

My Strengths and Challenges - Levels A - B

WRITTEN

To support early self-awareness, confidence, and emotional safety by helping students recognise simple strengths, acknowledge challenges, and understand that both are part of learning and growing.



Learning Intentions

Students are working towards:



Noticing something they can do or enjoy

Noticing something that feels tricky with support

Feeling safe and valued while talking about themselves



Success Criteria

Students demonstrate success when they:

Indicate one strength using words, gestures, pictures, or AAC

Indicate one challenge using words, gestures, pictures, or AAC

Participate in linking a strength to a challenge with adult support



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Duration: 5 - 8 minutes

Objective

To support early self-awareness, confidence, and emotional safety by helping students recognise simple strengths, acknowledge challenges, and understand that both are part of learning and growing.

Players

Individual reflection with adult support
(Optional sharing in pairs or small groups)

Materials

- Paper or notebooks
- Coloured pencils
- Optional visuals or choice boards for strengths and challenges
- Optional stickers or symbols

Setup

1. Create a calm, predictable space for reflection.
2. Provide each student with paper or a notebook and coloured pencils.
3. Introduce the idea using simple language, for example:
"We all have things we are good at, and things that are tricky."
4. Model one simple example, such as:
"I am good at helping. Waiting can be tricky for me."

Gameplay / Activity Steps

Step 1: Identify a Strength

- With adult prompting, students choose or show one strength they believe they have.
- Examples may include:
 - Helping
 - Trying hard
 - Playing nicely
 - Building things
- Students may draw, scribble, point to a picture, choose a symbol, or use AAC.
- Adults narrate or scribe if needed, for example, "You are good at helping."



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Step 2: Identify a Challenge

- Students are supported to indicate one thing that feels tricky for them.
- Examples may include:
 - Waiting
 - Listening
 - Getting dressed
- Responses can be shown through gesture, facial expression, picture choice, or AAC.
- Adults reinforce that challenges are okay.

Step 3: Linking Strength to Challenge

- Adults support a simple connection using modelling and narration.
- For example:
 - “You are patient, that can help you wait.”
 - “You like trying, that helps when things are tricky.”
- Students may indicate agreement by nodding, smiling, pointing, or AAC.

Step 4: Acknowledge

- Adults affirm the student’s effort, for example:
“You shared about yourself.”

Reflection

Using visuals, gestures, or AAC, prompt gently:

- “Did you share?”
- “Show me proud or okay.”
- “Is it okay to have tricky things?”

Reflection may be adult-narrated where appropriate.

Sensory-Specific Learner Variations

For sensory-seeking learners:

- Use textured paper, stickers, or drawing tools
- Allow short movement breaks between steps
- Pair reflection with gentle movement (e.g., stand and point)

For sensory-sensitive learners:

- Keep the activity short and 1:1
- Reduce visual clutter
- Use calm voice and slow pacing
- Allow observation before participation



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AAC and Communication Supports

- Provide AAC buttons such as “good,” “try,” “help,” “tricky,” “me”
- Use visual sentence frames such as “I am good at...” and “This is tricky”
- Accept all communication modes including eye gaze, pointing, switches, or vocalisation
- Adults model AAC use consistently throughout the activity

For Wheelchair Users / Accessibility

- Ensure materials are at accessible height
- Allow drawing, pointing, eye gaze, AAC, or voice-to-text instead of writing
- No movement is required to participate

Notes for Inclusion

- Participation may include choosing, observing, or responding with support
- Adults interpret and narrate student intent as needed
- Strengths and challenges may be very simple and concrete
- Celebrate effort, honesty, and engagement equally
- Emphasise safety, growth, and belonging over comparison

