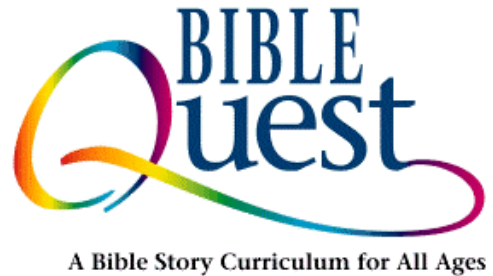


## Workshop



# Many Ways To Learn A Workshop On Multiple Intelligences

### Enter into Planning

As you prepare to lead this workshop, read 1 Corinthians 12:4-11. With which part of the body do you most closely associate? Why? What gifts do you contribute to the whole body of your congregation?

Read the article “Many Ways to Learn.” What new idea did you gain in the article? As you read, what people in your congregation came to mind, both leaders and learners?

Review the plan for the workshop. The workshop is designed for a two-hour period. If you will not have that much time, which activities will you include, and which will you leave out?

Think about the people who will be attending this workshop. Name each one aloud. Write each name on an index card. Create some cards for people whom you do not yet know. After the workshop write a comment about each person on his or her card that will remind you of that person’s gifts.

Pray for wisdom as you lead the workshop and an openness to be transformed in your understanding of education in the church.

### You Will Need

1. name tags
2. leader training video and video player
3. copies of the three handouts
4. *Bible Quest* Curriculum age-level Leader’s Guides, CDs, and Action Packs
5. CD player
6. Bibles
7. pencils
8. paper
9. hymnbook

## Prepare



### **Set up the learning area**

*Leader training video, video player, multiple intelligence poster(s)*

Before the workshop read the article “Many Ways of Knowing” and make notes in the sidebars of highlights to mention to the group. Make enough copies of each of the three handouts to give to each participant.

Create an inviting learning environment by arranging the chairs so that everyone will be able to see one another. Participants in workshops often appreciate having tables so that they can spread out their papers and have a solid surface for taking notes. Invite an artistic person in your congregation to make posters with the icons for each intelligence to provide a visual welcome. One way to do this is to make a transparency of Handout 1 and display it on an overhead or copy it onto newsprint.



### **Begin with worship**

*Bibles, name tags*

As participants arrive, invite them to make a name tag. Name tags are important even if only one person does not know other people in the group.

Distribute Bibles and ask everyone to take part in a responsive reading of 1 Corinthians 12:4-11. There may be some in the group who will need help locating the scripture. Remind everyone that I Corinthians is in the New Testament, the back half of the Bible, and comes after the gospels, Acts, and Romans. Form two groups of about equal size. Have one group read the even-numbered verses of the passage, and the other group, the odd-numbered verses. Offer a prayer thanking God for all the gifts represented by the participants in the group.

Explain the plan for the time together.

## Tell



### **Introduce the theory of multiple intelligences**

*Handout 1*

Begin this section with something like: The truth of the Corinthians passage can be connected with the theory of Multiple Intelligences in at least one way: the many intelligences we have and those that we prefer can be likened to the gifts described in I Corinthians 12. All these gifts are important and necessary to us and to the church.

Distribute Handout 1, “Our Many Intelligences.” Briefly explain Gardner’s definition of intelligences:

1. Intelligences are the ways that we solve problems or create products that are important to our culture.
2. Each intelligence has a broad range or domain of activities.
3. We each have many, many intelligences.
4. No one intelligence is more important than any other intelligence.

5. We can grow in any intelligence, if there has been no brain damage in the area of the brain where that intelligence resides.

Invite responses to this definition. In what ways does this challenge our current understanding of intelligence?



### Show the video

*Leader training video, video player, Handout 1*

Show the *Bible Quest* video, suggesting that the participants make notes on their handouts of examples of the various intelligences being used.

Following the video, briefly review each intelligence. What activities in the video demonstrated each one? Ask the group to make comments or ask questions so that they have a good idea of how the intelligences are distinguishable from one another. Also ask them to identify the one or two intelligences that they think are their own dominant ones.

## Connect



### Demonstrate the intelligences

*Bibles, concordance, paper, pencils*

These eight activities demonstrate use of the multiple intelligences in learning the twelve disciples. Depending on the time available, you may have the entire group do all eight, or you may divide the group into smaller groups and have each small group choose at least two activities.

