

UNIT 2 LESSON 1: WHAT ARE MY STRENGTHS AND LIMITATIONS?

OBJECTIVES

Students will:

1. define strengths and limitations
2. identify their individual strengths and limitations
3. explain why it is important to know about their strengths and limitations

MATERIALS

- Computer & projector
- Slide Show 2.1 & Worksheet 2.1
- [Interview Video 1](#) & [Interview Video 2](#)

PROCEDURES

1. Students answer journal prompt: "What are some things that you do well?" [slide 3]
2. Define strengths and limitations and discuss examples of each. [slides 4-7]
3. Explain that asking about strengths and limitations is a common interview question. Play interview videos. [slides 9 & 10]
4. Discuss other reasons they need to know their strengths and limitations. [slide 11]
5. Differentiate between academic and personal strengths and limitations.
 - I Do: Give examples of your strengths and limitations. [slides 12-13]
 - We Do: Students share their strengths and limitations. [slides 12-13]
 - You Do: Students write their strengths and limitations on Worksheet 2.1 and describe why it is important to know about them. [slide 9]

EVALUATION

1. Journal Prompt: "What are some things you do well?"
2. Worksheet 2.1

STANDARDS

CCSS.ELA-LITERACY.CCRA: W.2, W.4, SL.1, L.1, L.2

OKELA Standards: 1, 3, 4, 6

UNIT 2 LESSON 1

Name: _____

Date: _____

Think of the strengths and weaknesses you have.

List at least 3 strengths and 3 weaknesses you identify.

Then, explain why it is important for you to know and understand your strengths and limitations.

Write your answer in complete sentences.

My Strengths

My Limitations

Understanding my strengths and limitations is important because...

UNIT 2 LESSON 1

Name: _____

Date: _____

Think of the strengths and weaknesses you have.

List at least 3 strengths and 3 weaknesses you identify.

Then, explain why it is important for you to know and understand your strengths and limitations.

Write your answer in complete sentences.

My Strengths

I am good at solving math problems.

I am very creative.

I am a good listener.

My Limitations

Sometimes I am shy in class.

I struggle with organizing my things.

Sometimes it's hard for me to focus

on my work in class.

Understanding my strengths and limitations is important because...

they remind me of the things I'm good at, and they give me confidence. They also

help me understand what I need to improve and when I need to ask for help. I can

use them to set goals and make better choices. I can also use my strengths to help

help me understand what I need to improve and when I need to ask for help. I can

use my strengths to help me succeed.

UNIT 2 LESSON 2: SELF-AWARENESS

OBJECTIVES

Students will:

1. define self-awareness
2. apply prior knowledge of their strengths and limitations to develop self-awareness
3. discover and strategies to receive feedback

MATERIALS

- Computer & projector
- Slide Show 2.2 & Worksheet 2.2

PROCEDURES

1. Students answer journal prompt: "What are some things you have trouble doing?" [slide 3]
2. Review definition and characteristics of self-awareness. [slides 4 & 5]
3. Introduce self-reflection and discuss ways to practice self-reflection. Students record strategies on Worksheet 2.2. [slides 5 & 6]
4. Guide students in practicing self-reflection. [slides 7-10]
 - I Do: Model self-reflection and share some strengths and weaknesses.
 - We Do: Help students identify additional strengths and weaknesses.
 - You Do: Students identify their individual strengths and weaknesses and record them on their worksheet.
5. Discuss asking for and receiving feedback and strategies to use when receiving feedback. [slides 11-15]
6. Students practice asking for and receiving feedback with an adult at home and record feedback and reflection on Worksheet 2.2. [slide 16]

EVALUATION

1. Journal Prompt: "What are some things you have trouble doing?"
2. Worksheet 2.2

STANDARDS

CCSS.ELA-LITERACY.CCRA: W.2, W.4, W.7, SL.1, L.1, L.2

OKELA Standards: 1, 3, 4, 5, 6, 8

UNIT 2 LESSON 2

Name: _____

Date: _____

Let's practice self-reflection!

What strategies can you use to be more self-aware? Write them here!

What are some things you are good at? Write them here!

