

I BRING THIS TO THE TABLE

Understanding Uniqueness, Personal Strengths and Limitations

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Understanding Uniqueness, Personal Strengths and Limitations

Skill Level

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 strengths
- List three strengths and three limitations they have

Time Needed

45 Minutes

Materials List

One set of Strength/Weakness cards per seven students

Student Handout, I bring this to the table

Three Sheets of flip chart paper

One dry erase marker per group

Introduction to Content

In this lesson, students gain an 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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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.”**

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.

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.

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.

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.

Life Skill(s) from TIPP for 4-H

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)

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.



Tennessee 4-H Youth Development



STRENGTHS

LIMITATIONS

TWEET

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
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Strengths/weaknesses	Strengths/weaknesses
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Strengths/weaknesses AMBITIOUS	Strengths/weaknesses WELL MANNERED
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Strengths/weaknesses SYMPATHETIC	Strengths/weaknesses AGGRESSIVE
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Strengths/weaknesses CANNOT ACCEPT CRITICISM	Strengths/weaknesses CHEERFUL
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Strengths/weaknesses GOOD WITH WORDS	Strengths/weaknesses DISLIKES ADVICE
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Strengths/weaknesses ADVENTUROUS	Strengths/weaknesses HELPFUL
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Strengths/weaknesses CAN WORK OUT PRIORITIES	Strengths/weaknesses GOOD TIMEKEEPER
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Strengths/weaknesses HAPPY	Strengths/weaknesses LACKS PATIENCE
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Strengths/weaknesses CAN SOLVE PROBLEMS	Strengths/weaknesses DECISIVE
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Strengths/weaknesses INDECISIVE	Strengths/weaknesses GENEROUS
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Strengths/weaknesses IMPATIENT	Strengths/weaknesses TOLERANT
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Strengths/weaknesses GOOD AT SPORTS	Strengths/weaknesses WELL DRESSED
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Strengths/weaknesses CLEAN AND TIDY	Strengths/weaknesses MISERABLE
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Strengths/weaknesses HARD WORKING	Strengths/weaknesses
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Strengths/weaknesses SUPPORTIVE	Strengths/weaknesses TACTFUL
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Strengths/weaknesses LIKES TEAMWORK	Strengths/weaknesses CONSIDERATE
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Strengths/weaknesses SENSE OF HUMOUR	Strengths/weaknesses INDEPENDENT
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Strengths/weaknesses FULL OF FUN	Strengths/weaknesses HONEST
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Strengths/weaknesses INTELLIGENT	Strengths/weaknesses WELL BEHAVED
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Strengths/weaknesses CAN MAKE DECISIONS	Strengths/weaknesses CAN ACCEPT CRITICISM
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Strengths/weaknesses WELL ORGANIZED	Strengths/weaknesses GOOD LISTENER
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Strengths/weaknesses GOOD WITH NUMBERS	Strengths/weaknesses LAZY
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Strengths/weaknesses USES COMMON SENSE	Strengths/weaknesses RELIABLE
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Strengths/weaknesses CAN SEND AND RECEIVE E-MAIL	Strengths/weaknesses CAN SET OWN TARGETS
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Strengths/weaknesses CAN RECOGNIZE DIFFICULTIES AND ASK FOR HELP	Strengths/weaknesses PUNCTUAL
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Strengths/weaknesses SHOWS INITIATIVE	Strengths/weaknesses SHOWS LEADERSHIP
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Strengths/weaknesses FRIENDLY	Strengths/weaknesses PREFERS WORKING ALONE
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Strengths/weaknesses OBSERVANT	Strengths/weaknesses EASILY LED
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Strengths/weaknesses RELIGIOUS	Strengths/weaknesses LIKES TO BE TOLD WHAT TO DO
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Strengths/weaknesses GOOD AT TEAMWORK	Strengths/weaknesses CAN FOLLOW INSTRUCTIONS
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Strengths/weaknesses CAN SEARCH FOR INFORMATION	Strengths/weaknesses CAN DRAW CHARTS AND GRAPHS
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Strengths/weaknesses CAN EXPLAIN IDEAS	Strengths/weaknesses CAN USE THE INTERNET
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Strengths/weaknesses	Strengths/weaknesses EVEN TEMPERED
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Strengths/weaknesses	Strengths/weaknesses
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