Teaching with more than forty pupils every day is never easy, you have to deal with each one of them and make sure that everyone understands the everyday lesson. Apparently, not every learner is at the same level of intelligence. Dr. Howard Gardner, a professor of education at Harvard University came up with the “Multiple Intelligence Theory” in which nine different categories of intelligence are defined and identified that are responsible to help students learn and develop the best of their abilities.

**The 9 Intelligences of MI Theory**

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Skills and Career Preferences</th>
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<tbody>
<tr>
<td><strong>1. Verbal-Linguistic Intelligence</strong></td>
<td>Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words</td>
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<td></td>
<td><strong>Skills</strong> - Listening, speaking, writing, teaching.</td>
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<td><strong>Careers</strong> - Poet, journalist, writer, teacher, lawyer, politician, translator</td>
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<td><strong>2. Mathematical-Logical Intelligence</strong></td>
<td>Ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns</td>
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<td><strong>Skills</strong> - Problem solving (logical &amp; math), performing experiments</td>
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<td></td>
<td><strong>Careers</strong> - Scientists, engineers, accountants, mathematicians</td>
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<td><strong>3. Musical Intelligence</strong></td>
<td>Ability to produce and appreciate rhythm, pitch and timber</td>
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<td></td>
<td><strong>Skills</strong> - Singing, playing instruments, composing music</td>
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<td></td>
<td><strong>Careers</strong> - Musician, disc jockey, singer, composer</td>
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</tbody>
</table>
| 4. | **Visual-Spatial Intelligence**  
Capacity to think in images and pictures, to visualize accurately and abstractly | **Skills** - puzzle building, painting, constructing, fixing, designing objects  
**Careers** - Sculptor, artist, inventor, architect, mechanic, engineer |
| 5. | **Bodily-Kinesthetic Intelligence**  
Ability to control one's body movements and to handle objects skillfully | **Skills** - Dancing, sports, hands on experiments, acting  
**Careers** - Athlete, PE teacher, dancer, actor, firefighter |
| 6. | **Interpersonal Intelligence**  
Capacity to detect and respond appropriately to the moods, motivations and desires of others | **Skills** - Seeing from other perspectives, empathy, counseling, co-operating  
**Careers** - Counselor, salesperson, politician, business person, minister |
| 7. | **Intrapersonal Intelligence**  
Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes | **Skills** - Recognize one’s S/W, reflective, aware of inner feelings  
**Careers** - Researchers, theorists, philosophers |
| 8. | **Naturalist Intelligence**  
Ability to recognize and categorize plants, animals and other objects in nature | **Skills** - Recognize one’s connection to nature, apply science theory to life  
**Careers** – Scientist, naturalist, landscape architect |
| 9. | **Existential Intelligence**  
Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here | **Skills** – Reflective and deep thinking, design abstract theories  
**Careers** – Scientist, philosopher, theologian |

Source: [http://web.cortland.edu/andersmd/learning/MI%20Table.htm](http://web.cortland.edu/andersmd/learning/MI%20Table.htm)
So to ensure that every student/pupil learns the topic, here are some ways to assure that each one understands each lesson according to their intelligence:

1. Engage them with Activities.

Make sure that with every topic you will discuss have an activity in mind that every student will enjoy. Breaking the stereotypes of quizzes and recitations as a tool of finding out how much they will learn is fun. Try some familiar games like charades, Pinoy Henyo, jingles and a lot more so they can have fun and lively participate at the same time. It can be done before opening a new lesson too!

2. Breaking the Ice.

There will always a time of the day where you find you and your learners are not energized and sleepy especially during siesta time. To break the ice make sure to have your students prepare a special number whether singing, dancing or anything that can entertain the class; it can be a solo, duo or a trio. With this activity you will be able to discover and develop the talent of each pupil in your class and motivate them to come in school.

3. Attract Attention.

There’s nothing more effective activity in engaging the students in learning process than motivation. It is the key to attract their one-hundred percent attention in class. There are two types of motivation; intrinsic and extrinsic. When dealing with younger learners, extrinsic motivation is most effective, make sure to give them rewards and prizes when they got a high score in class or participated well in a group activity. While intrinsic motivation works very well to young adults, it can be performed to younger students by helping them realize what they want to be in the
future. You can come up with reflection questions to help them determine their dreams, goals, and can they possibly do to achieve those goals.

4. Develop a Good Relationship.
As a teacher you have a huge responsibility not only to educate your students but also gain their trust. Have in mind that in school you are their second parent and they expect too much from you. You play a big role in each student’s growth and development, make sure to have a good relationship with your students as well as to their parents. Being an approachable teacher helps students open up to you more and can gain their trust.

5. Patience and Understanding.
Students are not perfect and ideal as what you think they are; some will test your patience and some will need your understanding, as their teacher you have to be the best version of yourself. Widen your understanding and don’t hesitate to approach your students that you think needs help. Most importantly, never call his/her attention in front of the class whether it is academic or non-academic matter, address his/her mistake privately so that it will not affect his/her relationship to you and to the class as well as his/her class performance.

6. Intelligence Centric.
Make sure that with every topic discussed, you touch each intelligence strength. Come up with tricks that will cater each intelligences development; role play, musical, trivia questions, reflection, essay writing and any other activities that will complement everyone’s ability.
7. Take Notes.

All other tips listed above will be worthless if you will not determine which intelligence group they belong. There are a lot of multiple intelligence test materials available online that can help you figure out the students’ strengths and weaknesses. Knowing your students’ intelligence group can help them grow and develop the best of their abilities and you will also have a hint on how to deal with every student in your class.

Reference:

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