

Session #7



*We deny the immaculate conception of virtue
Good things are brought about by hard work done by human
hands*

Search Institute Findings
30-year study on what keeps young people in a
denomination.

The Minister knew my name.

My parents were involved.

I can articulate what it means to be a Unitarian
Universalist.

They made room for my leadership.

Gardner's Multiple Intelligences

Eight Kinds of Smart

Three Learning Styles

Linguistic

Logical-Mathematical

Visual-Spatial

Musical

Bodily-Kinesthetic

Interpersonal

Intrapersonal

Naturalist

About twenty-five years ago, Dr. Howard Gardner came up with a new theory about intelligence. He proposed that people were much more complex than what could be revealed in an IQ test or any other standardized testing model. He argued that different people have different strengths (i.e. intelligence types).

Before this time, it was generally believed that intelligence was a single entity that was inherited. Today, most researchers believe the opposite; that there exists a multitude of intelligences that are quite independent of each other. It is also now believed that each of these intelligence types comes with its own strengths and constraints.

Dr. Howard Gardner built a model of eight different intelligence types, including linguistic and verbal intelligence, logical intelligence, spatial intelligence, body/movement intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence. Each one of these intelligence types is located in specific regions of the brain. However, a person can be strong in several intelligence types.

Linguistic and Verbal Intelligence

A person strong in this area is good with words. They are often good at writing, reading, and talking about things. This group often includes writers, poets, lawyers and public speakers.

Logical and Mathematical Intelligence

A person strong in this area is good with math and logic problems. They often enjoy solving mysteries, reading about scientific discoveries, and like to figure out how things work. They are also usually good with computers and a variety of other gadgets.

Spatial Intelligence

A person strong in this area is good with pictures and images. They are often good at putting puzzles together. They appreciate art and photography, like to draw or doodle, notice details, prefer geometry to algebra, and are good at directions.

Body and Movement Intelligence

A person strong in this area is good with sports and movement. They often talk with their hands, like to build things, clown around in class, have great balance, and are good at a variety of sports.

Musical Intelligence

A person strong in this area is good with music and rhythm. They can often read music, remember old songs, notice patterns, and can naturally figure out how to play a tune on an instrument.

Interpersonal Intelligence

A person strong in this area is good with people. They are good listeners, can read body language, hate injustice, can see through people who aren't being honest, hurt when others hurt, enjoy deep conversations, and often reach out to others who are hurting. Educators, counselors, salespeople, religious and political leaders all need a well-developed interpersonal intelligence.

Intrapersonal Intelligence

A person strong in this area is good at analyzing things. They often think a lot and are highly aware of their strengths and weaknesses. They also often keep a journal and think deeply about life.

Naturalist Intelligence

A person strong in this area is good at understanding nature. They enjoy the wilderness and like to read about nature. They also categorize things, collect things, and enjoy studying plant parts.

Schools often favor verbal-linguistic and logical-mathematical intelligences. This is because most schools are centered around verbal lectures and a core curriculum that puts a lot of importance on science and math. To cater to all types of learners, schools must strive to find a balance that incorporates the arts, self-awareness, communication, and physical education.

By teaching students in a variety of different forms, we allow them to become holistic learners.

After reviewing this list, which areas are you strongest in?

Did you know that every brain begins as a female brain? Research has shown that until eight weeks after conception, all brains are female. Female is nature's default gender setting. For the first eight weeks after conception, the fetal brain looks female. It is in the eighth week that a huge testosterone surge begins and turns this female brain to male. The female brain, on the other hand, develops enhanced connections in the communication area after the eighth week.

The changes that happen after the eighth week of pregnancy shape the lens through which each of us perceives the world. Our mind dictates the way we learn and process information. What's fascinating is that each of us does so in a different way.

Each person has a different learning style that allows them to learn best. The idea of individualized "learning styles" was introduced in the 1970s.

The three main types of learning styles include: visual, auditory and kinesthetic/tactile. A person usually has a mixture of the learning styles above, but is particularly strong in one area. Sometimes, a person has more than one strong learning style.

Three Learning Styles

Visual learners

Visual learners learn through seeing.

