

# ***Discovering Our Strengths***

Lesson Objective:

Students will explore their personal strengths, understand how these strengths help them in learning and friendships, and reflect on how to use their strengths effectively in different situations.

Materials Needed:



- Copy of Chapter 1: Discovering Our Strengths
- Markers, crayons, colored pencils (anything to decorate the shield)
- Shield Worksheet
- Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Briefly discuss what they think their strengths might be.

## **Greeting and Circle Time Teacher Script**

### **1. Warm Welcome and Opening Discussion:**

- "Good morning, class! Today we're going to talk about something special—our personal strengths. Strengths are the qualities that make us unique and help us succeed. Each of us has strengths that help us in our friendships, learning, and problem-solving. We're going to read a story about Ollie and his friends as they discover their strengths, and afterward, we'll talk about your own strengths and how they can help you."
- Wait for the children to settle.

### **2. Discussion Starter**

- "Now, can anyone share what they think a " strength" is?" Wait for a few children to respond and acknowledge their answers.
- "Why do you think it's important to know your strengths?" [Pause for student responses.] "Do you think knowing your strengths can help you make good choices?"
- We're going to read Chapter 1 from *Ollie's Superpower Squad- Fourth Grade Challenges*, where Ollie and his friends learn about their superpowers or

strengths. As we read, think about what your superpowers or strengths might be."

Read the Chapter (15 minutes)

Story Time Outline:



- Read chapter 1 aloud. Pause at key moments to engage students and make sure they are following the story.
- Ask questions during key parts in the story.

**Story Time Teacher Script:**

**1. Prepare the Students for the Story:**

- "The first chapter in our novel *Ollie's Superpower Squad- Fourth Grade Challenges* is called "Discovering Our Strengths" (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

**2. Read the Chapter with Emphasis on Key Moments:**

- **While reading**, pause during key moments.
- **Ask Questions:**
  - What does Ms. Sanchez mean by personal strengths being like superpowers?
  - How does Harriet use her energy as a strength?
  - Why is Benny's ability to support others an important strength?
  - What strength does Buzz share? How does his creativity help the group?
  - Why does Ollie believe planning and thinking things through is his strength?
  - What does Sammy's strength of listening and understanding show about him?
  - How does Betty's problem-solving ability help the group?
  - How do the friends feel when they discover their strengths?
  - What does Ms. Sanchez mean when she says that strengths can sometimes overwhelm us?
  - How can the friends learn to use their strengths wisely?

## Chapter 1: Discovering Our Strengths

It was the first day of fourth grade, and Ollie, Harriet, Benny, Sammy, Buzz, and Betty were all feeling excited and a little nervous as they walked into their new classroom. The room was filled with bright posters, a class library, and a big whiteboard with "Welcome, Fourth Graders!" written in colorful letters.

The friends had been together since third grade, and while they still loved playing games and going on adventures, they knew that this year would be different. They felt a little older, a little wiser, and ready to take on bigger challenges. Their new teacher, Ms. Sanchez, smiled warmly as the class settled in.

"Welcome, everyone!" Ms. Sanchez said cheerfully. "Today, we're going to do something special. I want each of you to think about a personal strength you have—something that makes you unique and helps you in your learning and friendships. This year, we're going to focus on discovering and using our strengths to solve problems and achieve our goals."

The class buzzed with excitement as students began talking about their strengths. Betty glanced around at her friends. "What's a personal strength?" she asked, feeling curious. Ms. Sanchez explained, "A personal strength is something you're naturally good at or something you've developed through practice. It's a part of who you are and can help you succeed. Some people are really good at helping others feel comfortable, while others might be great at figuring out tricky problems."

"Like superpowers?" Buzz buzzed excitedly.

Ms. Sanchez laughed softly. "Yes, Buzz! Exactly like superpowers, except these powers come from inside you. They help you think, act, and feel in ways that make you and others around you stronger."

The friends exchanged thoughtful looks. They had never really thought about their own strengths before.

Harriet, always the fastest and most active of the group, spoke up first. "I think my strength is my energy! I'm always up and ready for anything. I can keep going even when others get tired."

"That's true," Ollie agreed, nodding. "And you're great at encouraging everyone to keep going, even when things get tough."

Ms. Sanchez smiled. "That's a wonderful strength, Harriet. Your energy helps you and those around you stay motivated."

Benny, who was strong and dependable, thought for a moment. "I think my strength is that I'm good at supporting others. I like helping carry things or organizing stuff so that everything runs smoothly."

"That's definitely one of your strengths, Benny," Betty agreed. "You're always there when we need a hand."

"Your strength helps you be a reliable friend and leader," Ms. Sanchez added.

Buzz buzzed around, thinking about his own strength. “I think mine is my creativity! I love coming up with new ideas and finding new ways to look at things.”

“Yes!” Sammy nodded eagerly. “Buzz, you always have a fun idea to try, even when the rest of us are stuck.”

“Creativity is a powerful strength,” Ms. Sanchez agreed. “It helps you and your friends think outside the box and solve problems in new ways.”

Ollie, the thoughtful one, spoke next. “I think my strength is that I like to plan and think things through. I like coming up with strategies when we play games or work on projects.”

“Absolutely, Ollie,” Harriet said. “You help us figure out the best way to do things.”

“Your strength helps you stay calm in tricky situations and see things clearly,” Ms. Sanchez said with a smile.

Sammy shifted in his seat, considering. “I guess my strength is that I’m good at listening and understanding how people feel. I notice when my friends are upset, and I try to help.”

“That’s so true, Sammy!” Betty said. “You always know just what to say to make us feel better.”

