Parent Session

Peer Relationships

for

Twice-Exceptional Children

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PROJECT2EXCEL

University of St. Thomas
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Peer Relationships
PARENT DISCUSSION

Peer Relationships

What: Guided discussion group for parents whose children are participating in PROJECT2EXCEL

When: Day, Date, 2010
       7:00 pm – 9:00 pm

Where: Your School
       Your School Address

Facilitators: Your choice

Preparation: Pre-reading assignment attached

Potential Topics:
- Friendships
- Ability Peers
- Age Peers

Essential Questions:
1. How can parents help their children to make friends?
2. How do we define friendship?
3. Who are your child’s peers?

Objective: Establish an environment in which parents of twice-exceptional children can receive and provide support, guidance, and professional advice through discussion with other parents and trained leaders.
Discussion Rules

1. What's said in the group stays in the group.
2. There are no wrong ideas.
3. Stay on topic.
4. The facilitator is the guide, not the expert.
Project 2 Excel

Pre-Reading

- To be completed prior to Parent Session, if possible.
- Readings are listed in order of relevance to the discussion.
- An "Overview of Pre-Reading" follows if you do not have time to do all of the reading.


Peer Relationships
Pre-Reading Overview


- “Every child -- gifted or not -- wants to feel connected with others.”
- “They may prefer playmates who are two or three years older, or even prefer interacting with adults.”
- “Some gifted children are popular with their peers.”
- “Ideally, a child will find peers who will not force her to choose between the need for affiliation and the need for achievement.”
- “Gifted [and twice-exceptional] children often need different peers to meet different athletic, intellectual, or emotional needs, or they may just need someone who makes them laugh at life.”
- “Adults usually have different peer groups, and it is the same for gifted [and twice-exceptional] children.”
- “Peer problems for some gifted children appear early.”
- “We often expect these intellectually advanced children to find their friends and peers among others who are the same age in their classrooms.”
- “Gifted children sometimes feel pressure from parents about how they should interact and with whom.”
- “Most ... eminent adults grew up in homes where parents had strong opinions and resisted peer pressure.”
- “Eleanor Roosevelt had no peer group until she went to boarding school and found other girls like herself. ... Temple Grandin, who was diagnosed with Asperger’s Disorder, was uncomfortable with people her entire life, preferring interactions with animals.”
- “Many successful gifted adults mention that they did not have a peer group until late in life, such as in college or even graduate school.”
- “Mixed-age relationships can be problematic.”
- “It is important that [the gifted or twice-exceptional child] develop the ability to adjust his expectations of others and learn patience and appreciation for their contributions.”
- It is sometimes more important “for parents and teachers to realize that the world that exists in the child’s mind may be more important to her than social behaviors with peers.”
- “Parents who are sensitive to the basic introvert or extrovert personality of the child are better able to plan and intervene appropriately.”

Peer Relationships
• “Alone time is important to many gifted children, particularly introverts. It may even be a necessary part of developing one’s abilities.”
• “If a child is able on many occasions to happily interact with playmates who share his interests and abilities, then there is little to worry about.”
• “The ‘gifted’ label creates comparisons.”
• “Comparisons lead to self-evaluation, and sensitive gifted children often recognize the differences and seek ways to fit in.”
• Friendship strategies are offered.
• “Don’t be surprised if your gifted teenager temporarily camouflages her abilities or chooses friends that you think are not particularly desirable.”
• Ann Landers wrote, “It’s not too smart to be too smart – not if you’re a girl and you want to fit in.”
• “Gifted boys have similar pressures; they must learn to respect, accept, and then adopt most aspects of the ‘Boy Code’ if they are to be popular.”
• “[Gifted young adults may] want to do it all or fix it all, and right now. ... Relationships with others, whether at the workplace or at home, can suffer as a result.”
• “You can help your child understand that relationships develop, often slowly progressing from acquaintance to peer to good friend.”
• Teach children the differences among aggressive, assertive, and passive approaches to establishing friendships.
• “Affirm that it is acceptable to have different friends for different activities.”
• “Adults experience peer pressure as well. ... Parents feel peer pressure from being judged by another parent.”


