



High School

National FFA Organization

Lesson HS.101

LEARNING TO ASSESS OTHERS' STRENGTHS

Unit. Stage Four of Development—Serve

Problem Area. How Do I Help Others Grow?

Precepts. **A7:** Invest in others by enabling and empowering them.

National Standards. NL-ENG.K-12.11 — Participating in Society — Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Summarize the benefits of the ability to assess the strengths of another individual.
- 2 Identify potential strengths to look for, grouped by talent, skill, and/or character strength.
- 3 Apply strategies to identify the strengths of others.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Clifton, Donald O. and Paula Nelson. *Soar With Your Strengths*. New York, New York. Dell Books, 1996.

Cooper, Robert K. *The Other 90%: How to Unlock Your Vast Untapped Potential for Leadership and Life*. New York, New York. Three Rivers Press, 2002.

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Index cards—one per student
- ✓ HS.101.AS.A—one per student
- ✓ Writing surface
- ✓ Overhead projector
- ✓ HS.101.TM.A
- ✓ 3 Flipchart sheets or pieces of butcher paper
- ✓ Assortment of markers
- ✓ HS.101.Assess—one per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Talent
- ▶ Skill
- ▶ Character Strength



Interest Approach

Set-up-During this activity, students discover how difficult it can be to identify the strengths of the people around them. Provide each student an index card. It would also be valuable to refer them back to lesson 100-Human Potential to remind them of the personal strengths they have already identified. With that in their mind, give the following instructions.



Thinking back to the personal assets we identified for ourselves in the prior lesson, select one and, using only capital letters, write it on index card. To signify completion, place a pencil behind your ear.

Pause until all are finished. Collect cards while continuing with the next instructions.



Now we are going to see how good we are at identifying human potential. After the deck of strengths is shuffled, we will each receive back a different card. If someone gets his or her own card back, raise your hand and we'll swap it for another one. At the word, "Go", we'll have 30 seconds to track down the owner. Questions? Go!



At the end of 30 seconds, ask for a show of hands to see how many were able to complete the task. Usually less than 50 percent will find their owner. In a small class, more will get it right. If more than half gets it right, ask them:



How many think we would have been able to match them if we did this with all of the students in their grade or all of the Ag students?

Response will normally be not as many . Collect the index cards for use in the review and explain to students :



This is normal, due to the fact that we usually do not spend time looking for the strengths of others. This lesson will give us a reason to start looking, and guide us in the process of identifying the personal assets in the individuals around us.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Summarize the benefits of the ability to assess the strengths of another individual.

Distribute activity sheet HS.101.AS.A. Provide the following on writing surface or use HS.101.TM.A. Students capture notes on the activity sheet. At this point, only discuss the first half of each reason to assess strengths; i.e., Increases efficiency, but not Allows best management.



Before we can start identifying strengths, we need to understand why we are looking for them. Let's be sure to capture this on our activity sheets.

I. Why should we, as leaders, assess the strengths of the people around us?

- A. Increases efficiency—Allows best management of the chapter's human resource
- B. Increases success—Matches strengths to tasks
- C. Increases satisfaction—Matches opportunities to strengths

Students deepen understanding and come up with the second half of each answer. Ask them to:



Think quietly for 15 seconds about the positive action that happens in each of these areas as a result of assessing the strengths of people around us.

Allow think time. Explain to students :



We will each be receiving a number: 1, 2, or 3. The 1's focus on increases efficiency, 2's focus on increases success, and 3's focus on increases satisfaction. Individually in our notes, let's create two reasons why assessing strengths would cause the increase to happen. When finished, let's raise a hand in the air. What questions are there?

If there are none, number them off and instruct them to begin. If they have trouble coming up with two responses, give them a scenario of a particular chapter activity to help frame their thinking. When all are completed, have them form a group with the other students sharing their number. Ask them to select their top three answers and a spokesperson to share with the group. Allow 3 minutes .





When I say, “Move”, we'll form groups according to our number. In groups, everyone will share their ideas and narrow them down to the top three. Choose a spokesperson from the group to share back with the entire class. So we will move, choose top three, and choose a spokesperson. Questions? Move! *After three minutes, bring groups back together. Encourage students to add these ideas into their notes as each group takes a turn reporting. Capture their ideas on the writing surface or HS.101.TM.A.*

Transition to Objective 2 Thank them for their good work so far, and set up for the next objective.



If we want to see the positive effect of assessing strengths and benefit from increased efficiency, success rate, and satisfaction, we need a way to make these strengths jump out at us. So, let's figure out what we are looking for.

Objective 2. Identify potential strengths to look for, grouped by talent, skill, and/or character strength.

Introduce what we are looking for by continuing on with HS.101.TM.A. Before uncovering item

II, refer back to the prior lesson on Human Potential by asking,



Who remembers what the three types of personal assets were?

Students add the definitions of each in their notes.



