

**Lesson Title: Creating a Self-Inventory Matrix**

The following links might be helpful before proceeding:

[www.publicachievement.org/TeacherGuide/Lessons/PublicAutobiography.pdf](http://www.publicachievement.org/TeacherGuide/Lessons/PublicAutobiography.pdf)

[www.publicachievement.org/TeacherGuide/Lessons/TimeLine.pdf](http://www.publicachievement.org/TeacherGuide/Lessons/TimeLine.pdf)

[www.publicachievement.org/TeacherGuide/Lessons/StoryTellingFromTimeLine.pdf](http://www.publicachievement.org/TeacherGuide/Lessons/StoryTellingFromTimeLine.pdf)

**Lesson Objectives:**

- Students will explore their strengths, weaknesses, values, and motivations for public work.

**Curricular Connections:** Language Arts

<b>Duration of Activity:</b>	Two 30 minute sessions
<b>Supplies Needed:</b>	• Handouts
<b>Age Range:</b>	All

**Activity 1:**

- Introduce students to the idea of self-inventory.
  - Discuss Why it important to explore your strengths and interests before beginning public work.
- Have students take self-inventory (10 minutes)
- Gather students in group and discuss.
  - Was it difficult to take the survey?
  - What were the things that people did that made them feel successful? How do they define success? Are there other ways for defining success?
  - How might help us work better together?

**Activity 2:**

- Students complete self-inventory matrix
- Discuss what people found by doing their self-matrix inventory.
  - What are the things that you think you would like to improve on (like to do, but don't do them well)?
  - Do the matrices suggest new ways to work and learn together?

**Reflection:**

1. see discussion

**Assessment:**

1. Assessment of inventory in terms of thoroughness, thoughtfulness, correct grammar, etc.
2. Observe group discussion—do students start making links between their personal strengths and weakness and teamwork?

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

Date: \_\_\_\_\_

## SELF-INVENTORY

### ***Introduction:***

Knowing your history and its impact on you is the first step in figuring out who you are. But to translate this understanding into public work requires that you glean the lessons from your stories, your timeline, even your vocabulary. One way to do this is to take a self-inventory, a survey of your personal characteristics and abilities.

Self-inventories give you a chance to tie your self-interests to your capacities. Knowing what you can do and what you have to contribute helps increase your sense of efficacy and civic responsibility. It changes the idea of civic responsibility from something you *should* do to something you *can* do.

### ***Self-Inventory Questions:***

1. What values are most important to you? \_\_\_\_\_

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2. What are your strengths and weaknesses? \_\_\_\_\_

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3. What kinds of things do you enjoy doing? What kinds of things do you dislike? \_\_\_\_\_

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4. When have you felt most successful? most powerful? \_\_\_\_\_

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5. What did you enjoy the most about your favorite class? What did you learn from that class?

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**6. What has been your best learning experience? What thing do you most want to learn?**

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**7. Do you work best along, or with others? How do you interact with people?**

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**8. How would other people describe you? What would they say you bring to a PA team?**

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

Date: \_\_\_\_\_

### SELF-INVENTORY MATRIX

*Instructions:*

Understanding your interests and abilities gives you a basis upon which to act. IN addition, knowing your limitations—what you don't like or don't know—will give you clues as to what you need from your team mates in order to accomplish your goals.

Fill in the following matrix in relation to your PA group (for example, In the middle box you will put things that you like to do and you do well). Highlight the things that you don't do well, but would like to, or need to learn to do better.

	Things I like to do	Things I don't like to do
Things I do well		
Things I don't do well		