**MUNGO YOUTH PROJECT**

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| Learning activities using Bloom’s Taxonomy and Gardner’s Multiple Intelligences model | | | | | |
| Cognitive processes  Multiple intelligences | Remembering and/or Understanding | Applying | Analysing | Evaluating | Creating |
| Linguistic  Intelligence | Name in your local language:   1. The animals in your area 2. All the food plants 3. Local plant medicines | Create a game (like celebrity heads) in language and English.  Create a crossword puzzle based on aspects of language in your local area.  Write a poem or song in language and English to celebrate something you enjoy or love. | Draw up a table of the main similarities and differences between the indigenous lore of your local area and local council law. | Write a welcome to country in the language of your area for your class parliament or your Student Representative Council and your school which could be used for all celebratory events | Research the life and ideas of one of Australia’s indigenous leaders. Write a speech that he/she might have given if he/she had visited your school. |
| Logical/  mathematical  Intelligence | Design a timeline from 50,000 to the present day showing the main events. | Make a video to illustrate the timeline showing main ideas and events. | Create and label a Venn diagram to show the similarities and differences between today and 20,000 years ago | Describe the impact of climate change on humans and animals over the past 70,000 years. |  |
| Visual/spatial intelligence | Draw a map of your state and mark and label all the heritage areas. Also provide images that show why these places are important. | Create a cartoon strip to show a typical day in the life of a member within community then and now. | Represent in pictorial form the ideal characteristics required of a good leader/s. | Design a tourist brochure for visitors to your local community. Explain the main features and value of the things you describe. |  |
| Kinaesthetic intelligence | Play a game of charades using names and ideas from local, community and language. | Write and perform a short play showing a member of community at work | Construct a diorama showing the major changes of animal, plants and climate. Over the past 60,000 years | Collect items and make a ‘showbag’ to demonstrate what an ideal, active, informed person needs to thrive in her community. | Write and perform a role-play of a discussion between community, where the person tries to convince others that he or she deserves their support. |
| Musical  intelligence | Devise a rap that contains some information about the ways traditional and non traditional “ communities celebrated initiation. | Tape a presentation with appropriate musical accompaniment on an issue of concern to you. | Choose different pieces of music to represent your local community and explain your choices. | Write an advertising jingle or song to promote your heritage place to visitors |  |
| Interpersonal  intelligence | In a pair or as a group, use brainstorming to list traditional words to describe different plants and animals in your area. | Design and organise a game show in which the contestants must answer questions about the animals and plants both in English and your local language in Australia. | Design a questionnaire and/or survey the class to determine whether they are ‘good citizens’. | Imagine you have been asked to write the script for a new television show about life set in your community. What would happen in the first episode? Who would you choose to play the main roles and why? | Working in a group, devise a set of criteria for celebrating a member of your community. Use it to consider and honour the performances of an elder, traditional owner of your community. |
| Intrapersonal intelligence | Ask yourself ‘What is the thing I most want to know about life as a traditional member of my community and other communities?’ Write down your question and then research the answer. | Create a cartoon strip to show how you would try to influence your council on a matter that concerns you. | What aspects of life in your local area do you admire? Which do you not like?  What can you do about this? | Compile a list of your skills and qualities that would help you be a successful leader within your school or community. Explain how each would be of help to you. | Describe the type of person you would see as the ideal representative for you in community. How would you communicate your concerns to him or her? |