Original Author: Adapted for the Cornell Cooperative Extension 4-H Organization; modified by

CareerZone

Grades: 6-8

**Coins of Strength**

**Objective**

Students will analyze their strengths and how self-esteem impacts their outlook in career planning.

**Timeline** (For multiple-day lessons, each day consists of one 30-50 minutes class period.)

**Day 1:** Introduction and Explore CareerZone

**Day 2:** Activity, Conclusion, and Assessment

**Common Core Learning Standards**

**Additional Common Core Learning Standards**

W.CCR.6

**NYS 28 Learning Standards**

CDOS 2, 3a

**Materials Needed**

* Class set of computers with Internet access and printer
* Access to [www.careerzone.ny.gov](http://www.careerzone.ny.gov)
* Dove’s Self-Esteem Campaign video: <http://www.youtube.com/watch?v=7rSjh52fGTg>
* Cardboard or poster board
* Glue/tape
* Scissors
* Teacher handout: “The Coin List”
* Teacher Handout: “Coins”

**Procedure**

Prior to This Lesson (Prior Knowledge)

Students should be able to identify personal characteristics. Students should have some familiarity with the world of work and the personal characteristics associatiated with successful professionals.

Introduction

Ask students if they have ever been given a compliment. How did that make them feel? Then ask if they have ever been put down or insulted. How did that make them feel? Tell students that today we are going to do a self-esteem boosting activity that will challenge the way they think about themselves.

Ask students why it is important to have self-esteem? Ask students how sometimes the media can influence our self-esteem. Before getting their answers, show this video from Dove’s Self Esteem Campaign: <http://www.youtube.com/watch?v=7rSjh52fGTg> . Then discuss their answers and their feelings about the video **(SL.CCR.2)**.

Explore CareerZone

1. Have students sign into their CareerZone portfolio account and go to the Areas for Growth module. Then have students identify how they can turn a perceived weakness into a strength. This step can be done before or after the following activity **(R.CCR.7).**



Activity

1. Before this activity, have the circles/cards from the attached worksheet filled out with the strengths on one side and corresponding weaknesses on the other side (from the coins of strength list, suggested size: 7” in diameter).
2. Tape the circles up on the wall or display on a table with the strength showing.
3. Ask students to choose a strength that best fits them and remove it from the wall and tape it to their shirt (or just hold it).
4. Next, have students go around the circle quickly and say their name and their strength. Example: “My name is Susan, and I’m persistent.”
5. Have students flip their circles over and go around again quickly introducing themselves again and including their weakness. Example: “My name is Susan, and I’m stubborn.” There is usually a noticeable difference in how people feel after the second introductions.
6. Share what happened: How did it feel to introduce you the first time? How was it different the second time?
7. Ask the following: Are the two different descriptions related? What was important about what you just experienced **(SL.CCR.1)**?
8. Relate their coins of strength back to career planning by discussing the job application process. Why would someone need to recognize their strengths and be able to discuss them at length in a job interview and on their resume?

