

Victorian Careers Curriculum Framework

**Lesson Plan: Strengths and abilities**

**Australian Blueprint of Career Development competencies**

|  |  |  |
| --- | --- | --- |
| CAREER COMPETENCIES | PHASE II | PERFORMANCE INDICATOR |
| AREA A: PERSONAL MANAGEMENT |
| 1. Build and maintain a positive self-image | 1.2 Build a positive self-image and understand its influence on life and work | 1.2.8 Practise behaviours that reflect a positive attitude about self1.2.6 Discover how a realistic and positive self-image contributes to self-fulfilment, both personally and professionally |

Teachers’ notes: Strengths and abilities

**Outcome**

Develop a profile of important strengths and abilities.

**Rationale**

Strengths and abilities play an important role when students are looking at future experiences, including jobs and careers.

It is equally important for students to identify their deficiencies and weaknesses and to plan how these can be overcome by using goal-setting techniques.

**Task description**

Suggested level: Years 7 and 8, but also suitable for Years 9 and 10

1. Teacher facilitates whole-class discussion on the meanings of strengths, weaknesses, deficiencies, abilities and interests.

2. Working in pairs or small groups, students complete individual worksheets, sharing their experiences as they complete the sheets.

3. Students can then reflect on the relationship of their findings to their future experiences, including careers. They can report back to the rest of the group or this can be discussed as a whole-class activity.

**Extension activities**

* Update dictionary of terms in portfolio.
* Worksheets may be added to students’ portfolios.
* These worksheets can be compared with Personal perceptions worksheets and students can determine whether a particular trend is developing.
* Students undertake a goal-setting exercise to plan how to overcome their weaknesses and deficiencies.
* Students discuss the completed worksheets with their parents, with a written comment being provided by the parents.
* Students list the strengths and abilities they discovered during work experience. Students could discuss in small groups how these self-discoveries were made.

**Number of student worksheets for this Lesson Plan – 1**

• Things l’m good at.

**Suggested resources**

• Things I’m good at worksheet

• myfuture website at: www.myfutur[e.edu.au](http://www.myfuture.edu.au/)

• Job Guide – in print (Section 1) or online at [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au/)

• MindMatters website at www[.mindmatters.edu.au](http://www.mindmatters.edu.au/default.asp)

This activity links to the Identifying step in www.myfutur[e.edu.au](http://www.myfuture.edu.au/)

Student Worksheet: Strengths and abilities

**Things I’m good at**

You all know some of the things that you are good at.

Being good at something means that you gain some satisfaction and enjoyment from doing it. When you know what you can do well, you can develop those abilities and apply them to work or leisure.

Our abilities can be divided into seven main groups: Nature or Recreation, Organising or Clerical, Practical or Mechanical, Analytic or Scientific, Creative or Artistic, Persuading or Service, Helping or Advising.

**What I’m good at**

In the table below, put a tick in the appropriate column to show how well you do certain things.

|  |  |  |  |
| --- | --- | --- | --- |
| Activities | Very good | Good | Not so good |
| Playing sports |  |  |  |
| Gardening |  |  |  |
| Making friends |  |  |  |
| Remembering things |  |  |  |
| Maths |  |  |  |
| Playing a musical instrument |  |  |  |
| Being responsible |  |  |  |
| Learning new work |  |  |  |
| Talking to people |  |  |  |
| Working on machines |  |  |  |
| Cooking food |  |  |  |
| Listening to others |  |  |  |
| Being able to work as part of a team |  |  |  |
| Following directions |  |  |  |
| Being friendly |  |  |  |
| Speaking in front of people |  |  |  |
| Working without supervision |  |  |  |
| Designing things |  |  |  |
| Drawing |  |  |  |
| Lifting heavy objects |  |  |  |
| Working with animals |  |  |  |
| Photography |  |  |  |
| Running/jogging |  |  |  |
| Eating |  |  |  |
| Being honest |  |  |  |

1. If you can think of some more of your strengths, list them here.

2. List some of the things you aren’t very good at from the previous list and write down some

ways that you can address them.

3. Now, under the headings below, list the activities from the last table that you are good/very good at under the appropriate headings. An example of one has been done for you.

Nature or Recreation Playing sports

Organising or Clerical Practical or Mechanical Analytic or Scientific Creative or Artistic Persuading or Providing Service Helping or Advising

**Interests**

In many cases, the things you are good at become the things in which you are interested.

For example, if you have the ability to play a musical instrument, you may develop an interest in starting a rock band.

As we go through life, some of our interests may change and we may find that what was an interest when we were young does not interest us today.

In the space below, list some of your leisure-time interests – these are sometimes called hobbies.

My interests and hobbies

**Tying it all together**

Look at the things you are good at. What occupations might these be useful for?