



High School

National FFA Organization

Lesson HS.71

APPRECIATING INDIVIDUAL TALENTS AND STRENGTHS

Unit. Stage Two of Development—WE

Problem Area. How Do We Play as a Team?

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

National Standards. NSS-EC.9-12.4 — Positive and negative Incentives — Understand small and large firms, labor unions and educational, and other not-for-profit organizations have different goals and face different rules and constraints. These goals, rules, and constraints influence the benefits and costs of those who work with or for those organizations, and therefore, their behavior.



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

- 1 Describe the benefits of identifying individual talents and strengths.
- 2 Assess individual talents and strengths.
- 3 Identify strategies to capitalize on individual talents within a team.



© 2004 National FFA Organization
It is illegal to reproduce copies of this material
without written permission from the National FFA Organization.
National FFA Organization





Time. Instruction time for this lesson: 50 minutes.



Resources

Maxwell, John C. *Developing the Leader Within You*. Nashville, Tennessee. Thomas Nelson, Inc., 1993.



Tools, Equipment, and Supplies

- ✓ Pipe cleaners—three per student
- ✓ 15 common classroom objects—stapler, paper clip, notebook, etc.
- ✓ Sheet
- ✓ Transparencies and Projector
- ✓ HS.71.TM.A
- ✓ HS.71.TM.B
- ✓ HS.71.TM.C
- ✓ HS.71.AS.A—one per student
- ✓ Talent and strengths assessment (see Summary of Content and Teaching strategies Objective 2)



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

- ▶ Talents
- ▶ Capitalize
- ▶ Assess



Interest Approach

Before students arrive place three pipe cleaners at each student's seat. Avoid answering direct questions about the purpose of the pipe cleaners; don't tell them what they're for.



You may notice that there are some pipe cleaners under your seat. No matter how much you would like to touch them. Don't! They have a very important purpose. We'll get to that later.

Introduce today's topic.



Have you ever watched someone 'doodle' on their paper and think—wow, if I could only draw half that well! Meanwhile, you realize that, for that person, it's only doodling. Or, listen to someone play the guitar and wonder how they make it look so easy. This classroom is filled with talents like those! Each of you has unique and special talents that you may not even realize at this point in your life. Today we're going to explore your talents, and discover why it is beneficial to identify talents and strengths, and how you might capitalize on them throughout your life.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Describe the benefits of identifying individual talents and strengths.

- I. Identifying individual talents and strengths is beneficial. Talents are natural abilities or skills.
- A. The individual is encouraged to do what they do best.
 - B. The team and team members are able to accomplish more when individual talents are utilized.
 - C. The team and team members are able to accomplish a variety of tasks.
 - D. The individual builds self-esteem in members.
 - E. The individual allows members to further develop talents.
 - F. The individual helps provide direction for career and/or education decisions.

Walk near a table where you have covered 10–15 common classroom objects—paper clips, stapler, etc.— sheet or towel.



Under this sheet are some items we use on a regular basis here in the classroom. Please gather around this sheet, but don't peek.

Allow time for students to move to the table.



Your goal is to remember as many of the objects as you can. You'll be able to view what's under the sheet for one minute. Then the objects will be covered back up.

Allow one minute.



Please be seated.

Allow class to get settled.



You have two minutes to write down as many of the things as you can remember on your own.

Allow two minutes.



How did you do. Now team up with three other people and see how many more things you can add to your list when you work together. You may begin.

Allow one minute.



How did your team do. Did you add to your list by working together. What if we started sharing more of what we know without having been told to do so.



Ask the following questions to stimulate discussion.

What did teaming up with others do to your performance?

 How does that relate to other projects or tasks you've been a part of before?

Knowing that information, how would you best approach doing a large task - a community service project, for example.

Transition into the content.

 There are six main benefits of identifying individual talents and strengths and using them to work cooperatively toward a goal. Let's take a look at them.

Reveal HS.71.TM.A. Have students capture the key points in their notes. Use a Picasso Moment to have students process the information by thinking globally about the implications of identifying individual talents and strengths.

