



Workshop goals:

- Understanding that intelligence is global and in constant evolution.
- Valuing the diversity in talents and different forms of intelligence.
- Giving students responsibility over their own capacity for transforming obstacles into surmountable challenges.

Take-home message for the children:

- Intelligence is more than knowing calculus or English.
- Intelligence can be developed. The more I practice, the more I advance.
- I'm also intelligent when I understand and manage my - or others - emotions.
- All the experiences I have make me more intelligent.

Theoretical background for the teacher:

Intelligence is the ability to solve problems. It's broad, complex and evolutionary, *"the result [...] of environmental, genetic, cerebral and cognitive factors that influence performance [...]"* (Ramus, 2012).

Howard Gardner models intelligence in multiple ways, as having different expressions and individual preferences. Carol Dweck showed that there are two ways of representing intelligence, often unconsciously, that are built up over time are dependent on a person's academic history:

- Static representation of intelligence: this representation of intelligence leads to avoiding difficulties as well as analysing mistakes. Progress is therefore stilted.
- Dynamic representation of intelligence. In this way, students see their mistakes as part of the learning process. Students are active, curious to explore the world around them as they transform obstacles into surmountable challenges

Our intelligence isn't limited to our brain, it's also physical and is expressed through our movements and gestures. Finally, intelligence is emotional and social. Human beings have a fundamental need to connect with others.

Outline of the workshop and suggested activities

Adjust and adapt according to childrens' age

Children are welcomed

Presentation of goals to children

Watching video with children

Discussion: guide the children to discuss what they have seen and what they remember 20 to 30 min.

Questions about the film to introduce the subject to the children:

1. What happened?
2. What do the characters feel?
3. What do they think?
4. How do they react?
5. What do they do?

Activities – Workshop 10

And what's intelligence? And how does it work?

What's intelligence? (cf worksheet 10A)

10 to 20 min.

Different scenarios are proposed to the children so they can learn intuitively about intelligence. They can debate them, nuance their opinions and observe that between two scenarios, "and" is often the best choice.

Discover your talents! (cf worksheet 10B)

10 min.

In this exercise, children are invited to value their talents, qualities, and drive. It can start out with a complimentary exchange between the children, in which every child receives personalized feedback from his or her friends. The children complete and colour the balloons that lift them up. They can add some balloons and show their talents in class.

Card game for progress (cf worksheet 10C)

20 min.

To make progress and change your mindset, you can take on positive beliefs about your ability to persevere, to tackle challenges, learn from mistakes, overcome obstacles and ask questions to help understand... The cards can be printed and cut out. They have positive affirmations written on them that the children can use to encourage each other, to help develop their intelligence and sense of perseverance in themselves and each other.

You can also use the cards for other means.

Open up your intelligence like a parachute! (cf worksheet 10D)

20 min.

To nurture your intelligence, you must ask questions and be curious. With this exercise and the metaphor of a parachute, you can teach the children to explore all sides of a subject that they're interested in and then go around the table. They will become used to asking questions, which also means that they are using their power of deduction.

Teachers' instruction sheet: What should we value? And how? (cf worksheet 9&10)

This sheet is designed for teachers and educators to help collect their thoughts on intelligence, complimenting and feedback in regard to children. What we choose to value has consequences on their learning and perseverance. This sheet is mainly based on the works of Carol S. Dweck, "Mindset. The new psychology of success. How we can learn to fulfil our potential", Paperback, 2016.

Conclusion

Activities can be concluded with reflection time with the children: what do you remember, what have you understood...?

Ask the children to make a decision that they will then present to the group.

Each child makes a decision: "I decide to...", "I will..."