level of competence. These examples provide students with inspirational models. Pick famous figures and heroes from the students' own cultural worlds (see Figure 4.2). Examples might include the following:

- Authors of children's literature that the class has been reading (Word Smart)
- Famous scientists students have studied in class (Number/Logic Smart)
- Illustrators of children's literature, famous cartoonists, and filmmakers (Picture Smart)
- Famous sports heroes and actors (Body Smart)
- Famous rock stars, rappers, and other musicians (Music Smart)
- Talk show hosts and politicians (People Smart)
- Famous entrepreneurs and other "self-made" individuals (Self Smart)
- Animal experts and nature explorers (Nature Smart)

Before you finish your brief introduction to MI to your class, take a few extra minutes to explain to your students that their success in school and in life depends upon how much time and effort they're willing to put into developing their eight intelligences. The work of Stanford social psychologist Carol Dweck (2007) is instructive here. She makes a distinction between two types of "mindset" regarding implicit views of intelligence. To Dweck, people with a *fixed mindset* believe that intelligence is innate; you're either born with it or you aren't. By contrast, those with a *growth mindset* believe that success and the intelligence that supports it depend more on hard work than anything. Here's how Dweck put it:

In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it." (quoted in Morehead, 2012)

Figure 4.2. Prominent Individuals from Minority Cultures

Intelligence	African American	Asian and Polynesian American	Hispanic American	Native American
Word Smart	Toni Morrison	Amy Tan	Isabel Allende	Vine Deloria Jr.
Number/Logic Smart	Benjamin Banneker	Yuan Lee	Luis Alvarez	Robert Whitman
Picture Smart	Elizabeth Catlett Mora	I.M. Pei	Frida Kahlo	Oscar Howe
Body Smart	Jackie Joyner-Kersey	Kristi Yamaguchi	Juan Marichal	Jim Thorpe
Music Smart	Mahalia Jackson	Midori	Linda Ronstadt	Buffy Sainte-Marie
People Smart	Martin Luther King Jr.	Daniel K. Inouye	Xavier L. Suarez	Russell Means
Self Smart	Malcolm X	S.I. Hayakawa	Cesar Chavez	Black Elk
Nature Smart	George Washington Carver	Nainoa Thompson	Severo Ochoa	Wilfred Foster Denetclaw Jr.

According to Dweck's research, people with a growth mindset are more willing to work through failure and keep persisting until they succeed. Thus, they achieve better grades and higher test scores than their peers. Her research also indicates that those with a fixed mindset can be taught to embrace a growth mindset, leading to improved academic performance and increased resilience in the face of bullying or peer exclusion (Yeager & Dweck, 2012). It may be helpful to explain to students Dweck's research and the importance of having a growth mindset.

Activities for Teaching MI Theory

As you teach your students about MI theory, you'll want to go beyond a simple verbal explanation of the model. Ultimately, you should strive to teach the model through all eight of the intelligences, so that you practice what you preach. There are a number of ways of following up your five-minute introduction with reinforcing activities and supplementary experiences. Here are some examples.

Career Day: If you regularly bring members of your community into the classroom to talk about their jobs, begin to situate this activity within a multiple intelligences framework. Bring in an editor to talk about the kinds of Word Smart activities he engages in, a financial planner to speak about how being Number/Logic Smart enables her to help people with their budgets, or an architect to explain the usefulness of being Picture Smart in her career. Other Career Day guests might include an athlete (Body Smart), a professional musician (Music Smart), a counselor (People Smart), a person who has started a business (Self Smart), or a veterinarian (Nature Smart). Keep in mind that each career usually requires several intelligences; you might want to discuss how each vocation brings together a combination of intelligences in a unique way. These presentations are very important in emphasizing to students that each of the intelligences plays a vital part in people's success in the world. You may want to speak beforehand with the guests about the model so they can work it into their presentations. Or you can simply follow up their appearances by relating what they said or did to one or more of the eight intelligences.