It is important to understand that talents and skills vary for each individual due to the fact that what comes natural as a talent to one person may be developed as a skill in another.

II. What are we looking for? Personal Assets—Talents, Skills, and Character Strengths

A. Talents are those strengths that a person naturally does well without practice.

B. Skills are those strengths that have been learned and developed through practice.

C. Character Strengths are those strengths that guide decisions.

Students will reassemble in their earlier groups.



Please move quietly into our earlier groups. There, you will be given further instructions.

Once in their groups, distribute materials and explain directions.



Can we hit a target we can't see? Definitions are nice, but we need some specific examples of each of these before we can go looking for them. Let's make this target visible by creating a list of specific strengths for each of the assets.

Each group has a piece of flip chart paper and markers. When I say, "On target," choose a scribe and draw and label three large circles on the paper—one for each asset. For five minutes, compile a list of specific talents, skills, and character strengths inside and around the corresponding circles. What questions are there? On target!

After five minutes, each group takes a turn sharing their lists. As they share, they should be able to see that talents and skills vary for each individual, due to the fact that what comes naturally as a talent to one person, may be developed as a skill in another. After they have presented, use a Hieroglyphics Moment to have the students put iconic examples of two strengths for each asset area in their notes. Allow them 30 seconds to share their hieroglyphics with a partner.



Transition to Objective 3



Now that we know what we are looking for, the only piece left is to know how to look.

Objective 3. Apply strategies to identify the strengths of others.

Focus their attention back to HS.101.TM.A. Have only the item III question showing. Ask students:



In the previous lesson, when we were looking for strengths, where did we find them? Looking for: greatest moments.

Link this to successes as you uncover the first item. Ask them:



Where else might we see talents, skills, and/or character strengths?

As they provide the answers listed, uncover them. If they provide additional valid responses, add them to the list.

III. Where do we find these strengths?

- A. Successes
- B. Work
- C. Activities
- D. Hobbies

With the list complete, the students now will have the chance to see this process in action.

Distribute copies of HS.101.AS.A.



Let's think of someone we are close to - a friend or relative - of whom we would like to assess their strengths. Write their name in the upper left corner of the grid on the activity sheet. Use the areas on the left to look for their strengths. Once a strength is identified, write it in the appropriate asset column. The assets area may also spark our creativity when looking for strengths. We have five minutes to do this. Begin when I say, "Find them." What can be clarified? Find them.

At the end of five minutes, ask for a few volunteers to share what they were able to identify.



Review/Summary

Randomly distribute the index cards collected from the interest approach. Ask the students:



 Look at the index card. Is the strength listed a talent, skill, or character strength?

Elicit responses from a few volunteers to share the strength on their card and their assessment. The volunteer also tells how they would determine the owner of the card.

 How to determine who was the owner of their card?

Look for: what they would consider their successes, work, activities, hobbies, etc. All students try again to match cards to owner. They have 15 seconds to consider whom their card might belong to, and another 15 seconds to match it with its owner. A higher percentage should match this time.

 Now we are equipped to make the best use of the human resources in our class, FFA chapter, family and community!

Application

► Extended Classroom Activity:

Select a family member and identify his or her strengths using HS.101.AS.A. Ask him or her to identify strengths and compare results.

► FFA Activity:

Select a younger FFA member and identify his or her strengths using HS.101.AS.A.

► SAE Activity:

Do a strength assessment on three individuals who help with the student's SAE. Define how these strengths could be applied to increase the efficiency, satisfaction, and success of the SAE.

✓ Evaluation

Use HS.101.Assess.

Answers to Assessment:

1. T
2. F
3. F
4. T
5. Increased Efficiency, Success, and Satisfaction
6. Matches strengths with tasks and/or opportunities
7. Must have three from list created in class



LEARNING TO ASSESS OTHERS' STRENGTHS

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement—1 point each.

- _____ 1. One benefit of assessing strengths is increased efficiency.
- _____ 2. A skill is a something we naturally do well.
- _____ 3. Strengths can only be seen in a person's successes.
- _____ 4. Talents, skills, and character strengths are personal assets.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions—2 points each.

5. List the three benefits of assessing strengths.
6. Explain why assessing strengths provides one of those benefits.
7. List three places you look to find strengths.



STRENGTHS

◆ **Why should we, as leaders, assess the strengths of the people around us.**

→ Increases efficiency

→ Increases success

→ Increases satisfaction

◆ **What are we looking for. Personal Assets—Talents, Skills, and Character Strengths**

→ Talents are those strengths that a person naturally does well without practice.

→ Skills are those strengths that have been learned and developed through practice.

→ Character Strengths are those strengths that guide decisions.

◆ **Where do we find these strengths.**

→ Successes

→ Work

→ Activities

→ Hobbies



I. Why assess strengths.

- A.
- B.
- C.

Name	Talent	Skill	Character	Strength
Success				
Activity				
Hobby				
Others				

