

The **Dramatically Different** *Classroom*

Multiple Intelligences Activities
Across the Curriculum

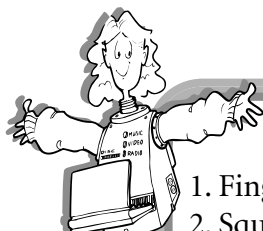


Christine Laitta
& Mark Weakland

HAWKER BROWNLOW
EDUCATION

Table of Contents

Chart of Multiple Intelligences.....	viii
Acknowledgments/Dedication	x
Introduction (What it is)	xi
Definitions (And how to get the most out of your book)	xiv
Preview (What you are going to get)	xvi



Creating the Ensemble

	Page		Page
1. Finger Tip Trip	2	10. Movement Canon	14
2. Squishy Ball	3	11. Pass the Ball to the Beat.....	15
3. Sit Circle	4	12. Mirror, Mirror	16
4. Creative Communication	5	13. Find Your Centre	17
5. Arm Tangle.....	7	14. Shoulder to Shoulder.....	18
6. Pass the Rope, Please!	8	15. Song of the Day	20
7. Body Machine	9	16. Machine Soundscapes	22
8. Becoming a Storm	11	17. Huddle-Up	24
9. The Sounds & Smells of Memories	12	18. Slap-It	25
		19. Bibbity Bop Bop Boo.....	26

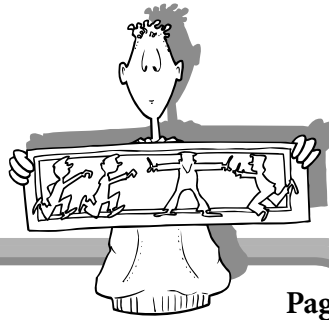


English

	Page		Page
1. A Line at a Time	30	15. The Missing Middle	50
2. The ABCs of Storytelling	31	16. What's Your Sign?	51
3. Story Theatre.....	33	17. Poetry Soundscapes	52
4. The Talk Back Talk Show	34	18. Feelings, Nothing More Than....	54
5. Sounding Out Your Story	36	19. Tell Me a Story.....	59
6. Sound Effect Stories	38	20. Stories That Move Me.....	60
7. Character Monologues	39	21. The Story of My Life So Far	62
8. Readin', Rhyming' & Rhythm	41	22. Express Yourself.....	64
9. Recreating the Classics	42	23. Sing, Sing a Song	65
10. If They Were Alive Today	44	24. I Hear a Melody.....	66
11. A Real Life Fairy Tale	45	25. Rhythm & Reading	68
12. Radio Theatre	46	26. Elliptical Scenes.....	70
13. Music for Language Learning....	48	27. History of Storytelling	74
14. A Picture Is Worth a Thousand Words	49		



Humanities



	Page		Page
1. Little Schoolhouse in the Bush.....	78	12. Beginning, No Middle, the End.....	94
2. The State I'm In.....	79	13. Burke and Wills Return	96
3. Tableaux	80	14. World Music	98
4. Step Inside a Painting	82	15. Create a Culture.....	99
5. Wax Museum.....	85	16. Family Tree	102
6. Talkin' History	86	17. The Laboral Party	103
7. Voices From the Past	88	18. P.M. for a Day	104
8. The Flip Side: Seeing the Other Side of History	89	19. Through the Eye of a Lens	106
9. Our Town.....	90	20. Mock Trials	109
10. Great Southern Land.....	92	21. The History of Art.....	110
11. What If?	93		



Mathematics

	Page		Page
1. Alice's Restaurant	114	10. Build It With Bodies	129
2. Larger Than Life Maths	115	11. Tower of London.....	130
3. Holiday Stations	116	12. Movement Review.....	132
4. Scavenger Hunt	120	13. All in the Family	134
5. Greatest Hits	122	14. Building an Arch	136
6. Maths Theatre	124	15. Architecture That Works	138
7. Place Your Order	125	16. Teacher for a Day	141
8. The Maths Shack.....	126	17. Architects: Making a Difference	144
9. How Many Borps in a Kilometre?	128		



