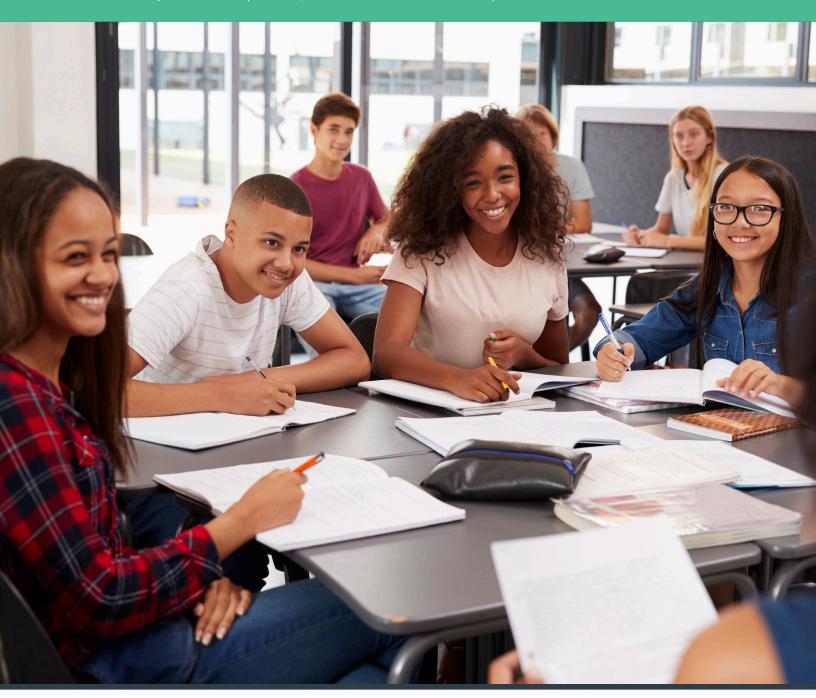
I BRING THIS TO THE TABLE

Understanding Uniqueness, Personal Strengths and Limitations

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Tennessee 4-H Youth Development





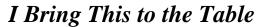








This lesson plan has been developed as part of the TIPPs for 4-H curriculum.



Understanding Uniqueness, Personal Strengths and Limitations



Beginner, 5th Grade

Learner Outcomes

The learner will be able to:

- Identify attributes and characteristics that make them unique
- Explain their personal strengths
- Compose a list of their abilities, strengths, and limitations
- Value the importance of a diverse group of individuals

Educational Standard(s) Supported 5.SL.CC.1

5.FL.WC.4

Success Indicator

Learners will be successful if they:

- List three characteristics that make them unique
- Create a statement of their personal
- List three strengths and three limitations they have

Time Needed

45 Minutes

Materials List

One set of Strength/Weakness cards per seven

Student Handout, I bring this to the table Three Sheets of flip chart paper One dry erase marker per group

Introduction to Content

understanding of the importance of themselves and what skills and traits they bring to different situations. Students identify positive skills and attributes as well as areas in which they can improve. This lesson is 4th in the 5th Grade TIPPS for 4-H Curriculum.

Introduction to Methodology

This lesson begins by having students complete a carousel brainstorming activity centered on diversity in skill sets for teams of people. Students then form groups to identify strengths and weaknesses that they have, and complete writing activities to create a personal values statement.

Author

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In this lesson, students gain an



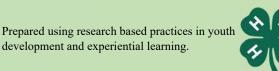
























Terms and Concepts Introduction

This lesson serves as the 4th lesson plan in the 5th Grade TIPPS for 4-H Curriculum. If you are teaching in sequence, consider using this opening line, "In our next three club meetings, we will focus on team skills and identifying strengths and weaknesses of yourself and of teams." Then lead with the activity below.

Setting the Stage and Opening Questions

Prior to starting the lesson, hang the flip chart paper and carousel brainstorming prompts around the classroom. Then say, "Today, we are going to talk about skills, strengths and weaknesses. In just a minute, everyone will get up from their desk and move to one of the pieces of flipchart paper around the classroom. At each flipchart, you'll see a prompt that has a question. In your groups, you'll discuss this prompt and write down your responses on the flipchart."

Allow students to move to the prompts, ensuring each prompt has an equal number of students, then spend approximately 2 minutes at each. After each group has visited each of the prompts, ask students to share the main ideas recorded at each station.

Say to students, "All of those prompts dealt with what we are talking about in class today. You all had some great thoughts! By the end of today's class, you should be able to identify attributes and characteristics that make you unique, explain your personal strengths, compose a list of your strengths and limitations, and value the importance of having a diverse group of individuals in a group or team."

Tips for Engagement

As students are working to identify strengths and limitations, rotate around the classroom and offer guidance as needed. It may be important to stress to some students that not everyone is going to be good at everything and that recognizing strengths and limitations is an important part of learning about themselves.

Experience

Say to students, "We're going to work in groups today to identify strengths and weaknesses that we have. In just a minute, you'll form groups of seven people and I'll pass out a deck of cards to each group. In your group, you'll need someone to be the dealer who will shuffle the cards and deal one to each member of the group. The dealer will then set the remaining cards in a pile, face down, in the middle of the group. After everyone has been dealt a card, look at it and see if it describes you as either a strength or weakness. Starting at the dealer's left, if the card describes you, keep it. If the card doesn't describe you at all, place it face down on the bottom of the deck. If your card is blank, you can write in a strength or weakness using the dry erase marker. After everyone has had a chance to look at their first card, repeat the process until all cards have been given out. After all the cards have been dealt out of the pile, everyone will share with the group what cards they kept and whether or not they describe a strength or weakness."

Separate students into groups and have them complete the activity.

