Chapter 8: Intelligence

**Question 1:** What activities do you feel can help increase a child’s intelligence?

* Rationale: We chose this question because activities are a big part of a child's life. Activities keep the child involved in school, sports, with friends, and so much more. They have a lot of benefits that are involved in their social and developmental skills. Activities can increase those skills because students are required to communicate with one another, use their thinking skills, and be a well-rounded student and play fair. We thought of building blocks because as a child places each block on top of one another, they are working on their cognitive skills. We also liked sorting colorings and identifying because it works well with the child's memory and can really improve their skills in school. “Working memory capacity--that mental notepad that we use to think thoughts and solve problems--is a better predictor of school achievement than IQ.” (Dewar, 2008). Tests cannot determine a child's IQ score. It is all in their performance throughout activities, assignments, class, and home life.
  + My answer:Chapter eight informed us about everything that we need to know about intelligence. Intelligence is how we apply the learning. It is also applied in real life, uses prior knowledge and fast knowledge, develops with age and helps us adapt in certain situations. Howard Gardner, the developmental psychologist, created eight different sections to intelligences, called multiple intelligences. They are linguistic, logical, visual, musical, intrapersonal, kinesthetic, interpersonal, and naturalistic. I was very interested in reading those to see the one that went with activities the most. I think Linguistics goes well with activities because you need the language to communicate. Visual is also a good one because when doing activities and participating, you have to see what you’re working on and being able to put two and two together. With visuals, the student can also have more freedom in how they might organize something. We chose the activity of unscrambling works as our warmup because that can test a person's intelligence. Our warmup is similar to word searched, sudoku puzzles, etc. It makes your brain work hard and once you complete it, you get that Ah-Ha moment of success. As a group, we were curious about what activities actually increase a child's intelligence. We can also see a child’s intelligence through their physical activities. “Aerobic exercise stimulates brain growth and enhances our ability to learn. Studies also suggest that exercise helps kids focus attention in school.” (Dewar, 2014).
* Classmate’s Responses:
  + In our question about what activities, “Savanna mentioned, Some activities that could increase a child's development would be hands-on learning, such as doing puzzles, sorting colors, and identifying different objects. These certain tasks can create a development in the brain for the child. By performing these tasks will get the child ready to succeed in school.”
    - We agree with what Savanna said because hands-on activities are a way that can keep the child focus. The child stays focused longer because of the movement that is there within the activities. Movement is a great thing to incorporate in all classrooms. It keeps the students engaged and makes the learning fun for them. Especially if you have a child with ADHD. Movement will keep them calm and make sure they are actually participating because focus for long periods of time are harder for students with ADHD. Even though puzzles require little movement, it is a different movement then writing. If a child's hand is in a different position, it actually helps them. That is why teachers tell students to write instead of type. While writing, your hand is moving differently versus the same movement in typing. Puzzles also help the students with memory and cognitive skills. They are a smart way to keep the child working for a period of time. But, let the child have a choice in picking the puzzle. Therefore, they will have a longer interest.
  + Makayla also responded to our question and said, “There are many ways to increase intelligence like you can start reading to them at an early stage that will help with verbal intelligence also playing games that are hands on. Getting toys that help deal with education and that get that child's attention will also help.”
    - This is true because when reading to a child, they start to hear and understand the words. They then,soon will start repeating. It is a process that kids learn well from. That is why parents try to watch what they say because children pick up on every little thing. “Instead, babies learn language by listening to and interacting with [live human beings](https://www.parentingscience.com/effects-of-television-on-children-learning-speech.html) (Kuhl 2005).” A lot of activities that babies and younger children use are interactive books. The interactive books either read the story, play music, or provide a sound with the pictures. That way, children can start making the connection of what animal makes what sound, what this word means, what color is a fire truck, etc. Even watching youtube videos of a child's favorite character singing the ABC’s. This will help them with learning the alphabet but also with their verbal skills. They can sing along and learn to repeat what the character says. This way is also more fun for the child. Teachers do this in class with yoga. It is a way to calm students down and they enjoy it.
  + Brady said, “Counting objects and rewriting/ copying down a book or sentences. Counting helps build spatial intelligence while writing helps with linguistics.”
    - We liked how Brady mentioned linguistics because that is what we discussed in our lesson. Counting objects and rewriting not only helps with language but, it also with other skills for school like English and Math. By doing these things, it will make the child a well-rounded student. We think all of these are great examples and they will benefit each and every student in various ways. Spatial intelligence is able to visualize different things with our eyes. Some students cannot do this because it is not a hands-on thing. An activity to do with this can be to lay a different amount of things out and have the student count without using their fingers. Counting out loud will help them with this because it can be difficult. I would start with two things and move up to five and see how the student does from there. It will help them later on in their education because in middle school and high school, not everything is hands-on.

