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Introduction

Children are naturally inquisitive and keen to explore and understand the world around them, but often lose this natural learning ability when they grow older. As a classroom teacher I have developed and taught units of work using Multiple Intelligences to successfully nurture children's natural learning styles and enhance their education. The seven intelligences as defined by Howard Gardner include Verbal-linguistic Intelligence, Mathematical-logical Intelligence, Visual-spatial Intelligence, Musical-rhythmic Intelligence, Bodily-kinaesthetic Intelligence, Interpersonal Intelligence and Intrapersonal Intelligence. The units of work contained in this book are the ones I use in my everyday teaching. They have really motivated children to succeed.

These activities make children's learning interesting and enjoyable. The Multiple Intelligences approach provides teachers and students with many open-ended learning experiences for:

- Learning centres
- Small-group activities
- Whole-class activities
- Thematic studies
- Individualised learning

Each unit provides scope for children to use their preferred way of learning and presenting information. They are designed to:

- Develop higher-order thinking
- Cater for individual learning styles
- Recognise and develop multiple intelligences
- Develop creativity and imagination
- Promote problem-solving skills

It is not necessary to complete all of the activities contained in each unit of work. The time you spend on each unit will depend on your teaching situation. After using the units successfully for many years, I have found that the units work best if used for about half a term.

Using Multiple Intelligences in the Classroom

As a teacher resource

There are many enjoyable and educational ideas that can be used by teachers to stimulate children's interest in learning and thinking. Each activity can also be used as an individual lesson.

As a thematic approach

Each unit of work is based on a theme which contains a range of activity ideas under each intelligence. I have found that giving students some degree of choice in the questions they complete and the ability to negotiate changes within a question results in a higher standard of work. Many of the activities are also suited to whole-group lessons.

Each unit can run over a set period of time allowing you the flexibility to answer as many questions as you like. The activities contain lessons that cover all areas of the school curriculum and units can easily be modified or expanded to suit the needs of your class.

Individualising learning

As a teacher I have had great success in individualising student learning. Giving students a choice in what they do is an enormous motivational strategy. When children can see the purpose and value of a learning activity, they are more willing to involve themselves. The interested student is much more likely to learn, understand and remember. The motivated student will be immersed in the work, ask questions and seek links.

There are many options available for individualising learning. Once you have handed out and discussed the unit of work you could:

- Give the students free choice of the questions.
- Identify a set number of compulsory questions.
- Give children a choice of optional questions.
- Plan a contract using the activities. *Personalise* and *individualise* activities to cater for individual learning needs.

Allowing some flexibility and negotiation within questions will help to increase the students' ownership of the learning experience. The amount of work set for each unit will depend on the structure of your classroom learning environment.

Learning centres

I have used a learning centre approach successfully over many years. It develops collaborative, co-operative and resource-based learning skills and also works well for individualised learning.

Some days I set up a learning centre based on each of the Multiple Intelligences—activities and materials needed for each task are placed in the centre. Then I set up a timetable for children to use.

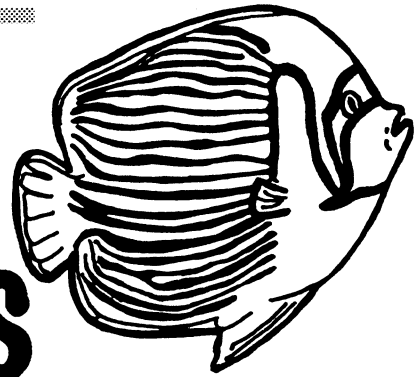
Besides increased learning and academic output, one of the great benefits of using the units has been the social interaction. The questions enable co-operative and collaborative learning to take place, and the opportunity to perform to an audience usually bonds the group of students.

Over the years these units of work have been well received by the children I have taught. I have had many favourable comments from students, parents and my peers. I hope these activities bring you success as well!

—Steve Wayne



Oceans



What covers three quarters of the surface of planet Earth? The answer is of course, water. This mainly takes the form of oceans, rivers and seas. This unit of work looks at some mysteries associated with Oceans and the various ways that humans are associated with the Oceans of the world.

Some of the topics examined include:

- The types of food taken from Oceans
- Endangered species in Oceans
- Marine disasters
- Marine creatures
- Whether whaling should be allowed
- Marine conservation
- Animal intelligence

As you can see, there is a wide selection of interesting topics and issues to discover in this unit. Ultimately, we may look to the Oceans as a yet unexplored environment and resource.

A Summary of Learning Outcomes Using the Unit of Work "Oceans"

Below you will find a brief outline of skills that can be successfully taught using Multiple Intelligences. The list gives a general indication of *some of the learning outcomes* that can be achieved using this unit of work. There are many more than those presented.

Key Competencies

- Collecting, Analysing and Organising Information
- Communicating Ideas and Information
- Planning and Organising Activities
- Working with Others and in Teams
- Using Mathematical Ideas and Techniques
- Solving Problems

English

Constructs and retells meanings from short written texts with familiar topics and vocabulary.

Experiments with interrelating ideas and information when writing about familiar topics within a small range of text types.

Interacts confidently with others in a variety of situations to develop and present familiar ideas, events and information.

Society and Environment

Customs, traditions, practices of familiar groups and communities.

Work on environmental care.

Describes an example of a flow in the provision of a product or service.

Describes the place of a cycle within natural systems and the place of people in it.