

## Careers

### *Upper Primary*

#### Key Inquiry Questions

1. What does it mean to be intelligent?
2. How do others think?

#### Learning Outcomes

1. Students will be able to write and draw what they want to be when they grow up by the end of the lesson.
2. Students will be able to recognize that there are multiple types of intelligence by the end of the lesson.
3. Students will be able to practice all types of intelligence by the end of the lesson.

#### Overview

This lesson allows students to explore the different types of intelligence there are and experience the ways their peers think. The lesson begins with students filling out a worksheet from the SolarSPELL website labeled “Future Job Writing Prompts”. Here they will write about what they want to do when they grow up as well as draw themselves doing that job. After sharing what their responses, students will take a mini “personality quiz”. This results of this quiz will show what types of intelligence they have. Intelligence types are: verbal, visual, body, music, mathematical, interpersonal, intrapersonal, or naturalistic intelligence; they can even have a combination of two or three. After completing the quiz, students will be able to look at the characteristics and careers associated with their intelligence type(s). Once they have had the opportunity to possibly find out something new about themselves and learn about other possible career paths, students will be split into 8 groups to complete 8 stations. Each station will have an activity that relates to one of the personality types. The activities range from writing, drawing, and playing a game. Students will be assessed based on their participation in the activities and the papers they turn in from these activities.

#### Materials

##### **SolarSPELL Resource:**

1. Future Job Writing Prompts (Creative Writing > Teaching Resources and Classroom Activities > Creative Writing)
2. “Types of Intelligence Quiz/Explanations” (included below)

### Other:

1. Paper
2. Writing Utensil
3. Coloring Utensils (if possible)
4. Types of Intelligence worksheet
5. Types of Intelligence Quiz worksheet
6. Results: Calculation worksheet

## Suggested Procedure

### Before Lesson:

- Explain to students that they will be completing a worksheet related to what they would like to do when they grow up.
- Give each student a copy of “Future Job Writing Prompts” located on the SolarSPELL (Creative Writing -> Teaching Resources and Classroom Activities-> Creative Writing).
  - Give students 15 minutes to complete the worksheet.
- **If printing is not possible:**
  - Tell students to take out a piece of paper.
  - Explain to students, on this piece of paper, students will be answering this prompt:
    - What job would you like to do when you grow up? Write a sentence about your job and then draw a picture of yourself doing the job.
- After students have completed the activity, have a few students come and share what they wrote and drew.
  - Have 5 or 6 students come and share their worksheets with the class.
    - After students have presented, allow classmates to ask questions about their presentation.

### During Lesson:

- Explain to students they will be taking a short quiz.
  - Emphasize that this quiz will not be taken for a grade, but you want them to answer honestly; go with their gut response.
  - Also emphasize that they should not share their responses with other classmates; this is strictly opinion based.
- If possible, print each student a “Types of Intelligence Quiz” sheet.
  - Give students 10 minutes to complete the quiz.
    - There are 24 questions, students must circle yes or no for each question.
    - Have students who are finished with the quiz do something quietly while other students complete the quiz.
- **If printing is not possible:**
  - Ask students to each pull out a piece of paper and number it 1 to 24.
  - After students have written down each number, say the questions out loud to the students.
    - Example: “Number 1, do you enjoy listening to other people talk”?

- Once students here the question, they will either write Yes or No next to their number 1.
  - Repeat this process for each question, all the way to 24.
- After students have written, or circled, Yes or No for each question, print and give each student the worksheet labeled “Results: Calculations”.
  - For this sheet, students will look at the numbers listed, if they put Yes for that number, they will put a check mark by the number.
    - If they put no, they will leave the space next to the number blank.
  - After the students have gone through each number and put a check mark by the ones they put Yes, students will count how many check marks, out of three, they have for each section.
    - Example:

Verbal Intelligence:

1 ✓

15

21 ✓

---

Total: 2 /3

- After students have a total for each section, students will circle the types of intelligence that they have a total of 3/3.
  - If students don’t have any with 3/3, they will circle the types of intelligence with 2/3.
- Once students have their types of intelligences circled, gives students a copy of the worksheet labeled “Types of Intelligence”.
  - Here students will find the characteristics of a person with that particular type of intelligence as well as the careers those people would be good at.
- **If printing is not possible:**
  - Have students make 8 different sections.
    - Tell students to label each section with one of these titles: Verbal, Mathematics, Music, Visual, Body, Interpersonal, Intrapersonal, and Naturalist.
  - After students have made their labels, go through each section with the students. Use the worksheet labeled “Results: Calculations” to know which number goes to which section:
    - “If you put a yes for question 1, put a check mark under the section labeled Verbal. If you put yes for question 15, put a check mark under the section labeled Verbal.”
  - Continue this process for each section and question number.

- Once each section has been gone through, tell students to count up how many check marks (out of 3) they have in each section.
  - There should be no more than 3 check marks in each section.
- After the total for each section is made, ask students to circle
- Once students have their types of intelligences circled, give students a copy of the worksheet labeled “Types of Intelligence”.
  - Here students will find the characteristics of a person with that particular type of intelligence as well as the careers those people would be good at.
- **If printing is not possible:**
  - Have students take out a sheet of paper to take notes on.
    - Tell students to write down key characteristics as well as the careers listed they hear related to the type of intelligence they have circled.
  - Read off the worksheet labeled “Types of Intelligence” to students while they take notes on the characteristics and the careers for their type of intelligence.
- After students have discovered the characteristics and careers related to the type of intelligence, have students get with a group of 4.
  - Once students are in a group of 4, have students share with their group the following:
    - What they found most interesting or surprising about their results.
    - What career appeals most to them from their results.
    - What type of intelligence did they get that they didn’t think they had before.

### After Lesson:

- Let students know that they will now be doing an activity rotation.
  - During this rotation students will be doing activities that relate to each type of intelligence. It will give them an idea of what activities work best for them and also show them what ways other people work best.
- Separate students into 8 equal groups.
  - I.e: If there are 24 students, there will be 8 groups of 3 students.
- Each group will go to one of the 8 stations for 20 minutes and then rotate to the next station.
  - Students will rotate to all 8 stations eventually so the starting point for each group does not matter.
- **Station 1: Verbal Intelligence**
  - Preparation (for teachers):
    - Place paper at the table for students to write on.
  - Directions:
    - Get a piece of paper.
    - Write your name at the top of the paper.
    - Write 3 paragraphs answering this prompt: What is your favorite color and why?
    - Your paper needs:

- Introduction (beginning): 1 paragraph = 5 sentences
  - Body (middle): 1 paragraph = 5 sentences
  - Conclusion (ending): 1 paragraph = 5 sentences
  - When you're done, turn in your paper.
    - If you're done before the 20 minutes is up make sure to read over your paper and search for any mistakes or things you may want to add.
- **Station 2: Mathematical Intelligence**
  - Directions:
    - Partner up with one or two people.
      - 1. One person in the group begins by saying "one".
      - 2. A different person in the group can now either add one or two numbers.
        - Example: two, three
      - 3. The next person to go can now either add one or two numbers.
        - Example: four
      - 4. Repeat these steps until getting to the number 21.
      - 5. The person to say 21 loses the game.
    - Play this game until 20 minutes is done.
- **Station 3: Naturalist Intelligence**
  - Preparation (for teachers):
    - Place paper at the table for students to write on.
  - Directions:
    - Get a piece of paper.
    - Write your name at the top of the paper.
    - Take a writing utensil and your piece of paper with you outside.
    - Find something you want to observe:
      - A tree, a plant, a bug, etc.
    - Observe the object for 10 minutes.
    - After ten minutes, spend the next ten minutes writing or drawing your observations:
      - What did it do?
      - What does it look like?
      - Does it provide anything?
    - After writing or drawing your observations, turn in your observations.
- **Station 4: Body Intelligence**
  - Preparation (for teachers):
    - Write out rules of the game for students:
      - 1. When acting there is no talking and no pointing to things in the room.
      - 2. Every person must have a turn.