**Question 2:** What are some examples of how culture values and practices might change how children apply their intellectual skills?

* Rationale: Cultures values and practices can sometimes alter the way a child’s intelligence is developed. In our second discussion question, we raised the question, what are some examples of how culture values and practices might change how children apply their intellectual skills? This question is important to discuss when it comes to the development of intelligence in children because the cultural backgrounds of children can require different practices that the children follow, which can hinder or benefit their development of intelligence. As the textbook states, “children acquire cultural views about learning, intelligence, and their own abilities through everyday interactions”, therefore, culture and society have an important impact on the development of a child’s intelligence (McDevitt, & Ormrod, 2020, p. 281). Without the influence of culture on intelligence, the world would not have as many viewpoints as it does in today’s time, and people wouldn’t be able to understand the practices and beliefs of others’ cultures.
  + My Answer: We believe that cultural values and practices can have both positive and negative impacts on the development of a child’s intelligence. For positives, culture can benefit the intelligence by providing new viewpoints to children and increase their intelligence. For example, children in a classroom celebrating Cinco de Mayo and learning about Spanish cultures and their values and practices, and by exposing the children to an unfamiliar culture, they are expanding their knowledge and intelligence, because they have another topic to apply their learning towards. For negatives, certain cultural practices and values can create issues among the development of intelligence due to their viewpoints on intelligence. For example, Western Civilizations believe that intelligence is based upon analyzing information, whereas Eastern Civilizations invest their development of intelligence in more social obligations (McDevitt, & Ormrod, 2020, p. 281). Intelligence can be influenced through many different areas, however, cultural values and practices have the largest impact on the development of intelligence in children.
* Classmate’s Responses:
  + Savanna Bryant answered our question with, “Ways that culture will affect intellectual abilities would be a language barrier or participating in an activity that is against their practices. An example would be having a food party while one child is participating in fasting for their religion. This will create a social distancing for the child as well as participation with the whole class.”
    - We agree that language and cultural barriers can create issues with social distancing. This is an issue that cultures can create on intelligence because it can be difficult for children to understand different cultural practices if they have not been exposed to it, and therefore, can’t apply their learning, or intelligence, to the situation.
  + Shayla Wheeler responded, “In some cultures school and learning is not as important to them as learning how to farm or learn religion is. Where you grow up definitely affects how you are going to learn and what you learn. In more urban areas children are more focused and in school doing work than in rural areas where children will skip school and not do their school work to go work on their farm or crab to make money because that is more important to them and their family then going to school eight hours a day.”
    - We agree that locational culture also has a strong effect on intelligence of a child. As stated by Shayla, children from rural areas tend to have more focus on work and earning money to support their families than children in urban areas, which can create issues with intelligence, because if a child from a rural area is not attending school and applying their learning, then they cannot increase their intelligence as a child attending school who lives in an urban area. Jenna Anderton responded, “Culture can play a big role in a child's intellectual skills, such as how we learned in this class that in some cultures it is rude to be very vocal and in other familiar cultures it is rude not to be very vocal and it can come off as standoffish.” We agree that the values that a child’s culture has can indeed have a large impact on intelligence. If the values of a culture don’t allow the child to apply their learning and be vocal about their thoughts, then there is no way for them to expand their intelligence.
  + Taylor Long responded, “Some cultures might have different values for intelligence than other cultures. For example children that grew up in China are taught to respect their elders and parents demand obedience, to the point they probably won't stick up for themselves. Then they grow up and might still obey their parents even if they really don't want to. Here in America we are still taught to respect our elders, but most of us will still stick up from ourselves and do things against our parents wishes.”
    - We agree that cultural differences in different countries have an impact on intelligence. Cultures like the Chinese culture create more academic intelligence, since they focus highly on education rather than personal relationships, whereas the American culture, the focus on intelligence is on personality and education.

