

## What Are Your Strengths?

### What:

Student self-assessment of strengths through the use of loose parts and art materials with an oral interview completed by the teacher.

### Why:

To capture the students' thinking about themselves and their strengths at school.  
To begin to use the language of the Positive Personal and Cultural Competency and give students the opportunity to use the language when thinking about themselves.

### 3. Personal strengths and abilities

Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.

#### SAMPLE "I" STATEMENTS

- I can identify my individual characteristics.
- I can describe/express my attributes, characteristics, and skills.
- I can reflect on my strengths and identify my potential as a leader in my community.
- I understand I will continue to develop new abilities and strengths to help me meet new challenges.

### How:

- Use a picture book as a mentor text (e.g. *Octicorn* by Kevin Diller)
- Notice and name what *Octicorn* is good at in the story.
- Connect it to our own strengths. Pose the question, "What are we great at?"
- Through a class discussion, create an anchor chart, "At School I am great at...."
- Ask students to create a picture or scene to represent their strengths.
- Interview students to find out about the creation and hear the students express their strengths at school.
- A photo of what they create along with a transcription of the interview can be uploaded to e-portfolios or shared via other means.

### When:

This structure and process can be used throughout the year.  
The oral interview gives us a window into their thinking and gives the students an opportunity to be metacognitive about their strengths.

