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PART I

Complete each section by placing a "**1**" next to **each** statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

_____	I enjoy categorizing things by common traits
_____	Ecological (environmental) issues are important to me
_____	Hiking and camping are enjoyable activities
_____	I enjoy working on a garden
_____	I believe preserving (saving/keeping) our National Parks is important
_____	Putting things in hierarchies (system of levels) makes sense to me
_____	Animals are important in my life
_____	My home has a recycling system in place
_____	I enjoy studying biology, botany and/or zoology
_____	I spend a great deal of time outdoors

Total number of 1's used in Section 1:

Section 2

_____	I easily pick up on patterns
_____	I focus in on noise and sounds
_____	Moving to a beat is easy for me
_____	I've always been interested in playing an instrument
_____	The cadence (rhythm/speed) of poetry intrigues me
_____	I remember things by putting them in a rhyme
_____	Concentration is difficult while listening to a radio or television
_____	I enjoy many kinds of music
_____	Musicals are more interesting than dramatic plays
_____	Remembering song lyrics is easy for me

Total number of 1's used in Section 2:

Section 3

_____	I keep my things neat and orderly
_____	Step-by-step directions are a big help
_____	Solving problems comes easily to me
_____	I get easily frustrated with disorganized people
_____	I can complete calculations quickly in my head
_____	Puzzles requiring reasoning are fun
_____	I can't begin an assignment until all my questions are answered
_____	Structure helps me be successful
_____	I find working on a computer spreadsheet or database rewarding
_____	Things have to make sense to me or I am dissatisfied

Total number of 1's used in Section 3:

Section 4

_____	It is important to see my role in the "big picture" of things
_____	I enjoy discussing questions about life
_____	Religion is important to me
_____	I enjoy viewing art masterpieces
_____	Relaxation and meditation exercises are rewarding
_____	I like visiting breathtaking sites in nature
_____	I enjoy reading ancient and modern philosophers
_____	Learning new things is easier when I understand their value
_____	I wonder if there are other forms of intelligent life in the universe
_____	Studying history and ancient culture helps give me perspective

Total number of 1's used in Section 4:

Section 5

_____	I learn best interacting with others
_____	"The more the merrier"
_____	Study groups are very productive for me
_____	I enjoy chat rooms
_____	Participating in politics is important
_____	Television and radio talk shows are enjoyable
_____	I am a "team player"
_____	I dislike working alone
_____	Clubs and extracurricular activities are fun
_____	I pay attention to social issues and causes

Total number of 1's used in Section 5:

Section 6

_____	I enjoy making things with my hands
_____	Sitting still for long periods of time is difficult for me
_____	I enjoy outdoor games and sports
_____	I value non-verbal communication such as sign language
_____	A fit body is important for a fit mind
_____	Arts and crafts are enjoyable pastimes
_____	Expression through dance is beautiful
_____	I like working with tools
_____	I live an active lifestyle
_____	I learn by doing

Total number of 1's used in Section 6:

Section 7

_____	I enjoy reading all kinds of materials
_____	Taking notes helps me remember and understand
_____	I faithfully (routinely/always) contact friends through letters and/or e-mail
_____	It is easy for me to explain my ideas to others
_____	I keep a journal
_____	Word puzzles like crosswords and jumbles are fun
_____	I write for pleasure
_____	I enjoy playing with words like puns, anagrams and spoonerisms
_____	Foreign languages interest me
_____	Debates and public speaking are activities I like to participate in

Total number of 1's used in Section 7:

Section 8

_____	I am keenly aware of my moral beliefs
_____	I learn best when I have an emotional attachment to the subject
_____	Fairness is important to me
_____	My attitude effects how I learn
_____	Social justice issues concern me
_____	Working alone can be just as productive as working in a group
_____	I need to know why I should do something before I agree to do it
_____	When I believe in something I will give 100% effort to it
_____	I like to be involved in causes that help others
_____	I am willing to protest or sign a petition to right a wrong

Total number of 1's used in Section 8:

Section 9

_____	I can imagine ideas in my mind
_____	Rearranging a room is fun for me
_____	I enjoy creating art using varied media
_____	I remember well using graphic organizers
_____	Performance art can be very gratifying
_____	Spreadsheets are great for making charts, graphs and tables
_____	Three-dimensional puzzles bring me much enjoyment
_____	Music videos are very stimulating
_____	I can recall things in mental pictures
_____	I am good at reading maps, atlases and blueprints

Total number of 1's used in Section 9:

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	# of 1's	Multiply	Multiplied Score
1		x 10	
2		x 10	
3		x 10	
4		x 10	
5		x 10	
6		x 10	
7		x 10	
8		x 10	
9		x 10	

Part III

Now plot your scores on the **bar graph** provided… colour in the blocks up to the multiplied score.