Conclusion

1. Have students write a journal based on steps 9-11 for a formal assessment **(W.CCR.4)**.



1. Students can journal using CareerZone’s Journal module and print out to hand in **(W.CCR.6)**.

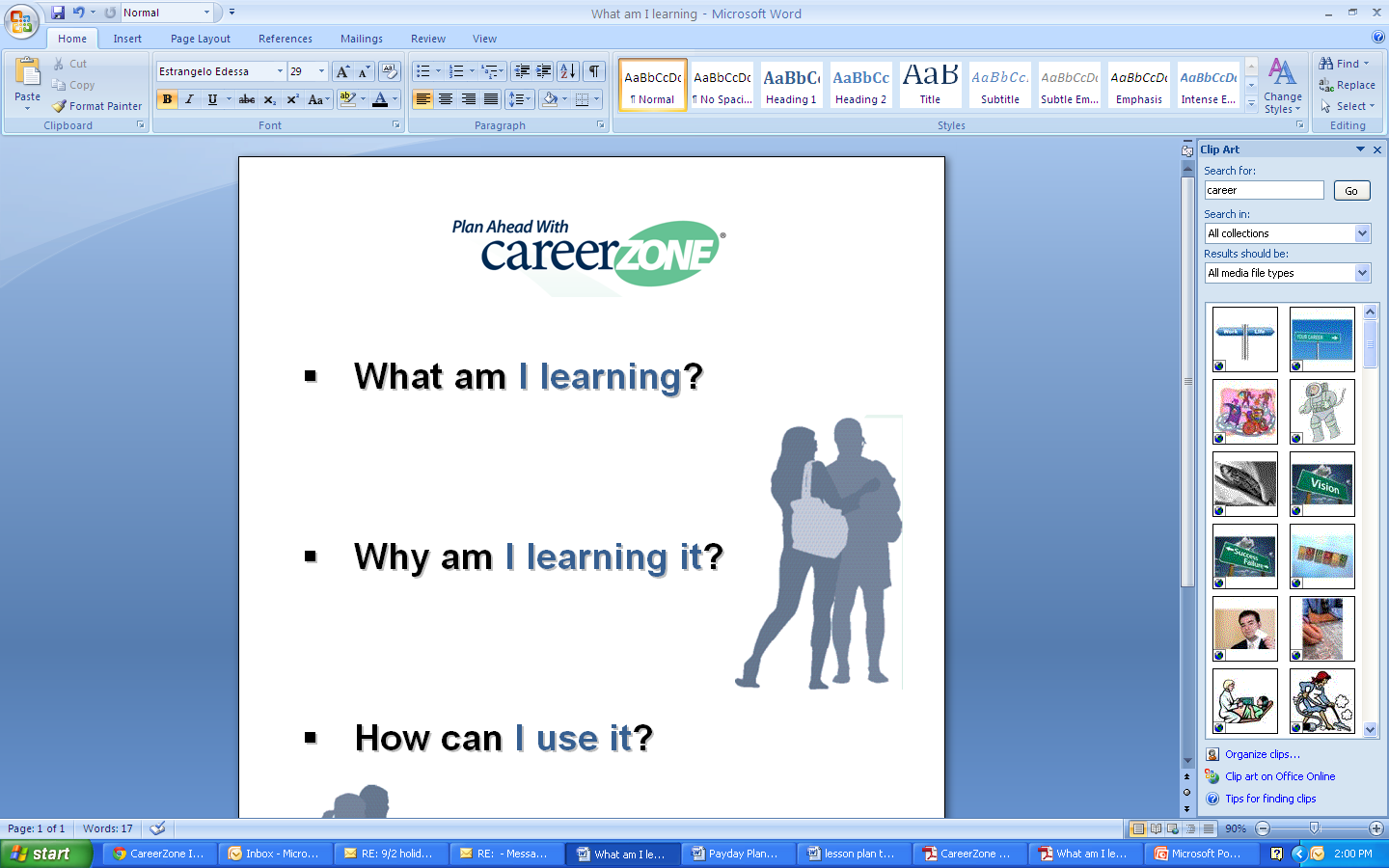
**Assessment**

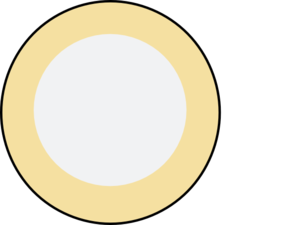
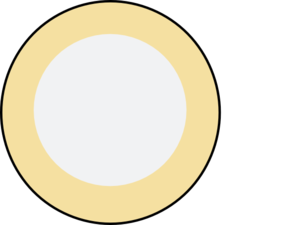
1. Use a student roster to grade student participation during this lesson
2. Collect journal entries students wrote for steps 9-12.
3. Ask students: What am I learning? Why am I learning it? How can I use it? This quick assessment can be given throughout or at the end of the lesson. See the attachment “Three Questions” for a visual that you can display for students.

