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.

Preparation
Materials
- Roll of masking tape
Music
- “Be a Builder” from the CD Be a Builder (seepage 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.
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.