

My Strengths and Challenges – Levels C & D

WRITTEN

A reflective activity to help students recognise their strengths, acknowledge their challenges, and explore how their strengths can support them in overcoming difficulties. This fosters self-awareness, confidence, and resilience.



Learning Intentions

Identify personal strengths:

Students aim to think about something they are good at or proud of.

Acknowledge challenges:

Students aim to notice something that is tricky for them to do or something they want to get better at.

Explore strengths as tools:

Students aim to understand how their strengths can help them with their challenges.



Success Criteria

I can share or draw one strength I have.

I can share or draw one challenge I face.

I can explain, with support, how my strength can help me with my challenge.



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Duration: 10–15 minutes

Objective

A reflective activity to help students recognise their strengths, acknowledge their challenges, and explore how their strengths can support them in overcoming difficulties. This fosters self-awareness, confidence, and resilience.

Players

- Works well for individual reflection
- Can also be shared in pairs or small groups

Materials

- Paper or notebooks
- Pencils or coloured pencils.

Setup

- Provide each student with paper and drawing materials.
- Create a calm and supportive space for reflection.
- The teacher introduces the idea that everyone has strengths and everyone has challenges, and that both are important for learning and growing.
- The teacher can lead a class discussion prior to starting, asking the students to think about and share one thing each they are good at, and one thing they want to get better at.

Gameplay / Activity Steps

1. Identify a Strength

- Teacher prompts: “What is something you are really good at, or something you are proud of?”
- Students draw or write one strength (e.g., being kind, helping friends, running fast, building with blocks).

2. Identify a Challenge

- Teacher prompts: “What is something that feels tricky for you right now, or something you want to get better at?”
- Students draw or write one challenge (e.g., tying shoes, speaking in front of the class, waiting their turn).

3. Linking Strength to Challenge

- Teacher prompts: “How could your strength help you with your challenge?”
- Students share or draw how their strength can support them (e.g., “I am patient, so I can practise tying my shoes slowly”).



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Debrief / Reflection

Ask students:

- “How did it feel to talk about your strengths?”
- “Why is it okay to have challenges too?”
- “What is one way you can use your strength to help with your challenge today?”

Variations

- **Children’s Edition:** Students draw their strength as a superpower and their challenge as something their superpower can help with or “defeat”.
- **Teamwork Edition:** In pairs, students share one strength and one challenge, and partners suggest how strengths can help.
- **Family Edition:** Students share with family members at home, creating a “Strengths and Challenges Chart” together.

For Wheelchair Users / Accessibility

- Students may use pictures, stickers, or assistive technology to show strengths and challenges.
- Adults or peers can scribe if writing is difficult.
- Provide choice boards with visuals (e.g., “I am good at...”, “I find it tricky to...”) to support responses.

Notes for Inclusion

- Emphasise that all students have strengths and challenges, no one is without both.
- Celebrate all contributions, whether spoken, drawn, or shared with gestures.
- Allow flexible sharing options (pair-share, teacher-led, or whole group).
- Keep the focus on growth and positivity rather than comparison.