Teacher Handout

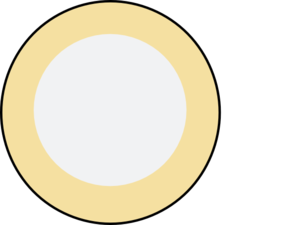
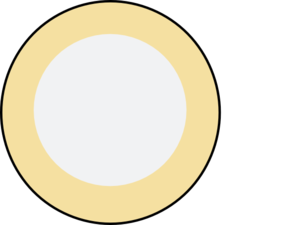
**The Coin List**

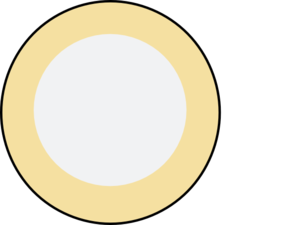
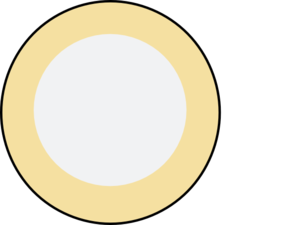
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| --- | --- |
| **Weakness/Liability** | **Strength** |
| **Short attention span** | **Many interests** |
| **Irresponsible** | **Fun-loving** |
| **Distractible** | **Perceptive** |
| **Unpredictable** | **Flexible** |
| **Impulsive** | **Carefree** |
| **Loud** | **Enthusiastic** |
| **Stubborn** | **Persistent** |
| **Poor planner** | **Spontaneous** |
| **Willful** | **Determined** |
| **Bossy** | **Leader** |
| **Disorganized** | **Creative** |
| **Argumentative** | **Good debater** |
| **Tests limits** | **Risk-taker** |
| **Manipulative** | **Negotiator** |
| **Anxious** | **Cautious** |
| **Explosive** | **Dramatic** |
| **Disobedient** | **Self-directed** |
| **Impatient** | **Eager** |
| **Rebellious** | **Nonconformist** |
| **Talks too much** | **Articulate** |
| **Boring** | **Stable** |
| **Critical** | **Analytical** |
| **Rigid** | **Organized** |
| **Aloof** | **Quiet** |
| **Picky** | **Detail-oriented** |
| **Arrogant** | **Logical** |
| **Overreacts** | **Sensitive** |
| **Undisciplined** | **Imaginative** |

