

Discovering My Superpowers

Goals

- Identify and explain students' multiple intelligences strengths
- Explain how stronger intelligences can be used to an individual's advantage

Duration

60 minutes to complete

Prerequisites

Completion of the AchieveWorks® Intelligences assessment

Materials and Preparation

Students will need:

- a copy of their AchieveWorks Intelligences assessment results or an Internet-enabled device to view these results online
- one or more partners for the intelligence strengths discussion
- paper and a writing utensil

You will also need:

- a whiteboard/chalkboard or poster

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Method

Motivational Set (10 minutes)

1. On the board, write the names of the nine intelligences (Existential, Interpersonal, Linguistic, etc.) in a row, with room to write underneath each.
2. Ask students to think of people they associate with these terms. Start with Musical and ask students for examples of someone who is really strong in this intelligence. They could include historical figures like Mozart and Beethoven, or proficient modern-day musical artists. Explain to students that the examples do not have to be specific people but could also be job titles — composer, for example.
3. Repeat this process for each of the intelligences. Encourage students to come up with their own answers but make sure they correctly apply to the intelligence. Consult Appendix A for examples.
4. Once each category has examples, ask students the following questions:
 - Are these the only things these people are good at?
 - Is it possible to be good at many things?
 - Do you think a person's strengths in an intelligence are due to natural talent? Or do you think they are abilities that have been developed over time?
5. After discussion, inform students that we all have natural abilities and multiple intelligence strengths. We may not be fully aware of them, but when we realize what our stronger intelligences are, we can use them to our advantage and further develop them to be more successful.
6. Tell the students they will be reflecting on their multiple intelligence strengths. They will need to have completed AchieveWorks Intelligences prior to the activity as they will be reviewing the terms associated with this assessment, examining their strengths, selecting which intelligences are their best, and looking at how they can apply these strengths to their lives.

Intelligence Strengths Discussion (30 minutes)

1. Review the AchieveWorks Intelligences report and go through the definition of each intelligence. Ask students to provide examples of this intelligence — what kinds of behaviors are associated with this ability? Write these on the board for students to see.
2. Have students view their personal AchieveWorks Intelligences results and ask them to list their strongest two or three intelligences on a separate sheet of paper.
3. Have students consider the definitions and strengths for these top intelligences while thinking about their own lives. Ask them to write down personal experiences that show their ability in these intelligences.
4. Explain to students that it may be difficult to think about what we are good at and that is okay. We are not always aware of our intelligences because most often our strengths are just natural things we do; they are our natural abilities.

5. Provide your own example to the students or use the following: if a student is strong in linguistic intelligence, they may naturally be strong in English classes, great at memory games, write really interesting creative stories, or be able to learn new ideas or languages quickly.
6. When this is done or nearly complete, ask students to partner up with another student or two. Have them ask what they think each others' strongest intelligences are and whether they can share any examples or experiences. Explain that sometimes others, especially close friends and family, have a great sense of what our natural abilities are. Encourage students to think about what their classmates are good at and why they are good at it. For example, a person may be good at a sport because they practice hard, are motivated to participate, have good spatial awareness when playing, and have good coordination when playing.
7. Check in with each group to listen to the discussion and see how students' lists are coming along. You could also have students ask these questions of their parents, coach or other friends and come back to the activity later.
8. After students are done, have them refer back to their AchieveWorks Intelligences report and select one of their top intelligences. Have them select two or three of the strengths listed for it and write a paragraph explaining why each is a strength for them. Ask them to use their experiences to justify their reasoning. The following questions can also help construct the paragraphs:
 - What are your strengths? What are your experiences related to this strength?
 - How have they helped you?
 - What did you do or learn from them?

Superpowers and Our Lives Concept Map (15 minutes)

1. As students are writing out their paragraphs, create a concept map on the board. Write "Superpowers" in the middle and add the following terms as branches connecting to the main term:
 - a. At school
 - b. At home
 - c. At work/volunteering
 - d. In extracurricular activities
 - e. With friends
 - f. With family
2. When students complete their paragraphs, ask them to create the same concept map on their papers. Ask them how their intelligence strengths help them in these areas. Provide a personal example or use the following:

Intrapersonal intelligence: This ability helps me understand my relationships with other people, stay focused at school and complete my homework, apply myself in my extracurricular activities (piano lessons), and solve problems at my job.

Closing Activity (5 minutes)

Ask students to think about their future and what success looks like to them. Ask them to write a paragraph to explain how they see success in the context of their multiple intelligences. How could they use their intelligence strengths to succeed in life? What does that success look like? How could they apply their strengths to their lives? They should title this, My Success Story.

Expanding on Ideas (optional)

- Have students ask their parents for their observations on their student's intelligence strengths and experiences that showcase them.
- Have students complete a concept map for each of their selected top intelligences.
- Expand the closing activity to multiple paragraphs.

Appendix A: Examples of Individuals Who Represent the Intelligences

More examples can be found in the AchieveWorks Intelligence report

Intelligences			
Existential	Interpersonal	Intrapersonal	Kinesthetic
- The Dalai Lama	- Martin Luther King Jr.	- Socrates	- Michael Jordan
- Buddha	- Oprah Winfrey	- Helen Keller	- Sidney Crosby
- Joan of Arc	- Mother Teresa	- Sigmund Freud	- Ashton Eaton
- Church/spiritual leaders	- Counselors	- Judges	- Athletes
- Sociologists	- Mediators	- Actors	- Dancers

Intelligences				
Linguistic	Logical	Musical	Naturalist	Spatial
- J. K. Rowling	- Albert Einstein	- Mozart	- David Suzuki	- Michelangelo
- J. R. R. Tolkien	- Stephen Hawking	- Adele	- Charles Darwin	- Leonardo da Vinci
- Barack Obama	- Bill Gates	- Taylor Swift	- Gregor Mendel	- Steven Spielberg
- Translators	- Detectives	- Music therapists	- Farmers	- Pilots
- Lawyers	- Statisticians	- Recording engineers	- Meteorologists	- Architects