- Rip or cut up 15 tiny pieces of paper and write a noun (person, place, or thing) on each piece of paper.
    - After a piece has a noun written on them, fold up the piece of paper and place in the middle of where the station is placed.
    - Suggestions for nouns to write:
      - Dog
      - Cat
      - Bird
      - Teacher
      - Pencil
      - Desk
  - Directions:
    - A person will pick a piece of paper and read it without telling anyone else what it is.
    - The person who picked the piece of paper will now act out what was on the piece of paper.
    - Other players will try to guess what the person is acting out.
    - After it is guessed correctly, it is another person's turn to go.
    - Repeat these steps until everyone has had a turn.
    - Repeat until 20 minutes is up.
- **Station 5: Intrapersonal Intelligence**
  - Preparation (for teachers):
    - Place paper at the table for students to write on.
  - Directions:
    - Get a piece of paper.
    - Write your name at the top of the paper.
    - Now you are going to create a journal entry:
      - A journal entry is writing about your day and everything that has happened in it.
    - A journal entry needs to have:
      - The date.
      - An opening (Example: Hello or Today was good).
      - A closing (Example: Bye or That is why today was good).
    - Try to write as much detail about your day as possible.
    - When you're done, turn in your paper.
      - If you're done before the 20 minutes is up make sure to read over your entry and see if there are any mistakes or things you want to add.
- **Station 6: Interpersonal Intelligence**
  - Directions:
    - The purpose of the game is to make a story with your teammates.
    - One person begins with four words.

- Example: One day in December
  - After they say four words, the person next to them says another four words.
    - Example: It was very snowy.
  - The game continues until someone can no longer add to the story.
  - If a story can no longer be added to, start with another story till the 20 minutes are up.
- **Station 7: Musical Intelligence**
  - Preparation (for teachers):
    - Place paper at the table for students to write on.
  - Directions:
    - Get a piece of paper.
    - Write your name at the top of the paper.
    - Write a free-verse poem:
      - A free-verse poem has no limitations as long as it has good rhythm and flow.
    - After writing your poem, create a beat with any object in the room:
      - Example: a pencil hitting a desk.
    - Once you have your beat and poem written, try to put the two together: say your poem while playing your beat.
    - When 20 minutes is up, turn in your poem (song).
- **Station 8: Visual Intelligence**
  - Preparation (for teachers):
    - Place paper at the table for students to draw on.
  - Directions:
    - Get a piece of paper.
    - Write your name at the top of the paper.
    - Create a drawing that tells a story of your choice (school appropriate).
    - After completing your drawing partner up with someone at your table and have them tell you what they think is happening in the picture.
    - Once they have taken a guess what your picture says, explain to them your interpretation of the drawing was.
    - When 20 minutes is up, turn in your story drawing.

**Assessment:**

- Observe the students while activities are in progress to make sure every student is participating.
- Collect papers from stations that require something to be turned in: 1,5,6,7,8

# Types of Intelligence

- Verbal Intelligence

- Characteristics:

- A person who has verbal intelligence typically like most things related to writing and reading. They can easily solve problems that are related to language: words, writing, conversation, etc. People with verbal intelligence can learn better through communication in a social aspect: an example is group work.

Here are some other characteristics of a person with verbal intelligence: loves to write, loves to learn new information related to any type of language, a good reader, has great vocabulary, and good verbal communication.

- Careers Related:

- A person with verbal intelligence would be great at the following careers: teacher, reporter, news reporter, writer, editor, or a translator.

- Mathematics Intelligence

- Characteristics:

- People who has mathematical intelligence are usually great at speaking with logic and reasoning. They will heavily rely on research to prove a point or an argument. Typically people with mathematical intelligence are good at subjects related to math and the scientific method.

Here are some other characteristics of a person with mathematical intelligence: needs an objective or purpose, more of a perfectionist, and works comfortably with numbers and equations.

- Careers Related:

- A person with mathematical intelligence would be great at the following careers: accounting, engineering, lawyer, teacher related to science or math, doctor, or programmer.

- Musical Intelligence

- Characteristics:



of learners as well as outdoor activities. These people typically are really good at sports or anything that involves being active.