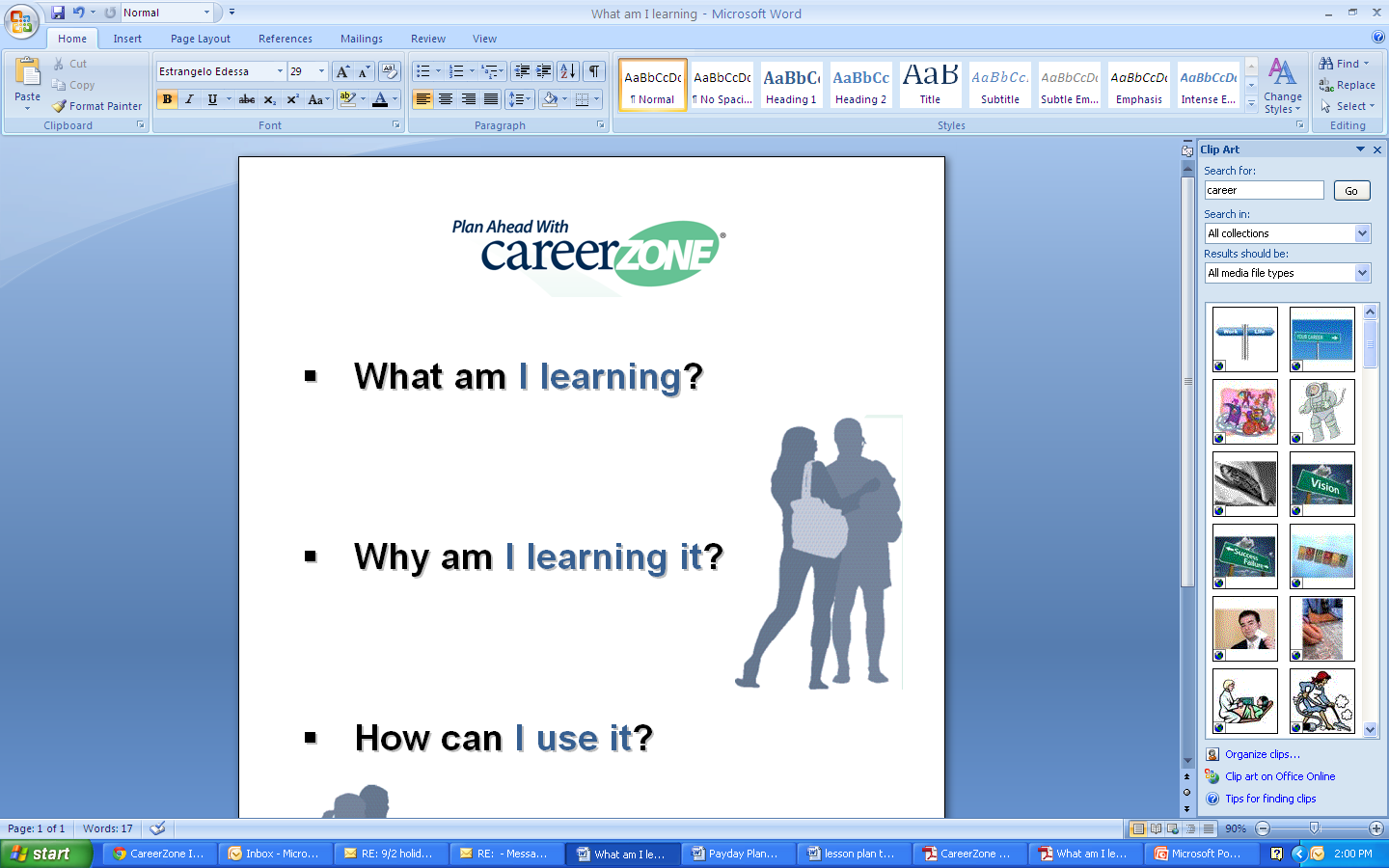
**Teacher Instructions:** Use this list below to write or type in the coins on the next page. You will need to print multiple copies of the following pages to ensure every student has a different coin. Once each coin is cut, tape the coins to a wall with the strength side facing towards the wall and the weakness side facing outward.