Field trips: Take students to places in the community where each of the intelligences is particularly valued and practiced. Destinations might include a library (Word Smart), a science lab (Number/Logic Smart), a crafts factory (Body Smart), a radio station that plays music (Music Smart), a graphic design studio (Picture Smart), a public relations firm (People Smart), a psychologist's office (Self Smart), or a zoo (Nature Smart). Again, seeing these intelligences in context gives students a more accurate and real-life picture of MI theory than they could ever get in a classroom setting.

Biographies: Have students study the lives of well-known people proficient in one or more of the intelligences (see Gardner, 1993b). Subjects for study might include Toni Morrison (Word Smart), Marie Curie (Number/Logic Smart), Vincent Van Gogh (Picture Smart), Roberto Clemente (Body Smart), Yo-Yo Ma (Music Smart), Martin Luther King Jr. (People Smart), Sigmund Freud (Self Smart), and Jane Goodall (Nature Smart). Make sure the people studied are representative of your students' cultural, racial, gender, and ethnic backgrounds (see Figure 4.2).

Lesson plans: Teach an eight-way lesson on a particular subject or in a specific skill area (see [Chapter 5](#) for guidelines on creating MI lessons). Explain beforehand to students that you are going to teach this material using each of the eight intelligences and that they should pay attention to how each of the eight intelligences is covered. After the lesson, ask students to describe your use of each intelligence. This activity requires students to reflect upon the kinds of processes necessary for each intelligence and helps develop their metacognitive abilities. You may also want to ask them which particular method or methods they liked best. In this way, you can help students begin to appreciate which strategies they prefer to use when learning something new.

Quick experiential activities: Have students complete eight simple activities, each one of which draws primarily upon the use of one intelligence. Here are some examples:

- "Write down a few lines from a poem that you know." (Word Smart)
- "Tell me how long ago a million seconds ago was." (Number/Logic Smart)
- "Draw a picture of an animal." (Picture Smart)
- "Go outside and run to the end of the block and back." (Body Smart)
- "Let's all sing 'Row, Row, Row Your Boat' together." (Music Smart)
- "Turn to a partner and share something nice that happened to you this week." (People Smart)
- "Close your eyes and think about the happiest moment in your life—you won't have to share it with anybody." (Self Smart)
- "Look out the window and notice all the living things and natural formations you can see." (Nature Smart)

Adjust the activities to the ability level of your students, choosing ones that just about everyone can do and giving those who can't do them modified versions of the activities. You can use this approach either before or after explicitly describing the "eight kinds of smart." Make sure to ask students which activities they prefer, and remember to relate each activity to one or more of the eight intelligences.

Wall displays: If you walk into a typical U.S. classroom, you'll sometimes find a poster of Albert Einstein on the wall. Einstein is probably a good representative of multiple intelligences because he used several of them in his work, including Picture Smart, Body Smart, and Number/Logic Smart. Rather than just displaying this one poster, however, consider hanging eight posters on the wall, each representing a person especially proficient in one of the intelligences (see Gardner, 1993b, the "Biographies" section in this chapter, and Figure 4.2 for suggested names). Or hang a banner reading "Eight Ways to Learn" or "This Is How We Learn in School" and display photos of students using each of the intelligences.

Displays: Show products made by students in the school that required the use of each of the eight intelligences. Examples might include essays, stories, or poems (Word Smart); computer code (Number/Logic Smart); drawings and paintings (Picture Smart); musical scores (Music Smart); three-dimensional projects (Body Smart); collaborative projects (People Smart); individual projects (Self Smart); or naturalist investigations (Nature Smart). The products could be displayed on a shelf, in a glass case, or on a table, and rotated regularly so all students have a chance to display their achievements. Make sure each product is labeled with the intelligence or intelligences required to produce it to help reinforce MI theory with your class.

