

# Strengths

## WCBF 4-5

<p><b>Objective:</b> Students will identify their skills and consider different careers based on their learning style.</p>	<p><b>IRP PLO(s) addressed:</b>            Grade 4, English Language Arts A1: <i>use speaking and listening to interact with others</i>            Grade 4, Health and Career Education B1: <i>create an inventory of their own attributes</i>            Grade 5, English Language Arts A1: <i>use speaking and listening to interact with others</i>            Grade 5, Health and Career Education B1: <i>identify types of work that interest them</i></p>
<p><b>Optional Resources</b>            (NOT included in the Kits)            • A teenager with autism who excels at go cart racing.  <a href="http://globalnews.ca/video/1511796/15-year-old-autistic-boy-is-making-waves-on-go-cart-racing-scene">http://globalnews.ca/video/1511796/15-year-old-autistic-boy-is-making-waves-on-go-cart-racing-scene</a>            • Individuals with autism working in the technology field: <a href="https://www.youtube.com/watch?v=tK0vz-TLqME">https://www.youtube.com/watch?v=tK0vz-TLqME</a></p>	

	Teacher guide		Student guide
<b>Opening</b>	<b>Time</b> 5 min	Discuss how people have different strengths and ask students to think about things they are good at.  For example, some strengths could be that they are creative, observant, caring, good at math, have good memorization skills, etc.	Students consider what skills they have.
<b>Pre-Activity</b>	10 min	Have students write down their skills.  <i>Sample student responses:</i> <ul style="list-style-type: none"> <li>• Students may write school subjects they are good at, positive personality traits, physical literacy skills, etc.</li> </ul>	Students record what their strengths are.
<b>Activity</b>	15 min	Have students consider what careers would match their skills. Show videos that match a people’s personality to their job type, including a person with autism working in a job that matches their personality. Emphasize that this is just one individual with autism and that people with autism have different personality, interests, and skills for one another.  <i>Sample student responses:</i> <ul style="list-style-type: none"> <li>• Students who are good at science may say they could be a lab assistant, students who are creative may say they could be event planners, students who are good at cooking may say they could be a chef, etc.</li> </ul>	Students can record or discuss with each other which traits would be beneficial to have in certain careers.
<b>Closure</b>	5 min	Discuss how there is a career for everyone.  For example, specific skills are needed in different career fields such organization is important in the administrative field, knowledge about cities is important when working in tourism, etc.	Students consider the variety of careers available.

**Reflection:** What went well? What needs to be changed for next time? What did I observe about my students? What would better facilitate my teaching of this topic? What needs to be considered for subsequent lessons on this topic?