**Question 3:** Do you think that tests determine a child’s intelligence? Accurate information? Or do activities show that?

* Rationale: Children are tested all the time while they are in a schooling system. Each student has a different way that they learn, and the same goes for the way that they are able to take tests. We raised the question, “do you think that tests determine a child’s intelligence? Accurate information? Or do activities show that?”. This question is important to discuss because intelligence tests are often viewed as only an assessment on academic information and how “smart” an individual is. However, they can test more than just what math problems the child knows how to solve or the largest words that they can spell. There are many tests of intelligence, and they can be extremely helpful in “determining why children are showing developmental delays or academic difficulties” (McDevitt, & Ormrod, 2020, p. 285). With these tests, we can have a better understanding of the child and how they are developing, and see how they can apply their learning.
  + My Answer: Some students are not as good as test takers as they want to be and others prefer to sit down and take a test silently. With that being said, there are many ways you can look at testing a child for their IQ as not accurate because some children are not good at taking tests. “experiments suggest that your child's awareness of [social stereotypes](https://www.parentingscience.com/stereotype-threat.html) about intelligence and achievement (e.g., "girls have stronger language skills," or "Asian kids are math prodigies") can undermine his academic performance.” (Dewar, 2008). Stereotypes are similar to testing. Stereotypes are given out by anyone. They can either boost a child's confidence or make the child feel insecure. They relate to tests because it is such a stressful thing that shouldn't have so much power over us. Tests are not an accurate way to test intelligence and just because a girl is blonde, doesn't mean she is not smart.
* Classmate’s Responses:
  + Abby said,  “I believe that children should not be judged strictly on tests. Some children have testing anxiety, or could have a bad day on the day of the test, negatively affecting their score...”
    - This goes into a little bit more detail about some different ways children might not be great at taking your typical test. Sometimes even a child waking up in a bad mood that morning can change how they would take a test. Another part to this is that some children are not as “book smart” as they are common sense smart. You might have a child with a learning disability so they could struggle in school, but in all other things they excel!
  + Shayla mentioned, “ I do not think that IQ tests determine how smart a person is because book smart and common sense are two different things and they cannot test you on that. Know some people who are very book smart and are very intelligent but when it comes to something very simple with just a little bit of common sense they have no idea how to do it until you tell them….”
    - When it comes to how the test must be taken there are also a lot of opinions. Some people think children should do activities rather than a test itself, a test with an extra activity, and many more. One answer, going off of knowing that there are more than one type of ways people can be intelligent, really stuck out to me.
  + Shinesha replied with, “I feel like an assessment must have multiple tests on all areas of intelligence so it could contain more information.”
    - This would be a great idea because it could test all of the different aspects in the way it should be tested rather than one long test. By testing in multiple areas, it gives students the chance to show what they are good in, what they are struggling in, and what they are mediocre in. It kind of reminds me of the SAT test because we were tested on different sections and our scores were individualized and then added up in the end. It helps students like myself, know what I need to improve on and I was grateful for that opportunity because you do not get any teacher comments back.

**Warm-up Activity:**

* We chose our warm-up game to unscramble vocabulary words because to unscramble words, we have to apply our intelligence, and use our learnings to create the words out of the scrambled words.
* Our scrambled words:
  + A N I B R  = BRAIN
  + D N A R G R E = GARDNER
  + C I U G I N L S T I = LINGUISTIC

**References:**

McDevitt, T.M., & Ormrod, J.E. (2020). Child Development and Education (7 th ed.) Pearson.

Dewar, Gwen. “Intelligence in Children.” Can We Make Our Kids Smarter?, Mar. 2014, [www.parentingscience.com/intelligence.html](http://www.parentingscience.com/intelligence.html).