

SHARING STRENGTHS

(30mins; 16 children*)

BEHAVIOR GOALS:

1. Further increase child's awareness of personal strengths.

LEARNING OBJECTIVES:

1. Children will gain more experience communicating their thoughts and feelings in a group setting.
2. Children will learn to identify and verbalize the strengths they see in others.
3. Children will begin to model gratitude and acceptance of compliments.

TOTAL TIME: 30 minutes (without advanced prep)

Time	Activity
5 minutes	Children enter room and are immediately directed to chairs. Group leader administers Pre-test. Review ground rules and expectations established at previous lesson. Compliment children on their creativity when making their Individual Strengths Posters in the previous lesson.
1 minutes	Share with children that the objective of today's lesson is to share our Individual Strengths Posters with the group. Tell children that they will also get a chance to share and add strengths and positive qualities to other posters.
2 minutes	The Activity Leader will begin the activity by modeling the behaviors expected through first sharing his or her own mini-poster of strengths. The Activity assistant will share another strength word about the Activity leader for her to add to her poster. Ask children if they have other words they would like to add.
17 minutes	Do Sharing & contributions to Individual Strength mini-posters.
5 minutes	Collect mini-posters and good job! Group leader administers Post-test.

BACKGROUND INFORMATION FOR INSTRUCTOR:

Not all children are able to recognize, verbalize or accept having their strengths acknowledged. This activity encourages expression of positive qualities. It also encourages expression of gratitude and acceptance when someone else acknowledges our positive qualities. Having children acknowledge positive qualities in each other can sometimes foster a sense of trust, safety and belonging within the group. Many children are not used to giving compliments to their peers so this activity may be most effective if it is modeled for children by the Activity Leader and Assistant. Children will have some guidance for what to say when sharing their words of strength, what to say when adding words of strength to their peer's poster and what to say when acknowledging and accepting positive words from their peers.

*Can be adapted to accommodate 10-24 children by changing the number of leaders and supplies.

EQUIPMENT & SUPPLIES:

- 16 pencils
- 4 packs of 16 colored markers
- Individual decorated Strength/ Name mini-posters from previous lesson
- 1 clip-board per assistant to help write new strength words on mini-posters while in circle
- Pre- and Post-Tests (one copy of each per child)
- 1 sharpened pencil per child
- 1 pencil sharpener

PERSONNEL: 2 adults or more

1. Adult Leader (1)
 - Oversees advanced preparation and lesson
 - Reviews previous lesson and Classroom Rules
 - Introduces lesson, activities and facilitates discussion
2. Assistant (1 or more)
 - Sets up chairs in circular arrangement
 - Reminds children to make name tags if needed
 - Oversee child behavior during discussion
 - Participates in discussion
 - Assists children with spelling and writing as needed

ADVANCED PREPARATIONS: 5 minutes

1. Hang poster with Classroom Rules
2. Retrieve decorated posters done by children in previous lesson
3. Set up chairs in circle
4. Set out name tags at room entrance (or on tables)
5. Activity Leader should do mini-poster of his or her strengths

ACTIVITY DIRECTIONS:

1. Once again, the Activity Leader should administer the Pre-test and begin the lesson by reviewing the rules and expectations. Have children read from the poster and only add new rules if they are not covered on the following list:
 - Quiet hands
 - Listen while others are talking
 - Be respectful to others
 - Trash goes in the waste bin not on the floor
 - Write & draw on paper, not anywhere else
 - Leave the work space as clean as (or cleaner than) you found it
 - Have fun
2. The children should be seated in chairs arranged in a circle.

3. Quickly review the Core lesson by directing their attention to their Group Name Poster. Compliment their creativity in making their name and strength cards. Tell them to quickly review their strengths as a group, by going over their individual words of strength.
4. Review Reinforcement Lesson 1 by saying "You are strong as a group, and when making your mini-posters you were able to identify your many individual qualities and strengths."
5. Introduce the day's lesson by explaining to children that they will each have the opportunity to share their mini-posters with each other. This group sharing will help us learn and appreciate more about ourselves and each other and about the unique qualities and strengths we have. (Some children will indicate that they do not want to share their mini-posters. Let them know that they don't have to, however, invite them to share if they become more comfortable during the lesson. With these children also offer them the option of sharing at another time or one-on-one with an assistant if they feel comfortable with that.)
6. Pass out the children's individual mini-posters.
7. The Activity Leader will begin the activity by modeling the behaviors expected through first sharing his/her own mini-poster of strengths.
 - She should say "My name is ANN. The words of strength that I have for myself are: ____, ____, ____ & _____. Are there any other strengths that you all have seen I have, but forgot to list?"
 - The Activity assistant should be prepared to answer "I've noticed that you are very patient. I think you should add "Patience" as a strength word to your mini-poster."
 - The Activity Assistant should tell her "Thank you" and then add the word Patient to her poster. Ask children for other words to add. Add any new words contributed by children. It is important that all offered words be added as this does not "judge" the child's input and, thus, promotes further input.
8. Have each child share and get input on their mini-poster until all children have shared. The Group leader should administer the Post test and have assistants collect them when children are done. If there is time remaining children can use the colored markers to continue decorating their mini-posters.
9. As the children leave this session, praise them for their good behavior and ability to share with others in the group. Tell them that they should be proud of their mini-posters because they describe their positive qualities and strengths.
10. Finally challenge children to take their mini-posters home and share them with their family and/or friends. See if they can solicit other strength words from family members and friends to add to their posters. If they have crayons or colored markers at home they can continue decorating their mini-posters at home.

EVALUATION: To be completed by activity leaders following delivery of exercise.

	GETTING TO KNOW OURSELVES & OTHERS	
	Rating*	Specific recommendations to improve
Timing		
Equipment / supplies		
Personnel / staffing		
General response of <u>children</u> to activities		
General response of <u>adult</u> leaders to activities		

*Rating of 1 - poor to 5 - excellent.

Other comments:

_____ Date _____ Name (Optional)

PRE-TEST QUESTIONS

1. When you are a part of a group it is good to:
 - a) Be the loudest person in the group
 - b) Make sure you are the first in everything you do
 - c) Share your positive qualities with each other

 2. People like being a part of a group when their strengths are recognized.
 - a) True
 - b) False
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POST-TEST QUESTIONS

1. When you are a part of a group it is good to:
 - a) Be the loudest person in the group
 - b) Make sure you are the first in everything you do
 - c) Share your positive qualities with each other

2. People like being a part of a group when their strengths are recognized.
 - a) True
 - b) False