

Who am I? Developing a Sense of Self



Goals

Participants will be able to:

- Identify multiple ways of learning (multiple intelligences)
- Better understand their own learning style

Pre-group Preparation

- Create a grid on butcher paper with participants' names on one side and each multiple intelligence category on the other (see example in this section)
- Label 5 pieces of butcher paper as "In Class," "Tests," "Studying", "Making Friends", "Activities/ Clubs"
- Copy "People Bingo" handouts (2 different handouts – each participant gets 1 of 2)
- Copy "Bingo Key" for reference
- Copy "Multiple Intelligences" handout (one per participant)

Materials

- Tape
- Pens or pencils
- Markers
- Blank Sheets of Paper
- Assorted Magazines
- Scissors
- Glue or glue sticks
- Grid butcher paper
- Labeled butcher papers
- "Bingo Key" reference
- "People Bingo" handouts
- Post group agreements and goals for the session

Icebreaker: "This is ME" Collage

- Ask participants to spend 5 minutes flipping through magazines and cutting out photos or words that represent or describe them in some way
- Students should cut out words and photos that represent who they are
- Ask them to paste the images on to their paper. They can arrange the images and words in any way they would like to create a collage that describes who they are

- Have students take turns presenting their collages

Discussion

What does your collage say about you? Would your family say this is accurate? Would your friends? How have you changed since middle school? What things have stayed the same?

Activity 1 – People Bingo

- Distribute “People Bingo” cards, and pens or pencils.
- Have participants find members who meet one of the criteria in the boxes and have that person write his/her name in the box; the center space is a “free” space. The first member to fill all the boxes in one row, horizontally, vertically, or diagonally, yells “Bingo” and wins the game. Give the group no more than 5–10 minutes for this activity. Depending on the number of participants, members should not use the same person more than twice.
- Mentor: each box on the bingo card represents a Multiple Intelligence (MI) category. See “Bingo Key.”
- Post butcher paper with grid on the wall. Go through each one of the “icons” on the bingo sheet, and have members say who wrote their name in boxes with that “icon.” Place tally marks under participants’ names and the corresponding MI category.

Discussion

Distribute “Multiple Intelligences” handouts.

There are many ways of learning and different types of “smart,” or intelligences. These intelligences are about the way we learn things and the things that come naturally to us. Some folks can play instruments easily and maybe learn best when they make a song out of something, others can control their bodies really well and prefer hands-on learning. Knowing your strengths and areas where you need more help can help you succeed in school and in life.

The boxes in the bingo sheets represent a different type of intelligence: word smart (linguistic), number smart (logical-mathematical), picture smart (spatial), body smart (bodily-kinesthetic), music smart (musical), people smart (interpersonal), self-smart (intrapersonal), and nature smart (naturalist).

Where are your strengths? Where are your challenges? How can you apply this to learning in the classroom or at home? How have you applied it already?

Refer to the sheets of butcher paper on the walls as students think of which intelligences help them in which areas of their lives at school. Record the intelligences on the sheets of butcher paper.

Check Out – One Word Check Out:

Share one thing you have in common with someone else in the group.

***Mentor Note:** Guidance may be necessary to show how members can be different from each other and yet have something in common. Share that sometimes when people realize they have something in common it can be easier to ask that person for support.*