

Lesson Plan 1: Discovering Our Strengths and Challenges

Objective: Student will be able to identify and understand their unique strengths,

Why? Students must understand their challenges, interests and values, and how these personal characteristics can impact their future career and personal development.

Opening (5 minutes)

Teacher Action:

- Begin with an engaging storytelling session. Tell a captivating story about a well-known person from the local community or a fictional character who overcame challenges by understanding and leveraging their strengths and weaknesses. Make sure the story is relatable and emphasizes the value of self-awareness.

Here tell your story as a fellow when you started the fellowship, talk about when you came and how you faced difficulties and talk about how you overcame them.

Student Action:

- Also, ask for examples from students of how they think you have grown.
- Focus on examples pushes them to think more about better handling the classroom, or community engagement, also focus on content knowledge, like you like maths that is why you teach maths.
- Listen attentively. After the story, each student thinks of one personal strength and one challenge they have faced, linking it to the story's theme.

You are trying to build content strengths and general strengths and weaknesses.

Information to new material (10 minutes)

Teacher Action:

Start by listing some common strengths and weaknesses on the board (or a large piece of paper if a board isn't available). Use simple language and relatable examples. Here are few strengths and weaknesses to begin with:

Strengths:

Kindness - Always helping friends and sharing.
Curiosity - Asking lots of questions about new things.
Creativity - Coming up with new ideas or ways to solve problems.
Teamwork - Working well with others to complete a task.
Persistence - Not giving up easily, even when things are hard.
Courage - Trying new things even if they are a bit scary.
Listening - Paying close attention to what others are saying.

Weaknesses:

Impatience - Having a hard time waiting for your turn.
Shyness - Feeling nervous to speak up or join in.
Distraction - Finding it hard to focus on one thing for long.
Overthinking - Worrying too much about what could go wrong.
Stubbornness - Not wanting to change your mind or try new ways.
Sensitivity - Getting upset easily by what others say or do.
Messiness - Not keeping things organized or tidy.

Making It More Interactive:**Personal Connection:**

- Ask each student to think of a time they showed one of the strengths or faced one of the weaknesses listed. Encourage them to consider how it affected their actions and feelings.

Group Sharing:

- Invite volunteers to share their experiences with the class. This could be done in a circle to make it feel more inclusive and safe for sharing personal stories.
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Group Activity: Strengths and Challenges Collage (10 minutes)**Activity Setup****Teacher Action:**

- Explain the new task to the class: each student will create their own superhero, complete with unique strengths and weaknesses.
- Clarify that strengths aren't just physical— they can include emotional, social, and intellectual qualities. Weaknesses, similarly, can be more than physical vulnerabilities; they might involve emotional challenges or specific situations that the superhero finds difficult.
- Provide a brief example to inspire the students:
 - Example Superhero: "Captain Compassion"
 - Strengths: Incredible empathy (can feel what others feel), Super problem-solving skills.
 - Weaknesses: Overwhelmed by large crowds, Takes risks without thinking.
 - How they use their strengths: Captain Compassion uses empathy to understand the problems of those in trouble, applying super problem-solving skills to find solutions that help everyone.
 - Short example: In one adventure, Captain Compassion felt the fear of a lost child in a busy city. Despite feeling overwhelmed by the bustling streets, the hero navigated the crowd, using empathy to guide them directly to the child, then strategized a safe way back home, avoiding the busiest paths.

Creating the Superhero**Student Action:**

- Students spend a few minutes brainstorming their superheroes. They should come up with a name, two strengths, and two weaknesses.
- Next, students think of a short scenario that shows how their superhero uses their strengths to overcome a challenge or problem, considering how they deal with their weaknesses in the process.

Sharing the Superhero

Teacher Action:

- After giving students time to create their superheroes, invite volunteers to share their characters with the class. Encourage them to explain their superhero's strengths and weaknesses and to narrate the short scenario they've imagined.
- Facilitate a discussion on how these fictional superheroes can reflect real-life situations where we use our strengths to overcome challenges and how acknowledging weaknesses is also a strength.

Student Action:

- Students who volunteer present their superheroes, focusing on the unique attributes and the scenario they've created.
- As classmates share, students listen and reflect on the variety of strengths and weaknesses within the room, drawing parallels between the superheroes and real-life situations.

Wrapping Up

Teacher Action:

- Conclude the activity by emphasizing the diversity of strengths and weaknesses among the superheroes created, noting how each has its unique way of overcoming challenges.
- Highlight the lesson that, like their superheroes, every student has unique strengths that can be used to face challenges, and acknowledging weaknesses is part of learning and growing.

Student Action:

- Participate in a final reflection, possibly sharing one thing they learned from the activity or one aspect of another student's superhero that they found inspiring or relatable..

Individual Practice (10 minutes)

Teacher Action:

- Explain to the students that they will now think about their own strengths and weaknesses, not their superhero's. This is a chance for them to recognize what they are good at and what they find challenging.
- Provide simple, clear examples to help students understand:
 - Strength Example: Being a good listener, being able to solve math problems quickly, or being helpful to friends.

- Weakness Example: Feeling shy to speak in front of the class, getting distracted easily, or finding it hard to keep things organized.
- Assure students that everyone has both strengths and weaknesses, and it's perfectly normal. The important part is knowing them so we can celebrate our strengths and work on our challenges.

Student Action:

- Students take a moment to quietly think about one personal strength and one personal weakness they feel comfortable sharing.

Sharing Session

Teacher Action:

- Organize the class into a comfortable and supportive setting, such as a circle, to facilitate an open and respectful sharing environment.
- Begin the sharing session by modeling with your own example of a personal strength and weakness to set a positive tone and show vulnerability.
- Invite students to share their identified strength and weakness with the class. Emphasize that this is a safe space and that every contribution is valued.

Student Action:

- Students volunteer to share one personal strength and one weakness with the group. They listen attentively and offer supportive feedback or encouragement to their peers as they share.

Closing (5 minutes)

Teacher Action:

- Bring the lesson to a close by reflecting briefly on the day's discussions about strengths, weaknesses, and personal growth. Highlight the importance of small, daily actions in achieving personal improvement.
- Introduce the simple closing activity by asking each student to think of one thing they can do better for themselves today. This could be related to using a strength in a new way or taking a small step to address a weakness.
- Encourage students to think of achievable, specific actions, such as helping a classmate, participating more in class discussions, or spending a few extra minutes on homework.

Student Action:

- Students take a moment to think quietly about their answer to the question: "What is one thing I will do better for myself today?"
- One by one, or as comfortable in a group setting, students share their commitment with the class. This sharing can be done in a circle to foster a sense of community and support.

Closing the Lesson:

Teacher Action:

- Acknowledge each student's commitment as they share, offering a word of encouragement or a smile. This recognition helps validate their effort and intention.
- Conclude the lesson by thanking the students for their participation and openness. Remind them that personal growth is about making small, positive changes every day and that they have taken a great step today by setting a personal action.

Student Action:

- Listen to their peers' commitments, perhaps drawing inspiration or offering a nod of support.
- Leave the lesson with a clear, simple goal for the day, feeling empowered to make a positive change for themselves.

This simplified closing ensures that each student leaves the lesson with a personal, actionable commitment, reinforcing the day's themes of self-improvement and personal agency in a manageable and meaningful way.

Assessment:

When they go home, ask one person in their community whom they find interesting, what one strength they have and one weakness. For example the technician , good at fixing things, or milkman: always comes on time