• “Children tend to choose friends on the basis of similarities in mental age, rather than chronological age.”
• Study delineates five stages of friendships:
  o “Play Partner”
  o “People to chat to”
  o “Help and encouragement”
  o “Intimacy/empathy”
  o “The sure shelter”
• “Gifted children were beginning to look for friends with whom they could develop close and trusting friendships, at ages when their age-peers were looking for play partners.”
• “Girls presented as significantly higher on the developmental scale of friendship conceptions than boys.”

Peer Relationships

- “No studies show particular biases against gifted elementary school children by their peers. Rather, they are generally well liked and sometimes are even more popular than their peers.”
- “Gifted adolescents often value being intelligent, yet almost always realize that giftedness exacts a social price.”
- “In contrast to average adolescents and gifted girls, Luftig and Nichols (1990) found that gifted boys ranked as most popular, nongifted boys and nongifted girls as second most popular, and finally, gifted girls as least popular of the four groups.”
- “Extremely gifted students who are not radically accelerated have great difficulty finding true peers, probably because their thinking experiences are so far from the norm.”
- “None of the high-achieving African Americans surveyed in the Brown and Steinberg (1990) study was willing to be considered part of the brain crowd.”
- “Parents need to be especially careful not to stress popularity and social success.”


- Twice-exceptional students “present us with a dual challenge – to help them achieve academic success and to help alleviate their apparent social/emotional pain.”
- We need to meet emotional needs “so that a child will be ‘available to learn’.”
- “We cannot expect a child who lacks a sense of confidence, self-worth, and self-actualization to demonstrate problem-solving abilities, creativity, and academic achievement.”
- “The 2e child is particularly affected because of asynchrony. ... In many schools, a typical day for a 2e student includes moving between grade levels and classrooms so that he or she does not belong to any particular group.”
- The culture of the school is critical to the child’s sense of belonging.
- Description of the Bridges Academy approach to teaching 2e students

**Peer Relationships**
### Discussion Notes

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**Peer Relationships**
Prior to tackling the questions of the night, perhaps the facilitator would like to ask parents to introduce themselves and share what brought them to this discussion group.

The facilitator begins by sharing the following story with the group:

**Margaret Playing “The Expert”**

"Cool!" Ethan exclaimed. "Look at that huge spider!"
"I've never seen a spider that big!" Kyle said enthusiastically.
"Actually," Margaret said, "It's not a spider; it's a daddy longlegs. Daddy longlegs aren't considered true spiders because they don't have a thorax, they have only two eyes, and their legs are unusually long."
The other children ignored her.
"Let's try to catch it," Sarah suggested. "My Mom says daddy longlegs spiders don't bite."
"Yeah," Kyle said.
"Here's my yogurt cup," Sarah said. "See if you can get it to walk in."
"Maybe I'll put some leaves in first, to give it some food," Ethan said.
"To my knowledge, daddy longlegs are not inclined to consume vegetation," Margaret said. "Their preferred food is live or dead insects, although they do sometimes eat carrion."

"Oh, shut up, Margaret," Kyle said.
"I caught it!" Ethan yelled. Sarah and Kyle eagerly moved closer to look in the cup. Margaret remained standing a few feet away.
"Recess is almost over," Sarah noted. "How are we going to get it into class?"
"I don't think Ms. Meyers will appreciate having an arachnid in the classroom," Margaret pronounced.

**DISCUSSION:**

1. Has your child ever felt like an outcast because of his or her advanced verbal ability?
   a. Beverly Trail reported at a NAGC Conference in October, 2008 that these 2E children, whose verbal abilities tend to be far ahead of their age peers, are often bullied by children who think the 2E child is talking down to them.
b. Can you think of other instances in which these children face this sort of peer ostracizing?

2. Are several different peer groups needed?
   a. Classmates?
   b. Teammates?
   c. Neighborhood friends?
   d. Interest group friends?

3. Do your children feel the need for many friends or just a few?
   a. Some children are more comfortable with a single “soul mate” friend
   b. Others feel the need for friends for different purposes

4. How many real friends do we have as adults?
   a. Look at yourself and think of whom you would call a friend.
   b. Look at yourself and think of whom you would call an acquaintance.
   c. Does your child understand the difference (or does (s)he need to?

5. How do you define friendship?
   a. Does this personal definition affect your child?
   b. Do you expect your child to define friendship the same way that you do?

6. Bright children have high expectations for friends and may lack tolerance. Do you see this in your child?
   a. How does this lack of tolerance manifest itself?
   b. How do you help your child to be more tolerant?

7. How does your child manage time alone vs. time with friends?
   a. Are there times when your child prefers to be alone?
   b. Are there times when your child prefers to be with friends?
   c. Can you always accommodate those preferences?

8. Why does your child spend time alone?
   a. By choice?
   b. Because of lack of skills?
   c. Because of lack of time?

9. How does peer pressure affect your child?
   a. Can it be positive?
   b. How do you deal with peer pressure?
   c. Has your child dealt with peer pressure?

10. What strategies have you tried to teach your child how to be a friend?
Food for Thought

“Walk beside me and just be my friend.” — Albert Camus

“We should behave to our friends as we would wish our friends to behave to us.” — Aristotle

“Wishing to be friends is quick work, but friendship is a slow-ripening fruit.” — Aristotle

“Nothing makes one feel so strong as a call for help.” — George MacDonald

“Two persons will not be friends long if they cannot forgive each other’s little failings.” — H. Jean De La Bruyere

“Friends . . . they cherish each other’s hopes. They are kind to each other’s dreams.” — Henry David Thoreau

“The best way to cheer yourself up is to try to cheer somebody else up.” — Mark Twain

“Kind words can be short and easy to speak, but their echoes are truly endless.” — Mother Teresa

“Who seeks a friend without a fault remains without one.” — Proverb

“A friend is a present you give yourself.” — Robert Louis Stevenson

“The comfort of having a friend may be taken away, but not that of having had one.” — Seneca

“The most important single ingredient in the formula of success is knowing how to get along with people.” — Theodore Roosevelt

“Who seeks a friend without a fault, remains without one.” — Turkish Proverb

“A real friend is one who walks in when the rest of the world walks out.” — Walter Winchell

Peer Relationships
Food for Thought

The following quotations are from “Friendship in a Jar.” Minneapolis, MN: Free Spirit Publishing, 365 cards.

“Choose friends you would like to be like.”

“Go slow in building friendships, and they’ll last a lifetime.”

“Patience, forgiveness, and attention are the solid foundation of a friendship that lasts.”

“Choose friends who respect your dreams.”

“Friends are those people who ask how we are and then wait to hear the answer.”

“Friendships depend on give-and-take.”

“If the world seems cold to you, kindle friendships to warm it.”

“The greatness of people is reflected in their willingness to be kind.”

“Everyone needs a hand to hold. Why not lend yours?”

“You are your own best friend!”

“Accept friends for who they are, acknowledging differences.”

“Even the darkest day brightens when a friend listens in sympathy.”

“Delight in your friends’ humor.”

“People are lonely because they build walls instead of bridges.”

“Be kind, for everyone you meet faces a battle at some time.”

“Refusing to ask for help when you need it is refusing someone the chance to be helpful.”

“Comfort your friend as you would be comforted.”