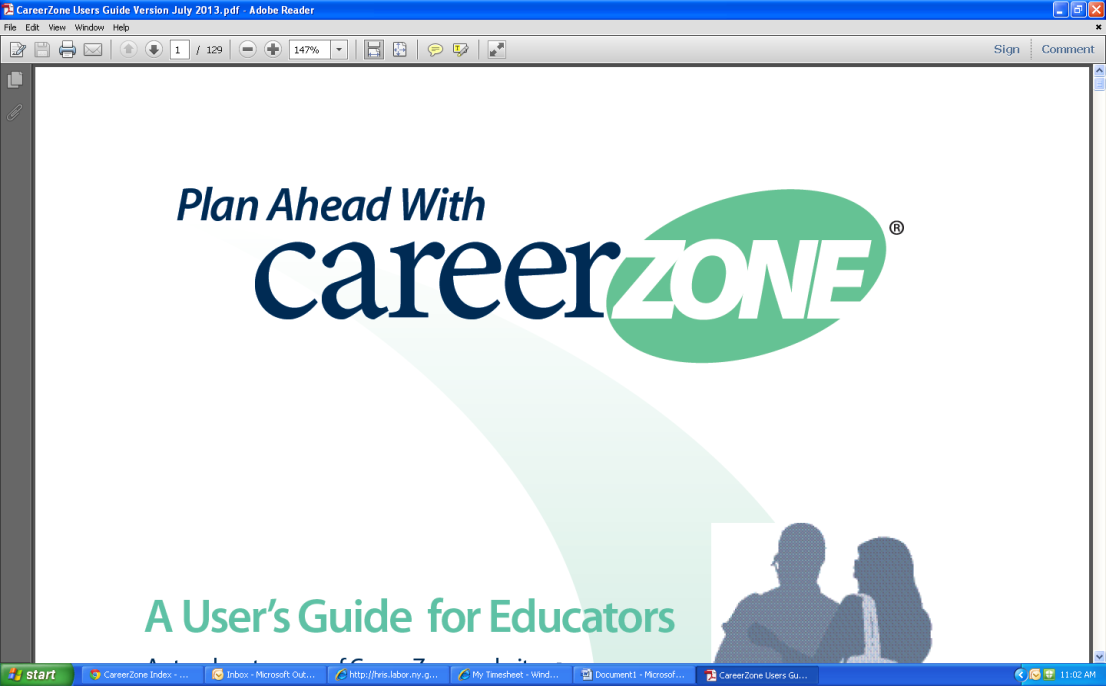


Teacher Handout: Coins



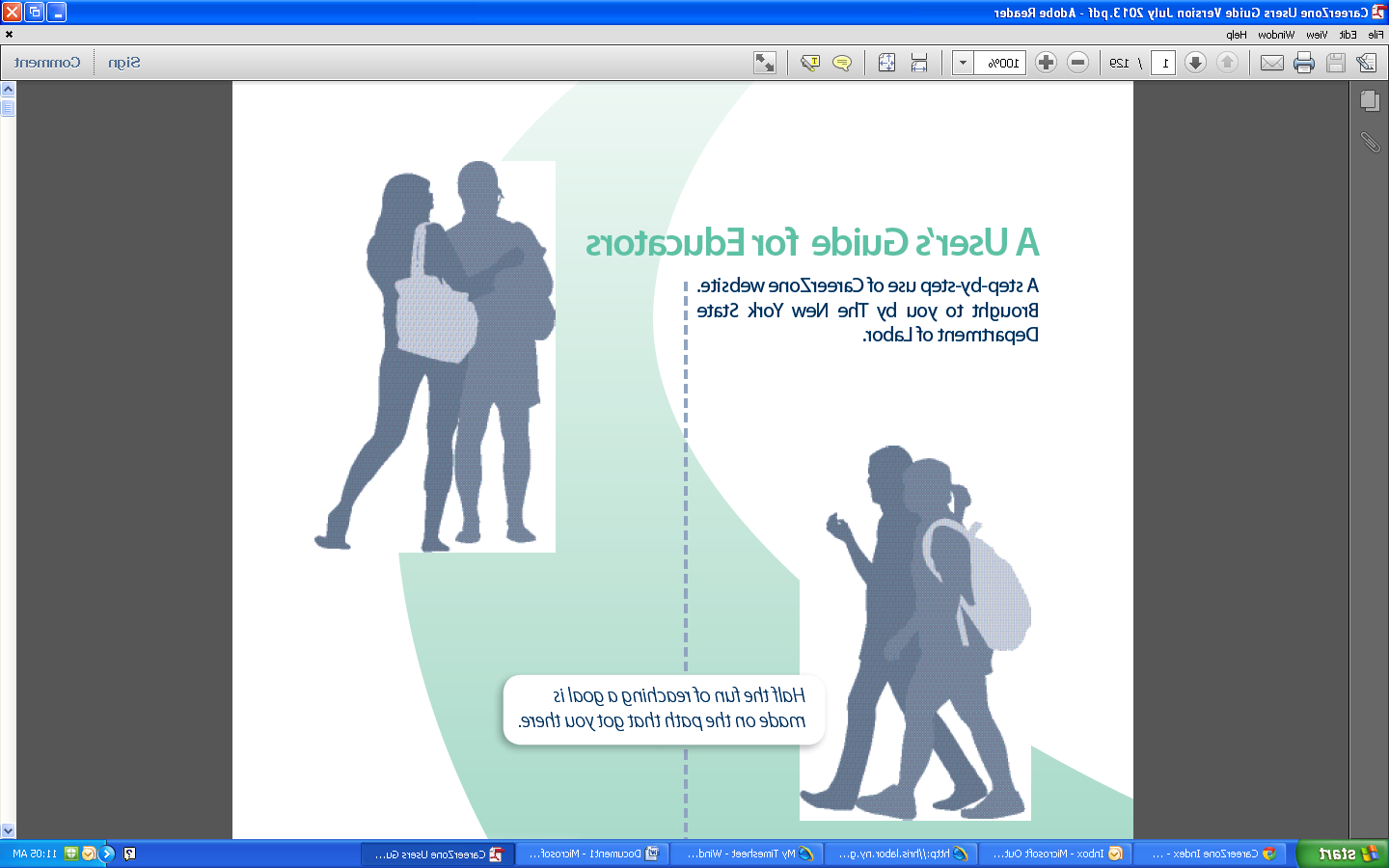


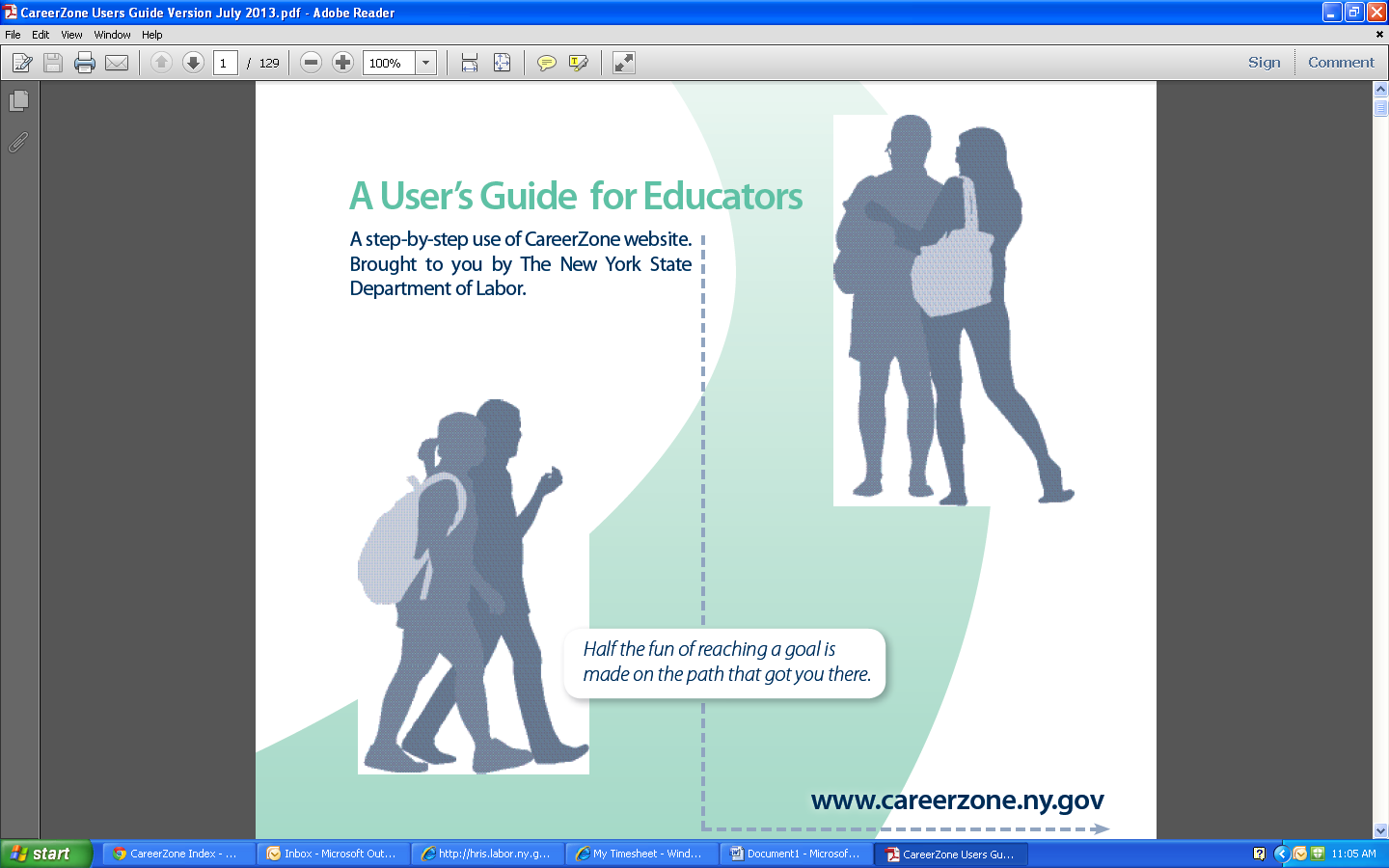


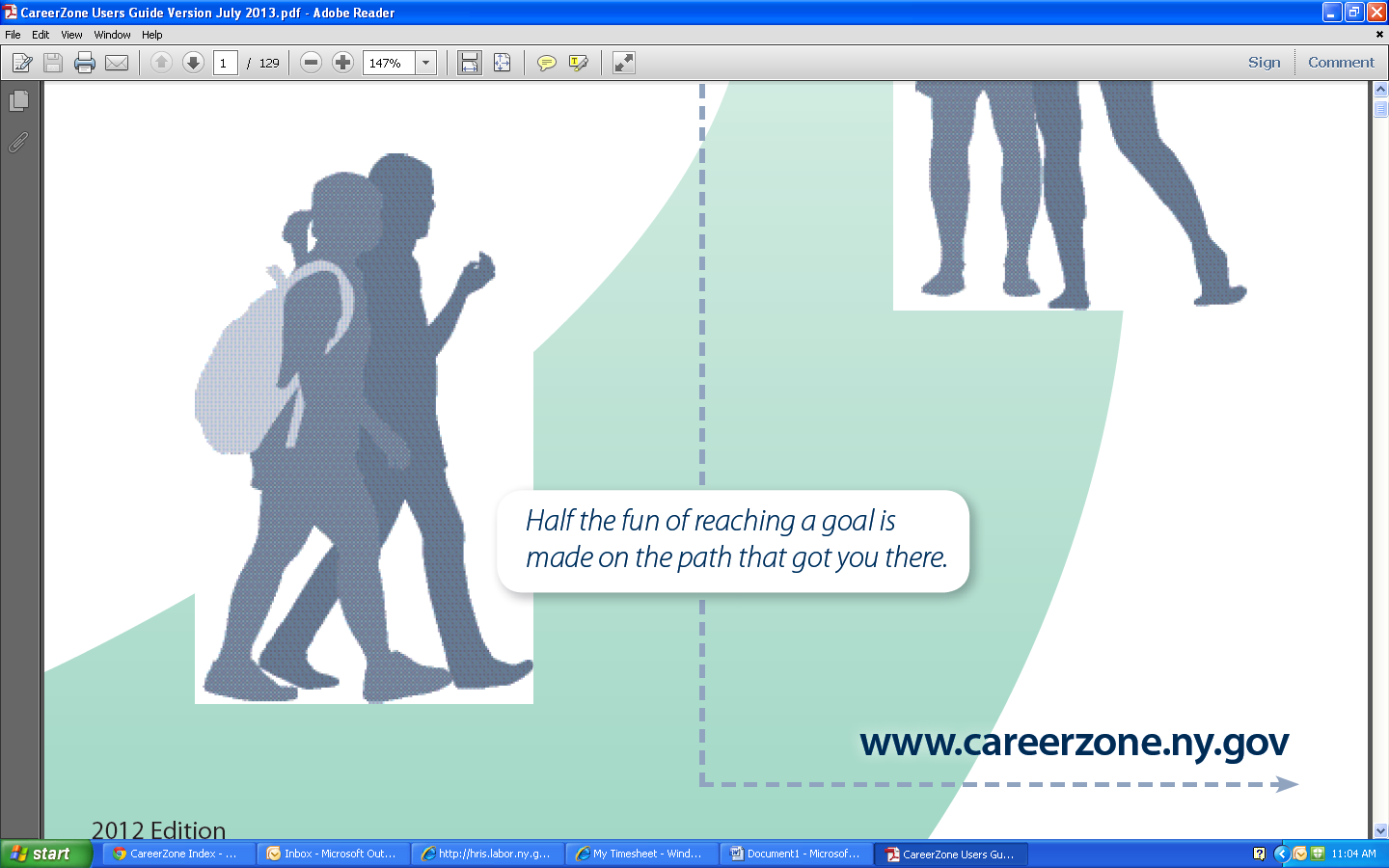
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