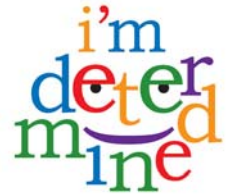


**Organizing Topic:** Self-Awareness and Self-Knowledge (*The skills of knowing one's own strengths, weaknesses, abilities and limitation AND knowing how to use these unique attributions to beneficially influence one's own life.*)



**Title:** I Know Me!

**Target Level:** High School

**Sample Related Standards of Learning:**

- ENG 9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies and autobiographies.
- a) Identify a position/argument to be confirmed, disproved, or modified.
  - b) Evaluate clarity and accuracy of information.
  - c) Synthesize information from sources and apply it in written and oral presentations.
  - d) Identify questions not answered by a selected text.
  - e) Extend general and specialized vocabulary through speaking, reading, and writing.
  - f) Read and follow instructions to complete an assigned project or task.
- ENG 10.3b The student will read, comprehend and critique literary works.
- b) Identify main and supporting ideas.
- ENG 11.4e The student will read and analyze a variety of informational materials.
- e) Analyze information from a text to draw conclusions.
- GOVT 1d The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to distinguish between relevant and irrelevant information.

**Objective:**

- Students will be able to communicate their strengths.

**Prerequisite Understandings/Knowledge/Skills:**

- Understand what a strength is.
- Understand that everybody has strengths.
- Understand that strengths are independent of disability.

**Materials needed:**

- Paper with markers or Mimio/SmartBoard
- Magazines
- Print materials that can be cut up for a collage of strengths
- A copy of the "My Strengths" handout (attached) for each student

**Time Frame:** 30 minutes.

**Lesson Procedure:**

1. Video clip of a sport figure (depends on class interest). Ideas could include:
  - a. Michael Jordan
  - b. Jeff Gordon, Earnhardt Jr., Mark Martin
  - c. Tony Hawks
  - d. Venus or Serena Williams
  - e. Others as determined
2. Complete a Venn diagram using two or three sports personalities and identify their strengths.
3. Have students then focus on their strengths. Using the "My Strengths" handout, students should list their strengths in the different areas of their life.
4. Have students share their strengths with the group. Have class members add at least one additional strength to each student's list.
5. Include extended list of strengths in the students transition portfolio, IEP folder or student file (somewhere they have access to).

**Specific Options for Differentiating this Lesson:**

- Have student use pictures, icons or verbal methods to share information
- Give students the option of sharing with a smaller group, if they are nervous sharing in a larger group
- Focus on historical figures, or well-known examples other than those in the sports field.

**Evaluation:**

- Did they come up with at least three strengths?
- Did they share their strengths with a group of at least four other students?

**Extending Understanding**

- Can they generalize to the IEP process and developing their Present Level of Performance?

## My Strengths

With my Friends:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

With my Family:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

In School:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

At Work/Volunteer:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Other:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_