

## **Using Multiple Intelligences to Learn About Grief and Loss**

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## Using Multiple Intelligences to Learn About Grief and Loss

After the presentation, participants will be able to:

- explain the different multiple intelligences
- identify concepts relating to loss
- describe how to teach about loss using the multiple intelligences.

“[...T]he process of grieving is complicated and personal. Just as there is no right way to die, there is no right way to grieve” (Cavanaugh & Blanchard-Fields, 2002, p. 464). In addition, just as there are many ways to work through grief and loss, there are also many ways to teach about grief and loss. The conceptual framework of multiple intelligences (Gardner, 1993) can help educators in developing different ways of teaching about this area. Gardner (1993) suggested that individuals learn in different ways; there are eight intelligences (or ways of learning): verbal skills, mathematical skills, spatial skills, bodily-kinesthetic skills, musical skills, interpersonal skills, intrapersonal skills, and naturalistic skills. Although everyone has each intelligence, an individual may be stronger in some intelligences than others (Santrock, 2005, p. 430) and many individuals learn using a combination of two or more intelligences.

When teaching about loss, educators need to keep in mind that there likely are a variety of multiple intelligences represented among a group of learners. Similarly, educators need to be cognizant of the fact that we tend to teach from our strengths including our preferred multiple intelligences which may or may not match those of our audience. For example, some individuals may be able to better learn about and/or address their grief and loss through small group activities (interpersonal intelligence) while others may want to use journaling (intrapersonal intelligence), dance (kinesthetic intelligence), or art (spatial intelligence). By teaching the learners using a variety of intelligences, individuals will be better able to teach others about loss as well as deal more effectively with their grief and loss.

This presentation will be a combination of lecture, small group work, and individual work. Participants will use an inventory to identify their preferred multiple intelligences; individuals will also learn how to use such a tool to develop ways to teach others about loss. During the last part of the presentation, participants work in groups to explain how they would teach about a specific concept regarding loss using one or more of the multiple intelligences.

### References

- Campbell, L. (1997). Variations on a theme: How teachers interpret M.I. theory. *Educational Leadership*, 55, 14-19.
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- Gardner, H. (1983). *Frames of mind. The theory of multiple intelligences*. New York: Basic Books.
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- Gardner, H. (1993). *Multiple intelligences*. New York: Basic Books.
- Gardner, H. (2000). *Intelligence reframed: Multiple intelligences for the 21<sup>st</sup> century*. New York: Basic Books.
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# Multiple Intelligences Survey

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<http://surfaquarium.com/MI/inventory.htm>

## **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 issues are important to me
- \_\_\_\_\_ Classification helps me make sense of new data
- \_\_\_\_\_ I enjoy working in a garden
- \_\_\_\_\_ I believe preserving our National Parks is important
- \_\_\_\_\_ Putting things in hierarchies 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 pick up on subtle differences in meaning
- \_\_\_\_\_ TOTAL for 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 enjoy making music
- \_\_\_\_\_ I respond to the cadence of poetry
- \_\_\_\_\_ I remember things by putting them in a rhyme
- \_\_\_\_\_ Concentration is difficult for me if there is background noise
- \_\_\_\_\_ Listening to sounds in nature can be very relaxing
- \_\_\_\_\_ Musicals are more engaging to me than dramatic plays
- \_\_\_\_\_ Remembering song lyrics is easy for me
- \_\_\_\_\_ TOTAL for Section 2

### Section 3

- \_\_\_\_\_ I am known for being neat and orderly
- \_\_\_\_\_ Step-by-step directions are a big help
- \_\_\_\_\_ Problem solving comes easily to me
- \_\_\_\_\_ I get easily frustrated with disorganized people
- \_\_\_\_\_ I can complete calculations quickly in my head
- \_\_\_\_\_ Logic puzzles are fun
- \_\_\_\_\_ I can't begin an assignment until I have all my "ducks in a row"
- \_\_\_\_\_ Structure is a good thing
- \_\_\_\_\_ I enjoy troubleshooting something that isn't working properly
- \_\_\_\_\_ Things have to make sense to me or I am dissatisfied
- \_\_\_\_\_ TOTAL for 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 work
- \_\_\_\_\_ Relaxation and meditation exercises are rewarding to me
- \_\_\_\_\_ I like traveling to visit inspiring places
- \_\_\_\_\_ I enjoy reading philosophers
- \_\_\_\_\_ Learning new things is easier when I see their real world application
- \_\_\_\_\_ I wonder if there are other forms of intelligent life in the universe
- \_\_\_\_\_ It is important for me to feel connected to people, ideas and beliefs
- \_\_\_\_\_ TOTAL for Section 4

#### Section 5

- \_\_\_\_\_ I learn best interacting with others
- \_\_\_\_\_ I enjoy informal chat and serious discussion
- \_\_\_\_\_ The more the merrier
- \_\_\_\_\_ I often serve as a leader among peers and colleagues
- \_\_\_\_\_ I value relationships more than ideas or accomplishments
- \_\_\_\_\_ Study groups are very productive for me
- \_\_\_\_\_ I am a “team player”
- \_\_\_\_\_ Friends are important to me
- \_\_\_\_\_ I belong to more than three clubs or organizations
- \_\_\_\_\_ I dislike working alone
- \_\_\_\_\_ TOTAL for Section 5

#### Section 6

- \_\_\_\_\_ I learn by doing
- \_\_\_\_\_ I enjoy making things with my hands
- \_\_\_\_\_ Sports are a part of my life
- \_\_\_\_\_ I use gestures and non-verbal cues when I communicate
- \_\_\_\_\_ Demonstrating is better than explaining
- \_\_\_\_\_ I love to dance
- \_\_\_\_\_ I like working with tools
- \_\_\_\_\_ Inactivity can make me more tired than being very busy
- \_\_\_\_\_ Hands-on activities are fun
- \_\_\_\_\_ I live an active lifestyle
- \_\_\_\_\_ TOTAL for Section 6

#### Section 7

- \_\_\_\_\_ Foreign languages interest me
- \_\_\_\_\_ I enjoy reading books, magazines and web sites
- \_\_\_\_\_ I keep a journal
- \_\_\_\_\_ Word puzzles like crosswords or jumbles are enjoyable
- \_\_\_\_\_ Taking notes helps me remember and understand
- \_\_\_\_\_ I faithfully contact friends through letters and/or e-mail

- \_\_\_\_\_ It is easy for me to explain my ideas to others
- \_\_\_\_\_ I write for pleasure
- \_\_\_\_\_ Puns, anagrams and spoonerisms are fun
- \_\_\_\_\_ I enjoy public speaking and participating in debates
- \_\_\_\_\_ TOTAL for Section 7

Section 8

- \_\_\_\_\_ My attitude effects how I learn
- \_\_\_\_\_ I like to be involved in causes that help others
- \_\_\_\_\_ 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
- \_\_\_\_\_ Social justice issues interest 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 give more effort towards it
- \_\_\_\_\_ I am willing to protest or sign a petition to right a wrong
- \_\_\_\_\_ TOTAL for Section 8

Section 9

- \_\_\_\_\_ I can visualize ideas in my mind
- \_\_\_\_\_ Rearranging a room and redecorating are fun for me
- \_\_\_\_\_ I enjoy creating my own works of art
- \_\_\_\_\_ I remember better using graphic organizers
- \_\_\_\_\_ I enjoy all kinds of entertainment media
- \_\_\_\_\_ Charts, graphs and tables help me interpret data
- \_\_\_\_\_ A music video can make me more interested in a song
- \_\_\_\_\_ I can recall things as mental pictures
- \_\_\_\_\_ I am good at reading maps and blueprints
- \_\_\_\_\_ Three dimensional puzzles are fun
- \_\_\_\_\_ TOTAL for Section 9

Part II

Now record your totals from each section:

Section	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	

### Part III

Now determine your intelligence profile!

Key:

Section 1 – This reflects your Naturalist strength

Section 2 – This suggests your Musical strength

Section 3 – This indicates your Logical strength

Section 4 – This illustrates your Existential strength

Section 5 – This shows your Interpersonal strength

Section 6 – This tells your Kinesthetic strength

Section 7 – This indicates your Verbal strength

Section 8 – This reflects your Intrapersonal strength

Section 9 – This suggests your Visual strength

Remember:

Everyone has all the intelligences!

