

Classroom activity

Strengths in Others

Year level **4**



Duration	30 minutes
Learning intention	Students identify the strengths that make someone a good friend.
Activity focus	What strengths do I possess? This activity allows students to reflect on a time they experienced adversity and demonstrated a range of strengths as a result. Students have the opportunity to hear from their peers and verbalise positive qualities about them.
Resources required	<ul style="list-style-type: none"> ○ Strength Cards ○ Worksheet ○ Flower Template (Extension activity only)
Curriculum and wellbeing themes	<ul style="list-style-type: none"> ○ Identity ○ Wellbeing
Success criteria	<p>I can:</p> <ul style="list-style-type: none"> ○ Identify strengths that make me a good friend
Activity description	<ol style="list-style-type: none"> 1. Pose question: <i>what does it mean to be a good friend?</i> Responses may include: someone who – listens, is trustworthy, dependable, kind, patient etc. 2. Pose question: <i>what are some of the strengths a good friend could have?</i> 3. Define the strengths on the strength cards with the class and identify examples e.g. bravery means to step outside your comfort zone. Bravery could look like saying hello to someone new. 4. As the teacher, think of a difficult time where you found a solution (appropriate to share with the class). Before you share this time with the class, ask students to consider the strengths that you demonstrated throughout the situation. Share the resolution and/or the solution you found at the time of this adversity. 5. Ask students to think of a time they experienced adversity with a friend and/or friendship group (a challenging time that was difficult) that they were able to overcome. Let students know that they need to be prepared to share this difficult time with some friends in the class. 6. Break students up into groups of 3. As 1 person tells their time of adversity to the other 2 students, the role of the other 2 students is to listen. At the end of the story telling time. The 2 students express the strengths they heard at the time of adversity by using the strength cards
Differentiation	<ul style="list-style-type: none"> ○ Supporting Students: Sit in a circle and ask students to volunteer times they have experienced adversity. Students in the class volunteer to identify strengths of the student. ○ Extending Students: Students record their strengths on a flower template, with each petal including one of their strengths. Students write a definition for each strength.
Reflection question	<p>What happens if you don't use your strength/s enough? They go unused and therefore are ineffective.</p> <p>What happens if you use your strength too much? e.g. Bravery, you may become reckless or humour, you may hurt someone's feelings.</p>



Brave

Humility

Considerate

Friendly

Cooperative

Empathy

Caring

Perseverance

Creativity

Positivity

Honest

Humility

Team player

Wisdom

Humour

Courage

Brave

**Leadership
skills**

Kind

Polite

Strengths Cards