“Empathy is an important strength,” Ms. Sanchez said softly. “It helps you connect with others and build strong relationships.”

Finally, Betty thought about her own strength. “I think I’m good at solving problems. I like figuring out how to fix things when they’re broken, like puzzles or when we build something.”

“That’s a great strength, Betty,” Benny said. “You always come up with solutions that we didn’t even think of.”

“Your problem-solving skills make you a great thinker and builder,” Ms. Sanchez added.

As each friend shared their strength, they felt a sense of pride. It felt good to focus on what made them unique and to hear their friends’ appreciation for their abilities. But there was something else Ms. Sanchez wanted them to understand.

“Now that you know your strengths, there’s one more thing I want to share,” Ms. Sanchez said. “Sometimes, your brain can predict how you’ll react to situations based on these strengths. For example, Harriet’s energy might help her stay positive, but if she’s not careful, it could also make her rush into things too quickly. And Benny’s supportiveness might mean he takes on too much sometimes. The goal is to use your strengths to help you succeed without letting them overwhelm you.”

The friends nodded, thinking about how their strengths sometimes got them into tricky situations. Harriet remembered a time when she’d run ahead of the group without thinking, and Buzz thought about a moment when his wild ideas made things more confusing.

“So, part of having a growth mindset,” Ms. Sanchez continued, “is using your strengths wisely and recognizing when you might need to slow down, ask for help, or think things through.”

“That makes sense,” Ollie said thoughtfully. “It’s like having a superpower that you need to learn to control.”

“Yes, exactly!” Ms. Sanchez smiled. “This year, we’re going to work on understanding our strengths and using them to grow and become better problem-solvers.”

As the friends left class that day, they felt more aware of what made them special. They also realized that just like superheroes, they needed to learn to use their strengths in ways that helped, rather than hurt. Each of them had something unique to offer, and they were excited to see how they could work together to tackle new challenges.

From that day on, Betty, Ollie, Harriet, Buzz, Sammy, and Benny made a promise to themselves and each other: to recognize and use their strengths to face whatever came their way, helping each other grow and become even stronger as friends.

### 3. Post-Chapter Teacher Script

- **Teacher:** “Well, understanding their strengths and having a growth mindset really seem to help Ollie and his friends. Maybe they’ll be helpful for us too.”

### 4. Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- What strength do you think you have?
- How does your strength help you in school or with your friends?
- Can you think of a time when you used your strength to solve a problem?
- How do you feel when others notice your strengths?
- Have you ever been in a situation where your strength created a challenge?
- Why is it important to learn to control your strengths, like superheroes with their powers?
- How can a growth mindset help you use your strengths effectively?
- What can you do when your strength isn’t enough, and you need help?
- How can your strengths work together with your friends’ strengths?
- How can we encourage each other to use our strengths in positive ways?

Do an Activity (20 minutes)

- Students will determine their Superpower/Strengths and depict them by making a Superpower Shield.

## Activity: Superpower Strengths Shield (20 minutes)

### 1. Introduce Activity

"Now that we've talked about strengths, we're going to create something fun—a Superpower Strengths Shield! On your shield, I want you to write your name and the strength you believe makes you special. Then, decorate your shield with colors, designs, and anything else that shows how proud you are of your strength."

- **Activity Instructions**

1. Pass out the lesson worksheet to each student.
2. Ask students to write their name in the ribbon under the shield and their personal strength(s) in the middle of the shield. If students need help identifying their superpower(s), letting them work in groups and getting feedback from classmates on their superpower(s) may help.
3. Let students decorate their shields to represent their strength using markers, crayons, and decorations.
4. After they're done, students can share their shields with the class, explaining what strength they chose and how it helps them.

- **Reflection**



"Great job, everyone! Let's have a few volunteers to share their work and explain their shields to us." Ask this questions to the students sharing their shields. "How do you feel now that you've identified your strengths?"

- **Wrapping it Up**

"You all did an amazing job identifying and sharing your strengths today. Remember, each of you has a unique strength that makes you special, just like the characters in the story. As we move through the year, we're going to continue exploring how we can use our strengths to solve problems and help each other. And don't forget, even superheroes sometimes need to learn how to control their powers!"

## Wrap Up the Lesson (5 minutes)

### 1. Review and Reflection Overview:

- Review what they learned about the importance of seeing things from a different perspective.
- Ask a few children to share when this might help them.

## Review and Reflection Teacher Script



### 1. **Gather in a Circle for Reflection:**

- “Let’s all come back together in a circle.”
- “ I’d like a few of us in the class to share How will your strengths help you in school this year? How can you use your strengths to help others?” Listen to a few responses and provide positive reinforcement.

### 2. **Closing**

- “Great job today in determining your superpowers. I’m looking forward to seeing us all use our superpowers for good this year!”

## Home Connection Letter

### 1. **Sending Information Home:**

- “Before you go, I have a letter for you to take home. It explains that we talked about our personal strengths and created a Superpower Shield.”
- Hand out the letters as the children prepare to leave. “Great job, everyone! This is going to be a super year using our Superpowers!”

## Parent Letter

### Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.

Dear Parents/Guardians,

Today in class, we began a new lesson about discovering personal strengths. We read a chapter from the book \*Ollie's Superpower Squad: Fourth Grade Challenges\*, where the characters identified the strengths that make them unique. Your child reflected on their own strengths and created a "Superpower Strengths Shield" to celebrate what makes them special.

At home, you might want to ask your child about the strength they chose and how it helps them at school and with their friends. Encouraging your child to recognize and use their strengths is a great way to help them build confidence and a positive mindset.

We look forward to continuing to explore how our strengths can help us grow and succeed this school year.

Sincerely,  
[Your Name]





