



# PLAY SMART

WITH TODDLERS FROM  
THREE MONTHS  
TO 3 YEARS

A perfect guide to make playtime a learning experience  
for your toddler based on three important theories

Howard  
Gardner's  
Theory of  
Multiple  
Intelligence

The VAK  
Learning  
Styles model

NLP - Neuro  
Linguistic  
Programming

**SONALI PRADHAN**

Play Smart

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# *Play Smart*

*Sonali Pradhan*

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# *About the book*

## **PLAY SMART – From 3 months to three years**

**P**lay Smart? For your toddler you are their first and favourite playmate. You are the one they watch, listen to, and learn from. He is constantly playing with you, whether he is watching your face as you feed him or listening to your voice as you sing to him during his diaper change. He is at work-learning and exploring about the world around him through this playtime even without your realising.

This brings to question whether we can tap this primal instinctive behaviour of a child to continuously learn from his surroundings and use it to aid in his overall development? Can we ensure that through play they try out new skills, explore their imagination and creativity and learn about relationships with other people?

Armed with these questions and an experience of more than 10 years in the education industry, a NLP Practitioner and Coach Certification, and a Certification in Early Childhood Education, I set about trying to answer these questions.

This book is a compilation of my learnings on my journey to understand how as a parent/ care giver we can make the most of our child's playtime. I have tried to simplify all the parenting jargon that we are bombarded with in this age of easy internet access and social media.

The play ideas have been based on three important theories/disciplines

- Howard Gardners' Theory of Multiple Intelligence
- The VAK Learning Styles model
- NLP – Neuro Linguistic Programming.

The book gives a brief overview of these three theories followed by practical play ideas which can be easily implemented at negligible cost. I have enjoyed putting this book together for you and hope that you from now on always PLAY SMART with your precious bundle of joy!

Happy Parenting!

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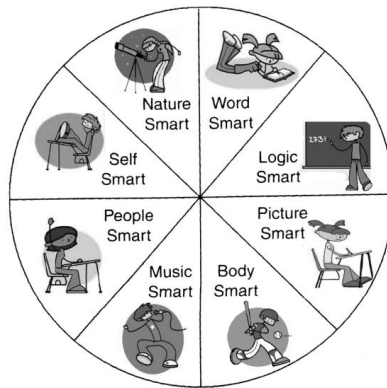


## *HOWARD GARDNER'S MULTIPLE INTELLIGENCES*

**H**oward Gardner's influential theory of multiple intelligences has almost revolutionized the way many psychologists and educators think of intelligence. For almost a century psychometricians, or intelligence testers, had seen it as a fixed trait. IQ tests demonstrated that you were either "smart," "normal," or "deficient." Gardner, on the other hand, has argued that intelligence is multifaceted and dynamic-expanding far beyond the linguistic and logical capacities that are traditionally tested and valued in schools.

Howard Gardner's Multiple Intelligence Theory was first published in Howard Gardner's book, *Frames Of Mind* (1983), and quickly became established as a classical model by which to understand and teach many aspects of human intelligence, learning style, personality and behaviour - in education and industry. Howard Gardner initially developed his ideas and theory on multiple intelligences as a contribution to psychology; however Gardner's theory was soon embraced by education, teaching and training communities, for whom the appeal was immediate and irresistible - a sure sign that Gardner had created a classic reference work and learning model.

The theory suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr.Gardner proposed eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:



### ***LINGUISTIC INTELLIGENCE ("WORD/LANGUAGE SMART")***

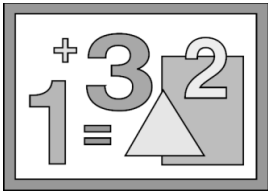


Children whose linguistic intelligence (verbal intelligence) is highly developed have an easy time with both written and oral language. They enjoy reading, writing, and telling stories. Children are word smart when they show sensitivity to the meaning of words as well as

the order among words, their sounds, rhythms and reflections. Skills such as learning a new language, explaining instructions, and verbal memorization come easily to them.

- Learns by listening, taking notes & discussions
- Future careers: teachers, writers, journalist

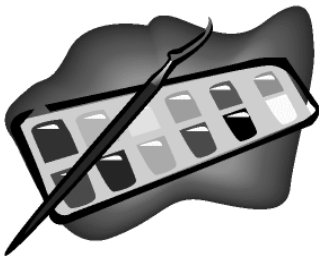
### ***LOGICAL - MATHEMATICAL INTELLIGENCE ("NUMBER /LOGIC/REASONING")***



Children with great logical learning have an easy time with mathematics, computer programming, and playing games such as chess. They use traditional mathematical abilities such as reasoning, logic, investigation, and scientific thinking. It involves inductive and deductive reasoning skills as well as critical and creative problem-solving.

- Learns by reasoning, investigating & calculating
- Future careers: Economists, mathematicians, scientists

### ***SPATIAL INTELLIGENCE ("IMAGE/PICTURE SMART")***



Also called visual learners; they need to be able to see things in order to understand them. Since they have a strong visual memory, a sharp eye for detail and colours, and good hand-eye coordination, they tend to be artistically inclined. They enjoy creating art, building puzzles, and learning through watching movies.

- Learns through charts, pictures and images
- Future Careers: Architects, engineers, and artists

## ***BODILY-KINESTHETIC INTELLIGENCE ("PHYSICAL MOVEMENT/BODY SMART")***



Also known as tactile learners are highly coordinated and enjoy working with their hands. They are also able to remember things through muscle memory. They enjoy taking things apart and trying to put it back together, as well as building and using their tactile

sensors.

- Doing & trying rather than watching & hearing
- Future Career: Athletes, dancers, builders, soldiers

## ***MUSICAL INTELLIGENCE ("MUSIC/RHYTHMIC PATTERNS SMART")***



Children with strong musical intelligence have a high sensitivity to sounds, tones, and music. Their sharp hearing enables them to follow a story or a lecture without the need of visual aids. Rhyming comes easily to them, as does singing, playing an instrument, and composing music. These children tend to sing

or hum while busy doing other activities.

- Uses Rhymes and songs to memorize information
- Future Careers: Musicians, singers and composers

## ***INTERPERSONAL INTELLIGENCE ("SOCIAL/PEOPLE SMART")***



Children with strong interpersonal intelligence have lots of friends and are able to create long meaningful relationships with people. They are empathetic and sensitive to others feelings, moods and temperaments. They enjoy socializing and working with others and are able to lead and be led. They have strong communication

skills and are able to explain their needs and wants easily.

- They learn best by working with others
- Future Careers: Politicians, teachers, social workers

### ***INTRAPERSONAL INTELLIGENCE ("INNER DIRECTED REFLECTIVE/ SELF SMART")***



Children with strong intrapersonal intelligence tend to 'march to the beat of their own drum'. They have high self-esteem, self-confidence and are perfectionists. They are in tune with their emotions, abilities and goals. They tend to learn from their own mistakes and successes.

- They learn best by concentrating & working out topic learned on their own
- Future Careers: Philosophers, scientists, psychologists, writers and theologians

### ***NATURALIST INTELLIGENCE ("NATURAL PATTERNS /NATURE SMART")***



Children with strong naturalistic intelligence show sensitivity towards the environment and other living creatures. They are able to tend and grow a plant or a garden. These children feel connected to nature and prefer being outdoors. They are good at classifying different species and understanding the natural cycle of the world.

- Learn best when they are outdoors
- Future Careers: Farmers, naturalists, conservationists, gardeners and scientists

## ***PRINCIPLES AND INTERPRETATION***

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The multiple intelligences theory represents a definition of human nature, from a cognitive perspective, i.e., how we perceive; how we are aware of things.

This provides key indications about peoples preferred learning styles, as well as their behavioural and working styles, and their natural strengths. The types of intelligence that a person possesses (**Gardner suggests most of us are strong in three types or more**) indicates not only a person's capabilities, but also the manner or method in which they prefer to learn and develop their strengths - and also to minimise their weaknesses.

So for example:

- A child who is strong musically and weak numerically will be more likely to develop numerical and logical skills through music, and not by being bombarded by numbers alone.
- A child, who is weak spatially and strong numerically, will be more likely to develop spatial ability if it is explained and developed by using numbers and logic, and not by asking them to pack a suitcase in front of an audience.
- A child who is weak bodily and physically and strong numerically might best be encouraged to increase their physical activity by encouraging them to learn about the mathematical and scientific relationships between exercise, diet and health, rather than forcing them to play cricket or football.

The pressure of possible failure and being forced to act and think unnaturally, have a significant negative influence on learning effectiveness. Happy relaxed children learn more readily than unhappy stressful kids.

**A person's strength is also a learning channel. A person's weakness is not a great learning channel. Simple huh?**

Develop people through their strengths and we not only stimulate their development - we also make them happy (because everyone enjoys working in their strength areas) - and we also grow their confidence and lift their belief (because they see they are doing well, and they get told they are doing well too).

Developing a person's strengths will increase their response to the learning experience, which helps them to develop their weaknesses as well as their strengths.

It is important to point out that intelligence in itself is not a measure of good or bad, or of happiness or sadness. The different intelligences - in Gardner's context (and normally in most other interpretations and definitions of the term) - are not a measure or reflection of emotion type. Intelligences are emotionally neutral.

In the same way, the multiple intelligences are morally neutral too. No type of intelligence is intrinsically right or wrong. In other words intelligences are amoral, that is, neither moral nor immoral - irrespective of a person's blend of intelligences.

Intelligences are separate to the good or bad purposes to which people apply whatever intelligences they possess and use. Intelligences are not in themselves good or bad.

The types of intelligences that a person possesses are in themselves no indication or reflection - whatsoever - of whether the person is good or bad; happy or sad, right or wrong.

People possess a set of intelligences - not just one type and level of intelligence. This was a primary driver of Gardner's thinking; the fact, or assertion that intelligence is not a single scalable aspect of a person's style and capability. Historically, and amazingly a perception that still



# PLAY SMART

Sonali Pradhan is a trainer, entrepreneur and artist. She has a combined experience of 20 years in the pharmaceutical and education industry. A Neuro Linguistic Programming practitioner; she conducts Soft Skills and Sales Training based on NLP fundamentals and also conducts NLP based workshops for kids.

She also successfully runs her own home decor, and natural beauty and food products businesses.

PLAY SMART is her first book which is a perfect guide to make playtime a learning experience for your toddler based on three important theories

- \* Howard Gardner's Theory of Multiple Intelligence
- \* The VAK Learning Styles model
- \* NLP - Neuro Linguistic Programming



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