Another way to approach this activity is to write the description of each activity on a sheet of paper and place the papers around the room. Invite the participants to go to a table, do the activity, and then move to another table.

1. Verbal-linguistic: Find the names of the twelve disciples by looking up the following texts: Matthew 10:1-4, Mark 3:13-19, and Luke 6:13-16. Use a concordance to discover other places in the gospels where these disciples are named or to find out how Jesus called each one.
2. Intrapersonal: Pretend you are one of the disciples and write a diary entry about your day with Jesus and the other disciples.
3. Interpersonal: Role-play a group of the disciples making a decision about where to find food for dinner.
4. Visual-spatial: Create a diagram that shows the relationships among Jesus and the disciples. Place Jesus in the center and then indicate how close each disciple was to him and to the other disciples. Or create a symbol for each disciple.
5. Bodily-kinesthetic: Reenact Jesus' calling each disciple. Move from place to place around the room, from fishing boat to tax collector table, and so on. You may want to leave the room and find disciples in other areas of the church or outside.
6. Musical: Sing a song that names the twelve disciples.
7. Naturalistic: pretend you are at one of the places where Jesus called a disciple. Describe the setting in detail.
8. Logical-mathematical: Create a number rhythm or pattern that helps you recall the names of the twelve disciples.

**Identify the intelligences in session activities**

*Handouts 2 and 3, Bible Quest Leader's Guides with CDs, Action Packs, CD player*

Distribute Handout 2, "Multiple Intelligences and Learning Activities." Go over the handout to be sure that participants know what each activity is. If there is time, brain storm additional activities for each intelligence or for those that the group chooses.

Now distribute Handout 3, "Multiple Intelligences Activities Grid." Have the participants look in their *Bible Quest Leader's Guides* and search through a group of related sessions (at least three) for activities that make use of these intelligences. Remember that some activities may use more than one intelligence. Remind the participants that *Bible Quest* resources include a CD pack aged in the inside back cover of all the *Leader's Guides* except the adult guide. Also, there is an Action Pack for Ages 3-4, Grades K-1, Grades 2-3, and Multi-Age (K-8). All these components are important in using multiple intelligences. As participants find activities that use a particular intelligence, note the session number and activity number on the handout.

This is a good time for leaders using the same age-level resources to work together.

**Celebrate****Review the intelligences**

*Handout 3*

Invite everyone to come together in a circle. Ask them to tell about any discoveries they made while searching through the *Leader's Guides*, CDs, and Action Packs. How complete is their chart on Handout 3?

**Identify insights**

*Bibles, hymnbook*

What new discoveries did the participants make about themselves? What new insights do they have about education in the church?

Repeat the responsive reading of 1 Corinthians 12:4-11. If available in your hymnbook, sing "Called as Partners in Christ's Service" or another song about gifts and the community of faith.

Conclude the time together with prayer.

