

## Lesson 9: Share Your Gifts

### SPECIFIC GOAL (S):

1. To get a deeper understanding of their unique gifts.
2. To validate that everyone has strengths as well as challenges, and offer new language that is stigma-free.
3. To inspire all students to learn about responsibility by sharing a particular gift with others, utilizing both their strengths and empathy in a pro-social activity of their choice.

### PREPARATION AND MATERIALS:

1. Shoebox and small mirror for Mirror Activity
2. Copies of Appendix J worksheet (Multiple Intelligence Test)
3. Copies of Appendix K worksheet (Rainbow Diagram)

READING PROMPT: The Rainbow Fish by Marcus Pfister, The Big Orange Splot by Daniel Manus Pinkwater, Peter's Chair by Ezra Jack Keats, The Wednesday Surprise by Eve Bunting, The Legends of the Bluebonnet by Tomie DePaola

### PROCEDURE:

#### 1. Mirror Activity

**Step 1 – Preparation.** Find a shoebox and cut a small slit in the top, big enough for a student to peer inside but small enough so no other students around them can see in. Place a mirror inside the box, so that when one looks through the slit they see themselves reflected back.

**Step 2 – Activity.** Have the students sit in a circle and tell them, “Inside this box is the most unique, special person in the world. No one else is quite like this person.” Instruct the students to pass the box around and look inside the slit. Emphasize: “Be kind to your neighbor and don’t tell anyone who is within the box. Let them have a chance to be surprised like you.”

**Step 3 –Discuss strengths and De-stigmatize challenges.** Tell students that everyone, no matter what their age, has strengths in some areas and challenges in others, which can change over time. It’s a huge advantage to know what those are, in order to build on them and make choices that help us reach our unique, full potential in life.

#### 2. Introduce Howard Gardner’s 8 Intelligences

**Step 1** - Tell students we each have all of these intelligences in us, but some are easier to access and others take more effort to develop.

- 1) Visual-spatial intelligence: “Seeing Smart”
- 2) Linguistic-verbal intelligence: “Word Smart”
- 3) Mathematical intelligence: “Math Smart”
- 4) Kinesthetic intelligence: “Body Smart”
- 5) Musical intelligence: “Music Smart”
- 6) Interpersonal intelligence: “People Smart”
- 7) Intrapersonal intelligence: “Self Smart”
- 8) Naturalistic intelligence: “Nature Smart”

*Optional Activity:* Teacher or Students create 8 different collages, one for each of the “Smarts” or one collage that illustrates a favorite combination of the “Smarts.”

**Step 2** - Have students take the Multiple Intelligences assessment to identify their “smarts.” Use the Multiple Intelligence test in Appendix J

**3. Rainbow activity** - Use the rainbow diagram in Appendix K

Instruct students to label and color the rainbow with the 8 intelligences (i.e., Seeing Smart, Word Smart, Math Smart, Body Smart, etc.). Have them refer to the scores from their assessment to help rank their intelligences from their strongest (on the lowest arch of the rainbow) to their most challenging (on the highest arch of the rainbow). Make sure to use a bold pen to label each ring.

**4. What gifts do they want to share?**

**Step 1** – Discuss how sharing your gifts is a way to take responsibility for your community, and empower yourself at the same time. Participating in pro-social behavior is beneficial both to the individual and to the world. Give students examples of how they can use their strengths to help make a positive difference. Examples:

- If you are Seeing Smart, you can help your parent decorate for a special holiday.
- If you are Word Smart, you can write a poem for someone special.
- If you are Math Smart, you can count the change in your parent’s pocket.
- If you are Body Smart, you can coach a younger child to play your favorite sport.
- If you are Music Smart, you can play music with somebody.
- If you are People Smart, you can organize a surprise party for your friend.
- If you are Self Smart, you can empathize with a friend who is upset.
- If you are Nature Smart, you can organize friends to clean up a beach.

**Step 2** – Have students brainstorm “responsibility action plans.” For example: If a student is nature smart, then their goal could be about conserving water and their action plan could include taking shorter showers, turning off the tap while brushing their teeth, etc. *Hint:* Show students how to use mind maps to brainstorm their goal and actions. Ask students to imagine what it would be like if no one took responsibility?

