

Demonstrate Awareness of Talents

This lesson is designed to help students recognize their unique skills and talents to help them make informed decisions regarding postsecondary planning.

OBJECTIVES

Students will...

1. Identify past accomplishments
2. Identify the skills and talents used to achieve each past accomplishment
3. Identify possible careers that utilize their skills and talents

ACTIVITIES

PART 1

Content Knowledge

Lesson Pre-requisite:

Have students complete the *Applying Skills to a Career Category* lesson prior to this lesson.

Lead students in a class discussion about the concept of “talents.” Explain that each of us has a unique set of personal talents and skills that we have used in the past to create positive experiences and outcomes. Explain that we can use these talents to help us be successful in the future.

PART 2

Applying Information

Have students list ten past experiences when they did something well and enjoyed doing it. Examples might be leading a community service project, writing a detailed research paper, designing the interior of a bedroom, learning to ride a bicycle, resolving a conflict, winning a basketball game, or caring for a younger sibling.

Have students prioritize their top five experiences and identify which talents contributed to the experience. Examples of talents include athletic ability, troubleshooting, leadership, design expertise, organizational skills, and research abilities.

Grade Level: 9

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- Career Search
- Career List
- My Journal

DOMAIN:

- Social Emotional Learning

TIME:

- 45 minutes

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website

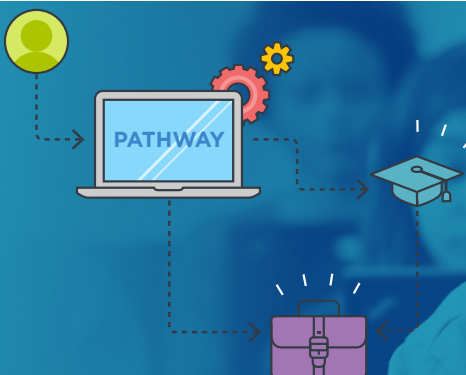
FUTURE READY SKILLS:

- Evaluating
- Collaboration
- Communication

VOCABULARY:

- Personal Talents
- Accomplishments

Email any questions to:
info@mefapathway.org



PART 3

Evaluating Information

Divide the class into groups of three. Designate each student within each group as A, B, or C. Student A shares his or her top five accomplishments. Student B listens carefully and identifies aloud the talents that Student A may have based on his or her accomplishments, and Student C records the talents that have been identified and hands the sheet to Student A once complete. The students should switch roles until each student has played all parts.

PART 4

Critical Thinking/Creative Application

Have students create two entries in *My Journal* under the *Create Profile* tab. The first entry should identify the ten past experiences when they did something well and enjoyed doing it. The second entry should prioritize their top five experiences and identified talents that allowed them to achieve the experiences.

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Demonstrate Awareness of Talents Grading Rubric

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CATEGORY	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Sequencing of Information	The information is organized in a clear, logical way.	Most information is organized in a clear, logical way.	Some information is logically sequenced.	There is no clear plan for the organization of information.
Effectiveness	The entry includes all material needed to give a good understanding of the topic.	The entry is lacking one or two key elements.	The entry is missing more than two key elements.	The entry is lacking several key elements and has inaccuracies.
Font Choice & Formatting	Font formats (size, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formats have been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Conventions. Student uses proper grammar, punctuation, and spelling.	The entry has no misspellings or grammatical errors.	The entry has 1- 2 misspellings, but no grammatical errors.	The entry has 1- 2 grammatical errors but no misspellings.	The entry has more than 2 grammatical and/or spelling errors.