Readings: For high school students, you can assign readings from any of the numerous books and articles on the theory of multiple intelligences, including chapters from *Frames of Mind* (Gardner, 2011) or *7 Kinds of Smart* (Armstrong, 1999). Upper elementary and middle school students can read my book *You're Smarter Than You Think: A Kid's Guide to Multiple Intelligences* (Armstrong, 2014). [Appendix B](#) includes many more suggested readings.

MI tables: Set up eight tables in the classroom, each clearly labeled with a sign referring to one of the eight intelligences. On each table, place an activity card indicating what students are to do: At the Word Smart table, students can do a writing activity; at the Number/Logic Smart table, a math or science activity; at the Picture Smart table, a drawing activity; at the Body Smart table, a building activity; at the Music Smart table, a musical activity; at the People Smart table, a collaborative activity; at the Self Smart table, a self-reflection activity; and at the Nature Smart table, an activity that involves observing an animal or plant. Divide the class equally into eight groups, assigning each group to a particular table. Have the groups work at the activity for a designated amount of time (perhaps five minutes), and then use a musical signal (e.g., a bell) to indicate that it's time to move to the next table (moving clockwise). Continue until all students have been to each table and experienced each activity. Afterward, talk about students' preferences, relating each activity to its primary intelligence. ([Chapter 7](#) deals more specifically with how to set up different types of activity centers that reflect a multiple intelligences perspective.)

Human intelligence hunt: If you're introducing MI theory at the beginning of the school year when students still don't know each other very well, a "human intelligence hunt" is a fun way to introduce students to the eight kinds of smart as well as to one another. The activity is based on the premise that each of us is a "treasure chest" filled with special gifts in the form of our intelligences. Sometimes, though, we're unaware of other people's gifts, so we have to go on a "treasure

hunt"—in this case, an "intelligence hunt"—to discover one another's special talents. Each student receives a list of activities similar to those given in Figure 4.3 (for older students) or Figure 4.4 (for younger students). On a signal, students take the activity sheet along with a pen or pencil and find other students in the room who can do the activities listed. There are three basic rules: Students must actually perform the activities listed, not simply say they can do them; once a student performs an activity to the other treasure hunters' satisfaction, she should initial the blank space next to the activity on the sheet; and each student must have eight different sets of initials on her sheet (e.g., no using one person for more than one activity).

You can modify the activities listed in Figure 4.3 to include activities geared to your students' aptitudes and abilities. Figure 4.4 shows what it might look like for younger students. For emerging literacy learners, you can even create a hunt based entirely on pictures, which would involve students finding others who enjoy doing the kind of activity depicted in each picture. After the treasure hunt, talk about what students learned concerning one another's gifts or intelligences.

Figure 4.3. Human Intelligence Hunt (Older Students)

Find someone who can:

- Hum a few bars of Beethoven's Fifth Symphony (Music Smart).
- Do a simple dance step (Body Smart).
- Recite four lines from a poem (Word Smart).
- Explain why the sky is blue (Number/Logic Smart).
- Briefly share a recent dream (Self Smart).
- Draw a picture of a horse (Picture Smart).
- Say they enjoy this activity (People Smart).
- Name five different types of birds found in the neighborhood (Nature Smart).

Figure 4.4. Human Intelligence Hunt (Younger Students)

Find someone who can:

- Sing the "Happy Birthday to You" song (Music Smart).
- Touch their toes with the palms of their hands (Body Smart).
- Tell a funny joke or tongue twister (Word Smart).
- Complete the following sequence of numbers: 2, 4, 6, 8, ____ (Number/Logic Smart).
- Tell about one thing that she really does well (Self Smart).
- Find five blue things in the room (Picture Smart).
- Make a face that communicates to people the feeling that he is really happy (People Smart).
- Name the nonhuman living thing that is nearest to where she is standing (inside or outside) (Nature Smart).