Peer Relationships
Rules for the Road

  - Inclusion/exclusion
  - Control
  - Mutual caring

  - Make time for friends.
  - Take initiative to open doors for possible friendships.
  - Learn to be a good host.
  - Practice friendship skills in low stress situations.
  - Be a good listener to show interest and caring for others.
  - Be sincere about abilities, but avoid excessive bragging.
  - Give compliments to others to bring attention to their good qualities.
  - Participate in group activities, perhaps even in areas of weakness, to create friendship opportunities.
  - Be accepting of those who think and act differently than you do.
  - Learn to be a good sport in winning and losing.
  - Learn to deal with teasing, bullies, and rumors.

  - Provide structure
    - Semi-structured or structured play dates
    - Set clear parameters for interpersonal interactions
  - Avoid overscheduling

Peer Relationships
- Forming friendships takes time
- Allow children to just play
  - Change bossiness into leadership
    - Gently explain the need to let everyone make choices
    - Discuss dictatorships and draw the connection between bossiness and characteristics of a dictator
    - Discuss characteristics of a good leader
    - Model the behavior
  - Consider special schools or programs
    - Kindred spirits may be found
    - Ability grouping may help to foster friendships
  - Avoid too many comparisons
    - Try not to hold up child's accomplishments as a model for peers
    - Try not to use comparisons to shame child into making friends
  - Put peer pressure in perspective
    - Explain that no one cares who was most popular in school when they get out of school
    - Explain that the "nerd," "brainiac," and "suck-up" are going to be the bosses of the world
  - Use bibliotherapy
    - *Rosie and Michael* by Judith Biorst
    - *She Taught Me to Eat Artichokes* by Mary Kay Shanley
    - Many more titles in *Some of My Best Friends Are Books* by Judith Halsted

*Peer Relationships*
My Child Made a Friend. What Can They Do?

Or

Where Can My Child Find Friends With Similar Interests?

The following list of activities to do in the Twin Cities is organized according to Howard Gardner’s theory of multiple intelligences:


If you are looking for something to do with your child or for your child and his friend to foster a particular strength or provide experience in an area of weakness, keep this guide handy.

Bodily-Kinesthetic Intelligence

Children with strength in this area of intelligence have excellent hand-eye coordination. They enjoy dancing and sports, making things with their hands, and learn by doing rather than hearing or seeing.

Acting

- Bloomington Civic Theater, 1800 West Old Shakopee Road, Bloomington, MN 55431
  - Shows suitable for young audiences
  - Workshops for young performers aged 9 - 18
- Children’s Theater Company, 2400 Third Avenue South, Minneapolis, MN 55404
  - Student Matinees for reduced rates
  - Plays geared to children
  - Plays geared to teens
  - Theater Arts training
  - New York Times review: “CTC is one of the best things about being a kid in Minneapolis.”
  - http://www.childrenstheatre.org/onstage.html
- Guthrie Theater, 818 South Second Street, Minneapolis, MN
  - Backstage Tours - 45 minutes, $10/Adult and $6 student

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2009
Stages Theatre Company, 1111 Main Street, Hopkins, MN 55343
  o Committed to the enrichment and education of children and youth in a professional theatre environment that stimulates artistic excellence and personal growth
  o Summer Theater workshops for ages 4 - 17
  o Auditions are open to actors ages 10-21 unless otherwise noted.
  o All auditions are by appointment only. Appointments two weeks prior to the actual audition dates

State, Orpheum, & Pantages Theaters, Hennepin Avenue, Minneapolis, MN
  o Many productions are child friendly
  o Working with commissioned evaluators from the field of theatre education and the musical theatre community, Hennepin Theatre Trust created a program that celebrates high school musical theatre productions and recognizes performances in a variety of categories. Any high school in the seven-county Twin Cities metro area that produces a musical is welcome to participate.
    o http://www.hennepintheatredistrict.org/

Old Log Theater, 5185 Meadville St., Excelsior, MN 55331
  o http://www.oldlog.com/
  o Children’s shows and adult shows

High School Musicals
  o Check local high school schedules for shows
  o Often suitable for children and cost is lower than professional theater

Athletics

Town Teams -- every town fields teams in most major sports. Contact your Parks and Recreation Department

Grand Slam U.S.A., 12425 River Ridge Blvd., Burnsville, MN 55337
  o Birthday Parties
  o Mini Golf, Krazy Kars, Lazer Tag, Batting Cages, Basketball, PlayZone
  o Suitable for all ages
- Minnesota Developmental Basketball, 2050 W. 96th Street, Bloomington, MN 55431
  - Grades 1 - 8
  - Player Programs
  - Summer Programs
  - Team and Association Programs
  - Youth Skills Clinics

- Solid Foundation Baseball School, Various Locations in Twin Cities
  - Camps
  - Private Lessons
  - Mike Kingery, 17 year professional baseball player
  - http://www.solidfoundationbaseball.com/

- FootHolde Elite Soccer Training, Carious Locations in Twin Cities
  - Soccer camps
  - Winter training clinics
  - Professional coaches
  - Focus on psychological, technical, physical, and tactical aspects of soccer
  - http://www.footholde.com/

Dancing

- Children’s Dance Theater, Rochester, MN
  - Dancers come from a wide variety of dance training and experiences, and are chosen for each production through auditions open to dancers ages 5 years old through 12th grade
  - http://www.rochesterchildrensdancetheatre.com/aboutCDT.html

- Kidsdance,
  - Interactive DJs for kids
  - Kidsdance performances are receiving rave reviews among community leaders, principals, teachers, parents and kids alike.
  - Dozens of dances, competitions, fun, and exercise
Interpersonal Intelligence (social / extroverted)
Children with this strength are good communicators—both verbally and nonverbally. They interact easily with other people and make friends easily. Often, they are the peacemakers in a group.

- **Eagles Nest Indoor Playground, New Brighton** Children ages 12 months to 12 years can run, climb and bounce away their energy at the Eagles Nest Indoor Playground. Children can let their imaginations run wild as they leap into the ball pit, climb the 8 ft. climbing wall, zoom down the triple slide, and find their way through the wiggle waggles and the foam forest. The Eagles Aerie has its own colorful ball pit, challenging climbing structure, reading corner and many other activities geared toward toddlers ages 3 and under.

- **Edinborough Park and Adventure Peak** If you are looking for indoor fun, you can’t beat the Edinborough Park and Adventure Peak, one of the largest indoor play structures in the country. With more than 6,000 trees, plants and flowers along a meandering cobblestone path, the playpark is almost an acre of some serious kid fun. The Adventure Peak is a 44-by-44-by-37 foot high climbing, low crawling, slip sliding Northwoods adventure. Climb into the 30-foot tall oak tree, slide down one of the four giant tube slides or wash down the triple wave slide. Climb across a canyon, scale the climbing wall and venture to the 30-foot lookout to spy around the Park. From the lookout, slide down the very popular and very fast new super slide. Adventure Peak also features great areas for toddlers to explore. The Tot Area includes climbing, crawling, sliding and even bouncing in an inflatable air bounce geared just for them. The entire padded, netted and enclosed structure has over 45 events to keep kids challenged and entertained for hours.

- **Linden Hills Park and Rec Center** Located in southwest Minneapolis, this popular neighborhood park offers wide open spaces, picnic tables, a wading pool, and a large playground that’s divided into two sections, with larger climbing structures and swings for older kids off to one side, and baby swings and inventive boat-themed play equipment on the other side.
Nickelodeon Universe  Known for years as Camp Snoopy, and currently named The Park at the Mall of America, this indoor amusement park will soon become Nickelodeon Universe. Located in the center of the Mall of America, Nickelodeon Universe will be the world’s largest indoor amusement park. Featuring seven acres of unique indoor attractions and entertainment. Nickelodeon Universe will be the only exclusive Nickelodeon theme park in the world, featuring rides, meet and greets with Nickelodeon characters and more.

Hyland Lake Park Reserve  Hyland’s award-winning 16,000 square-foot creative play area is equipped with various components for climbing and sliding. There also is a 1,500 square-foot accessible play area with sliding, swinging and climbing equipment designed to accommodate children ages 5 and under.

Intrapersonal Intelligence (self-reflective / introverted)
Children with intrapersonal intelligence are introspective, good at assessing their own strengths and weaknesses. They are often day-dreamers, deep in thought.

Amazing Kids
- A non-profit educational kids’ organization and website dedicated to helping kids realize their amazing potential!
- Writing contests for young children, aged 5 - 14
- http://www.amazing-kids.org/

n2arts
- http://www.n2arts.com/ee/writing/storypage/writing_contests_for_young_people/
- Dozens of writing contests for budding authors

Logical Mathematical Intelligence
The logical-mathematical child has excellent problem-solving skills, enjoys being challenged, and thinks conceptually about numbers and patterns. They like thinking about abstract ideas - "what ifs."

Lego Land, Mall of America
- Legos for sale
- Play Area

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- The Bakken Museum
  - The Spark of Life
  - The Electrarium
  - The Mystery of Magnetism
  - Magnetism and the Human Body
  - Batteries
  - Frankenstein: Mary Shelley’s Dream
  - Electricity in the 18th Century
  - The Florence Bakken Medicinal Garden
  - Admission: $7 Adults; $5 Students & Seniors; Children 3 and under are FREE!
  - http://www.thebakken.org/exhibits/exhibits.htm

- Minnesota Children's Museum
  - Ages 1-101: $8.95 Museum Members; Free Children under one: Free
  - Thanks to the generosity of Target Corporation, visitors can roam the Museum free of charge every third Sunday of each month, from 9 a.m. - 5 p.m.
  - Permanent Galleries: Earth World, Habitat, Our World, Rooftop ArtPark, World Works

- Science Museum of Minnesota, 120 W. Kellogg Boulevard, St. Paul, MN
  - Mississippi River Gallery
  - Human Body Gallery
  - Collections Gallery
  - Experiment Gallery
  - Dinosaurs & Fossils Gallery
  - Science Buzz
  - Big Back Yard & Science House
  - Science on a Sphere
  - Collectors’ Corner
  - Traveling Exhibits
  - http://www.smm.org/

- The Works: A Technology Discovery Center,
  - “Hands-on, minds-on” museum that makes learning about engineering, science and technology interesting, understandable and fun.
o The Works is part of the solution to the urgent need for quality STEM education (science, technology, engineering and mathematics) for all of our children.

o Every Saturday from 10 am - 4 pm., The Second Tuesday of every month from 10 am - 8 pm., Many school release days - January 2, 19, 23, - 10 am - 4 pm.

o Unique exhibits that are designed to delight visitors ages 5 to 12, demystify technology and inspire interest in the way things work.

o http://www.theworks.org/

Musical Intelligence
The child with musical intelligence is usually easy to spot. (S)he enjoys singing and playing musical instruments, easily remembers songs, recognizes musical patterns and rhythms when others may not.

Symphonies

■ Metropolitan Symphony Orchestra
  o The Metropolitan Symphony Orchestra presents 2 family concerts each season. The concerts are free to the public and children are welcome!
  o http://playtimeplanit.com/free-family-symphony-concerts/1501/

■ Minnesota Youth Symphonies
  o Founded in 1972, Minnesota Youth Symphonies (MYS) is one of the nation’s premier youth orchestra education programs. MYS is dedicated to conservatory-level orchestral training for students offering:
    o Three full orchestras and one string orchestra with 400 students participating annually
    o Sectional coaching and side-by-side play-ins with the Minnesota Orchestra
    o Weekly classes in theory, composition, solfege, and piano
    o Annual concerts at Orchestra Hall, Minneapolis, and at community locations in the Greater Twin Cities
    o Retreat weekends for each orchestra
- Summer programs for chamber strings, composition and conducting
- String Studio Program for students at Minneapolis' Andersen Schools
- Music and Melody Makers and Children's Concert Club - a hands-on introduction to the instruments of the orchestra and reduced-rate concert tickets for children
- http://www.mnyouthsymphonies.org/

