

Name: _____ ID#: _____ Date: _____

Lesson#

2

What Are Your Strengths & Superpowers?

Layer 1: Collect Prior Knowledge

Scorecard Preview

Directions: Rate yourself on the following scale.

Note: The ratings below do NOT have to *exactly* match to the Scorecard completed at the beginning of the course.

#	Statement	Pre-Score				
		Always	Sometimes	Never		
1	Feel incapable of being successful in school?	1	2	3	4	5
2	Feel ‘dumb’ or less intelligent than others?	1	2	3	4	5
3	Feel that you are often slower at learning new things compared to others?	1	2	3	4	5

Investigation

Directions: Follow the prompts in the course to fill in the boxes, below.

A

B

C

What Are Your Strengths & Superpowers?

Layer 2: Connect New Information

Key terms

The following terms and concepts are introduced in this lesson:

- **Strengths:** the skills or abilities at which an individual excels
- **Superpower:** a natural ability or strength that outperforms 90% of others, feeling effortless to the one who has it
- **multiple intelligences:** a theory that views the abilities of a person through a variety of different domains, most of which are neglected in education.
 - **Word smart** (linguistic intelligence): Skill in using words for expression and understanding.
 - **Math smart** (logical-mathematical intelligence): Ability in reasoning, logic, and handling numbers.
 - **Visual smart** (spatial intelligence): Ability to think in images and spatial configurations.
- **Music smart** (musical intelligence): Talent in rhythm, music, and sound recognition.
- **Body smart** (bodily-kinesthetic intelligence): Skill in coordinating mind and body to perform physical tasks and/or exhibit athletic skill
- **Nature smart** (naturalist intelligence): Ability to understand, appreciate, and interact with the natural world.
- **Self smart** (intrapersonal intelligence): Insight into one's own emotions and motivations.
- **People smart** (interpersonal intelligence) Skill for understanding and interacting with others.

Sections

This lesson includes the sections below. Use this information to guide your note-taking and track your progress through the lesson.

A. HOW am I smart?

B. What are the multiple intelligences?

C. School only measures (a tiny fraction of) two intelligences

D. What is a superpower?

E. "How can I discover my superpowers?"

F. Why are strengths & superpowers important?

What Are Your Strengths & Superpowers?

Layer 3: Confirm Understanding

Apply + Practice

M.I. Friends & Family

Directions: Think about the people in YOUR life who best represent each of intelligence (family, friends, peers, teachers, coaches, etc.) and follow the prompts in the chart, below.

Intelligence	Name of Person <small>in your life who best represents this intelligence.</small>	Three Characteristics <small>Describe three different: qualities, skills, or talents of this person that demonstrate this intelligence. If you need more space, continue on the back of the paper.</small>
intrapersonal (self smart)		1. _____ 2. _____ 3. _____
visual/spatial (picture smart)		1. _____ 2. _____ 3. _____
Interpersonal (people smart)		1. _____ 2. _____ 3. _____
linguistic (word smart)		1. _____ 2. _____ 3. _____
kinesthetic (body Smart)		1. _____ 2. _____ 3. _____
logical (number smart)		1. _____ 2. _____ 3. _____
naturalistic (nature smart)		1. _____ 2. _____ 3. _____
musical (music smart)		1. _____ 2. _____ 3. _____

Name: _____ ID#: _____ Date: _____

Lesson#

2

What Are Your Strengths & Superpowers?

Layer 3: Confirm Understanding

Scorecard Review

Directions: What solutions have you learned to resolve each problem, below?

For each statement: rate yourself post-lesson, briefly describe a solution you learned, and calculate the difference from your pre-score.

#	Do you...	Solution	Post-Score			+/- change from pre-score		
			Always	Sometimes	Never			
1	Feel incapable of being successful in school?		1	2	3	4	5	
2	Feel 'dumb' or less intelligent than others?		1	2	3	4	5	
3	Feel that you are often slower at learning new things compared to others?		1	2	3	4	5	

Rubric: Apply + Practice

Directions: This rubric is to help you and your teacher evaluate your progress on the Apply + Practice activity.

CRITERIA	EXCELLENT (4)	SATISFACTORY (3)	NEEDS IMPROVEMENT (2)	POOR (1)
Completeness	Lists three distinct characteristics for every intelligence type.	Lists three distinct characteristics for most intelligence types.	Lists some characteristics for some intelligence types.	Several characteristics are missing..
Relevance	Characteristics accurately represent each intelligence type.	Characteristics are generally relevant with minor inaccuracies.	Some characteristics don't relate well to the intelligence type.	Characteristics irrelevant or incorrect.
Originality	Highly original, reflects personal observation.	Some original thought, could be predictable.	Lacks originality, mostly stereotypical views.	Generic, lacks personal insight.

Total points: _____ / _____

Name: _____ ID#: _____ Date: _____

Lesson#

2

What Are Your Strengths & Superpowers?

Skill Demonstration Form

The purpose of this activity is to apply the information from this lesson to “real life” situations. It can be a stand-alone assessment and/or used as preparation for the end-of-course Exit Presentation.

Directions

Complete the prompts below, in writing or with multimedia tools.

NOTE: As an alternative to this form, a digital portfolio is provided throughout the curriculum.

Section #: _____ Section Title: _____

Chapter #: _____ Chapter Title: _____

1. What is the skill or topic you learned?

(For example: taking notes, using a planner, communicating with teachers, etc.)

2. What is the name of the evidence and a short description?

(Examples of evidence: a page of notes, a page from a planer, an email to a teacher, a photo of your organized binder or bedroom, etc.)

3. How does this evidence illustrate what you learned about this skill or topic?

4. How/why/when do you expect to use this skill or information in the future?

Rubric

Evaluation guidelines are below.

(Your teacher will determine the total number of points possible.)

SCORE	POINTS POSSIBLE	PERFORMANCE INDICATOR
		The evidence provided demonstrates an <u>understanding of the concept/strategy</u> .
		The evidence provided demonstrates <u>appropriate application to a current setting</u> .
		The description of a future application demonstrates an understanding of the <u>potential use</u> for this concept/strategy.
		COMMENTS: