

Realizing the Full Potential of My Superpowers

Goals

- Identify and explain intelligence strengths and areas to improve on
- Explain how intelligence strengths can be used to improve lower-scoring intelligences
- Create an action plan for using intelligence strengths to improve lower-scoring intelligences

Duration

60 minutes to complete

Prerequisites

- Completion of the AchieveWorks® Intelligences assessment
- Completion of the Discovering my Superpowers activity

Materials and Preparation

Students will need:

- a copy of their AchieveWorks Intelligences report or an Internet-enabled device to view these results online
- copies of the Personal Strength Action Plan handout
- paper and a writing utensil

Please print and modify as needed to use these guided activities with your students. Note, however, that this content, or any portion thereof, may not be copied, distributed, republished, uploaded, posted or transmitted without the express written permission of Human eSources Ltd.

Method

Motivational Set (10 minutes)

1. Write the following question on the board or read it out loud to students: How can our strengths carry our weaknesses? The question is intended to get students thinking — it doesn't have to be verbally answered.
2. Read the story about the Farmer's Donkey (Tarte, 2013, retrieved from [link](#)).

One day a farmer's donkey fell down into a well. The animal cried piteously for hours as the farmer tried to figure out what to do. Finally, he decided the animal was old, and the well needed to be covered up anyway; it just wasn't worth it to retrieve the donkey.

He invited his neighbors to come over and help him. They all grabbed a shovel and began to shovel dirt into the well. At first, the donkey realized what was happening and cried horribly. Then, to everyone's amazement, he quieted down.

A few shovel loads later, the farmer finally looked down the well. He was astonished at what he saw. With each shovel of dirt that hit his back, the donkey was doing something amazing. He would shake it off and take a step up.

As the farmer's neighbors continued to shovel dirt on top of the animal, he would shake it off and take a step up. Pretty soon, everyone was amazed as the donkey stepped up over the edge of the well and happily trotted off!

3. Ask students the following questions:
 - What were the donkey's weaknesses?
 - What were the donkey's strengths?
 - How did the donkey's strengths help his weakness?
4. Tell students that we can use our strengths to improve in areas we find challenging and develop *all* of our abilities in every aspect of life. The story was a simple example of this idea. Explain that students will be looking at how they can achieve the full potential of their abilities by using their intelligence "superpowers" to improve their lower-scoring intelligences.

Activity Overview

Tell the students they will be reflecting on their intelligence strengths and on challenge areas they want to improve. They will need to have completed the AchieveWorks Intelligences assessment prior to the activity as they will be reviewing the terms associated with this assessment, examining their strengths and areas for improvement, selecting two areas of natural ability and two lower-scoring intelligences, and creating an action plan for each challenge area.

Review Discovering My Superpowers and My Success Story (15 minutes)

1. Have students review their AchieveWorks Intelligences report and the success story they created in the Discovering My Superpowers activity. On a separate page, ask students to list their two strongest intelligences and, in one or two sentences, explain why these are their top strengths.
2. Have students view their AchieveWorks Intelligences report again but this time to focus on their lower-scoring intelligences. Ask them to select two intelligences they wish to improve upon and to write a paragraph for each explaining why. Ask students to consider the following questions:
 - a. Why do you want to improve this intelligence?
 - b. How will this intelligence help you in your life? At school? At home? At work or when volunteering? With extracurricular activities? With friends? With family?
 - c. How can you improve this intelligence? What do you need to do in order to be successful in this area?
 - d. How can your strengths help you improve this intelligence?

Personal Strength Action Plan (30 minutes)

1. After students are done, have them develop their personal strength action plans using the template in Appendix A. Students should start by creating an “I will” goal statement for each of their two areas of improvement. This sentence will be broad, but explain to students that using “I will” statements helps take ownership of our goals and the goal will become more focused when we incorporate personalized strategies.

In their goal statements, students should be able to clearly see which intelligence is the strength and which intelligence is being further developed. Use the following statements as examples and then create a goal statement with the students (they can select the strength and area for improvement).

- a. I will apply my linguistic strengths to help improve my naturalist intelligence and be successful in my life.
 - b. I will use my ability in existential intelligence to help improve my interpersonal intelligence so I can be successful in my life.
2. After students have completed their two goal statements, ask them to fill out the intelligence explanation section of each of their action plans. This section, which is a brief reminder of what the intelligence is, can be done together as a class.

3. Before letting students complete the work on their own, go over the remaining sections of the action plan with them using the following explanations. The last points are examples of how these sections combine together (alternatively, you can use your own personal example):
 - a. Have students complete the Things I'm Good At section. This list should be a reflection of the student's natural abilities and areas of intelligence strength. Have students refer back to their AchieveWorks Intelligences report and their Success Story for ideas.
 - b. Students can then move on to the strategies to improve this area of their action plan. Students should list at least five strategies that can help improve their low-scoring intelligence. Have students refer back to their explanation and the definition of the intelligence. Encourage students to discuss ideas with partners — especially those with strengths in these intelligences — to help improve these areas.
 - c. Once these main two sections are done, have students combine the ideas in these columns to create individual strategies for the Personalized Strategies to Accomplish My Goal statement. Encourage students to think about how their strengths can help develop their abilities in other areas.
 - d. **Example 1:** Liza is going to use her ability of linguistic strength to do research into natural environment groups. She is going to find something in this area she is passionate about and find reading material about it so she can expand her knowledge.
 - e. **Example 2:** Caleb is going to use his existential strength to help improve his interpersonal intelligence by talking to his family and his local religious leaders about their faiths. He is going to listen first, so he can understand their beliefs, and ask deep-thinking questions in a polite and respectful manner.
4. Ask students to describe a timeline they could use to implement their strategies for improvement. It can be brief (for example, within the next month, by the end of the month, in two weeks, in four months, etc.), but stress to the students that it has to be realistic to them. Everyone is different and our timelines will all be different to suit our individual needs.

Closing Activity (5 minutes)

- Ask students to select one of their action plans and create a small, attainable task for the next week. Inform students that this task is a small baby step towards their goal of improvement of their low-scoring area. Have students write out this task on a separate slip of paper and keep it on them for the upcoming week.

Handout

Appendix A: Personal Strength Action Plan

Personal Strength Action Plan	
“I Will” Goal Statement:	
Strong Intelligence Explanation	Intelligence to Improve Explanation
Things I’m Good At	Strategies to Improve this Area
Personalized Strategies to Accomplish My Goal statement:	
Timeline of My Goal:	

Reference

Tarte, J. (2013). *The way of the donkey....* Retrieved from <http://www.justintarte.com/2013/01/the-way-of-donkey.html>