

Pathways

Second Year
Unit 1: Types of Smart

2024 materials



Attention teachers:

The Pathways units aim to encourage students from diverse backgrounds to think about their career choices, the career decision making process and particularly to consider teaching as a desirable career.

These units are an initiative of the Path Project, which is funded by the Higher Education Authority (HEA), and based in the Institute of Education, Dublin City University (DCU).

There are 3 units for 2nd Year students, each approximately 2 hours duration.

- Unit 1: Types of smart
- Unit 2: Educator toolkit
- Unit 3: On the case

Some important points about how the Pathways units work:

- The slides are classroom ready.
- The teacher notes, with step-by-step guidance for the specific activity on each slide, is available in the slide notes or can be accessed in pdf format.
- It is important to show slides in presentation mode (unless prompted to do otherwise in the slide notes), as some activities depend on animation. Where there is animation on a slide, this is indicated in the slide notes.
- When the text in the slide notes is in italics, it is meant it is meant to be paraphrased or used without adaptation by the teacher with students; and when the text is not italicised, it is meant for the teacher only.

- There is very little preparation of materials required. Occasionally, and depending on your class, you might decide to photocopy worksheet slides in advance. In activities where preparation is required, you will be promoted on Slide 2 and in the slide notes.

If you require any further information, please contact: mary.odoherty@dcu.ie

Thank you

Unit 1: Hidden Skills and Talents

Duration: Approx. 2 hours

Suggested learning intentions

We are learning to...

- identify our different types of intelligence
- challenge ourselves to build or strengthen a range of intelligences
- recognise where we can practice or strengthen our intelligences in school
- make links between our intelligences and future jobs/careers
- analyse an activity for opportunities to integrate different intelligences

SLIDES	ACTIVITY	What will we be doing?
3		Introduction to the icons
4-12	1	Discussing Gardner's Multiple Intelligences theory and completing a self-assessment to identify our intelligences. NB: Print copies of the self-assessment in advance
13-14	2	Challenging ourselves to carry out a task that relies on a single intelligence
15	3	Discussing how teachers manage the different types of intelligences in a class
16	4	Making connections between the different types of intelligences, what we do in school and possible future jobs/careers
17	5	Reflecting on the learning in this unit and analysing the reflection methodology for opportunities to cater for different types of intelligences
18	6	Checking in with the learning intentions
19	Extension task	Creating certificates to recognise our types of smarts

Wellbeing Indicators

- Resilient
- Connected
- Respected
- Aware








Key Skills

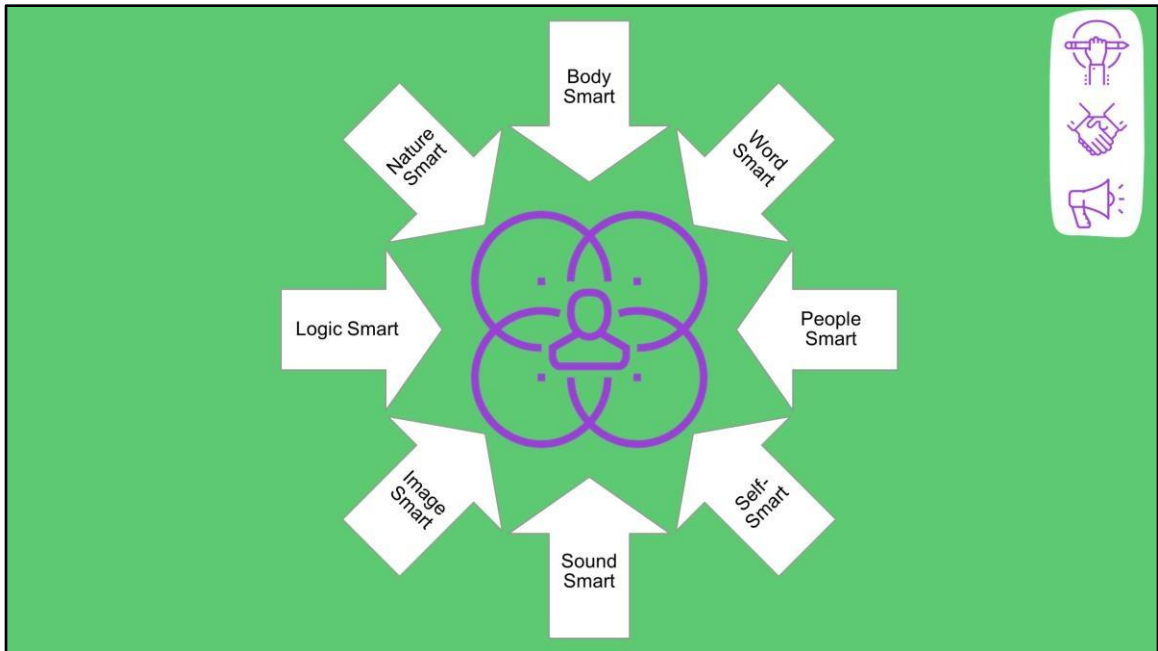
- Being literate
- Managing myself
- Staying well
- Managing information and thinking
- Being numerate
- Being creative
- Working with others
- Communicating