What are some things you need help with? Write them here!

STRENGTHS AND LIMITATIONS

Part of self-awareness is asking for feedback from people you trust. Ask your grownups if they have any feedback or concerns about your performance in school. Write the feedback here.

How can you use this feedback to be successful in school?

UNIT 2 LESSON 2

Name: _____

Date: _____

Let's practice self-reflection!

What strategies can you use to be more self-aware? Write them here!

I can write about what I am feeling in my journal. I can talk with my mom or my counselor at school. I can take deep breaths and try to wait before I try to respond to someone.

What are some things you are good at? Write them here!

I am good at solving puzzles, and I am a good team player. I like to work with other people, and I usually have a good attitude.

What are some things you need help with? Write them here!

I could use help managing my time because I don't always get my work done on time. I also need help being patient because I can get frustrated when things don't go like I planned.



STRENGTHS AND LIMITATIONS

Part of self-awareness is asking for feedback from people you trust. Ask your grownups if they have any feedback or concerns about your performance in school. Write the feedback here.

How can you use this feedback to be successful in school?

UNIT 2 LESSON 3:

TURNING LIMITATIONS INTO STRENGTHS

OBJECTIVES

Students will:

1. recognize limitations can be overcome with a plan
2. identify strengths and resources available to assist them
3. create a personalized action plan to turn limitation to strength

MATERIALS

- Computer & projector
- Slide Show 2.3 & Worksheet 2.3

PROCEDURES

1. Students answer journal prompt: "What superpower could help you overcome a limitation?" [slide 3]
2. Explain we have resources that can help us overcome limitations. [slide 4]
3. Introduce the steps to utilizing resources to overcome limitations [slide 5] and help students create an action plan using the I Do, We Do, You Do model: give specific examples, collaboratively generate additional examples, and then students record their answers on Worksheet 2.3. Use information from Worksheet 2.1.
 - *Focus on one limitation*: discuss how limitations can affect performance at school and have students choose a limitation from Worksheet 2.1 to focus on in this lesson. [slide 6]
 - *Identify who can help*: identify people to help and how they can help. Students identify at least one individual they can ask for assistance and how that person can assist them. [slide 7]
 - *Identify what can help*: identify resources to help them (emphasize that their strengths are resources) and how those resources can help. [slide 8]
 - *Make a plan*: using Worksheet 2.3 as a guide, walk students through the steps of asking for help. [slide 9]

EVALUATION

1. Journal Prompt: "What superpower could help you overcome a limitation?"
2. Worksheet 2.3

STANDARDS

CCSS.ELA-LITERACY.CCRA: W.2, W.4, W.7, SL.1, SL.4, SL.6, L.1, L.2

OKELA Standards: 1, 2, 3, 5, 6

UNIT 2 LESSON 3

Name: _____

Date: _____

Let's create a plan to turn a limitation into a strength!

Look at the list of strengths and limitations you created in Lesson 1.
Which limitation might impact you the *most* at school?

We all have people around us who can help us overcome our limitations.
Who can you ask for help? How will this person help?

I can ask:

because they can help me:

We all have resources that can help us overcome our limitations.
What resources do you have? How can they help?

I can use these resources:

because they can help me:

Let's set some goals so you can achieve your plan.

When do you want to reach your goal?

I want to achieve my goal by:

What are the steps you need to take to reach your goal?

First, I need to:

Then:

After that:

Finally:



UNIT 2 LESSON 4:**SPIN****OBJECTIVES**

Students will:

1. define strengths, preferences, interests, and needs
2. identify their unique strengths, preferences, interests, and needs
3. create a SPIN statement using the strengths, preferences, interests, and needs identified

MATERIALS

- Computer & projector
- Slide Show 2.4 & Worksheet 2.4

PROCEDURES

1. Students answer journal prompt: "When you're deciding on goals, do you think about your strengths and interests?" [slide 3]
2. Introduce and discuss SPIN components [slide 4] using the I Do, We Do, You Do model: give specific examples, collaboratively generate additional examples, and then students record their answers on Worksheet 2.4.
 - *Strengths*: review previous discussions on strengths and discuss affect on performance at school, and have students identify their strengths. [slides 5-7]
 - *Preferences*: define and discuss affect on performance at school, and have students identify their preferences. [slides 8-10]
 - *Interests*: define and discuss affect on performance at school, and have students identify their interests. [slides 11-13]
 - *Needs*: define and discuss affect on performance at school, and have students identify their preferences. [slides 14-16]
3. Once students have identified their strengths, preferences, interests, and needs, have them complete their own SPIN statement on Worksheet 2.4.