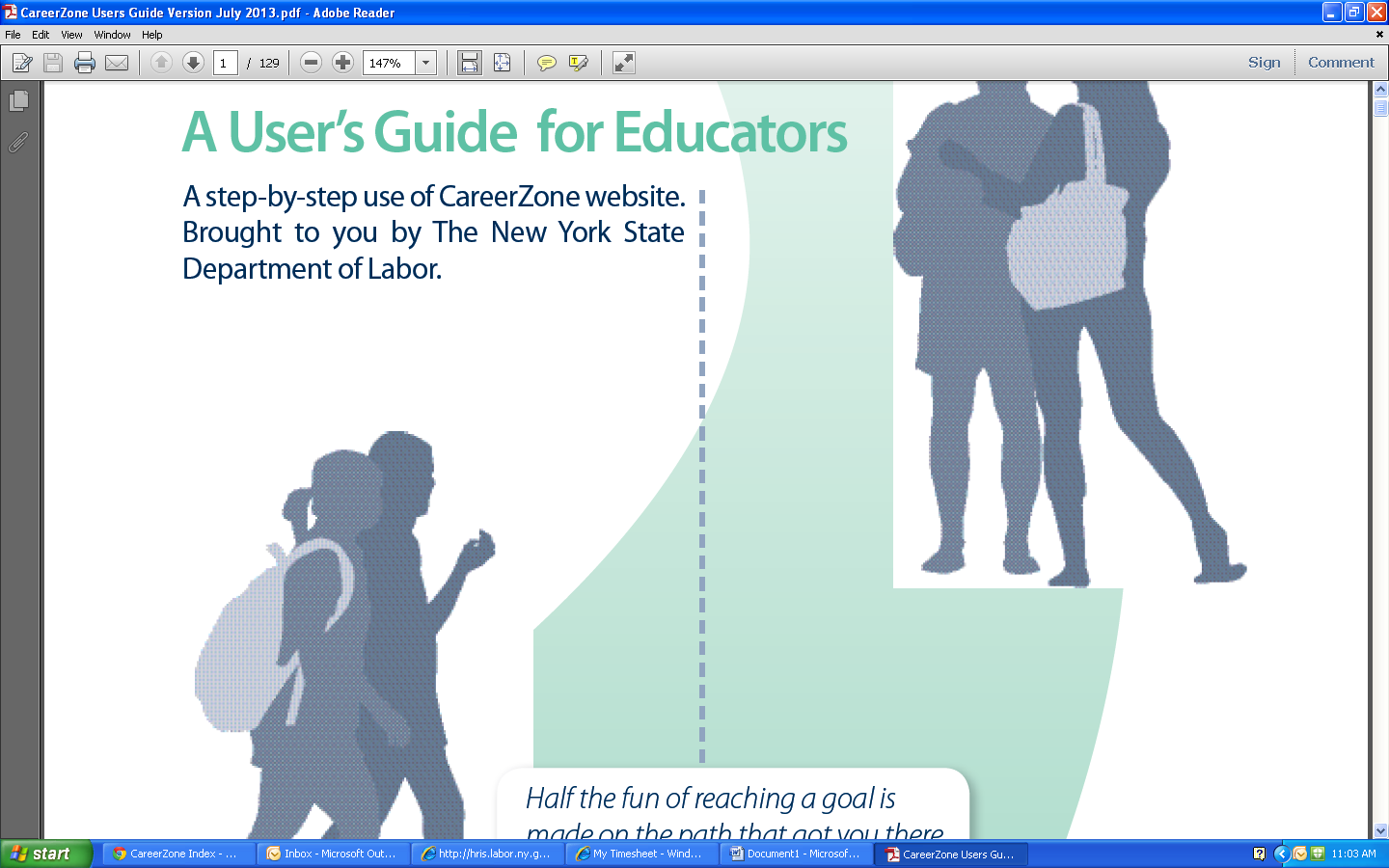
**Three Questions Overhead**

* **What am I learning?**
* **Why am I learning it?**



* ** How can I use it?**

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