Transition into Objective 2.

 Identifying talents and strengths builds self-esteem while allowing members to further develop their talents. Working among talented people can also help provide you direction for career and/or education decisions. Knowing what you don't want to do is just as important as knowing what you do want to do! Let's investigate some ways you can assess what your talents are.

Objective 2. Assess individual talents and strengths.

II. There are many methods of assessing individual talents. Assess means to figure out or determine.

A. Assessment tools often identify strengths in a specific area.

1. Learning styles are one of these areas.
2. Thinking preferences
3. Interest inventories
4. Personality tests

Suggestion: Teachers should work with counselors on this lesson to find and use a talent inventory with students.

Introduce the concept of assessing talents and strengths.

 There are plenty of methods of identifying your talents and strengths. There are tests with questions that will help you identify things you will be good at, but aren't necessarily based on our academic abilities. One of these tests is called the ASVAB. The ASVAB is commonly available through your guidance counselor free of charge. You don't have to be going into the military to take it and it can tell you a lot about your specific talents and strengths.



By show of hands, who has already taken an assessment to help determine your strengths or talents? Share the name of that test with us.

Anticipated answers: true colors (blue, green, orange or gold); Meyers-Briggs Inventory; multiple intelligences (musical, linguistic, etc).

If you have an inventory students can complete about themselves, now would be the appropriate time. Otherwise, you could select one activity from the HS.71.TM.A and complete it in class, or use HS.71.AS.A. You could have students expand on their answers to HS.71.AS.A by making a banner or coat of arms about themselves. Allow 10–15 minutes to work on assessment.



What are some other ways we can begin identifying our talents and strengths.

Pause to allow for thought. Elicit responses.

Reveal HS.71.TM.B.



Here are some other ways you can begin to identify your talents and strengths. Add them to your notes.

Add any of their ideas onto HS.71.TM.B.

Objective 3. Identify strategies to capitalize on individual talents within a team.

III. Methods of capitalizing on individual talents. Capitalize means to make the most use of.

- A. Encourage and allow time for discovery of individual talents.
- B. Make individuals feel like their talents are worthwhile.
- C. Model the behavior of using your individual talents.
- D. Show the team examples of what can be accomplished when utilizing everyone's talents.
- E. Match talents to tasks that need to be accomplished.

Transition into capitalizing on talents.



Now that we know more about identifying your talents and strengths, let's figure out how to capitalizing on talents and strengths. What does it mean to capitalize on something?

Anticipated answers: make the most of, take advantage of.



Why should you try to capitalize on individual's talents and strengths.

Anticipated answers: get more out of everyone; the group/team is more productive



How can you capitalize on an individual's talents and strengths. Are there methods you can use to bring out your best and the best of those around you.



Address the purpose of the pipe cleaners.



Let's revisit those pipe cleaners under your seats. Were you curious about how we'd be using them? Hold them up in the air. Use the pipe cleaners to make any kind of personalized sculpture that represents your talents or strengths. Begin.

Allow 3 minutes.



Let's see what you've created.

Encourage them to display their sculptures.



Did anyone combine your pipe cleaners with other people to build something a little better?

If no one shared pipe cleaners ask why not? Were they afraid it was against the rules? Did it ever cross their minds?



Whether they did this as individuals or as a team, ask the following questions about how they worked.



Do you see some individuals here whose talent is creativity?

Elicit responses.



Do you see individuals who just jumped in and started getting the job done?

Elicit responses.



Did you see any individuals who helped others when they were finished?

Elicit responses.



Based upon what you know, how could you have worked differently to accomplish your goal more effectively?

Elicit responses.

Point out that these are all talents and strengths people may have to capitalize on.



Let's take a look at ways we can capitalize on an individual's talents and strengths. Take 30 seconds to quietly think of one way you can bring out the best of another person's talents.

Allow 30 seconds. Then go around the room and ask each person to quickly share their idea.





Great ideas! Let's see if there's any on this transparency we may have missed in this discussion.

Reveal HS.71.TM.C.