EVALUATION

1. Journal Prompt: "When you're deciding on goals, do you think about your strengths and interests?"
2. Worksheet 2.4

STANDARDS

CCSS.ELA-LITERACY.CCRA: W.2, W.4, SL.1, L.1, L.2, L.4

OKELA Standards: 1, 5, 6

UNIT 2 LESSON 4

Name: _____

Date: _____

Brainstorm your **s**trengths, **p**references, **i**nterests, and **n**eeds.
Then write your **SPIN** statement.

What **STRENGTHS** do you have?

Example: I am good at asking for help when I need it and using a calculator to solve math problems.

What are some things you **PREFER**?

Example: I prefer to work with a partner or to work with music playing.

What are some things you are **INTERESTED** in?

Example: I like to play video games. I am interested in archaeology and history.

What do you **NEED** to be successful?

Example: I need step-by-step directions and clear due dates.

I am good at asking for help when I need it and at using resources like my calculator to finish math problems. I prefer to either work with a partner or independently with my headphones on. I love to play Minecraft, and I am interested in archaeology and history.

My **SPIN** Statement:

[illegible]

UNIT 2 LESSON 5:**ARCS****OBJECTIVES**

Students will:

1. define attributes, relationships, contexts, and skills
2. identify their own attributes, relationships, contexts, and skills
3. create an ARCS statement using the attributes, relationships, contexts, and skills identified

MATERIALS

- Computer & projector
- Slide Show 2.5 & Worksheet 2.5

PROCEDURES

1. Students answer journal prompt: "What do you do when your plans to meet a goal do not work?" [slide 3]
2. Introduce and discuss ARCS components [slide 4] using the I Do, We Do, You Do model: give specific examples, collaboratively generate additional examples, and then students record their answers on Worksheet 2.5.
 - *Attributes*: review previous discussions on strengths and discuss affect on performance at school, and have students identify their attributes. [slides 5-7]
 - *Relationships*: define and discuss affect on performance at school, and have students identify their relationships. [slides 8-10]
 - *Contexts*: define and discuss affect on performance at school, and have students identify their contexts. [slides 11-13]
 - *Skills*: define and discuss affect on performance at school, and have students identify their skills. [slides 14-16]
3. Once students have identified their attributes, relationships, contexts, and skills, have them complete their own ARCS statement on Worksheet 2.5.

EVALUATION

1. Journal Prompt: "What do you do when your plans to meet a goal do not work?"
2. Worksheet 2.4

STANDARDS

CCSS.ELA-LITERACY.CCRA: W.2, W.4, SL.1, L.1, L.2, L.4

OKELA Standards: 1, 5, 6



UNIT 2 LESSON 5

Name: _____

Date: _____

Brainstorm your atttributes, resources, contexts, and skills.
Then write your **ARCS** statement.

What are your **ATTRIBUTE** strengths?

Example: I am independent and resilient, and I advocate for myself.

What are your **RELATIONSHIP** strengths?

Example: My teammates are very important to me because they encourage me to be a better player.

What are your **CONTEXT** strengths?

Example: My DRS worker can help me get job training and help me find a job.

What are your **SKILL** strengths?

Example: I work hard. I am good at basketball, and I am fast at typing.

You brainstormed your atttributes, resources, contexts, and skills.
Now you're ready to write your **ARCS** statement.

Example **ARCS** Statement:

I am independent, resilient, and hardworking. I can advocate for myself and the things I need to be successful. I am very close to my mom, and I have a good relationship with my teammates. I know my DRS worker can help me access a job and job training. I am a good football player, and I am good at math and science.

My **ARCS** Statement:
