

## “Seven Intelligences” Chart<sup>1</sup>

<u>Characteristics</u>	<u>Intelligence</u>	<u>Action</u>
Sophisticated vocabulary; enjoys puns; enjoys reading and writing; good at verbal explanations; good at word games	Linguistic	Write, read, or talk about it. Re-write the concept in your own words. Do one -page summaries
Explains things to others by using charts; can easily visualize what something looks like; likes demonstrations	Spatial	Visualize the concept; draw, chart, or sketch it (or map it out). See the concept in your mind as if you were watching an uninterrupted television show.
Feels the need to move or fidget while learning something or while engaged in conversation; learns more by doing	Bodily-kinesthetic	Find a hands-on activity related to the concept; act it out, dance it. Walk around while studying. Get flash cards so you can physically shuffle the ideas as you see fit.
Can easily recall tunes and song lyrics; natural rhythm; aware of tempos and rhythms around them even those missed by others; can be easily distracted by sound; able to pick up on details	Musical	Sing the concept or chant the concept; find music that best illustrates the concept or listen to background music (something you like) while learning the concept. Come up with a rhyme or jingle.
Pensive; likes time to oneself; daydreams; in tune with one’s own feelings	Intrapersonal	Relate the concept to a feeling or experience. Think about how you can use the concept practically.
Likes patterns, plans, and sequences; likes to find how concepts relate to one another; dire necessity to have things “make sense”	Logical mathematical	Think critically about the concept, conceptualize it, or quantify it. Outline the concept (you may have to number items or use bullets). Devise a formula that helps explain the concept.
Enjoys social events; good mediator; people-person; likes teams	Interpersonal	Work on the concept or skill with another person or people. Discuss it with others. Teach the concept to someone else.

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<sup>1</sup> The original theory of the 7 intelligences was created by Harvard professor Howard Gardner. Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York, NY: Basic Books. There are other intelligences not included in this chart. For more on the theory of multiple intelligences and to discover what best suits you, please see: <http://multipleintelligencesoasis.org/what-mi-am-i/>. The chart above was adapted to be more applicable to law school, with permission, from Jim Cathcart of the Cathcart Institute <https://cathcart.com/>, author of The Acorn Principle, by our very own NBLSA Parliamentarian and NYLS 2-Year Accelerated Honors Program Student, Randi Forbes.

Personal Note from Randi Forbes: According to the chart, I am primarily a logical-mathematical learner with some aspects of musical and a small trace of interpersonal learning skills. So, in most courses, I need a traditional outline- I need to list things out. In learning negligence for example, I'd have to write out a bulleted list of the 4 elements only then could I move on to the 2 types of causation, etc. Sometimes, I need to put things to a familiar beat or song. It may sound silly but having been a drummer in my youth, I have even put various mnemonic devices to a familiar drum cadence when I first learned the material. I was more successful in classes where I put multiple "intelligences" together.

My first A in law school was in a course in which I took my traditional outline and put it on flashcards. My second A was in another course where I both created 1-2 page summaries of each topic covered in the syllabus by pretending that the exam was as simple as answering "tell me everything you know about XYZ" and then asked a willing family member to sit down while I taught them everything I knew about each topic. Answering the questions my family member asked allowed me to present my ideas on the exam in such a way where I explained everything, instead of assuming the professor knew that I knew the material. For a class like constitutional law, I found it more helpful to make charts as to each sub-topic than relying on a traditional outline.

That's what worked for me in those classes. I encourage you to find what works for you. Good luck on all your exams.