You can strengthen an intelligence!

This inventory is meant as a snapshot in time – it can change!

M.I. is meant to empower, not label people!

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<b>Multiple Intelligences</b>		
<b>The Intelligences</b>	<b>People with a high degree of this intelligence:</b>	<b>Teaching Strategies</b>
<b>Verbal / Linguistic</b>	<ul style="list-style-type: none"> <li>• Express themselves well through language</li> <li>• Use words effectively whether speaking or writing</li> <li>• High reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Written reports</li> <li>• Presentations</li> <li>• Essays</li> <li>• Reading assignments</li> <li>• Storytelling</li> </ul>
<b>Logical / Mathematical</b>	<ul style="list-style-type: none"> <li>• Are very good with numbers</li> <li>• Understand various patterns</li> <li>• Patterns include thought, number, visual, color, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Analogies</li> <li>• Metaphors &amp; similes</li> <li>• Quantitative tests</li> <li>• Data analysis</li> </ul>
<b>Musical / Rhythmic</b>	<ul style="list-style-type: none"> <li>• Understand rhythm, melody, pitch &amp; tones</li> <li>• Express themselves through rhythm, music or dance</li> <li>• Sensitive to sounds in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to music</li> <li>• Comparing/contrasting music &amp; rhythms</li> <li>• Listening walks</li> <li>• Use rap or songs</li> </ul>
<b>Visual /Spatial</b>	<ul style="list-style-type: none"> <li>• Think in terms of images &amp; pictures</li> <li>• Good at mentally representing ideas</li> <li>• Able to see the world accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Use of art &amp; varying art media</li> <li>• Graphic organizers</li> <li>• Charts &amp; graphs</li> <li>• Photography</li> </ul>
<b>Bodily / Kinesthetic</b>	<ul style="list-style-type: none"> <li>• Use their bodies to express their ideas &amp; feelings</li> <li>• Tuned into their own body</li> <li>• Active learners &amp; learn best by doing</li> </ul>	<ul style="list-style-type: none"> <li>• Movement activities</li> <li>• Field trips</li> <li>• Activities to “walk in another’s shoes”</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Deep understanding of what motivates other people</li> <li>• Good at understanding other people’s needs</li> <li>• Work well with teams &amp; communicate well with others</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Small group tasks</li> <li>• Group process</li> <li>• Team work</li> </ul>
<b>Intrapersonal</b>	<ul style="list-style-type: none"> <li>• Strong sense of self &amp; ability to examine own thoughts &amp; feelings</li> <li>• Often like to work alone. Introspective, often dreamers</li> <li>• Equipped to make personal decisions about their lives</li> </ul>	<ul style="list-style-type: none"> <li>• Journaling</li> <li>• Reflecting</li> <li>• Opportunities for introspection</li> <li>• Individual tasks</li> </ul>
<b>Naturalist</b>	<ul style="list-style-type: none"> <li>• Love the outdoors &amp; strong connection with the environment</li> <li>• Sensitive to the needs of plants &amp; animals</li> <li>• High appreciation of the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• Nature walks</li> <li>• Comparisons to the environment</li> </ul>
<b>Existential</b>	<ul style="list-style-type: none"> <li>• Think on a universal level</li> <li>• Compare self in relation to the universe</li> <li>• Ponder deep questions—Who are we? Where do we come from? Why do we die?</li> </ul>	<ul style="list-style-type: none"> <li>• Philosophizing</li> <li>• Essential questions</li> <li>• Spiritual comparisons</li> </ul>

(Campbell, 1997; Gardner, 1983; 1991; 2000).

## Teaching About Loss through the Multiple Intelligences

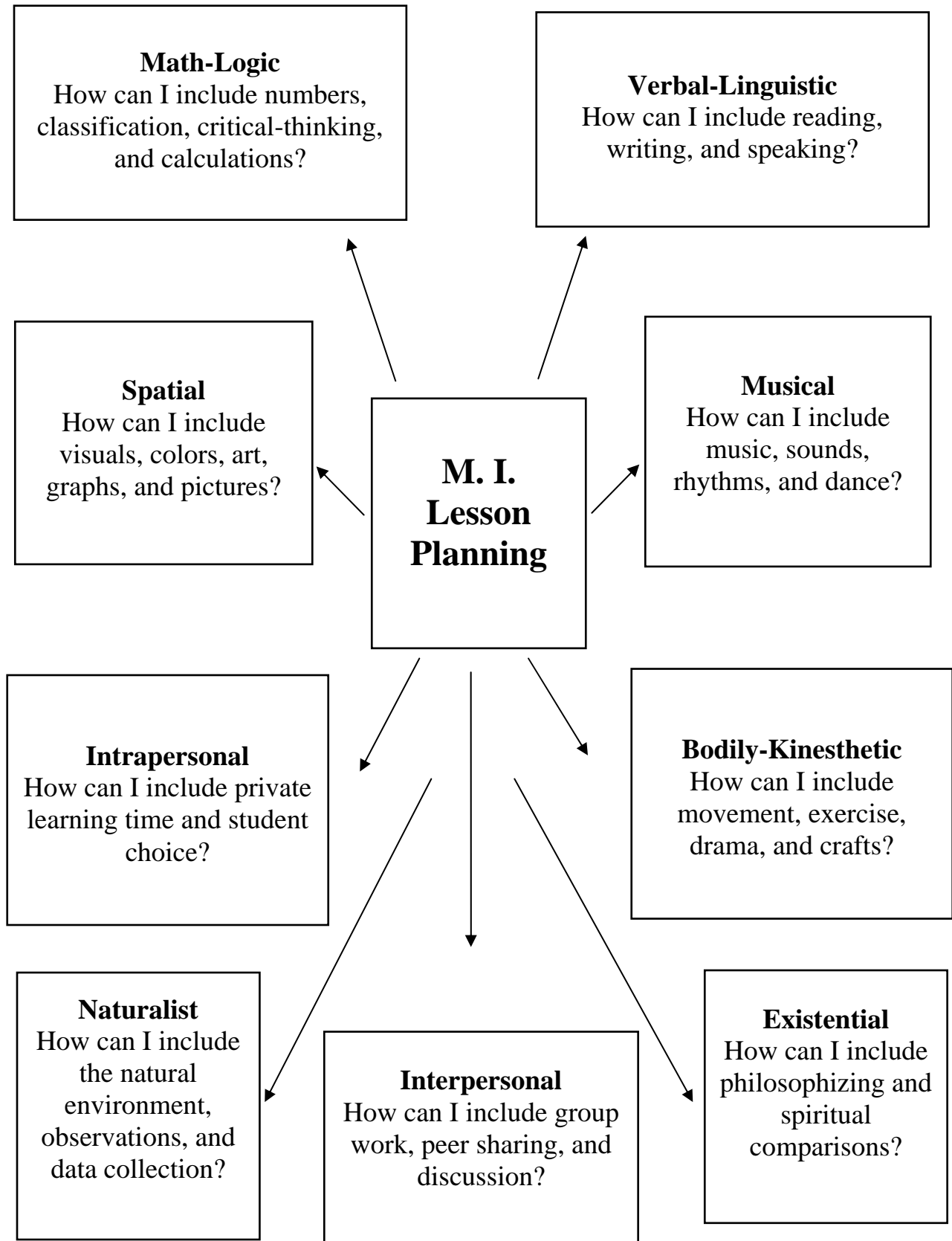
Intelligences	Teaching Activities
Mathematical-logical	<ul style="list-style-type: none"> <li>• Research statistics on specific types of diseases or losses</li> <li>• Research costs associated with a funeral</li> <li>• Assess Kubler-Ross's five stages of grief</li> </ul>
Verbal-linguistic	<ul style="list-style-type: none"> <li>• Write a poem or story about grief and loss</li> <li>• Read a children's book</li> <li>• Read excerpts aloud of others' experiences</li> </ul>
Spatial	<ul style="list-style-type: none"> <li>• Make a documentary about a person or pet</li> <li>• Sketch/draw feelings related to grief or loss</li> <li>• Create a collage about the loss</li> <li>• Use clay to sculpt feelings of loss</li> </ul>
Musical	<ul style="list-style-type: none"> <li>• Listen to different types/genres of songs about grief/loss</li> <li>• Research lyrics of songs pertaining to grief or loss</li> <li>• Write a song about death, grief or loss</li> </ul>
Intrapersonal	<ul style="list-style-type: none"> <li>• Journal about the loss</li> <li>• Allow for silent reflection time</li> <li>• Focusing and concentration exercises</li> <li>• Set goals for the future</li> </ul>
Bodily-Kinesthetic	<ul style="list-style-type: none"> <li>• Act out feelings through drama and role playing</li> <li>• Express feelings through yoga</li> <li>• Do a creative movement to a song pertaining to grief or loss</li> <li>• Do the sensory deprivation activity</li> </ul>
Interpersonal	<ul style="list-style-type: none"> <li>• Hold large group discussions and sharing of personal experiences in loss</li> <li>• Define loss/grief in small group discussions</li> <li>• Brainstorm available resources to address grief and loss</li> </ul>
Naturalistic	<ul style="list-style-type: none"> <li>• Research family health history</li> <li>• Go on a walk to spend time examining nature</li> <li>• Discuss the 'circle of life'</li> <li>• "The Life Clock"*</li> </ul>
Existential	<ul style="list-style-type: none"> <li>• Watch a video about grief or loss like "Tuesdays with Morrie" or "Old Yeller"</li> <li>• Discuss questions like "Who am I?" "Where did I come from?" "What's my purpose in life?"</li> <li>• Learn about death/grief/loss rituals in other cultures'</li> </ul>

\*Welch, I., Sawistoski, R., & Smart, D. (1991). *Encountering death: Structured activities for death awareness*. Muncie, IN: Accelerated Development, Inc.

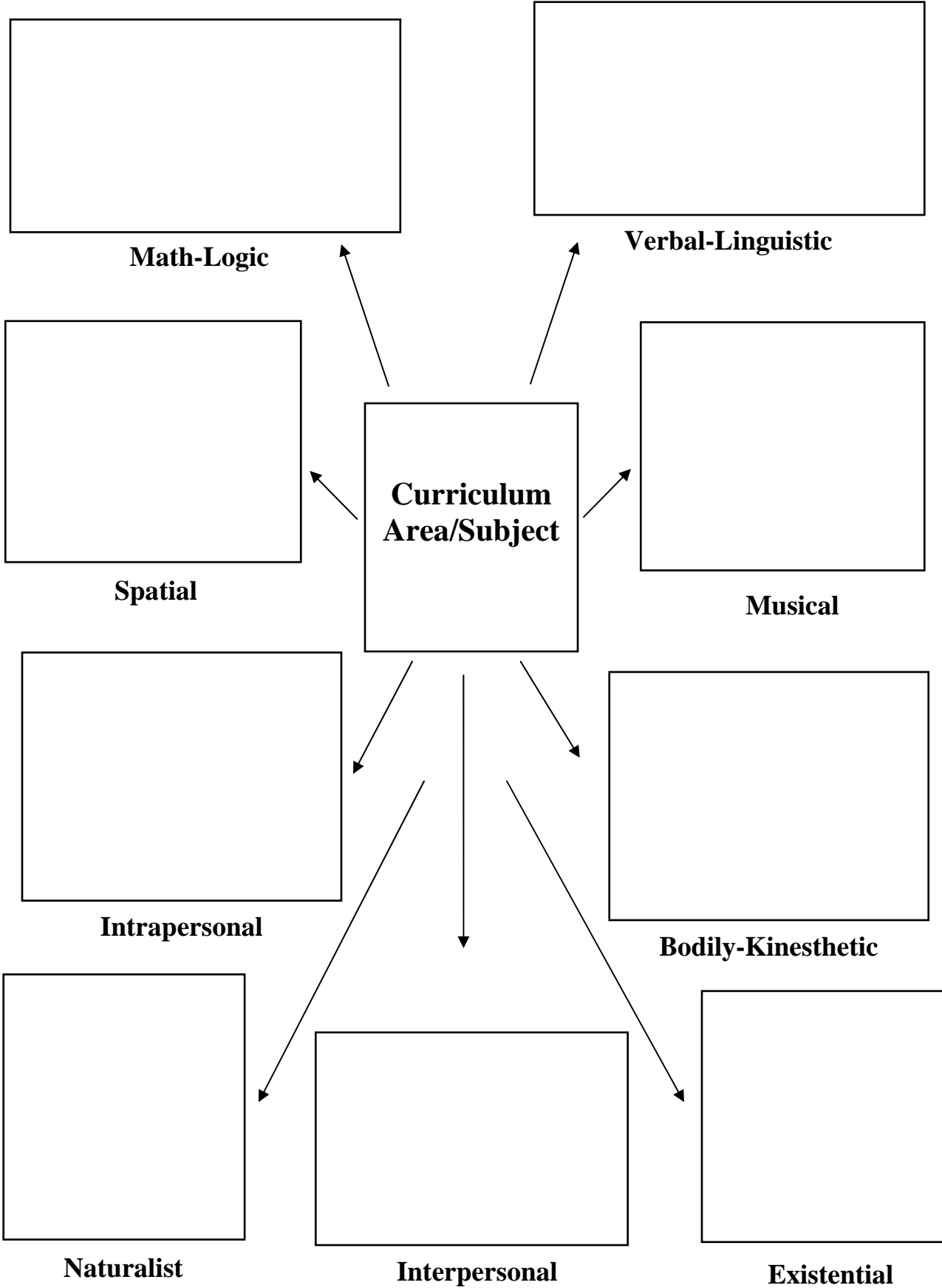




# Multiple Intelligences Lesson Plans



Lesson: \_\_\_\_\_



## Suggested Juvenile Books on Grief and Dying

- Aliki. (1984). *Feelings*. New York: Greenwillow.
- Bang, M. (1999). *When Sophie gets angry--really, really angry*. New York: Blue Sky.
- Brown, M. W. (1965). *Dead bird*. Reading, MA: Addison-Wesley.
- Coerr, E. (1993). *Sadako*. New York: Putnam.
- Cohen, M. (1984). *Jim's dog Muffin*. New York: Greenwillow.
- Creech, S. (2001). *Love that dog*. New York: HarperCollins.
- De Paola, T. (1978). *Nana upstairs & Nana downstairs*. New York: Puffin Books.
- DiCamillo, K. (2000). *Because of Winn-Dixie*. New York: Candlewick.
- Fox, M. (1989). *Sophie*. San Diego: Harcourt Brace.
- Fox, M. (1994). *Tough Boris*. San Diego, CA: Harcourt Brace.
- Henkes, K. (1997). *Sun & spoon*. New York: Greenwillow.
- Kadono, E. (1999). *Grandpa's soup*. Grand Rapids, MI: Eerdmans Books for Young Readers.
- Miska, M. (1971). *Annie and the old one*. Boston: Little, Brown.
