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## Identify Things You Do Well

### TRANSITION OBJECTIVE

Students will recognize, identify and justify their strengths.

### RELEVANCE TO SUCCESSFUL TRANSITION

Each of us have strengths or things we do well. Some may have strengths in academic subjects, others may be stronger working with people, working with their hands or using a musical or artistic talent. In order to be successful in life and our careers, it is critical that we recognize and capitalize on our strengths.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

One thing I do really well is . . .

### ❑ STEP 2: Convene Roundtable

"When I talk about my strengths I feel \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will identify your strengths and learn more about the things you are good at doing."

### ❑ STEP 4: Activity - 25 Minutes

Prepare to talk about the strengths or talents of students in your class. Tell students that you are going to play a game called **What's My Line?** Using the **What's My Line?** worksheet, list a talent or special skill for each student in the class. In this game you will describe a person by their talent or special skill without saying their name. In groups of three, students will discuss and guess whom you are talking about. Groups can keep track of the names by writing them on the worksheet **What's My Line?**. As soon as a group has an answer, they hold up a flag. If the first group does not have the right answer, go on to the next group and so on until a correct answer is given. You may need to have a second person watch for the order of flags and keep score on the board. Keep the game interesting and build excitement as you go.

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PERSONAL MANAGEMENT: Unit 2 LESSON 8

### What's My Line?

Ideas for Students Strengths or Talents

Name	Strength or Talent
_____	Is on this team: _____
_____	Is on this team: _____
_____	Is on this team: _____
_____	Can text message fast: _____
_____	Is good at this sport: _____
_____	Is good at this sport: _____
_____	Is good at this sport: _____
_____	Has this hobby: _____
_____	Has this hobby: _____
_____	Shows a positive attitude by: _____
_____	Is helpful to others by: _____
_____	Has a job doing: _____
_____	Has a job doing: _____
_____	Can do this on the computer: _____
_____	Volunteers at: _____
_____	Has this special talent: _____
_____	Can cook these things well: _____
_____	Can repair or rebuild a car: _____
_____	Is very friendly and always smiling: _____

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### ... Things I Do Well ...

... At home I am good at: \_\_\_\_\_ because I \_\_\_\_\_

... At school I am good at: \_\_\_\_\_ because I \_\_\_\_\_

... One thing I am really good at is: \_\_\_\_\_ because I \_\_\_\_\_

... One of the best things I've done is: \_\_\_\_\_

... My family says I am good at: \_\_\_\_\_

... My teachers say I am good at: \_\_\_\_\_

... My greatest strength is: \_\_\_\_\_ because I \_\_\_\_\_

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**□ STEP 5: Activity - 20 Minutes**

Complete the worksheet **Things I Do Well**, using yourself as an example and show this on a screen image. After sharing your sample, have students complete the worksheet while you circulate through the room to offer encouragement and assistance. Provide assistance to those students who find this assignment difficult. Encourage students to be proud of the things they do well. This is not the time for humility. Explain the difference between bragging and feeling good about yourself. Finally, have students complete Section 3 of the **Personal Career Profile**

from Lesson 2 by writing their three greatest strengths in space provided.

**□ STEP 6: Evaluate Outcomes**

One strength I feel good about is “\_\_\_\_\_.”

**□ STEP 7: Connecting Activity**

Talk with five friends or members of your family about their strengths. Compare opinions of what they think of their strengths with what you may think of their strengths. Invite a coach, music or art teacher to speak to your class about personal strengths and talents that can relate to a career.

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**KEY WORDS**


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**strength****talent****capable  
pride****humility****brag**


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**MATERIALS AND PREPARATION**

- Student Handouts: **What's My Line?**, page 70; **Things I Do Well**, page 71.
- Prepare for the **What's My Line?** game by completing the worksheet before class.
- Complete a sample worksheet, **Things I Do Well**, as a screen image.

**SCANS FOUNDATION SKILLS**

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Creative Thinking, Visualizing
- Personal Qualities: Self-Esteem, Sociability, Self-Management, Integrity/Honesty