



LESSON PLAN

Strengths & Weaknesses

Lesson Summary

In this lesson, students will consider their hobbies, strengths, and weaknesses and discuss how these can relate to a potential career. Depending on their stage in career planning, students will use sentence frames to ask professionals on CareerVillage about: how these strengths and hobbies can help them explore careers that may align with these or how they can use these to achieve their career goal.

Total Time: (60 min)

Materials

- **Screen** (to project on)
- **Projector**
- **Document Camera** (to display worksheet)
- **Strengths & Weaknesses Student Notes**
- **Post-Its** (2 per student)
- **Computers** (for students to use in class)

Learning Objectives

Students will be able to:

1. Identify their individual hobbies, strengths, and weaknesses.
2. Describe what careers or fields their hobbies and/or strengths may benefit them in OR describe how their hobbies and/or strengths can help them achieve their career goals.
3. Describe what other strengths or experiences they will need to achieve their goal career that they don't already have.

Advanced Preparation

- 1) **Copy Strengths & Weaknesses Student Notes** (1 per student)

Background Knowledge

Instructor should have:

- 1) Read "**Educator First Steps**" (found in the Resources tab of the lesson) to sign up and create a Cohort/Cohorts.
- 2) Presented the "**What is CareerVillage?**" PowerPoint (found in the Resources tab of the

lesson) to students to provide a basic understanding of how CareerVillage can assist students. (20 minutes)

3) Provided time/assigned students to create their own accounts on CareerVillage.

Assessment

Summative Assessment:

Instructors should read through student questions on CareerVillage.org to look that identified strengths and relevant hobbies were integrated into questions that can further students understanding of possible careers or how to achieve their current career goal. Instructors can also check the background information that students provided to make sure they are providing enough information about where they are at academically or economically to get the most effective response possible.

Common Core Standards	
Grades 8	CCSS.ELA-LITERACY.W.8.1 (A, B, C, D) Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-LITERACY.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Grades 9-10	CCSS.ELA-LITERACY.W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic. CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

<p>Grades 11-12</p>	<p>CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each...in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the...</p>
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ASCA National Standards (American School Counselor Association)

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.3 Develop an awareness of personal abilities, skills, and interests and motivations
- C:A1.7 Understand the importance of planning
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:B1.6 Learn to use the Internet to access career-planning information

ASCA Mindset & Behaviors Standards

- B-SMS 9. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
- B-SS 1. Use effective oral and written communication skills and listening skills

Strengths and Weaknesses Plan

Time	Detailed Lesson Plan:
2 min	<ol style="list-style-type: none"> 1) Pass out the Strengths & Weaknesses Student Notes. 2) Ask a student volunteer to read the introduction paragraph at the top of the page describing what they will be doing in today's lesson.
6 min	<ol style="list-style-type: none"> 3) Ask a student volunteer to read Part 1 on their Strengths & Weaknesses Student Notes. <p>Individual Work:</p> <ol style="list-style-type: none"> 4) Give students 3-4 minutes to complete Part 1 in the speech bubble provided. Ask them to write at least 4 but they are welcome to write down as many hobbies as they would like. 5) Ask students "What kinds of skills might you gain from one of these hobbies?" Ask a few students to share one of their hobbies and a skill that they have obtained from it. (2 min)
8 min	<ol style="list-style-type: none"> 6) Read Part 2 on the Strengths & Weaknesses Student Notes aloud. Feel free to add another example to the one provided. <p>Individual Work:</p> <ol style="list-style-type: none"> 7) Give students 6-7 minutes to complete Part 2 in the table provided. Let students know they can use a bulleted list and don't need to have an explanation like the example but if they want to add something short they may. <i>The explanation in the example is to help them process what strengths may come from student's hobbies.</i>
16 min	<ol style="list-style-type: none"> 8) Read Part 3 to students. Let them know they will have 4 minutes to choose, write, and place the post-its in the area you have designated (white board, free space on wall, etc. – somewhere easily accessible). 9) Pass out 2 post-its to each student as they are thinking. 10) Once all post-its have been put up, choose 1 post-it to pull off that has a strength that may be common amongst many of your students. Read the strength aloud and ask students "What are some ways that this strength could help someone in their career?" (<i>Student answer may vary depending on what strength is chosen</i>). Do this process with 2 other strengths from the post-its to get students thinking about how the strengths they have now from hobbies or family life may help them in a future career. (10-12 min) *If students are struggling, begin by asking what careers someone might be successful in that has that strength.
26+ min	<ol style="list-style-type: none"> 11) Have a student volunteer read Part 4. 12) Remind students that: <ol style="list-style-type: none"> a. after they have gone through the Career Path questions and figured out which sentence frames they will be using, to open up to CareerVillage.org, sign in to their student account, and ask a new question using the question frames provided. Like they did in Part 3, ask students to choose strengths that they value most or those that they think best correlate to what would assist them in a career. b. You will be reading through their questions looking that they have identified strengths and relevant hobbies in their question and that they have provided background information to help the professionals understand how to best answer their question.
2 min	<ol style="list-style-type: none"> 13) Clean up.