Reflection #1

Now that we have discussed all of the multiple intelligences think about previous lessons that you have taught. I am sure there were times you used the multiple intelligences without even knowing. Give examples of how you used the intelligences in the past.

One of my favorite activities that I have worked with in Punta Culebra is called “Marbella the Starfish”. The activity starts with a story told to the students (preschool specially) about a starfish that listens to a conversation between two pelicans about the moon and decides that she wants to see the moon too. In her journey, she meets a few friends that will accompany her to see the moon.

After listening to the story, we tell the students we are going to look for Marbella and her friends. We go around Punta Culebra meeting different animals and how they move and what they eat.

At the end, we finish with a game pretending to be the different animals we found and how they moved. Sometimes we tell them to draw or paint a picture of their favorite character or animal we found on the tour.

Analyzing this activity I would say that we use the following intelligences:

* Linguistic: by listening to the story about Marbella and discussing the different animals we find.
* Spatial: by looking at the actual animals that were in the story and other animals that are in the Center and when we draw or paint the animals.
* Bodily-kinesthetic: when we play moving like the animals and when we touch the starfish and some friends.
* Naturalistic: because we talk about, see and touch the animals.
* Interpersonal: they do all the activity as a group.
* Intrapersonal: when they draw their favorite animal.

Reflection #2

Think about ways you can use the intelligences in the future and give examples.

In Punta Culebra we have a lot of resources to help use develop the multiple intelligences. For example:

1. Linguistic: with storytelling, discussing ideas and topics, letting students write about their thoughts on global warming or pollution or how to care for the environment, among other things. Giving written material for them to read and analyze.
2. Logical-mathematical: using experiments like the scientist would do to find the answer to a specific question. Letting the students think about solutions to environmental problems.
3. Spatial: using power point presentations or videos to talk about a topic. Using recycled material to make art crafts.
4. Bodily-kinesthetic: with games and activities like scavenger hunts, with walks through the forest, the rocky shore or the beach.
5. Musical: teaching students songs about animals, playing music while they do an activity, we could also let them create a song to sing while doing a march to save the animals or the environment.
6. Interpersonal: by doing some activities in group like board games.
7. Intrapersonal: letting the students think about their individual opinion about a topic or to solve a problem. Using the exit ticket activity to get an idea of what each student took from the tour.
8. Naturalistic: well, I believe that everything we do in Punta Culebra has something to do with this intelligence!!

**Emilie,**

**You did a great job answering these questions. The Marbella the Starfish activity sounds like a lot of fun and seems to be a very interactive activity for the children. It includes 6 of the 8 intelligences. Remember all of us are more dominant in certain intelligences than others. Doing activities that incorporate different intelligences insure that most if not all the students learn. Please keep this in mind when you create your own activities. I think that you have a very good understanding of the multiple intelligences and how to use them. Good job!**