

## **Strengths and Stretches**

### **What:**

An opportunity for students to reflect on their strengths and stretches.

### **Why:**

- To capture the students' thinking about themselves in terms of their strengths and stretches.
- To begin using the language of the Positive Personal and Cultural Identity Competency when thinking about their strengths and stretches.

### **How:**

- Whole group discussion, "We all have strengths, we all have stretches."
- Whole group discussion, "How do you know when you are great at something?" (e.g. When you can do it on your own. When you can teach it to someone.)
- Brainstorm a list of things that the class is learning to do (e.g. reading, tying shoes, adding etc.). Picture or words could also be provided.
- Have students sort, or write, the list of things onto the chart.
- As the students complete the chart, the teacher will conference briefly with each child.
- Explain one self-identified strength or stretch from each category on the chart.
- Questions could be: What is something that is a stretch for you? What you are learning to do? What is a strength?

### **When:**




This reflection experience 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 stretches and strengths.

**Full size sample is on the next page.**

# We All Have Strengths, We All Have Stretches

By: \_\_\_\_\_

<b>MY STRETCHES</b>  <ul style="list-style-type: none"> <li>- I need a lot help</li> <li>- I am just getting started</li> </ul>	<b>Things I am LEARNING to do:</b>  <ul style="list-style-type: none"> <li>- I need a bit of help</li> <li>- I need some reminders</li> <li>- I am getting better as I practice</li> </ul>	<b>MY STRENGTHS : Things I am GREAT at:</b>  <ul style="list-style-type: none"> <li>- I can do these on my own</li> <li>- I am confident</li> <li>- I am a master!</li> </ul>