Unit 1, Introduction

 **Hi, I'm Sara.**
Nice to meet you!
I'm here to tell you that we use icons
(the small pictures below) in this unit.
These will help you to understand what
you will be doing during the different
activities.
Have fun (and learn lots)! 



-  Individual work
-  Pair work
-  Group work
-  Class discussion
-  Reading
-  Make a presentation
-  Extension activity



Teacher notes

Howard Gardner (1943-) is an American psychologist who worked in the Harvard School of Education. He is fascinated with how the brain works. He didn't think that the existing intelligence tests were a good way to measure people's abilities. He thought they were too narrow and that they asked the wrong question – they measured how clever or smart someone is, whereas Gardner thought it would be better to measure what kind of clever or smart someone is. He came up with a theory called Multiple Intelligences. He said that there are 8 intelligences or ways of learning and coming to awareness.

Read aloud the 8 types of intelligence, as follows:

- *Body Smarts (also known as Bodily-kinaesthetic Intelligence)*
- *Word Smarts (also known as Verbal-Linguistic Intelligence)*
- *People Smarts (also known as Interpersonal Intelligence)*
- *Self-Smarts (also known as Intrapersonal Intelligence)*
- *Sound Smarts (also known as Musical Intelligence)*
- *Image Smarts (also known as Visual-Spatial Intelligence)*
- *Logic Smarts (also known as Logical-Mathematical Intelligence)*
- *Nature Smart (also known as Naturalist Intelligence)*

In pairs, discuss the possible characteristics of someone who has each of these different types of intelligences. What might they be good at? How might they learn best?

When you are engaged in learning that uses an intelligence or type of smart that you are good at, you can feel energetic, interested, you find yourself paying attention, your understanding is better, and you are more likely to remember what you have learned.

On your own, take a minute to predict the 2-3 types of smart (intelligences) that you think are your strongest – write these down and keep them somewhere safe.

Would you like to know about the type of smart(s) you are? Why/not?

We're going to do a Types of Smart self-assessment, to try to get a picture of which types of smart you are right now.

Share or distribute copies of Type of Smarts: Self-Assessment (available in the Pathways 2nd Year Unit 1 folder) to each student.

In the Self-Assessment there are 10 statements for each type of smart. Read each statement, then quickly tick true or false. Do not think too much about it – go with your first reaction – but answer each questions as honestly as possible to get an accurate result. Try not to leave any question blank.

NB: *For each type of Smart, make a note of the total number of statements for which you ticked true.*

Give students sufficient time to complete the Self-Assessment, then facilitate a whole class discussion using the following prompt questions:

- *Do your top 2-3 results match what you predicted before you did the self-assessment?*
- *What does this tell you about your understanding of your own abilities/intelligences?*
- *What have you learned about multiple intelligences by doing the self-assessment?*

You probably noticed that there was some similarity in the self-assessment statements for the different types of smart. This is because they overlap, and we often use more than one intelligence at the same time.

As we go through the information on the next few slides, see if you recognise yourself in the description of the 8 types of smart. While you might have natural strength in several types, there is nothing to say that you can't build up your strength across all 8

intelligences. It's like Albert Einstein, who was a genius, said 'The measure of intelligence is the ability to change'. The self-assessment is just a snapshot of your abilities right now, so take note if you come across any tips or hints that might help you to become smarter over time.



