

## MLA Lesson Plan

### QUESTIONE DI STILE: Lavorare con le intelligenze multiple

Il lesson plan prende spunto dalla **teoria delle intelligenze multiple** codificata dall'esperto americano **Howard Gardner** ("*Frames of Mind*", Basic Books, 1983).

L'autore mette in luce otto diversi tipi di intelligenza : **Musicale/Ritmica, Fisico/Cinestetica, Visivo/Spaziale, Linguistica/Verbale , Logico/Matematica, Intra-personale, Inter-personale, Naturalistica** che producono altrettante precise implicazioni pedagogiche.

Esse vanno educate, coltivate, incoraggiate ed opportunamente integrate nella formazione scolastica.

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#### Step 1

Per suscitare l'interesse e la motivazione degli studenti, l'insegnante può ricorrere a numerosi stimoli:

##### Activity 1: Arousing motivation

Presentare l'immagine di un famoso cantante, preferibilmente un rapper o un trapper, per essere sicuro che gli studenti lo conoscano, e chiedere:

##### YOU WOULD LIKE TO

- A. know the name of the singer
- B. listen to the song
- C. know the title of his most famous hit

Probabilmente gli alunni che sceglieranno la risposta B saranno inclini all'intelligenza **ritmico-musicale**, quelli che sceglieranno le risposte A o C saranno inclini all'intelligenza **linguistico-verbale**.

##### Activity 2: Questionario

Mostrare un breve filmato su una attività sportiva (o anche più di una) e presentare poi un questionario che riveli l'aderenza al profilo dell'intelligenza **fisico-cinestetica**.

## QUESTIONARI ESEMPLIFICATIVI

MUSICAL-RHYTHMIC INTELLIGENCE	BODILY-KINAESTHETIC INTELLIGENCE
<p><b><i>In my spare time</i></b></p> <p><input type="checkbox"/> A. I enjoy hobbies such as photography</p> <p><input type="checkbox"/> B. I enjoy activities such as wood-working, sewing and building models</p> <p><input type="checkbox"/> C. I enjoy listening to CDs and the radio</p> <p><b><i>When I have to memorize something</i></b></p> <p><input type="checkbox"/> A. I draw a diagram to help me remember</p> <p><input type="checkbox"/> B. I write it out a number of times until I know it</p> <p><input type="checkbox"/> C. I try to create a rhyme about the event.</p> <p><b><i>I enjoy</i></b></p> <p><input type="checkbox"/> A. word games, such as Scrabble &amp; puzzles</p> <p><input type="checkbox"/> B. hobbies such as birdwatching</p> <p><input type="checkbox"/> C. playing a musical instrument</p> <p><b><i>During my class work</i></b></p> <p><input type="checkbox"/> A. I know what I am good at and what I am weak at</p> <p><input type="checkbox"/> B. I like working with others in groups</p> <p><input type="checkbox"/> C. I tend to hum to myself when working</p> <p><b><i>In an argument</i></b></p> <p><input type="checkbox"/> A. I try to keep my distance, keep silent or visualize some solution</p> <p><input type="checkbox"/> B. I tend to strike out and hit or run away</p> <p><input type="checkbox"/> C. I tend to shout or punch or move in some sort of rhythm.</p> <p><b><i>If something breaks and won't work</i></b></p> <p><input type="checkbox"/> A. I try to find someone who can help me</p> <p><input type="checkbox"/> B. I tend to play with the pieces to try to fit them together</p> <p><input type="checkbox"/> C. I tend to tap my fingers to a beat while I figure it out.</p>	<p><b><i>At school my favourite class is</i></b></p> <p><input type="checkbox"/> A. P.E. (Physical Education)</p> <p><input type="checkbox"/> B. Art</p> <p><input type="checkbox"/> C. Music</p> <p><b><i>I have trouble</i></b></p> <p><input type="checkbox"/> A. sitting still for any length of time</p> <p><input type="checkbox"/> B. listening to instruction without written notes</p> <p><input type="checkbox"/> C. remembering things by heart</p> <p><b><i>When talking</i></b></p> <p><input type="checkbox"/> A. I use a lot of body movements</p> <p><input type="checkbox"/> B. I draw something on a sheet</p> <p><input type="checkbox"/> C. I like hearing what others say</p> <p><b><i>If I have to memorize something</i></b></p> <p><input type="checkbox"/> A. I write it out a number of times until I know it</p> <p><input type="checkbox"/> B. I tend to place events in a logical order</p> <p><input type="checkbox"/> C. I create a rhyme or saying to help me remember</p> <p><b><i>During class</i></b></p> <p><input type="checkbox"/> A. I tend to tap my fingers or play with my pencil</p> <p><input type="checkbox"/> B. I like to doodle on paper whenever I can</p> <p><input type="checkbox"/> C. I like logical math puzzles or brain teasers</p> <p><b><i>If something breaks and won't work</i></b></p> <p><input type="checkbox"/> A. I tend to play with the pieces to try to fit them together</p> <p><input type="checkbox"/> B. I tend to study the diagram of how it works</p> <p><input type="checkbox"/> C. I read the instructions book first</p>
<p>If you have all C answers you have a <b>musical/rhythmic intelligence</b>, that is an ability to produce and appreciate music.</p>	<p>If your answers are all As, you have a <b>bodily-kinaesthetic intelligence</b>, that is an ability to control body movements and handle objects skillfully.</p>

