

Lesson plan: *My strengths*

Duration of lesson 60 minutes approx.

Write Australian Curriculum targets here _____

Resources needed prior to delivery of lesson

Glossary: *My strengths*

[Download from Plan section](#)

Student Worksheet: *My strengths*

[Download from Plan section](#)

Peer-modelling video of student worksheet

[View in Section A. Plan](#)

Peer-modelling video script

[Download from Plan section](#)

Poster/butcher paper and coloured pens for *A classroom of strengths* activity

Individual student access to the *myWAY Employability* website and a login created

Prior to lesson

If it being used, students need to complete the *My strengths student worksheet* in the week preceding this lesson. A peer-modelling video is provided to teach students what to do with the task.

Students who need assistance to complete the web-based quiz need to have an educational aide or peer mentor assigned to them before undertaking the task.

Lesson objectives

Students will explore their strengths and begin to understand how different career choices align to different strengths.

Students develop their literacy skills through a range of differentiated activities.

Adjustments for students with diverse abilities

Some students may take longer than the expected duration to complete the quiz or may have difficulty reading or understanding the task. In these cases, it would be appropriate to have a peer mentor or additional adult to assist students with the task.

A *Glossary* is provided for students who benefit from pre-teaching of vocabulary.

Differentiation of the *My strengths student worksheet* is provided, as well as a peer-modelling video.

PTO for steps and lesson elements

Lesson plan: *My strengths*

Steps	Lesson elements
1. Pre-teach 5–10 minutes approx.	Pre-teach vocabulary using the Glossary (if needed)
2. Student worksheet 10–20 minutes approx.	<p>If using the <i>My strengths</i> student worksheet This task should have been set in the week prior and the video used to teach students what to do with the task.</p> <p>Ask students to discuss the findings of their worksheet with a partner.</p> <p>Whole of class discussion How did you find doing the <i>My strengths</i> student worksheet?</p> <p>Sample answers:</p> <ul style="list-style-type: none">• Interesting to get other people’s perspectives.• I learnt more about myself.• Made me feel positive about myself.
3. Explore strengths 20–30 minutes approx.	<p>Before introducing the quiz Describe Step 4 to students so they can quietly do that once they have finished the quiz.</p> <p>Introduce the quiz “Last lesson we explored our career interests. This lesson we are going to do another quiz on the <i>myWAY Employability</i> website: this time on strengths.”</p> <p>Introduce or demonstrate the quiz to students.</p> <p>Important points to convey</p> <ul style="list-style-type: none">• Students can take their time to answer the questions.• There are no right or wrong answers.• This is an individual activity.• Finish times will be staggered, when they have finished encourage them to take turns to do Step 4.
4. Classroom of strengths 10–20 minutes approx.	<p>It might be nice to play music while students do this task</p> <p>Ask each student to come to the front of the class and write down one of their strengths on the butcher paper provided.</p> <p>They can use different colours and use visuals rather than words if they choose.</p> <p>Display this poster for the duration of the term if you can.</p>

This lesson plan format was adapted from a template provided by the School of Education at Notre Dame University, downloaded 23/02/2020 from <https://www.notredame.edu.au/about/schools/fremantle/education/school-resources>.