They learn best through demonstrations and visual aids. This can include handouts, diagrams, mind maps, illustrated textbooks, videos, and overhead transparencies. They need to see the teacher's body language and facial expressions to fully understand the concepts presented. Many visual learners prefer to take detailed notes to help absorb the information presented.

Auditory Learners

Auditory learners learn through listening.

They learn best through verbal lectures and class discussions. Auditory learners key in to tone of voice, pitch, speed, and other visual cues. These types of learners often benefit from reading the text aloud and using a tape recorder to record the lectures for playback.

Kinesthetic Learners

Kinesthetic learners learn through best through their sense of touch. These are hands-on learners who learn best by actively exploring the world around them. A kinesthetic learner often speaks with their hands and uses a number of gestures. They also appreciate physically expressed encouragement, such as a pat on the back.

Kinesthetic learners are often not tolerated in schools because they need to be moving to learn effectively and our education system certainly does not cater to kids who need to be moving. Instead, they cater mostly to auditory learners who learn best through lectures.

By knowing what type of learner you are, you will be able to work towards your strengths. By knowing what type of learner your kids are, you will be able to help them absorb information in the most efficient way possible.

***THE “CONGREGATION AS A CURRICULUM”
A MODEL FOR VIEWING THE LIFESPAN LEARNING ORGANIZATION***

By Laurel Amabile, Lifespan Program Consultant

Maria Harris, in her book, *Fashion Me A People*, asserts: “the congregation does not *have* a curriculum, the congregation *is* a curriculum.”

“Curriculum is ‘the entire course of the church’s life,’ the mobilizing of the creative and educative process of the entire religious community...This view of curriculum is a powerful reminder that we need to pay attention to what the entire community is teaching the entire community. Using this understanding as a new lens would not only help us see our counter-productive practices more clearly, it would necessarily enlist the entire congregation in creating lifespan learning...If implemented, this-church-is-the-curriculum philosophy would be transforming...”

Frediani, *The Essex Conversations*

~ Judith

FIVE ASPECTS OF CONGREGATION LIFE CAN COMMUNICATE ITS “CURRICULUM”:

- **Worship-** worship services and rituals practiced in groups within the congregation.
- **Community-** the people and relationships of the church, pastoral care networks, social events, community celebrations, and sharing our faith through campus and other community-based ministries.
- **Social Justice-** service projects, social justice activities and public witness.
- **Learning-** Formal learning in Religious Education classes, training workshops, adult programs, as well as the informal learning that comes from engaging in the other aspects.
- **Leadership-** Opportunities for all ages to learn and practice leadership skills; also the coaching and mentoring practices of professional staff and congregation leaders in empowering others.

THREE EXPRESSIONS OF A CONGREGATION’S CURRICULUM:

- **Explicit-** Clearly stated or visually representations of beliefs such as Mission/Vision statements, principles & purposes, goals, visual symbols used throughout the sanctuary, RE spaces, halls, etc.
- **Implicit-** The norms and practices of the congregation that are not articulated fully, but are evident and communicate much about the customs and values of the congregation. Such as: children and youth involvement in the worship services or coffee hour, dressing casually, lay pastoral care practices, etc.
- **Null-** The paradox of curriculum that exists because it does not exist; what is absent but communicates the values of the congregation. For example: a church with no wheel chair access or sound system, or one with only male elders on the Finance Committee.

Frequently the Explicit Curriculum and the Implicit Curriculum are in conflict, for example:

A congregation proclaims its commitment to social justice work in the wider community, while making few resources available for this purpose.

The congregation expresses a desire to be inclusive, but does little outreach to those groups not already present in the congregation,

“CONGREGATION AS CURRICULUM” MODEL APPLICATIONS:

Be aware of the “curriculum” of your congregation and how it is communicated.

Be intentional about how and what you communicate, representing your beliefs, values, and practices.

Look for ways to communicate in explicit ways, remembering that people often find it more difficult to interpret the implicit customs and norms, and may misinterpret or be hurt by null messages.

Use this awareness in promoting growth, healthy community and a balanced offering of programs.

~Revised 6/2003, LBA