



# Strengths & Weaknesses Lesson

## 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.  
(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 **Getting Started** teacher resource) to sign up and create a Cohort/Cohorts.
- 2) Presented the **“What is CareerVillage?” PowerPoint** (found in the **Getting Started** teacher resource) 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	Grades 9-10	Grades 11-12
<p><b>CCSS.ELA-LITERACY.W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>CCSS.ELA-LITERACY.SL.8.1.C</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p><b>CCSS.ELA-LITERACY.W.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CCSS.ELA-LITERACY.SL.9-10.1.C</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p><b>CCSS.ELA-LITERACY.W.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CCSS.ELA-LITERACY.SL.11-12.1.C</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>

### ASCA National Standards (American School Counselor Association)

- C:B1.2** Identify personal skills, interests and abilities and relate them to current career choice.
- C:B1.5** Use research and information resources to obtain career information.
- C:B1.6** Learn to use the Internet to access career-planning information.
- C:B2.1** Demonstrate awareness of the education and training needed to achieve career goals
- C:C1.3** Identify personal preferences and interests influencing career choice and success

### ASCA Mindset & Behaviors Standards

- B-SS 1** Use effective oral and written communication skills and listening skills.
- B-SS 8** Demonstrate advocacy skills and the ability to assert self, when necessary.