

Personal Strengths and Talents

More Practice With Builders/Breakers



3 Cs

- I care about myself.
- I care about others.
- I care about my community.

Help students to understand and invite them to state clearly:

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco/nicotine or other drugs.

Teacher Notes

Preparation

Materials

Roll of masking tape

Music

- “Be a Builder” from the CD *Be a Builder* (see page 158)
- “Sticks and Stones” from the CD *Be a Builder* (see page 178)

Vocabulary

strengths
talents

Lesson at a Glance

Introduction

1. Strengths and Talents.

Strategy

2. Masking Tape Activity

Conclusion

3. “Sticks and Stones” and/or “Be a Builder”

Core Curriculum Objectives and Standards

Objectives

- Identify own personal strengths and talents.
- Identify strengths and talents in classmates.
- Summarize how a variety of strengths and talents contribute to the uniqueness of people.

Standards

- 7040-0201 Discover personal strengths and talents that make one unique.

Introduction

Discussion

Strategy

Activity

Discussion

Conclusion

Song

1. Strengths and Talents.

- We all have individual strengths and talents.
- Brainstorm a list of strengths and talents found in people and write the list on the board.
- On a piece of paper, have students list three personal strengths or talents they have.
- Have students share their list with a partner.
- After the partner sharing, share the individual student talents and add them to the general list on the board.

2. Masking Tape Activity

- Give each student two small pieces of masking tape and say the following instructions.
- Put a mark (X) on one piece of tape.
- Find a place in the room where you can stand right next to a wall. Make certain there is no desk, table, chair or anything between you and the wall.
- Standing flat-footed against the wall, place the tape with the X as high on the wall as you can.
- Now, envision a reward for doing better.
- Some teachers tell a motivational story and place the students as the central character of the story.
- Standing flat-footed against the wall, place the tape without the X as high on the wall as you can.
- Compare the two pieces of tape and discuss the differences with a partner.
- Select one of the partners to be the coach and the other to be the player.
- The player removes from the wall the lower of his or her two pieces of tape.
- The coach cheers, motivates, encourages and coaches the player to stand flat-footed next to the wall and place his or her piece of tape as high on the wall as possible.
- Trade roles. (The coach becomes the player and the player becomes the coach.)
- Repeat the coaching activity with the second player.
- Discuss the results with your partner.
- Discuss the activity as a class.
- Which time did the tape go the highest.
- Were you motivated to achieve more with a simple instruction, a reward or a personal coach?
- When do you stretch yourself to achieve more?
- How can you build the talents and skills of others?
- How can you build personal talents and skills?
- How can you still be happy even when there are things you can't change?

3. “Sticks and Stones” and/or “Be a Builder”

- Learn and sing the songs “Be a Builder” and “Sticks and Stones.”
- Many teachers schedule a weekly “share-your-talent” event to encourage individual students to share one of his or her talents with the class.