People who are Body Smart...



- use all or part of the body to create things or solve problems
- have good control of body movements and capacity to handle objects with skill
- enjoy physical activity, e.g. sport and dance
- use their body to communicate – learn through their body sensations, enjoy touching, feeling and tapping
- enjoy role-play, simulations, physical exercises
- need to move and can get bored if not actively involved

Teacher notes

Ask for volunteers to read the points on the slide aloud.

Remember, regardless of the Self-Assessment score you got for being Body Smart, you can work on strengthening this type of intelligence.



People who are Word Smart...



- are good communicators who make sense of the world through language
- are sensitive to sounds, rhythms and the meaning of words
- like arguing, debating, persuading and telling stories
- like to read, write and listen
- enjoy writing stories, telling jokes
- are good at doing up Word documents
- like word puzzles, e.g., crosswords and anagrams

Teacher notes

Ask for volunteers to read the points on the slide aloud.

Remember, regardless of the Self-Assessment score you got for being Word Smart, you can work on strengthening this type of intelligence.



People who are People Smart...



- are sensitive to the moods, feelings, motivation and desires of other people
- have good listening capacity
- are a good judge of character
- work effectively in a team or group
- listen effectively, negotiate, handle conflicts and get along with diverse people
- enjoy company when doing activities and learning

Teacher notes

Ask for volunteers to read the points on the slide aloud.

Remember, regardless of the Self-Assessment score you got for being People Smart, you can work on strengthening this type of intelligence.

People who are Self-Smart...



- notice their own feelings
- can be strong-willed, self-confident, have definite, well-thought-out opinions
- can have high level of self-esteem
- are aware of their own strengths and weaknesses
- often like to work alone
- think about thinking
- are intrinsically (inwardly) motivated rather than needing external rewards (extrinsically motivated)
- can find that other people come to them for advice

Teacher notes

Ask for volunteers to read the points on the slide aloud.

Remember, regardless of the Self-Assessment score you got for being Self-Smart, you can work on strengthening this type of intelligence.

People who are Sound Smart...



- create, communicate and understand meaning through sound
- love music and rhythmic patterns
- appreciate music and often have good musical ability
- are sensitive to sounds in the environment
- can reproduce a melody after hearing it only once
- like to have music in the background when working
- can be skilled at mimicking sounds, language and accents

Teacher notes

Ask for volunteers to read the points on the slide aloud.

Remember, regardless of the Self-Assessment score you got for being Sound Smart, you can work on strengthening this type of intelligence.

People who are Image Smart...



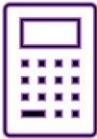
- often think in images and pictures
- can have a good imagination
- are aware of objects, shapes, colours and patterns
- notice visual or spatial information
- like to draw, paint, make interesting designs and patterns
- love jigsaw puzzles, reading maps and daydreaming
- can have strong opinions about what makes for combinations of colours and textures

Teacher notes

Ask for volunteers to read the points on the slide aloud.

Remember, regardless of the Self-Assessment score you got for being Image Smart, you can work on strengthening this type of intelligence.

People who are Logic Smart...



- appreciate abstract relations
- have the capacity to recognise logical or numerical patterns
- like to experiment, solve puzzles
- enjoy working with numbers and formulae
- like spreadsheets and databases
- are organised in how they analyse information
- are good at identifying problems and findings solutions
- often ask 'How?' and 'Why?' questions

Teacher notes

Ask for volunteers to read the points on the slide aloud.

Remember, regardless of the Self-Assessment score you got for being Logic Smart, you can work on strengthening this type of intelligence.



People who are Nature Smart...



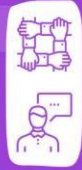
- can be sensitive to and conscious of the natural world and the workings of the planet
- notice characteristics and patterns of the environment
- like to collect items from nature, study and group them
- spend a great deal of time outdoors in nature
- enjoy walking, hiking and camping
- take actions to care for the environment

Teacher notes

Ask for volunteers to read the points on the slide aloud.