- Paterson, K. (1994). *Flip-flop girl*. New York: Dutton.
- Paterson, K. (1977). *Bridge to Terabithia*. New York: HarperCollins.
- Rylant, C. (1992). *Missing May*. New York: Orchard Books.
- Sharmat, M. W. (1977). *I don't care*. New York: Macmillan.
- Smith, D. (1973). *Taste of blackberries*. New York: Crowell.
- Thornton, T. (1987). *Grandpa's chair*. Portland, OR: Multnomah Press.
- Voirst, J. (1971). *Tenth good thing about Barney*. New York: Atheneum.
- Whelan, G. (1993). *A time to keep silent*. Grand Rapids, MI.: W.B. Eerdmans.
- Woodson, J. (2000). *Miracle's boys*. New York: Putnam.

## Da Capo

Take the used-up heart like a pebble  
And throw it far out.

Soon there is nothing left.  
Soon the last ripple exhausts itself  
in the weeds.

Returning home, slice carrots, onions, celery.  
Glaze them in oil before adding  
the lentils, water, and herbs.

Then the roasted chestnuts, a little pepper, the salt.  
Finish with goat cheese and parsley. Eat.  
You may do this, I tell you, it is permitted.  
Begin again the story of your life.

Hirshfield, J. (1997). *The lives of the heart: Poems*. New York: HarperPerennial.