



**A SPECTacular Way to Think Outside the Box (🧠 A Brain Health Story)  
(3<sup>rd</sup> Grade – 8-9 yrs.)  
Demonstration: We All Have Talents**



**STORY CONNECTION – SLIDE 4 (Approx Time: 15-20 mins; follow-ups optional)**

We all know that everyone is different. We look different, we think differently, and we feel differently about things. We also know that we are all the same, too. We all have talents. Our talents may be different – but everyone has talents. Now is the time for you to start figuring out what your talents are and how you can use those talents. The best way to figure out what your talents are is by reading and learning new things. You need to “think outside of the box.”

**Materials needed:**

- Understanding Talent video link: <https://youtu.be/LfUvchfrcS0> (2:12)
- Equipment to show online video
- Chart paper or whiteboard
- Markers
- We All Have Talents reflection sheet (included below- optional) or paper
- Pencils

**Preparation needed:**

- Preview video prior to activity
- Be ready to play video and display reflection sheet for all student(s) to see
- Print We All Have Talents reflection sheet (1 per student)
- Determine when student(s) (who volunteer) will share talents

**Instructions:**

1. In this activity, the student(s) will discuss talents and share their talents with the group if they feel comfortable and if it is feasible for the environment.
2. Begin by asking student(s) to share any talents they have. This can be done orally or written down on a whiteboard or chart paper. Student(s) will say things related to sports, music, art, dance, etc.
3. Facilitate a discussion about those talents by asking the following questions:
  - How did they know they had these talents?
    - They had to try many different things.
  - How do people even know they want to try things that they become good at doing?
    - They read, research, watch videos, explore new topics, etc.

- To get them to think deeper, ask if talents can be demonstrated through a job such as a teacher, comedian, woodworker, builder, actor, etc.
    - Have them explain their thinking.
  - Continue the discussion by talking about being born talented versus working hard. What are their thoughts on this topic?
4. Next, show the video clip <https://youtu.be/LfUvchfrcS0>
  5. After the video, discuss the following question: Did their opinions change about being born talented versus working hard? Why or why not?
  6. Tell student(s) that the next part of the activity will give them the opportunity to think more about some of their talents. Go over the We All Have Talents reflection sheet and make sure everyone understands each section. Explain that one section of the sheet asks if they would like to share their talent with the group. Explain that this might need to be done at recess or later if specific tools or props are needed.  
*\*\*NOTE: When they share their talents is at the discretion of the leader.\*\**
  7. Pass out the papers and give student(s) ample time to complete the sheet.
  8. When time is over or all student(s) have completed the task, ask for volunteers to share their answers to the reflection questions.
  9. In closing, remind student(s) that we ALL have talents. By reading, learning, and trying new things we can discover what our talents are. Sometimes we think outside the box to find out what we really like and are good at doing. Doing these things will make our brains healthy and happy.

## We ALL Have Talents Reflection Sheet

Name:

What is your talent?

How did you discover you were good at doing this?

What do you do to continue to get better at your talent?

Would you like to share your talent with the group?

If yes, what equipment, props, materials, etc. are needed?