**Target Free Family Music at the St. Paul Chamber Orchestra**

- Xplorchestral (ages 6-12) And Start the Music! (ages 3-6)
  Concerts now free with tickets distributed through random drawing.
- Go to www.thespco.org/target for more information on how to be entered in this drawing

### Fun Music Experiences

**Music in the Park Series**

- Storytelling, dance, and audience participation add to this vibrant array of concerts created for children of all ages and their families. Our 19th season features everything from folk songs and opera to the exotic sounds of Indonesia, to classical music by one of America's finest young string quartets.
- 2 concerts each evening at 6:15 pm and 7:30 pm
- St. Anthony Park United Church of Christ, 2129 Commonwealth Ave. in St. Anthony Park in St. Paul (check for times)
- Songs for the Whole Family Series -- St. Matthew's Episcopal Church, 2136 Carter Ave. (at Chelmsford) in St. Anthony Park (check for times)

**Ordway Family Concerts**

- Saturday mornings - great way to spend time together exploring classical music set to educational themes that children will enjoy.
- Free hands-on activities by Creative Kidstuff start one hour before Saturday performances

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Schools

- MacPhail Center for Music, Minneapolis, Apple Valley, White Bear Lake, MN
  - Individual lessons
  - Suzuki talent education
  - Early childhood music
  - Music therapy
  - Classes
  - Ensembles
  - http://www.macphail.org/index_flash.html

- Total Entertainment,
  - Among Top 10 Bar/Bat Mitzvah DJs in country
  - Special Effects
  - Sound and lights show
  - http://www.totalentertainmentdj.com/swf/index2.htm

- Music Together
  - Weekly music and movement classes for children from birth to kindergarten and the grownups who love them. We offer classes in Andover, Arden Hills, Blaine, Cottage Grove, Forest Lake, Hugo, Inver Grove Heights, St. Paul (two locations), Shoreview, Stillwater, White Bear Lake and Woodbury in Minnesota and in Hudson and Osceola in Wisconsin.
  - http://www.musictogetherclasses.com/

Naturalist Intelligence

A naturalist intelligence is more controversial than Gardner’s other intelligences; however, if a parent has a child with strong naturalist intelligence, it is obvious. This child is in tune with nature and is highly aware of changes in his or her environment. This child enjoys exploring outdoors, and is fascinated by plants and animals.

Aquariums

- Underwater Adventures, Mall of America, Bloomington, MN
  - Free admission on child’s birthday
  - 4,500 sharks and other sea creatures
- Glass tunnel 14 feet under water's surface
- Touch sharks and rays
- Summer Adventure Camps

- **Minnesota Zoo, 13000 Zoo Boulevard, Apple Valley, MN 55124**
  - Discovery Bay Dolphin Pod
  - 1.1 million gallons of water
  - Sharks, rays, sea anemones, starfish

### Animals

- **Como Zoo, 1225 Estabrook Drive, St. Paul, MN, 55103**
  - Winter and summer camps for children
  - Birthday parties at Como

- **Dodge Nature Center, 365 West Marie Avenue, St. Paul, MN 55118**
  - Bees, farm animals
  - More than 50 educational programs, serving more than 30,000 children each year
  - [http://www.dodgenaturecenter.org/](http://www.dodgenaturecenter.org/)

- **Wood Lake Nature Center, 6710 Lake Shore Drive, Minneapolis, MN 55423**
  - Year-round educational programs
  - Monthly events
  - Miles of trails and boardwalks
  - Wildlife rehabilitation center

- **Minnesota Zoo, 13000 Zoo Boulevard, Apple Valley, MN 55124**
  - Indoor and outdoor exhibits
  - Monorail train
  - Almost 3,000 animals
  - 449 species

- **Gale Woods Farm, 7210 Country Road 110, Mound, MN 55364**
  - 410-acre working farm
  - Hay rides, sleigh rides, fishing
  - Folk school
Parks and Gardens

- **Minnesota Landscape Arboretum**, 3675 Arboretum Drive, Chaska, MN 55318
  - 1,000 acres of public gardens
  - Miles of walking trails winding through prairie, marsh, and woodland habitats
- **Three Rivers Park District**
  - 27,000 acres of trails for hiking, in-line skating, horseback riding, snowshoeing, cross-country skiing
- **Como Park Conservatory**
  - Indoor and outdoor gardens
  - Free admission

**Verbal-Linguistic Intelligence**
The verbal-linguistic child is adept at using words - both verbally and in writing and often reads vociferously. (S)he will often explain in great detail that which another child might only mention in passing. This child usually has a highly developed sense of humor and enjoys word play. The art of persuasion is developed at an early age.

- **Local Library Story Times**
- **Local Bookstore Events**
- **Writing Contests**
- **Creative Kids Story Time @ Creative Kids Stuff**, 4313 Upton Avenue S., Minneapolis, MN 55410
- **Events at Wild Rumpus**, 2720 West 43rd Street, Minneapolis, MN 55410
- **Music, Book Readings, Gift Making**
- **Minnesota Children’s Museum**
  - Story Times
  - Special Events with New Books and Characters
- **Amazing Kids**
- A non-profit educational kids' organization and website dedicated to helping kids realize their amazing potential
  - Writing contests for young children, aged 5 - 14
  - http://www.amazing-kids.org/

**n2arts**
- http://www.n2arts.com/ee/writing/storypage/writing_contests_for_young_people/
- Dozens of writing contests for budding authors

**Visual-Spatial Intelligence**
A child with strength in visual-spatial intelligence enjoys reading and writing, but also loves the visual arts. (S)he recognizes patterns easily and is adept at puzzles. Of particular enjoyment is drawing, painting, and interpreting pictures, graphs, or charts.

**Minneapolis Institute of Arts, 2400 Third Avenue South, Minneapolis, Minnesota 55404**
- Free Admission
- Closed Mondays
- http://www.artsmia.org/
- Exhibits: African, Oceanic, and Native American Art; Ancient Art, Architecture, Design, Decorative Arts, Craft & Sculpture; Asian Art; Paintings and Modern Sculpture; Photographs; Prints and Drawings; Textiles; Purcell Cutts House
- Youth Program - classes

**Walker Art Center, 1750 Hennepin, Minneapolis, MN 55403**
- Classes
- Collections
- Dance
- Exhibitions
- Music
- Film
- Lectures
- Theater
- Arty Pants: Your Tuesday Playdate (for children 3-5 and adults)
Science Museum of Minnesota, 120 W. Kellogg Boulevard, St. Paul, MN
  o Mississippi River Gallery
  o Human Body Gallery
  o Collections Gallery
  o Experiment Gallery
  o Dinosaurs & Fossils Gallery
  o Science Buzz
  o Big Back Yard & Science House
  o Science on a Sphere
  o Collectors' Corner
  o Traveling Exhibits
  o http://www.smm.org/

The Works: A Technology Discovery Center,
  o "Hands-on, minds-on" museum that makes learning about engineering, science and technology interesting, understandable and fun.
  o The Works is part of the solution to the urgent need for quality STEM education (science, technology, engineering and mathematics) for all of our children.
  o Every Saturday from 10 am - 4 pm., The Second Tuesday of every month from 10 am - 8 pm., Many school release days - January 2, 19, 23, - 10 am - 4 pm.
  o Unique exhibits that are designed to delight visitors ages 5 to 12, demystify technology and inspire interest in the way things work.
  o http://www.theworks.org/