Remember, regardless of the Self-Assessment score you got for being Nature Smart, you can work on strengthening this type of intelligence.

Unit 1, Activity 2



Body Smart

Make something out of paper (and only paper). For example, a game or origami creature.

Word Smart

Write a short script for tomorrow's weather forecast.

People Smart

Take turns to explain a hobby or pastime you have to the rest of your group.

Self-Smart

Imagine/Recall your first day in a secondary school...your clothes, feelings, surroundings etc. Reflect on the experience in SILENCE.

Teacher notes (1 animations at *Click)

Divide the class to into 8 groups, one for each Multiple Intelligence. Depending on your class, you might decide to randomly allocate students or (ideally) ask students to go to the group representing their lowest Self-Assessment score.

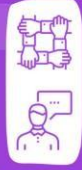
We rarely use a single intelligence on its own, but in this activity, we're going to try to do just that. Each group has a task focused on using or activating a particular type of smart.

* **Click** to show the tasks for Body, Word, People and Self-Smart groups

Make sure that someone copies the task for your group.

NB: Go to the next slide to see the tasks for the Sound, Image, Logic and Nature groups

Unit 1, Activity 2



Sound Smart

Produce a rap or song to describe how you all come to school in the mornings.

Image Smart

Take turns to tell each other stories using images. For example, drawings, mind maps etc.

Logic Smart

Work together to rewrite 45 using only 4s.

You cannot multiply or subtract!

Nature Smart

Use references to items from nature to help you describe an idea or concept related to one of your other subjects.

Teacher notes (1 animations at *Click)

* **Click** to show the tasks for the Sound, Image, Logic and Nature groups

Make sure that someone copies the task for your group.

Give students sufficient time to do their tasks. Early finishers (most likely to be students in the Self-Smart group) can be given the pick of another task to do.

Once they have finished their tasks, give students a few minutes to prepare a short presentation in response to the following questions:

- How did you find the experience of doing this task?
- What do you think/feel about learning through this type of smart?

Is your career as a teacher what you thought it would be?



I used to think that if you're not talking, you're not teaching. I thought that if someone came in and I wasn't talking it would be like as if I wasn't doing anything. Teaching is a journey really. Now, I'm much more about reflection and trying to get students to move their own learning forward.



I have a broad spectrum of students. One of the key things that I have to do is be able to reach all the learners in my class. I try to take a step back and facilitate them to learn.



Teacher notes (3 animations at *Click)

Read aloud the quote on the slide.

Facilitate a whole class discussion, using the following questions as prompts:

- *What are two main points that Sara, a teacher, made in her response to the question about whether teaching is what she thought it would be?*
- *What or who might have helped Sara to have a better understanding of the job of teaching before she made the decision to become a teacher?*
- *Which type of smart (intelligence) do you think that a teacher who talks a lot might be displaying?*
- *What type of smart (intelligence) is likely to benefit when a teacher talks? Why?*
- *Do you think that good teachers talk a lot in class? Why?*
- *Sara has changed the way that she teaches over the years. Do you think she has gotten better at her job? Why?*
- *Do you think it is easy or difficult to teach 'all the learners' in a class at the same time? Why?*
- *What advice would you give Sara to help her teach 'all the learners' with all of their different types of smarts?*
- *Sara says that teaching is a journey – what do you think she means? Do you agree that teaching is a journey?*
- *Do you think that learning is also a journey? Why?*

NB: Depending on your class, this can be a great opportunity to share something about your own learning and teaching journeys and to ask students to share how they think they have changed as learners over time.

Unit 1, Activity 4: Worksheet

Type of smart	Subjects or short courses where we already or can <u>really</u> use or develop this type of smart	Cross-curricular or extra-curricular activities where we already or can <u>really</u> use or develop this type of smart	Jobs or occupations that match this type of smart
Body Smart			
Word Smart			
People Smart			
Self-Smart			
Sound Smart			
Image Smart			
Logic Smart			
Nature Smart			
Another type of smart...			



Teacher notes

Depending on your class, you might invite students to copy the table on the slide into their journal/copy and to complete the worksheet individually/in pairs, or you might complete this activity as a whole class, inputting student responses on the table with the slide in normal mode.