Capture these methods of capitalizing on an individual's talents and strengths in your notes.

Allow one minute for students to capture notes.

Bring closure to the topic and transition into the review.



Excellent work today. Let's take a moment and look back on all that you've learned and accomplished.



Review/Summary

Use the Bob the Weather Guy Moment to review the content from the lesson plan. Encourage students to think about how the concepts relate to each other and the implications it has on working in teams.



Application

►Extended Classroom Activity:

Ask students to begin practicing methods of capitalizing on people's talents and strengths. For example, encourage them to do any of the things mentioned on HS.71.TM.C, and report back about the reaction they got and/or noticed in people.

►FFA Activity:

Have students utilize talents by participating in a team CDE. Have them write a paper on the activity and how a variety of talents were used to make the CDE team successful.

►SAE Activity:

Have students make a list of talents and strengths necessary for SAEs in their area of interest.



Evaluation

Written test

Interview a businessperson about the talents and strengths needed for that position.

Make a list of talents and strengths needed to enhance their current SAE.

Pair students up with a first-year member to help them assess their talents and strengths and match to some SAE possibilities.



Answers to Assessment:

1. B.
2. A.
3. C.
4. B.
5. C.
6. C.
7. B.
8. A.
9. A.
10. B.



APPRECIATING INDIVIDUAL TALENTS AND STRENGTHS

Identify each of the following statements as:

- A. A benefit of identifying talents and strengths
- B. A method of assessing individual talents and strengths
- C. A strategy to capitalize on individual talents on a team

- _____ 1. Making a list of likes and dislikes
- _____ 2. The individual is encouraged to do what they do best
- _____ 3. Make fellow team members feel like their talents are worthwhile
- _____ 4. Create a resume highlighting your talents, strengths and abilities
- _____ 5. Match talents to tasks that need to be accomplished
- _____ 6. Model the behavior of using your individual talents
- _____ 7. Finish the sentence, If I could do anything I wanted I would...
- _____ 8. Builds self esteem in team members
- _____ 9. The team and team members are able to accomplish more
- _____ 10. Visit a guidance counselor to see if they have any assessments available



IDENTIFYING INDIVIDUAL TALENTS AND STRENGTHS IS BENEFICIAL

- ◆ **The individual is encouraged to do what he or she does best.**
- ◆ **The team is able to accomplish more.**
- ◆ **The team is able to accomplish a variety of tasks.**
- ◆ **The individual builds self esteem in members.**
- ◆ **The individual allows members to further develop talents.**
- ◆ **The individual helps provide direction for career and/or education decisions.**



METHODS OF ASSESSING YOUR TALENTS AND STRENGTHS

- ◆ **Make of list of your likes and dislikes.**
- ◆ **Make a list of things you're good at.**
- ◆ **Ask your friends what talent or strength they admire most about you.**
- ◆ **Create a resume highlighting your talents, skills, and abilities.**
- ◆ **Do a mind mapping activities:**
 - ➔ **Complete this sentence: If I could do anything I wanted, I would ...**
- ◆ **Create a banner or collage that communicates your talents.**
- ◆ **Keep a journal.**
- ◆ **Visit your high school guidance counselor to see if he or she has any suggested assessments.**
- ◆ **Interview someone you think is talented; ask him or her how he or she discovered his or her talents and strengths.**



METHODS OF CAPITALIZING ON INDIVIDUAL TALENTS

- ◆ **Encourage and allow time for discovery of individual talents.**
- ◆ **Make individuals feel like their talents are worthwhile.**
- ◆ **Model the behavior of using your individual talents.**
- ◆ **Show the team examples of what can be accomplished when utilizing everyone's talents.**
- ◆ **Match talents to tasks that need to be accomplished.**



WHAT ARE YOUR TALENTS.

Please answer the following questions honestly and with the first thing that comes to mind. The answers to these questions will help you assess what you value and what your talents are.

1. What do you do with your spare time.
2. What do you value in a friend.
3. How do you approach school.
4. What are two things you are really good at.
5. What are two things you are working on to improve.

