**Lesson Plan**

**Unit:** College and Career Readiness **Topic:** Abilities **Lesson:** 1

**Focus Question**: What are my talents and skills? **Grade Level**: 5 **Time:** 40 minutes

**Activity Summary**: Following a classroom discussion that centers on the difference between

talent and skill, students will compile a personal list of their own unique talents and skills. This lesson is the precursor to the next lesson: Resume Writing.

**Materials Needed**: Pencils (one per student); Talent and Skill Worksheets (one per student); and white board and markers

**Curriculum Links: National, State, District**

**National: ASCA National Standards**

* A:C1.3 Understand the relationship between learning and work
* A:C1.5 Understand that school success is the preparation to make the
* transition from student to community member
* A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

**State: MA Career Development Education**

* W1-1: Skills in the planning process (focusing on the importance of preparation and future orientation)
* W2: An exploratory attitude toward self, life and the world of work
  + W2-1: Skills and attitudes for developing and maintaining the identity of a learner, for life
* W3-3: Knowledge of risks and rewards of various careers

**State: MA Curriculum Frameworks**

Massachusetts Health Curriculum Frameworks

* 5.6: Explain how coping skills (such as perceiving situations as opportunities, taking, action/exerting control where possible) positively influence self-concept
* 7.5: apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication

Massachusetts Curriculum Frameworks (Science and Technology/Engineering) Purpose:

* Drawing on these skills, habits and subject matter knowledge for the informed participation in the intellectual and civic life of American society and for further education in these areas if they seek it.

**District: Marlborough, MA:**

* Marlborough Public Schools Belief Statements #1, 3, 4 (Marlborough Public Schools [MPS], 2008): The individuality and uniqueness of each child. Marlborough Public Schools Learning Lens (Marlborough Public Schools [MPS], 2010:
  + Marlborough ELA Grade 5: Writing (W)  
    W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
    W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly
  + Marlborough Health Grade 5: 5.5 Decision Making Model

**Counselor Performance Objectives**: During the lesson, counselor will:

* introduce students to the concept of individual ability.
* instruct all students in the differentiation of a talent and skill via definition and examples.
* generate student enthusiasm for self-discovery of individual talents and skills.

**Student Performance Objectives**:

Cognitive: By the end of the lesson, students will be able

* list 2 uses of a resume
* identify/ define any 3 talents
* identify 3 skills
* list 3 personal talents or skills that that could be included on their resume
* learn 4 vocabulary words..

Affective: By the end of the lesson, students will be able to:

* to differentiate between a talent and a skill.
* feel a sense of pride in their specific talents and skills.

Behavioral/Performance: By the end of the lesson, the students will be able to

* Compile
* Complete…

**Lesson S.M.A.R.T. (specific, measurable, attainable, realistic, time bound) Goal**

Upon completion of the lesson, all students will be able to articulate the difference between a talent and a skill 100% of the time.

On a post assessment test, students will identify the correct definitions of 4 lesson vocab. Words 100 of the time

**Modifications for Differently-Abled Students:**

ELL students who are not fluent in English will be given this lesson in their ELL classes. Students with ADHD will have opportunities to take frequent breaks.

**Description of the Activity and Structure of the Lesson**

1. **Ice Breaker activity: 5 min**

**COMIC STRIP CHAOS:** Each participant takes a turn at picking a comic frame out of the large container. After the entire group has each chosen one, the participants begin to search for others with the same comic strip sequence. After the participants have found everyone in their group, they must arrange themselves so that the sequence of frames are in chronological order to form the comic strip correctly. Upon completion of sequence, the newly formed group sits down together to discuss each other’s talents and skills.

**EVALUATION**



1. **Pre Assessment: 3 min**

Ask questions…What does the word “ability” mean? Talent? Skill? What is the difference between a talent and a skill? Take a poll of the students if they agree with the statements, then note the number of answers for each statement.

**KNOWLEDGE**

1. **Introduction: 1 min**

Introduce and display student outcome pages…

At the end of this lesson, students will know the difference between talent and skill.

At the end of this lesson, students will be able to identify personal talents and skills.

At the end of this lesson, students will be able to list at least three personal talents and skills on their worksheets.

**Definition of Terms 10 min**

**What is “ability?**

*n.* *pl.* **a·bil·i·ties**

**1.** The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.

**2.** A natural talent or acquired skill.

**Most people use Talent and Skill interchangeably. However, they are not the same and it can make a huge difference if we can identify and differentiate between talents and skills within ourselves and in people around us.**

**Talent is:**

- A special, natural ability or aptitude to do something

- Something a person is born with

- Something you cannot teach

**Skill is:**

- The ability, coming from one's knowledge, practice, aptitude, etc.

- Something that can be learned, honed and improved

You can only teach new Skills. Skills and not a substitute for Talent.

A few examples:

- Writing is a talent, but knowing how to use Microsoft Word is a skill

- Photography is a talent, but knowing how to use a camera is a skill

- Empathy is a talent, but nursing (as in a hospital job) is a skill

We can **benefit** by identifying and acknowledging the difference between talent and skill, in several ways:

1. Identify your talent and things that interest you
2. Develop skills around your talent

Every person has a unique set of talents. It's just a matter of identifying those talents. We can achieve amazing results by tapping on our talents. By molding our life around our talents, we can lead a more meaningful and satisfactory life.

**Great Example:**

“…talent is something that you were inherently born with.... something that is effortless, that you didn't really have to practice. For example, I have a talent for painting... I just know how to do it, it's not something I learned. I think talent stems from the arts in general. You hear people say, she's a talented writer, or a talented decorator, or a talented chef. You never hear people say how talented their Certified Public Accountant is, or how talented the local Police Department is. That is because they don't constitute true talent. No one is born knowing how to be an officer of the law.. it takes lots of training. While you can go to school to improve your talents, you cannot learn how to be talented.

A skill is something that you acquire from elsewhere... like observing others within your work environment, or going to school, etc. Back to the previous example, you could say "he's a skilled police man, or she's a skilled nurse" Take a musician for example. Someone may be born with the most beautiful voice in the world. But if they aren't taught in the concepts of music theory, or if they don't know how to use it to their full potential, it's just going to go to waste.

They may be a talented musician because they can sing well, but not a skilled musician because they can't write their own songs or read sheet music.”

**COMPREHENSION 7 min**



Write “Talent” and “Skill” on the white board, and give students a number of terms to assess if they can accurately place under talent or skill.

**APPLICATION 9 min**

Students write their names on index cards, and then return them to the counselor. Counselor gives cards back at random to students. The student receiving the index card of their classmate must write down a talent or skill they have observed in the student whose name is on the index card. The teacher collects them for distribution at the end of class.

Counselor distributes worksheet of talents and skills (attached).

Students take a few moments to complete the worksheets, and then the counselor collects for work during the next unit.

**ANALYSIS and ASSESSMENT 5 min**



Students will meet the learning objectives if they can:

1. S Accurately differentiate between a talent and a skill.
2. S Identify and list at least three personal talents and skills on their worksheet.
3. T Class reviews and graphs outcomes to determine if SMART goal has been successfully met. Assessment of TPO
4. Teacher distributes index cards with student’s talents and abilities. TPO

**SYNTHESIS**

During Lesson 2 of the Unit in College and Career Counseling, students who can accurately apply their knowledge of talents v. skill to their resume building activity will have demonstrated synthesis of Lesson 1.

**Reflection:**

All students enjoyed the ice-breaker activity; however, in the classrooms that looped from the previous years, students stated that they had already worked with everyone in the class a number of times (a great benefit to looping!). Students in non-looping classes liked being able to work with different groups.

Students were very engaged in the process, and had a wonderful time listing certain talents and skills. For students who had (what they felt) was a peculiar talent or skill (e.g. double jointed, twirl a flag, etc.), I asked the class to come up with ideas of how these talents or skills could be translated to something the student could do for a job. For those who didn’t feel they had any talents or skills, I asked the class to help them come up with some. The response from students was very positive, helpful and encouraging. Students who needed the help were validated by this extra step.

There were a few children who were hesitant to participate, either because they couldn’t focus, or were too embarrassed to ask the class for help in determining their talents or skills. For those 3 students, I followed up with a short workshop in my office to help them articulate their unique talents and skills.

**Assessment:**

Students were very cooperative in providing data about their unique talents and skills (attached). This information was documented and presented to each class at the next meeting. Individual student worksheets were re-distributed for help in writing their resumes, the second step of the Unit in College and Career Readiness.

Sampling of Talents and Skills

**Sources/References:**

ASCA Curriculum Frameworks: http://ascamodel.timberlakepublishing.com/files/NationalStandards.pdf

MASCA MA Model Curriculum Frameworks:  
www.masca.org

Marlborough District Learning Lens:  
www.mps.edu

National Career Development Association:  
www.ncda.org

**Whitcomb Middle School Grade 5 Academic Advising  
Unit 3: College and Career Readiness**

**Lesson 1: Individual Abilities Worksheet**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: Whitcomb Middle School, Marlborough, Massachusetts

Grade:\_\_\_\_\_\_\_\_ Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Talents and Skills**

Abilities are the quality of being able to do something. They can be talents you are born with, or skills you acquire. Please list at least three talents and/or skills you possess, and identify if it is a talent or skill.

**Ability Talent (T) or Skill (S)?**

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_