Science & Health



Page	Page
1. Soaring Through the Solar System148	9. Go With the Flow H ₂ O.....159
2. Bunsen Burners & Other Hot Topics149	10. Conservation: Preserving a Place for the Future160
3. Let's Make It Move150	11. Only Skin Deep.....165
4. Journey to the Centre of the Earth.....152	12. Digestion: The Inside Story166
5. I Am a Tree154	13. Hygiene: The Whole Dirty Story.....168
6. Family Tree155	14. Diseases: Spreading the Truth171
7. It's Alive.....157	15. Safety Hero172
8. Songs of Science158	16. Building the Food Pyramid 177

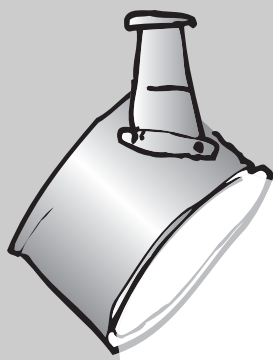


Taking a Break

Page	Page
1. Do a Little Dance180	8. Who Am I?187
2. Eraser Tag181	9. Improvisation With Specific Words188
3. You Have Changed.....182	10. Class TV189
4. Lanterns183	11. Moving Music190
5. Scavenger Hunt184	12. Bend & Stretch191
6. 7-Up185	13. "Figure" It Out192
7. Who's the Leader?186	

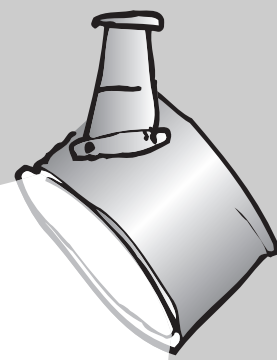
Bibliography (Useful Info in ABC order)	193
---	-----





Introduction

(What it is)



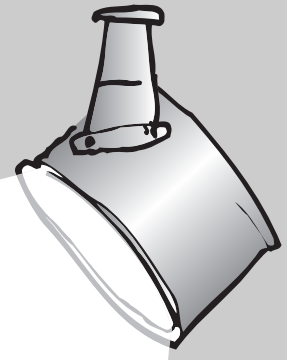
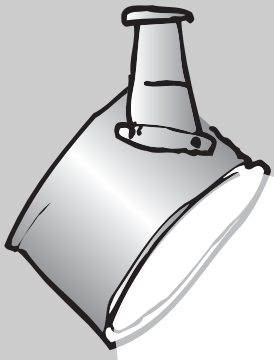
Rationale: Find the Einstein, Hepburn and Shakespeare Within!

• *We believe that teachers should use music, art and theatre in their curriculum on a regular basis. Why? Because intelligence manifests itself in many ways!* In the 1980s Howard Gardner, a research scientist, put forth the idea of multiple intelligences. Drawing on various areas of brain and learning research, Dr Gardner postulated a list of eight intelligences: linguistic, logical/mathematical, spatial, musical, bodily/kinesthetic, interpersonal, intra-personal and naturalist. *The Dramatically Different Classroom* is a book to help teachers recognise and nurture multiple intelligences in their students! Unlike activities and lessons that only teach to students with linguistic and logical/mathematical strengths, these activities speak to all students, especially those who learn through movement and music. *These activities reach out to students who have strengths in music and drama, love to move and make sounds, learn best when they can manipulate objects and are adept at working with others and understanding their own motivations and strengths.*

• *Music, art and drama are everywhere;* they do not exist solely as academic subjects in theatre and music departments. Ask yourself this question on a daily basis: How can I integrate music and drama into my lesson? Look to movies, CDs,

television, radio, plays and videos as sources of ideas and inspiration. Remember that music teachers, your neighbour, a piano teacher, local artists and many others can be great resources. Don't forget to draw on your own musical loves (from Radiohead to Perry Como) and your own talents (dust off that flute in the cupboard and break out the easel).

• *The Dramatically Different Classroom celebrates the diversity of students' intelligences and abilities with activities that promote an inclusive classroom environment.* Two goals of this book are: 1) helping classroom teachers adapt to and program for the individual educational needs of all students, and 2) making information tangible and living to the students (turning abstract concepts into concrete examples). Classroom teachers are called upon to reach out and teach to all students, regardless of present achievement levels or over-all ability. Classrooms now contain students who use English as a second language, need learning support and come from amazingly diverse cultural backgrounds. Inclusive classrooms contain students who have nontraditional learning styles or need to learn how to cooperate and concentrate. The activities in this book help teachers meet the needs of all students and provide them with a wide variety of learning opportunities. In other words, *The Dramatically Different Classroom* provides students with new ways to learn the same old stuff!