Share

After students have worked through the experience, pass out the student handout, have students return to their desk and say, "Using the cards you selected during our activity, you're going to fill in the blanks of the top box on your handout. In one column, you'll list the strengths, and in the other, your limitations. Then, rank the items in each list, with 1 being your strongest strength or limitation and going down from there."

Allow students to list their strengths and limitations and then collect the cards.

Process

Say, "Turn to your neighbor and compare lists of strengths and limitations. Are any of your strengths listed as a limitation for your neighbor? What about some of your other classmates?"

Allow students to compare lists with other classmates and ask students to share instances where they found a strength of theirs on someone's limitation list or vice versa.

Generalize

Say, "What we saw from that last activity was that not everyone is good at everything. Everyone has a unique set of skills that they bring to a team or group, and those skills often complement someone else's limitations. Using this knowledge, I want each of you to write a tweet about the importance of having a diverse set of skills for individuals in a group. Remember, a tweet is only 280 characters."

Ask students to write their tweet and then share with the class.

for 4-H

Life Skill(s) from TIPPs

5th Grade

Be able to verbalize one's own uniqueness and specialness. (Heart)

Describe one's personal values (what one considers important) and societal expectations. (Health)

Understand one's ability, strengths, and limitations. (Health)

Participate in 4-H club meetings by saying pledges, completing activities, and being engaged. (Head)

Use good manners. (Heart)

Apply

Say to the students, "Now that you've identified strengths and limitations and realized that some skills you have are limitations for others, I want you to think about ways that you can use your strengths to help others. On the bottom of your handout, you'll find a box that says 'Personal strengths.' In that box, take each of the strengths you identified at the top and list two ways you can use that to help others."

Allow students time to work and then ask them to share what they wrote.

Supplemental Information

Educational Standards Met

5.FL.WC.40 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
W 540 07/18 18-0115 Programs in agriculture and natural resources, 4-H youth development, family and consumer sciences, and resource

STRENGTHS		LIMITATIONS
]	
	J	
TWEET		
Danis and Makes		
Personal Values		

1. What are the three most important skill for members of a team to have?

2. Why is it important to have a diverse set of skills on a team?

3. What is your definition of a team?

4. List teams of which you have been a team member?

Strengths/weaknesses	Strengths/weaknesses
Strengths/weaknesses	Strengths/weaknesses
Strengths/weaknesses AMBITIOUS	Strengths/weaknesses WELL MANNERED
Strengths/weaknesses SYMPATHETIC	Strengths/weaknesses AGGRESSIVE
Strengths/weaknesses CANNOT ACCEPT CRITICISM	Strengths/weaknesses CHEERFUL

Strengths/weaknesses	Strengths/weaknesses
GOOD WITH WORDS	DISLIKES ADVICE
Strengths/weaknesses	Strengths/weaknesses
ADVENTUROUS	HELPFUL
Strengths/weaknesses	Strengths/weaknesses
CAN WORK OUT PRIORITIES	GOOD TIMEKEEPER
Strengths/weaknesses	Strengths/weaknesses
НАРРУ	LACKS PATIENCE
Strengths/weaknesses	Strengths/weaknesses
CAN SOLVE PROBLEMS	DECISIVE

Strengths/weaknesses	Strengths/weaknesses
INDECISIVE	GENEROUS
Strengths/weaknesses	Strengths/weaknesses
IMPATIENT	TOLERANT
Strengths/weaknesses	Strengths/weaknesses
GOOD AT SPORTS	WELL DRESSED
Strengths/weaknesses	Strengths/weaknesses
CLEAN AND TIDY	MISERABLE
Strengths/weaknesses	Strengths/weaknesses
HARD WORKING	

Strengths/weaknesses	Strengths/weaknesses
SUPPORTIVE	TACTFUL
Strengths/weaknesses	Strengths/weaknesses
LIKES TEAMWORK	CONSIDERATE
Strengths/weaknesses	Strengths/weaknesses
SENSE OF HUMOUR	INDEPENDENT
Strengths/weaknesses	Strengths/weaknesses
FULL OF FUN	HONEST
Strengths/weaknesses	Strengths/weaknesses
INTELLIGENT	WELL BEHAVED

Strengths/weaknesses	Strengths/weaknesses
CAN MAKE DECISIONS	CAN ACCEPT
	CRITICISM
Strengths/weaknesses	Strengths/weaknesses
WELL ORGANIZED	GOOD LISTENER
Strengths/weaknesses	Strengths/weaknesses
GOOD WITH NUMBERS	LAZY
Strengths/weaknesses	Strengths/weaknesses
USES COMMON SENSE	RELIABLE
Strengths/weaknesses	Strengths/weaknesses
CAN SEND AND	CAN SET OWN
RECEIVE E-MAIL	TARGETS

Strengths/weaknesses	Strengths/weaknesses
CAN RECOGNIZE DIFFICULTIES AND ASK FOR HELP	PUNCTUAL
Strengths/weaknesses	Strengths/weaknesses
SHOWS INITIATIVE	SHOWS LEADERSHIP
Strengths/weaknesses	Strengths/weaknesses
FRIENDLY	PREFERS WORKING ALONE
Strengths/weaknesses	Strengths/weaknesses
OBSERVANT	EASILY LED
Strengths/weaknesses	Strengths/weaknesses
RELIGIOUS	LIKES TO BE TOLD WHAT TO DO

Strengths/weaknesses
CAN FOLLOW
INSTRUCTIONS
Strengths/weaknesses
CAN DRAW CHARTS
AND GRAPHS
Strengths/weaknesses
CAN USE THE
INTERNET
Strengths/weaknesses
EVEN TEMPERED
EVEN TEMPERED
Strengths/weaknesses