### Activity 3: Consolidamento

Chiedere agli studenti di accoppiare le caratteristiche qui di seguito descritte con i due tipi di intelligenza presentati.

FEATURES	INTELLIGENCE
1. You learn best expressing yourself through movement, interacting with the space around you.	<b>MUSICAL-RHYTHMIC INTELLIGENCE</b> Numbers : _____
2. You generally think in sounds, rhythms and patterns, appreciating or criticizing what you hear.	
3. You are extremely sensitive to environment sounds (bells, crickets etc)	

4. You have a good sense of balance and eye-hand coordination	<b>BODILY-KINAESTHETIC INTELLIGENCE</b> Numbers: _____
5. You can dance, use body language, mime, use your hands to create or build something.	
6. You can sing, play musical instruments, compose music, remember melodies, understand the structure and rhythm of music.	

## Step 2

### Activity 1: Esercizio di matching

Dopo aver illustrato tutti i tipi di intelligenza identificati da **Howard Gardner**, chiedere agli studenti di collegare le risposte ai due questionari alle diverse tipologie.

<input type="checkbox"/> I tend to place events in a logical order <input type="checkbox"/> I like logical math puzzles or brain teasers <input type="checkbox"/> If something breaks and won't work, I try to study the diagram of how it works	<b>LOGICAL MATHEMATICAL INTELLIGENCE</b>
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### Activity 2: Classificazione delle intelligenze e vocabulary

Ricerca nelle risposte ai questionari tutti i verbi ed i sostantivi che si riferiscono alle diverse tipologie di intelligenza e riempire la tabella.

Musical	Bodily-Kinaesthetic	Verbal-linguistic	Logical-mathematical	Visual-spatial	Personal	Naturalist
Listening Hearing Playing Instrument .....	Use Move Body movements Tap fingers	Write Read Scrabble Rhyme .....	Diagram Puzzle .....	Draw Art Paint Doodle Paper .....	Talk Chat Discuss .....	Save Waste Green .....

## Step 3

### Activity 1: Lavori di gruppo

Dividere la classe in gruppi e presentare a ciascun gruppo in testo. Gli studenti, dopo aver approfondito la lettura e l'analisi dei testi, dovranno illustrare agli altri gruppi la tipologia d'intelligenza assegnata scegliendo liberamente:

- Una fotografia corredata da una scritta
- Un breve filmato
- Un'azione mimata

## TESTI DA PROPORRE

### GRUPPO 1

What is your relationship with others? Do you like people or do you prefer being alone? Are you popular among your friends or classmates? Answer the following questions in order to discover your profile.

**Thick the sentences that fit you best.**

- A. I get along well with others
- B. I like to work alone without anyone bothering me
- A. I like to belong to clubs and organizations
- B. I like to keep a diary
- A. I have several close friends
- B. I know what I am good at and what I am weak at
- A. I like helping teach other students
- B. I find that I am independent and don't follow the crowd.

If your answers are all As you have an **inter-personal intelligence**, if your answers are all Bs, you have an **intra-personal intelligence**.

**Inter-personal intelligence** is an ability to relate to and understand others. You try to see things from other people's point of view. You often have an ability to sense feelings, intentions and motivations. You try to maintain peace in group settings and encourage co-operation. You use both verbal (eg. Speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others. You can understand other people's moods and feelings, establish positive relations with other people.

**Intra-personal intelligence** is an ability to self-reflect and be aware of one's inner state of being. You try to understand your inner feelings, dreams, relationships with others and strengths and weaknesses. You can reflect and analyze yourself, be aware of your inner feelings, desires and dreams, evaluate your thinking patterns, understand your role in relationship to others.

### GRUPPO 2

Nowadays speaking a foreign language is indisputably useful. Pupils learn foreign languages at school, people try to understand foreign languages when they travel abroad, adults attend courses to learn languages especially English which is among the most widely-spoken languages in the world. But do you like languages? To check your attitude, answer the following questions.

**In your spare time**

- A. I like to find out how things work
- B. I like to collect things
- C. I like talking and writing about my ideas

**What do you like best?**

- A. I really enjoy my maths class
- B. I enjoy walking in open spaces
- C. I enjoy telling and listening to stories and jokes

**In an argument**

- A. I will usually walk away until I calm down
- B. I tend to ask a friend or some person in authority for help
- C. I tend to use put-downs or sarcasm

**How does your memory work?**

- A. I have a good memory for telephone numbers
- B. I easily remember pictures and photographs in a book
- C. I have a good memory for trivial things

**For a group presentation at school**

- A. I prefer to create the charts and graphs
- B. I prefer drawing and colouring pictures
- C. I prefer to do the writing and library research

If your answers are all Cs, you have a **verbal-linguistic intelligence**, that is an ability to use words and language. You have highly developed auditory skills and are generally an effective speaker. You think in words rather than in pictures. You need listening and speaking, writing and storytelling, explaining and teaching. You are able to understand the meaning of words, remember information, convince someone of your point of view.

### GRUPPO 3

Are you visual? Answer the following questions.

**At school your favourite class is**

- A. P.E. (Physical Education)
- B. Art
- C. Music

**You have trouble**

- A. sitting for any length of time
- B. listening to instruction without written notes
- C. remembering things by heart

**When talking**

- A. I use a lot of body movements
- B. I draw something on a sheet
- C. I like hearing what others say

**If you have to memorize something**

- A. I write it out a number of times until I know it
- B. I tend to place events in a logical order
- C. I create a rhyme or saying to help me remember.

**During class**

- A. I tend to tap my fingers or play with my pencil
- B. I like to doodle on paper whenever I can
- C. I like logical math puzzles or brain teasers

**If something breaks and won't work**

- A. I tend to play with the pieces to try to fit them together
- B. I tend to study the diagram of how it works
- C. I read the instruction book first

If your answers are all Bs, you have a **visual-spatial intelligence**, that is an ability to perceive the visual. You learn through pictures and need to create vivid mental images to retain information. You need maps, charts, videos and movies. You can paint, design, create visual metaphors and analogies.

### GRUPPO 4

Are you green? Do you love nature? What do you do, in your everyday life, to protect the environment? Answer the following questions in order to discover your profile.

**What do you do during your summer holidays?**

- A. I love to go walking in the woods and looking at the trees and flowers.
- B. I love to go to the seaside and get a suntan
- C. I love staying with my friends and dance all night long.

**As an adult, I think**

- A. I would like to go away from the city and enjoy nature
- B. I will work and live in a huge city
- C. I would like to travel a lot and experience adventure

**What do you do to better living conditions in your hometown?**

- A. I avoid using my moped
- B. I never use public transport
- C. I am too young for this

**What do you think about animals in danger?**

- A. Everybody should cooperate to save them.
- B. It's a matter of policy.
- C. I don't know

**What is your opinion of recycling?**

- A. It is a duty of every citizen in the world.
- B. It is a waste of time.
- C. I would like to do something, but I don't know what to do.

**If something breaks and won't work**

- A. I look around me and try to see what I can find to fix the problem.
- B. I wonder if it's worth fixing.
- C. I tend to tap my finger sto a beat while I figure it out.

If your answers are all As, you have a **naturalist intelligence**, that is an ability to be keenly aware of your own surroundings and of what goes on around you. You are able to organize things into categories, learn

the names of living things in our environment, such as flowers and trees. You need green open spaces, staying in the open air, gardens and parks, having contact with animals.

### Activity 2: Esercizio di matching

Il docente fornirà ai gruppi così formati dei titoli, frasi, slogan che gli studenti dovranno abbinare alla tipologia di intelligenza presentati:

TITLES	TYPE OF INTELLIGENCE
Playing the violin	
Baseball Caps	
Save the Planet	
Words on the page	
Teen reading habits	
The movie industry	
A local radio idol	
An acrobatic family	
Destination Australia	
Breaking the news	
Life of a football player	

Tutti i testi dei questionari sono tratti da "Double L@b Profile", di Maurizio Oberholtzer, Edizioni La Nuova Scuola, 2010.

### Activity 3: Riflessione sulla lingua (*il periodo ipotetico/if clauses*)

Completare le frasi, come nell'esempio:

**Ex.** If you like talking and writing about your own ideas, you'll probably be a verbal-linguistic learner.

1. You'll like to get away from the city and enjoy nature if you.....
2. If you have trouble listening to instructions without written notes you.....
3. If you understand other people's moods and feelings you.....
4. You'll become an athlete, a dancer or a fire-fighter if you.....
5. If you are extremely sensitive to environmental sounds like bells, crickets you.....

Il docente potrà chiedere agli studenti di formulare la regola di come si forma il periodo ipotetico di primo tipo, come si distingue una proposizione principale da una secondaria, quale tempo verbale si utilizza nella proposizione principale e quale in quella secondaria.

## Step 4

L'ultimo step di questo lesson plan consiste in una group discussion guidata, che può essere modificata a seconda che l'attività sia presentata a studenti della scuola secondaria di primo grado o di secondo grado. In entrambi i casi, tuttavia, si tratta di una attività utile per l'orientamento in uscita.

### Activity 1: Group discussion

Nella prima colonna della tabella "CAREERS" è presente un esercizio di matching utile per abbinare la tipologia di intelligenza al percorso di studi consigliato dopo la scuola d'istruzione secondaria di primo grado. Nella seconda colonna della tabella "FUTURE JOBS" è presente un esercizio di scelta multipla per abbinare la tipologia di intelligenza con il mestiere e la professione futura da scegliere dopo la scuola d'istruzione secondaria di secondo grado e/o l'università.

CAREERS		FUTURE JOBS
<i>Match the type of intelligence with the advisable kind of study path.</i>		<i>Choose the right answer.</i>
<b>Intelligence</b>	<b>Study Path</b>	You have a <b>musical-rhythmic intelligence</b> , so you could become a) an artisan, a P.E. teacher, an actor b) a musician, a disc-jockey, a singer or a composer
<b>VERBAL-LINGUISTIC</b>	Liceo Classico Liceo Linguistico Istituto Turistico	
<b>LOGICAL-MATHEMATICAL</b>	Studi di tipo psicologico-economico	You have a <b>logical-mathematical intelligence</b> , so you could become a) a scientist, and engineer, a computer programmer, an accountant b) a navigator, an artist, a painter
<b>VISUAL-SPATIAL</b>	Liceo scientifico Istituto tecnico professionale	
<b>NATURALIST</b>	Istituto professionale alberghiero	You have a <b>naturalist intelligence</b> , so you could become a) a vet, a naturalist, a forest ranger, an agronomist b) a politician, a writer, a journalist
<b>PERSONAL</b>	Istituto per l'industria, l'artigianato e l'agricoltura	
<b>BODILY-KINAESTHETIC</b>	Studi di tipo artistico/musicale Liceo delle Scienze Umane	You have a <b>verbal-linguistic intelligence</b> , so you could become a) a lawyer, a politician, a translator b) a fashion designer, a graphic designer

### Activity 2: Writing

Il docente può chiedere agli studenti di lavorare in coppia individuando quali attività svolgono durante le proprie ore di lezione che possano rientrare nell'attivazione dei tipi di intelligenza studiati. Potranno, dopo averne discusso, scrivere un piccolo paragrafo di 180 parole.

**Maurizio Oberholtzer**

È docente di Lingua e Letteratura inglese presso il Liceo Scientifico Statale "Leon Battista Alberti" di Napoli. Direttore del Dipartimento di Lingue Straniere, è referente per i corsi di preparazione alla certificazione linguistica Cambridge per la lingua inglese e collabora con l'Istituto Cervantes per i corsi DELE di lingua spagnola. Responsabile della scuola per i progetti di mobilità scolastica internazionale e per il cineforum in lingua originale. Ha collaborato con il MCE (Movimento di Cooperazione Educativa) ed ha spesso collaborato con diversi atenei napoletani. Autore di numerosi testi per la scuola secondaria di primo e di secondo grado..