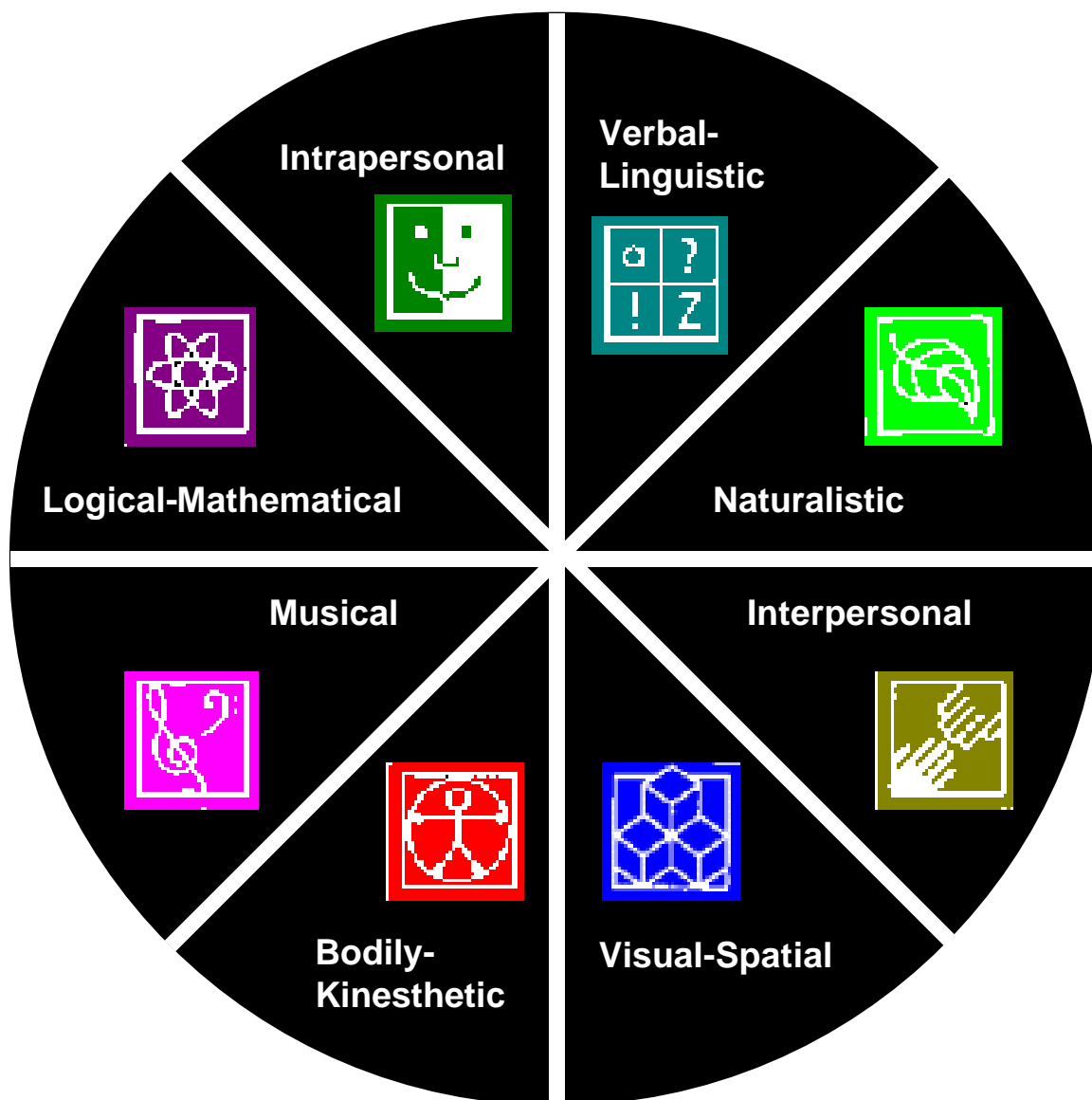


# Handout 1



A Bible Story Curriculum for All Ages

## Our Many Intelligences

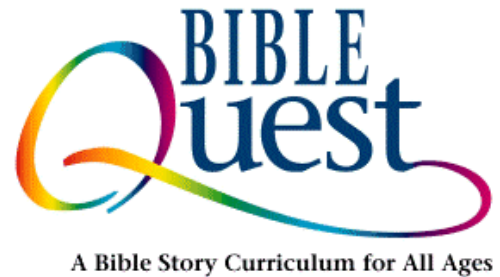


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## Handout 2



### Multiple Intelligences and Learning Activities

**Logical-Mathematical:** learning through reasoning, abstract thinking

logical puzzles                      codes                      sequencing  
outlining                              math problems

**Naturalistic:** learning through interaction with the natural environment

nature hikes                              classifying plants                      feeding animals  
growing plants                              studying with magnifiers

**Bodily-Kinesthetic:** learning through movement and the body

echo pantomime                              signing                              active games  
miming                                      dance

**Visual-Spatial:** learning through the arrangement, visualization, and use of objects

drawing                                      maps                                      sculptures  
jigsaw puzzles                                      diagrams

**Verbal-Linguistic:** learning through the spoken and/or written word

telling stories                                      writing                                      crossword puzzles  
debate    reading

**Musical:** learning through music and rhythm in any form

songs    sounds    listening  
tapping fingers    musical instruments

**Interpersonal:** learning through working and talking with others

group games    cooperative projects                                      discussion group  
working with a friend    leading

**Intrapersonal:** learning through the discovery of one's self

keeping a diary    praying    silent reflection  
guided meditation    daydreaming

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