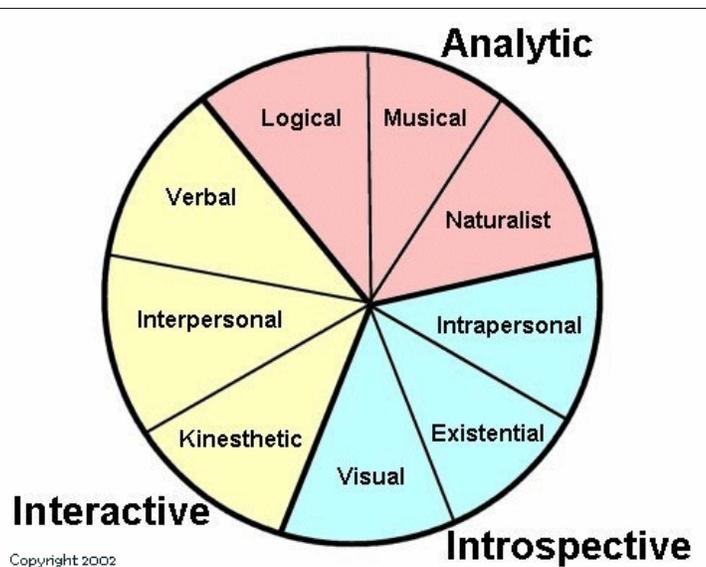| 100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Section 8	Section 9
Type of STRENGTH	Naturalistic	Musical	Logical	Existential	Interpersonal	Kinesthetic	Verbal	Intrapersonal	Visual

Look at the 9 sections above

What are your top 3 types of learning styles?

Bottom 3 types of learning styles?

Do you see a pattern in the group (analytic, interactive, introspective) that they fit into?

What do you think your learning style tells you about the career you might get into?

Analytic — Logical, Musical, Naturalist

Interactive — Verbal, Interpersonal, Kinesthetic

Introspective — Intrapersonal, Existential, Visual

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ANALYTICAL

These three intelligences as analytic because even though they can have a social or introspective component to them, they most fundamentally promote the process of analyzing and incorporating data into existing situations. The analytical intelligences are by nature heuristic (speculative formulation) processes.

Logical (Mathematical)

Children who display an aptitude for numbers, reasoning and problem solving. This is the other half of the children who typically do well in traditional classrooms where teaching is logically sequenced and students are asked to conform.

Musical (Rhythmic)

Children who learn well through songs, patterns, rhythms, instruments and musical expression. It is easy to overlook children with this intelligence in traditional education.

Naturalist

Children who love the outdoors, animals, field trips. More than this, though, these students love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children.

INTROSPECTIVE

These three intelligences as introspective because they require a looking inward by the learner, an emotive connection to their own experiences and beliefs in order to make sense of new learning. The introspective intelligences are by nature affective processes.

Intrapersonal

Children who are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to themselves.

Existentialist

Children who learn in the context of where humankind stands in the "big picture" of existence. They ask "Why are we here?" and "What is our role in the world?" This intelligence is seen in the discipline of philosophy.

Visual (Spatial)

Children who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, and costumes - anything eye catching.

INTERACTIVE

These three intelligences as interactive because even though they can be stimulated through passive activity they typically invite and encourage interaction to achieve understanding. Even if a student completes a task individually, s/he must consider others through the way s/he writes, creates, constructs and makes conclusions. The interactive intelligences are by nature social processes.

Verbal (Linguistic… to do with words)

Children who demonstrate strength in the language arts: speaking, writing, reading, listening. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching.

Kinesthetic (Bodily)

Children who experience learning best through activity: games, movement, hands-on tasks, building. These children were often labeled "overly active" in traditional classrooms where they were told to sit and be still!

Interpersonal

Children who are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. These children may have typically been identified as "talkative" or " too concerned about being social" in a traditional setting.

Remember:
- ➤ Everyone has all the intelligences!
- ➤ You can strengthen intelligence!
- ➤ This inventory is meant as a snapshot in time – it can change!
- ➤ M.I. is meant to empower, not label people!