**Step 3** – Have students complete the following sentences in their journals:

1. I am good at \_\_\_\_\_  
(name one of your favorite strengths/intelligences)

2. I care about \_\_\_\_\_  
(name something you are passionate about)

3. I will share my gift of \_\_\_\_\_  
(your gift is often something you are both good at and/or care about)

so I can help \_\_\_\_\_  
(how can your gift help do something positive?)

by my action plan of \_\_\_\_\_

*For younger children, this may be a verbal exercise, and/or have them draw a picture of themselves doing the sharing action (example: “I am helpful. This is me helping grandma sweep the sidewalk.”).*

**Step 4** – Go around the room and discuss (or write about) what they wrote for # 3 in the box or what kind of person you want to be. *Younger children can draw pictures of themselves with these characteristics now or in the future.*



**PARENT-STUDENT HOMEWORK: SHARE YOUR GIFT LESSON**

Dear Parents/Guardian:

This week your child learned about identifying her/his gifts. Everyone has unique gifts and if students are aware of those, then they can build on them in order to reach their full potential. As a reference, we used the work of noted Harvard psychologist, Howard Gardner, which outlines multiple intelligences. This introduces 8 different ways that individuals learn. They are:

- 1. Visual-spatial intelligence: "Seeing Smart"
- 2. Linguistic-verbal intelligence: "Word Smart"
- 3. Mathematical intelligence: "Math Smart"
- 4. Kinesthetic intelligence: "Body Smart"
- 5. Musical intelligence: "Music Smart"
- 6. Interpersonal intelligence: "People Smart"
- 7. Intrapersonal intelligence: "Self Smart"
- 8. Naturalistic intelligence: "Nature Smart"

Note: We've provided a print out of Gardner's model so you too can identify your strengths!

We also discussed the importance of sharing your gift, which not only makes you happy, but also helps others. Please fill in the chart below with your child. See if you can plan an activity in which you both can share your gifts to help make a positive difference. Even small acts have big ripples. We suspect that you will both be very happy as a result.

1.	I am good at (Student) _____.
	I am good at (Parent) _____.
2.	I care about (Student) _____.
	I care about (Parent) _____.
3.	We will share our gifts of _____
	so together we can help _____.
	by our action plan of _____.

PLEASE WRITE YOUR OBSERVATIONS ON THE OTHER SIDE OF THIS PAPER, and have your student return it to class.



Appendix J

Multiple Intelligence Test: What are my smarts?

Research shows that we all have a least eight different types of intelligence. Figure out all the ways you are smart!

**INSTRUCTIONS:** Rate each statement below from 0 to 5 according to how well it describes you (0= Not true of me at all, 5= Very true of me).

Record your rating in the white block on the same row. Add the numbers in each column to find the total score for each “smart.”

I enjoy singing and/or can remember the melodies of many songs								
I love word games (ex: crossword puzzles, scrabble, etc.)								
I like to spending time by myself								
Charts, maps, and graphic organizers help me learn								
I learn best when I can talk over ideas with others (ex: If I have to memorize something I ask someone to quiz me to see if I know it)								
I enjoy doing art, looking at photography, or computer design								
I often listen to music in my free time or have it playing in the background while doing homework or studying								
I get along well with different types of people								
I know what I am good at and what my challenges areas are								
I enjoy studying about the earth and nature and collecting things (ex: rocks, flowers, etc)								
I love projects that involve acting or moving								
I enjoy caring for pets and other animals								
Written assignments are usually easy for me								
I can learn new math ideas easily								
I play a musical instrument (or would like to)								
I am good at physical activities like sports or dancing								
I like to play games involving numbers and logic (ex: logical math puzzles, brain teasers, computer games, chess, checkers, etc.)								
My best way to learn is by doing hands-on activities								
If I have to memorize something I often draw a diagram to help me remember								
Friends often ask my advice because I seem to be a natural leader								
I enjoy being outside in all types of weather								
I love the challenge of solving a difficult math problem								
Having quiet time to think over ideas is important to me and I often like to work alone without anyone bothering me.								
I often read for pleasure/enjoyment								
<b>TOTALS →</b>								

\*This assessment was adapted from Laura Candler’s Multiple Intelligence Survey For Kids.