Board games: Create a board game based on the eight intelligences. Take a manila file folder and a magic marker and draw a winding roadway divided into many small squares. Assign each intelligence a color and graphic symbol and then place an appropriately colored intelligence symbol on each square of the game board. You may use the symbols from the MI Pizza in Figure 4.1 or make up your own. Then, create eight sets of two-by-three-inch game cards from eight different hues of paper that match the colored symbols on the game board. On each set of game cards, type or write activities that involve using a specific intelligence. Here, for instance, are some activities for a Picture Smart game at the primary level:

- Draw a picture of a dog in less than 30 seconds.
- Find an object in the shape of a circle in the class.
- Tell us your favorite color.
- Describe four blue things you see in the room.
- Close your eyes and describe the pictures in your mind.

Make sure the activities are within the capabilities of most of your students. Then, get a pair of dice and some miniature plastic figurines to use as game pieces, and start playing! Alternatively, there are commercially available games that include activities that cover most of the multiple intelligences (e.g., the board game Cranium).

MI stories, songs, or plays: Be creative and make up your own story, song, or play for teaching the idea of multiple intelligences (your students can help you). You might, for example, create a story about eight children, each an expert in a particular intelligence, who don't get along very well and who are forced into an adventure that requires them to travel to distant magical lands. In each part of the story they encounter challenges that require the unique intelligence of a particular child. For example, the children might come to a land where, in order to be understood, people have to communicate through singing, so the Music Smart child guides them. In another land, they might fall into a hole and only get out through the Body Smart child's expertise. At the end of the story, the children are able to accomplish their task (to retrieve a golden jewel, perhaps) by drawing on the talents or intelligences of each one of them. This story can then be used as a metaphor for classroom behavior: we need to respect and find ways of celebrating the unique talents and gifts of each student. The story might be put on as a play, a puppet show, or a musical and performed for other students in the school.

There are undoubtedly many other activities that would help teach students about the theory of multiple intelligences. The development of such experiences should be an ongoing process throughout the year. After you have introduced a few activities, it may be helpful to prominently display a poster listing the eight intelligences, perhaps in the form of the MI Pizza. **When something happens that seems to relate to one or more of the eight intelligences, you can then use the poster to help emphasize the relationship between what just happened and a particular intelligence.** For example, if several students are working on a collaborative project, and one of the students is having trouble agreeing with the others, you can point out that most of the group wants to use their People Smart abilities while the individual student seems to want to use his Self Smart (and then you can decide whether to encourage the one student to see this as an opportunity to develop his People Smart, or, alternatively, suggest that he work individually using his Self Smart abilities). Commend a student who has created a particularly apt visual illustration for really exercising her Picture Smart in the work. By modeling the practical uses of MI theory frequently in the daily activities of the classroom, you will help students internalize the theory, and you should begin to see them use its vocabulary to make sense out of their own learning experiences.

For Further Study

1. *Drawing upon the material in this chapter or activities of your own choosing, develop a way to introduce the theory of multiple intelligences to your students. Note students' initial reactions. Follow your introduction with supplementary activities. How long does it take before students begin to use MI terms themselves? Note two or three examples of how students used the theory to explain their own learning processes.*
2. *Create a mini-unit or special course for students on "learning about learning" that includes instruction in the theory of multiple intelligences (consider using my book *You're Smarter Than You Think: A Kid's Guide to Multiple Intelligences* [Armstrong, 2014] as a guide). Include readings, exercises, activities, and strategies designed to help students understand their thinking and learning processes so that they can learn more effectively.*
3. *Design a special wall display, bulletin board, or exhibit area where the eight intelligences are honored and celebrated. Include posters of famous people, photos of students engaged in MI activities, examples of products made by students that reflect different intelligences, or examples of other ways to convey the idea of the eight intelligences to students, teachers, parents, and members of the community.*

Contact me if you would like a copy of the book!

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Paul K. Smith



26 Miles of Hope