

Lesson Plan

Know Your Strengths & Own Them!

Sub-indicator 2.1 Self Awareness

Common Core Standard

Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.CCRA.SL.1](#)

Learning Objective(s)

Students will be able **to identify** key characteristics such as strengths and areas of growth to promote self-awareness skills

Materials

- SmartBoard or projector
- Writing materials
- Blank paper
- Highlighters

Opening Activity – Whole Class, 10-15 Minutes

Activity Purpose

- Promoting strengths and why we should focus on them

Description of Activity:

Before beginning the activity, gauge students on their background knowledge of strengths. Only take about 5 minutes for opening discussion before watching the video. Such questions could include:

What is a strength?

Does everyone have strengths?

Is it important to know our individual strengths?



Opening Activity - Continued

Watch [this video](#) on finding and mastering strengths. **(2 minutes)**

After watching the video, ask discussion questions such as: **(5-10 minutes, depending on group size)**

Relating to 0:07-0:14 of the video, what did Einstein mean by comparing a fish climbing a tree?

Why is it important to know your own strengths?

How can this knowledge be important for you in school, at work, or in the community?

Assessment:

Informal assessment of open discussion questions

How will students demonstrate their learning?

Students will be able to identify the importance of individual strengths and how they promote learning, growing, and self-awareness skills.

Activity 2 – Small Group/Whole Group, 15 Minutes

Activity Purpose:

To understand the differences between strengths and areas of growth

To understand how knowing individual strengths and areas of growth can promote self-awareness and learning skills

Description of Activity: This time is designed to talk about the differences of strengths and areas of growth. Below is a scripted lecture to use. If you don't use the scripted lesson be sure to highlight the following:

- Definition of strengths
- Definition of areas of growth
- Differences between the two
- Why we should focus on our strengths
- Why we shouldn't avoid our areas of growth

Activity 2 – Continued

1. Introduce by saying:

“Everyone has things that they are really good at and everyone also has things that they could continue to work on. These two things are called strengths and areas of growth. Strengths are things we are really good at and feel really confident in doing. Areas of growth are areas that we may not feel so confident in and could use some skill building and/or guidance in doing. Let’s talk about the fish metaphor in the video we just watched, what is an obvious strength of a fish? (*Answer: He can swim!*) His areas of growth might not be so obvious, but maybe the fish is better at swimmer shorter distances than longer distances. Does that mean that he can swim long distances? Nope, he just needs more practice!” Let’s watch [this video](#) on strengths and areas of growth.

(Note for teachers: the word “weaknesses” is used in the video instead of areas of growth. Make this clear to students before beginning the video that they are interchangeable but we want to perceive our “weaknesses” as “areas of growth” instead because we want to build on these areas and not avoid them)

“We learned a lot from that video. It is important to know things that you are really good at but also areas you can improve upon. We want to be sure that we focus on our individual strengths because that will help us feel energized and confident in the work that we do. However, we don’t want to completely avoid our areas of growth either because they can help us know more about ourselves and give us room to improve. For example: A weakness (area of growth) listed in the video was multitasking. It’s more important to know that you’re not good at multitasking than to try multiple tasks at once and completely mess up on all of them. If you were to know this about yourself, you would know you could better complete one task and then move onto another instead of tackling all tasks at once. Knowing something like this about yourself will help you to be more efficient and effective in your work.”

Activity 2 – Continued

2. Ask students open discussion questions about what they just learned to gauge understanding of the differences between strengths and areas of growth.
3. During the discussion, document their learning takeaways on a T-Chart and add to the chart to ensure that they have identified all the differences.

How will students demonstrate their learning?

Students will be able to identify the differences of strengths and areas of growth through discussion questions

Assessment:

Informal assessment through open discussion questions and documentation on the T-Chart

Activity 3 – Individual, 20 minutes

Activity Purpose: Students will be able to identify individual strengths and areas of growth

Description of Activity:

1. Hand each student a blank sheet of paper and a writing utensil
2. Instruct students to fold their paper in half and draw a line down the middle (model for students as needed)
 1. **Option:** This could be completed digitally on a Google Document with a two column table so students can access word prediction, speech to text or other accommodations
3. Instruct students to write ‘Strengths’ on the top left side of the paper and ‘areas of growth’ on the top right side of the paper
4. Instruct students to think about their time at school, at home, and at work (if they have a job)
 1. Students should determine at least 5 strengths and 3 areas of growth (if they have more of either, awesome!)
5. Give students roughly about 10 minutes to complete activity

Activity 3 – Continued

6. After 10 minutes, instruct students to use a highlighter (or google document highlighter)
 - a. Students should highlight at 3 of their strengths that they believe are their *key* strengths
 - i. You can frame these as their “super powers” or “what they are experts in” etc.
 - b. With a different color, students can then highlight at least 1 area of growth they are most motivated to continue working and focusing on
7. *Optional: Have students share if they would like
 - a. Sharing will show other students that they will have different strengths and areas of growth- no one is the same!

How will students demonstrate their learning?

Students will be able to identify their individual strengths and areas of growth and analyze which are their *key strengths and an area of growth they are motivated to work on*.

Closing Activity – Whole Group, 5 Minutes

Activity Purpose: Review key takeaways from the lesson

Description of Activity: Open up a class discussion on what was learned during the different activities. Ask students various questions and have them share openly in front of peers and comment on peers’ answers. Such discussion questions could include:

- What did you realize about yourself today?
- Why is it important to know about your strengths & areas of growth?
- Will you have the same strengths & areas of growth as your peers? Why or why not?