More at: <http://www.lauracandler.com/strategies/multipleintelligences.php>

Seeing smart

Word smart

Math smart

Body smart

Music smart

People smart

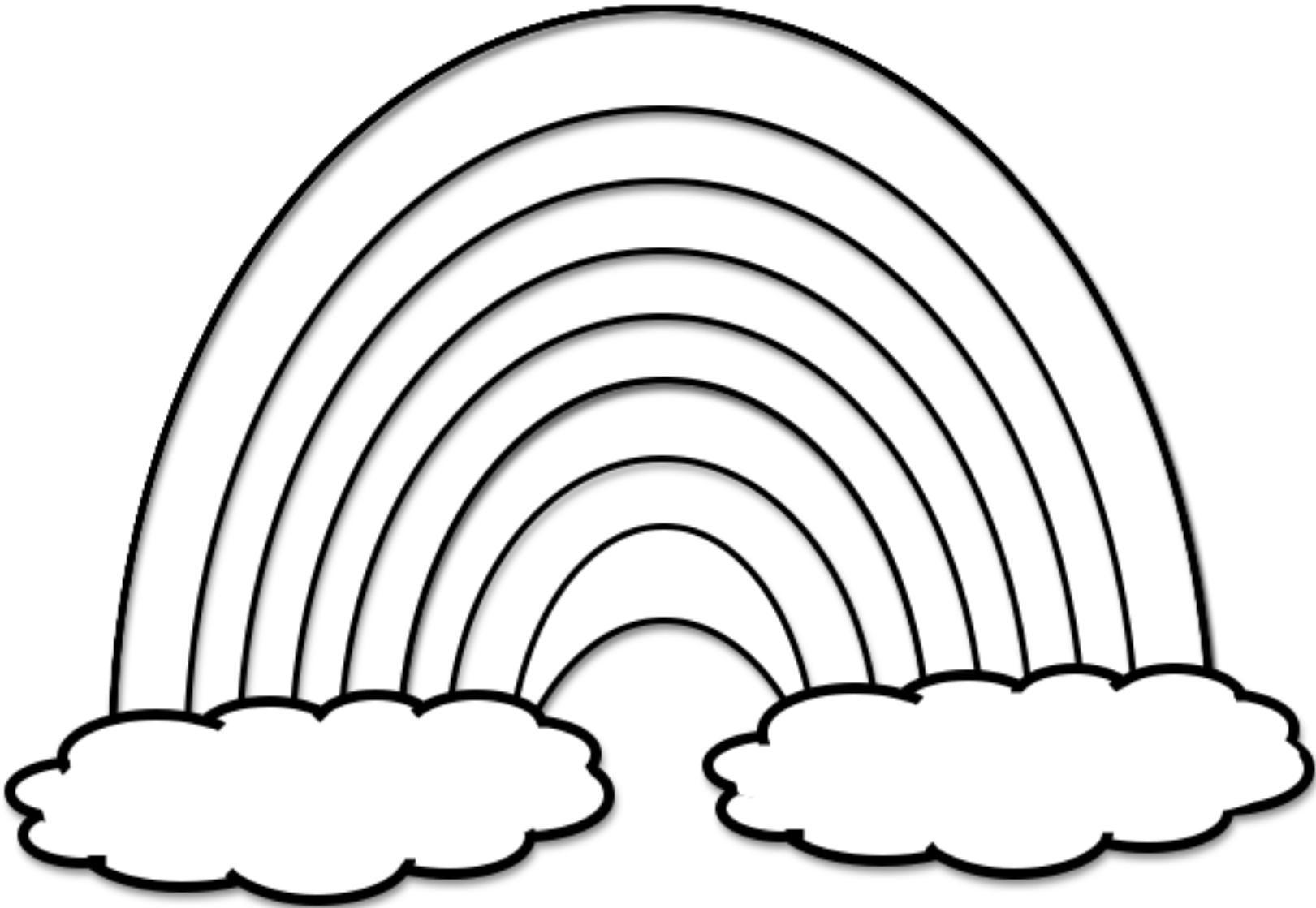
Self smart

Nature smart



Appendix K

My Rainbow



My strong strongest area is “\_\_\_\_\_ smart” (lowest arch of rainbow)

- “\_\_\_\_\_ smart”
- “\_\_\_\_\_ smart”
- “\_\_\_\_\_ smart”
- “\_\_\_\_\_ smart”
- “\_\_\_\_\_ smart”
- “\_\_\_\_\_ smart”

My most challenging area is “\_\_\_\_\_ smart” (highest arch of rainbow)