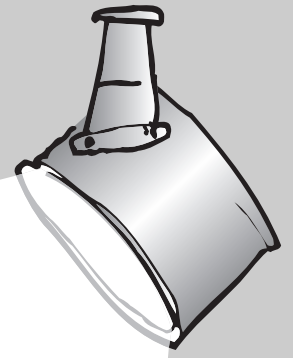
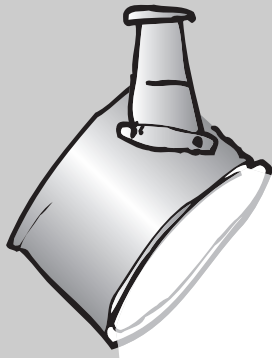
• **Music and drama encourage teachers and students to think outside of the box and dare to be different.** They reconnect teachers to a creative side (that may have been tucked away in a drawer with the whiteout and rubber bands) while creating in students a desire to take risks and try new ideas. The theory of multiple intelligences says that intelligence is not static; neither is one's ability to learn. When properly nurtured and stimulated, the intelligences of an individual are activated and developed by the activity in which they participate. Therefore, the activities in this book have been designed to nurture and stimulate all types of intelligences and promote growth and development in as many educational areas as possible. Instead of simply writing or reading to learn, students create living pictures, compose soundscapes, study in their communities and the natural environment, bring inanimate objects to life, dress and act as if they lived in another century and work in cooperative groups that build science machines with their bodies and soar through the solar system!

• **Music and drama are often used to enhance a lesson, but in the minds of the students they are the lesson!** For example, when a teacher adds to her lesson by singing the times tables, she may think she was simply doing something extra special. Actually, singing is the activity that solidifies the lesson's content in the minds of the students. **If music and drama are so memorable to students, why not use them to teach the whole lesson?**

• Take a minute and think back to the most interesting and inspiring moments that you experienced when you were a student. Do they include excursions, assemblies and class plays? Weren't the best times when you shared something you made, took part in a group activity like Classroom Olympics, or did something special such as reading to the year twos. **These memorable moments can happen every day if you rethink your lessons in terms of music and drama.**

• When teachers use creative dramatic techniques and music early in the school year and use them consistently, **students develop natural interactions between one another and become comfortable with nonthreatening physical expression and contact.** An early start and regular usage of this book's activities will hook the students on movement, music and drama. Soon your students will want to create their own activities and will expect other teachers to use drama and music, too.

• **The ensemble activities in this book, as well as many of the academic activities, are designed to foster acceptance of others, create trust and cooperation among students, and encourage positive risk taking.** *The Dramatically Different Classroom* provides teachers with activities that allow students to become comfortable with peers and adults and accept, and even celebrate, the differences of others. Under stress from difficult



home lives, impoverished neighbourhoods and a lack of a social supports many students come to school without the prerequisite skills needed for learning. If students are worried about being teased by others, are ultracompetitive or feel alone and misunderstood, they cannot be ready to concentrate on binomial equations and prepositional phrases! And so teachers must take steps to teach students how to cooperate, take risks, become less competitive and form a circle of supportive friends. Whether one calls a group of students a cooperative learning group, a classroom community or an ensemble, the focus of this book remains the same: it aims to provide teachers with activities that promote peaceful and respectful co-existence in the classroom.

• ***Current research tells us that music and movement are important, some would say vital, in the overall education of any child.*** Articles in countless magazines have described how music is linked to mathematical thinking. Brain research has shown that physical skills and emotional responses increase the strength of memory pathways and improve the chance that learning will “stick”. A lesson that has an emotional impact is more likely to be remembered than a lesson that is interesting but doesn’t illicit an emotional response. Research also tells us that some people are right-brain dominant while others are left-brain dominant. Students with right-brain dominance learn best when presented with lessons and activities that emphasise music, emotions and gross motor movement and de-emphasise words,

numbers and fine motor movements. Some of the many factors that inhibit learning, such as competition, environmental stress, emotional stress and lack of movement have now been systematically studied and identified. How does a teacher increase the emotional impact of a lesson and teach to students with right-brain dominance? ***How can a teacher incorporate more music and movement into the busy school day and decrease competition and stress in the classroom? The answers to those questions are right here in this book!***

• ***Oh yeah—music and drama are fun!***

Ensemble Activity 1



Finger Tip Trip

As a sighted student guides a blindfolded student by the tips of their fingers, students create trust among one another and rediscover their senses.

Stuff You Need

- Blindfolds
- Interesting objects

Stuff You Need to Know

This can be done in the classroom or outside in an open area.

Enhancers

- Have the students try to build a huge tower of blocks with a blindfolded partner or allow them to create their own tasks, such as tying shoes, getting dressed or making a cake recipe. The sighted partner should physically and verbally assist as needed.
- Now let them try to build a tower using verbal coaching and no physical help.

Multiple Intelligences

- Visual/Spatial
- Bodily/Kinesthetic
- Interpersonal
- Verbal/Linguistic

1. Partner Up

Partner up each student. Remind the partners that one person will be the eyes for the other.

2. The Sighted Guide the Blind

The sighted student guides the blindfolded student around the room or playground, successfully navigating around obstacles.

3. Blind Discover Objects

The sighted student guides the blindfolded student by the tips of their fingers to several different objects. Once there, the blindfolded student feels the objects and describes what they feel like in as much detail as possible.

4. Return to Start

The sighted student brings their partner back to the spot where they started and removes the blindfold. Now the previously “blind” person tries to find the objects that they touched earlier.

5. Switch Roles

Switch partners and do the same activity.



Squishy Ball

Students pass a squishy ball around in a circle using only their elbows or knees. Hands may not be used and the students cannot drop the ball in this timed event. This is a great “get to know your classmates” activity as well as one that promotes bonding within a group.

1. Form a Circle

Students form a circle in which everyone is facing the middle. One person places the ball between their knees. Remind the class that you will be timing them.

2. Pass the Ball

The students pass the ball to each other around the circle using only their knees. If they drop it, they start over!

3. Time the Group

Time the group. After they successfully pass the ball all the way around, go back and do it again in half the time!

Ensemble Activity 2



Stuff You Need

- One nerf-type, squishy ball that is at least as large as a soccer ball
- A clear space in which to form a circle

Stuff You Need to Know

The teacher leads the activity by timing the event. Remind the class that they will become a stronger and faster team if they encourage each other. If they drop the ball, they must start again.

Enhancers

- Pass the squishy ball with elbows instead of knees or start with the elbows and then move to the knees.
- Chart the progress of your class on the board and compare it to the progress of others. Have the students construct their own graphs during a maths class.

Multiple Intelligences

- Visual/Spatial
- Bodily/Kinesthetic
- Interpersonal



Creative Communication

Students create an imaginary vocabulary and teach it to one another. This activity introduces the concept of a foreign language and promotes creative problem solving.



1. Choose a Challenge

Have each child pick a task they would like to teach to the class.

2. Prepare the Vocabulary

Let the students prepare a vocabulary based on words needed to teach the task. They need to write down this vocabulary and the meaning of their words. As you start, give the students examples of simple tasks, such as buttoning a coat, brushing your hair or shaking hands.

See examples in the following blackline master.

3. Students Teach Task

Have the student or students teach the task to the class. (Say that five times fast!)

4. Discuss and Critique

Discuss what the class learned from the presentation. Was it easy to follow, did they use movements that complemented their words, what else could the students have used to make their presentation more clear?

Stuff You Need

- Examples of a created vocabulary complete with a meaning for each word
- Paper and pencil
- Imaginary Words worksheet

Stuff You Need to Know

Students can do this activity with a partner, in cooperative groups or as a whole class. Make sure they have plenty of time to prepare. Remind them that the created vocabulary must be large enough to teach the task. In this activity, students learn that people with disabilities or those who don't speak English must overcome language and communication barriers every day.

Enhancers

- Substitute other challenges, such as No Sight or No Hands (see Activity 1, Finger Tip Trip, page 2).
- Discuss other challenges that make learning and communicating difficult, such as travelling to a foreign country or communicating with someone who has a hearing impairment.
- Create your own vocabulary. Use these made up words to encourage and praise the students.

Multiple Intelligences

- Interpersonal
- Verbal/Linguistic
- Logical/Mathematical