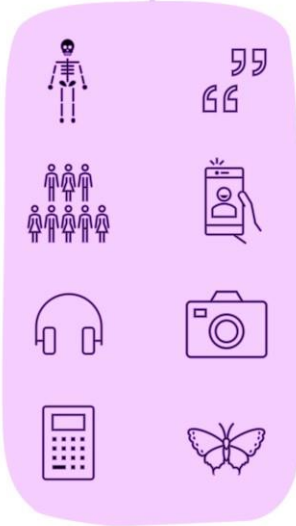
NB: There is a row at the bottom of the table for ‘another type of smart.’ Your students might want to populate this with something that they feel isn’t covered by Gardner’s Multiple Intelligences.

When the table is complete, facilitate a whole class discussion using the following questions as prompts:

- *What, if anything, in the table surprises you? Why?*
- *What was the easiest row to complete? Why?*
- *Is there anything that you found difficult to fill in? Why?*
- *Are there links between a type of smart where you know you have a strength and a subject or short course that you find really interesting/enjoy?*
- *Are there links between a type of smart where you know you have a strength and cross-curricular or extra-curricular activities in school that you find really interesting/enjoy?*

- *Are there links between a type of smart where you know you have a strength and a job or career that you think you might be interested in and enjoy?*
- *What have you learned from doing this activity?*

More...



Less...



Teacher notes (1 animations at *Click)

Divide the class into pairs.

Invite each pair to take a copy/journal or a piece of paper and orientate it in landscape (as per slide).

Draw a line down the middle of your page and write 'More...' on the left and 'Less...' on the right.

Remind the class about what they covered in this unit, as follows:

We learned about Gardner's theory of multiple intelligences, thought about how it applied to us now and in the future and began to think about what it means for teachers to plan for the different types of smart in any given class. You worked individually, in pairs, in small groups and as a whole class. You discussed, read, wrote and made presentations. And now you are going to draw!

Begin by thinking about the things that you enjoyed learning or doing in this unit. Share these with your partner, if possible, explaining why you liked these aspects of the unit.

In the 'More...' column, draw icons or symbols to represent each of the things you enjoyed. It doesn't have to be an amazing piece of art it just needs to be recognisable to you.

*Now, think about the things that you didn't enjoy learning or doing in this unit. Share these with your partner, if possible, explaining why you disliked these aspects of the unit.
In the 'Less...' column. Draw icons or symbols to represent these things.*

* **Click** to show the icons for the 8 types of smart

Facilitate a short whole class discussion, as follow:


- *Which type(s) of smart have we tapped into with this 'More...or Less...' activity?*
[Possible answers: People Smart (because we worked in pairs), Self-Smart (because we had to identify things that we each found enjoyable or not), Image Smart (because we were drawing)]
- *Can you think of any way that the 'More...or Less...' activity could be adapted to bring in other types of smart?*

If students come up with workable ideas to adapt the methodology for additional types of intelligences, praise them and ask them if they've ever considered teaching as a career.

Unit 1, Checking in with the learning intentions



Hello again!
How did you get on with Unit 1?

Did you learn to...? 

- identify our different types of intelligence
- challenge ourselves to build or strengthen a range of intelligences
- recognise where we can practice or strengthen our intelligences in school
- make links between our intelligences and future jobs/careers
- analyse an activity for opportunities to integrate different intelligences

Teacher notes

Read each learning intention aloud. Ask students to give you a thumbs up if they feel they have achieved the learning intention, a thumbs down if they still need some support and a fist if they are unsure.

Unit 1, Extension activity



Here's an idea for you.

Drawing on your learning in this unit, create your very own 'Smart Cert,' a certificate that shows off your smarts and how you use these in school.

You can:

- Use technology or design your 'Smart Cert' by hand
- Ask one or more teachers to sign your 'Smart Cert'
- Show your finished 'Smart Cert' at home

Keep your Smart Cert safe – you might find it useful in 3rd year when you might have to complete the Other Area of Learning section of your Junior Cycle Profile of Achievement (JCPA).



Teacher notes

The extension activity suggested on this slide is linked to Activity 1 (Slide 4) and Activity 4 (Slide 16).

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