

My Strengths and Challenges - Levels F-3

WRITTEN

A reflective activity that helps students identify their personal strengths, acknowledge areas for growth, and explore how strengths can support them in overcoming challenges. This encourages self-awareness, resilience, and a growth mindset.



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 identify at least one strength I have.



I can identify at least one challenge I am facing or an area for improvement.

I can describe how my strength might help me overcome my challenge.



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Duration: 15–20 minutes

Objective

A reflective activity that helps students identify their personal strengths, acknowledge areas for growth, and explore how strengths can support them in overcoming challenges. This encourages self-awareness, resilience, and a growth mindset.

Players

- Works for individual reflection
- Can also be used in pairs or small groups for sharing

Materials

- Paper or notebooks
- Pencils or coloured pencils.

Setup

- Provide students with paper.
- Set the tone for positive reflection by explaining that everyone has strengths and everyone faces challenges.
- Share examples (e.g., “My strength is being a good friend, my challenge is learning to stay organised”).

Gameplay / Activity Steps

1. Identify a Strength

- Prompt: “What is something you are proud of about yourself?”
- Students write or draw one strength (e.g., being a good listener, playing sport, solving maths problems, helping others).

2. Identify a Challenge

- Prompt: “What is something that feels tricky for you, or something you’d like to get better at?”
- Students write or draw one challenge (e.g., speaking in front of the class, managing time, keeping calm when upset).

3. Linking Strengths and Challenges

- Prompt: “How could your strength help you with your challenge?”
- Students reflect and write/draw how their strength can support them (e.g., “I am determined, so I can keep practising my times tables”).



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Debrief / Reflection

Ask students:

- “How does it feel to notice your strengths?”
- “Why is it helpful to think about challenges?”
- “How can you use your strengths to grow and improve?”

Variations

- **Creative Edition:** Students design a Strengths & Challenges Shield, with one side showing their strength and the other showing their challenge.
- **Peer Edition:** Students share with a partner and brainstorm together how their strengths could help with challenges.
- **Family Edition:** Students complete the activity at home with family members, creating a “Family Strengths and Challenges Wall.”

.....For Wheelchair Users / Accessibility

- Students may express strengths and challenges through drawing, writing, speaking, or assistive technology.
- Provide visual supports or sentence starters such as:
 - “My strength is...”
 - “My challenge is...”
 - “My strength can help me because...”
- Peers or teachers can scribe for students who need support.

Notes for Inclusion

- Reinforce that strengths and challenges are normal for everyone.
- Ensure all examples and reflections are valued equally.
- Provide flexible options for sharing (whole class, pair-share, or private journal).
- Keep the focus positive and constructive, avoiding comparisons between students.