Here are some other characteristics of a person with body intelligence: coordinated, excited people, good body coordination (can multitask), and learn best through involvement.

- Careers Related:
  - A person with body intelligence would be great at the following careers: trainer, city worker (firefighter, police officer, construction workers), ranger for a park or a forest, or an athlete.
  
- Interpersonal Intelligence
  - Characteristics:
    - People with interpersonal intelligence are best when put into any kind of social situation. They have very open personalities and are great when surrounded by others. They are very social people and can make friends anywhere they go. They have a big heart for others and are usually the friend to go to for problems.  
Here are some other characteristics of a person with interpersonal intelligence: enjoy working with others on projects (group work), have no problem meeting other people and can make lots of friends, can be very sensitive and vulnerable, and love being surrounded by others.
  - Careers Related:
    - A person with interpersonal intelligence would be great at the following careers: any type of counselor, manager for a company, political figure, or a sales representative.
  
- Intrapersonal Intelligence
  - Characteristics:
    - People with intrapersonal intelligence are usually more self-aware than others. They are very independent learners and usually work best when they are alone. These types of people reflect on everything that they do and analyze almost everything they do.  
Here are some other characteristics of a person with intrapersonal intelligence: introverted, spend a lot of time reflecting on themselves and how to do things better, know their strengths and weaknesses fairly well, and can enjoy their time by writing about their day or life.

- Careers Related:
  - A person with intrapersonal intelligence would be great at the following careers: scientist, counselor of any type, company owner, inventor, or working in a library.
  
- Naturalist Intelligence
  - Characteristics:
    - People with naturalist intelligence are people who have a lot of appreciation for nature and their surroundings. They have a huge heart for the things that grow or live in the outside world. This also goes hand-in-hand with issues related to the earth: pollution, litter, etc.  
Here are some other characteristics of a person with naturalist intelligence: awareness of the climate, animal lover, learns best outside, and a good carer of plants.
  - Careers Related:
    - A person with naturalist intelligence would be great at the following careers: vet, ranger of a park or a forest, biologist for animals, farmer, trainer for animals, or geologist.

# Types Of Intelligence Quiz

*Circle Yes or No for each question*

**Do you:**

1. Enjoy listening to other people talk?

Yes or No

2. Enjoy doing or participating in math?

Yes or No

3. Like to draw more than writing?

Yes or No

4. Use lots of hand gestures/ movement when talking or explaining?

Yes or No

5. Listen to music to boost your mood?

Yes or No

6. Love learning about science?

Yes or No

7. Give advice to people most of the time?

Yes or No

8. Hum or sing in quiet situations or while thinking?

Yes or No

9. Like to work in groups?

Yes or No

10. Remember most or all of your dreams?

Yes or No

11. Want to learn more things about nature: bugs, plants, rocks?

Yes or No

12. Enjoy collecting things from outside?

Yes or No

13. Know your strengths and weaknesses?

Yes or No

14. Have/give lots of empathy to others?

Yes or No

15. Enjoy reading?

Yes or No

16. Remember a lot of songs/music?

Yes or No

17. Love playing/learning new sports?

Yes or No

18. Easily express how you are feeling to others?

Yes or No

19. Draw a lot on your free time or to stay focused?

Yes or No

20. Ask a lot of questions to better understand a subject?

Yes or No

21. Like to learn the meanings of words?

Yes or No

22. Enjoy puzzles of any kind?

Yes or No

23. Learn directions to a place easy?

Yes or No

24. Tap or fidget when sitting in one place for a long period of time?

Yes or No

# Results: Calculations

Put a ✓ next to the numbers you answered Yes to

## Verbal Intelligence:

1

15

21

---

Total: /3

## Mathematics Intelligence:

2

20

22

---

Total: /3

## Musical Intelligence:

5

8

16

---

Total: /3

## Visual Intelligence:

3

19

23

---

Total: /3

## Body Intelligence:

4

17

24

---

Total: /3

## Interpersonal Intelligence:

7

9

14

---

Total: /3

Intrapersonal Intelligence:

10

13

18

---

Total: /3

Naturalist Intelligence:

6

11

12

---

Total: /3