

Background

"Our Schools and culture focus most of their attention on linguistic and logical/mathematical intelligence. We esteem the highly articulate or logical people. We should also place equal attention on individuals who show gifts in the other intelligences; the artists, architects, musicians, naturalists...."

Howard Gardner 1983

The Naturalistic Intelligence involves our recognition, appreciation and understanding of the natural world of plants and animals, noticing their characteristics and observing them closely. It involves such capacities as species discernment and discrimination, the ability to recognise and classify flora and fauna.

Process

Naturalistic intelligence can be developed through exploring nature, making collections of objects, studying them and grouping them.

Observation

You will notice students who are strong in this area, as they are fascinated by animals and their behaviour and can notice subtle changes in flora and fauna. They can draw distinctions in the natural world and may use this ability productively, such as in farming or biological science.



Saturday 26th

Sunday 27th

Gardner’s Multiple Intelligences

NATURALISTIC

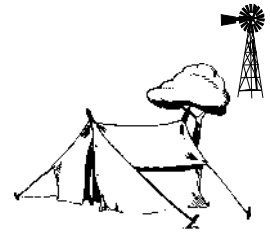
Examples

SENIOR PRIMARY

☞ Describe the natural experiences on your first camping trip.

☞ Design a water-trap, that can catch and store rain water.

☞ Investigate an environmental hazard, such as cane toads, feral cats or pigs, and design a humane way of solving the problem.

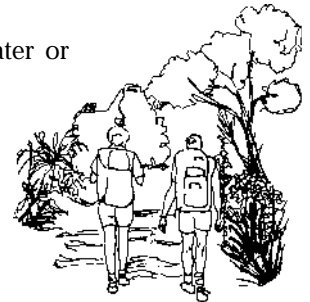


MIDDLE PRIMARY

☞ Take a walk in the bush or park and record the sounds. Analyse the sounds by graphing.
Value add: students can repeat this activity at different times of the day or year and compare.

☞ Design a survival kit for living in the bush in a remote area with no town water or electricity for a weekend/week.

☞ List all the jobs that require people to work with nature.



JUNIOR PRIMARY

☞ Make a collection of some natural objects – leaves, shells or stones and classify into different groups.

Evergreen

Deciduous

Australian Native

Introduced

