

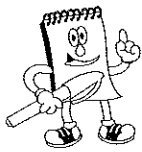


Session 4

Developing my strengths

Explain that today we are going to

- ❖ recall our strengths and the activities we enjoy doing
- ❖ discuss how to develop our strengths
- ❖ practise some of our important strengths



You will need

- ❖ Activity Sheet 5 - one copy, cut up, per student. Peer leaders will need to complete their own before the session.
- ❖ Activity Sheet 6 - one copy, cut up, for each Peer leader
- ❖ scissors
- ❖ pens or pencils
- ❖ coloured pencils

Looking back

Ask the group to think of a time last week when they used one of their strengths

- ❖ What strength did you use?
- ❖ What were you doing?



5 mins

Activity 1 - Freeze

1. One Peer leader explains we will play a silent action game similar to captain's coming.
2. Explain there will be 6 actions, one to match each of the 3 important strengths discussed in the last session and 3 other actions.

Peer Leader's Notes

- curiosity - squint through an imaginary magnifying glass
- kindness - spread your arms and twist from left to right
- teamwork - 'high 5' someone near you
- jump on the spot
- jog on the spot
- star jump

3. Practise the silent actions once through as one Peer leader calls out the actions.



4. Students march on the spot until one Peer leader calls out an action.
5. Students do the action silently until Peer leader calls out another action.
6. Continue until time is up.
7. Bring group together.



15 mins

Activity 2 - Who I am

1. One Peer leader explains we will be making a model to show the things we are good at, enjoy participating in and our strengths.
2. Hand each student a copy of Activity Sheet 5.
3. One Peer leader shows the group their completed sheet.
4. Students may work in pairs to complete the task, an older student with a younger student.
5. Ask students to cut out their person making sure they do not cut along the fold line.
6. Fold the person in half along the line.
7. Ask students to write their name on the front of the person.
8. Discuss some activities students participate in that they enjoy.
(**Hint** - sports, hobbies, games)
9. Ask students to draw or write the activities they enjoy on the outside of the person.
10. Discuss some strengths students may have.
(**Hint** - curious, kind, team player, cheerful, organised, thoughtful, determined, caring, friendly, independent, sensible, cooperative, hard working, polite, happy, talented, adventurous, sporty, funny)
11. Ask students to draw or write their strengths on the inside of the person.
12. Bring group together.
13. Ask students to share one activity they enjoy and one of their strengths from their completed person.



"Knowing what we enjoy and what our strengths are can help us be optimistic."



10 mins

Activity 3 - Trying it out

1. Explain to students we will be participating in a relay to learn how we can develop some of our important strengths.
2. Tell students we will use the 3 strength actions from Activity 1.
(**Hint** - practise these actions to remind students; curiosity, kindness, teamwork)



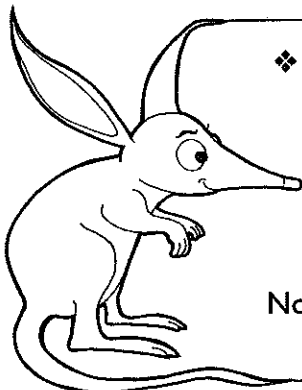
3. Split students into pairs, an older student with a younger student.
4. Ask students to stand with their partner in a line.
5. One Peer leader places the cards from Activity Sheet 6 in a pile a short distance from the students.
6. One Peer leader calls out a strength from Activity 1 ie curiosity, kindness or teamwork.
7. The 1st pair in the line must do the action for this strength whilst walking to the pile of cards.
8. The pair must then find a card in the pile which matches that strength and return to the end of the line with it.
9. Peer leaders then call out another strength ie curiosity, kindness or teamwork to the 2nd pair in the line.
10. Repeat steps 6 - 9 until all cards have been collected.
11. Bring group together.
12. Each pair of students share their strength and how to develop it with the group.



"When we know our strengths, we can practise and use them. This will help us to be optimistic, especially when faced with difficult situations."

Finishing off

- ❖ Ask the students what they liked about Peer Support today
- ❖ Ask them to practise their strengths during the week
- ❖ What can we tell our families about Peer Support this week?
- ❖ Thank everyone for taking part today



❖ Teacher Debriefing Notes for use with your own class after today's Peer Support session:

- describe situations where students need to draw on their strengths.
- discuss the benefits of knowing and using our strengths.
- discuss some of the activities we could do to develop our strengths.

Note: Posters are provided for classroom use to support the concepts taught in this module.

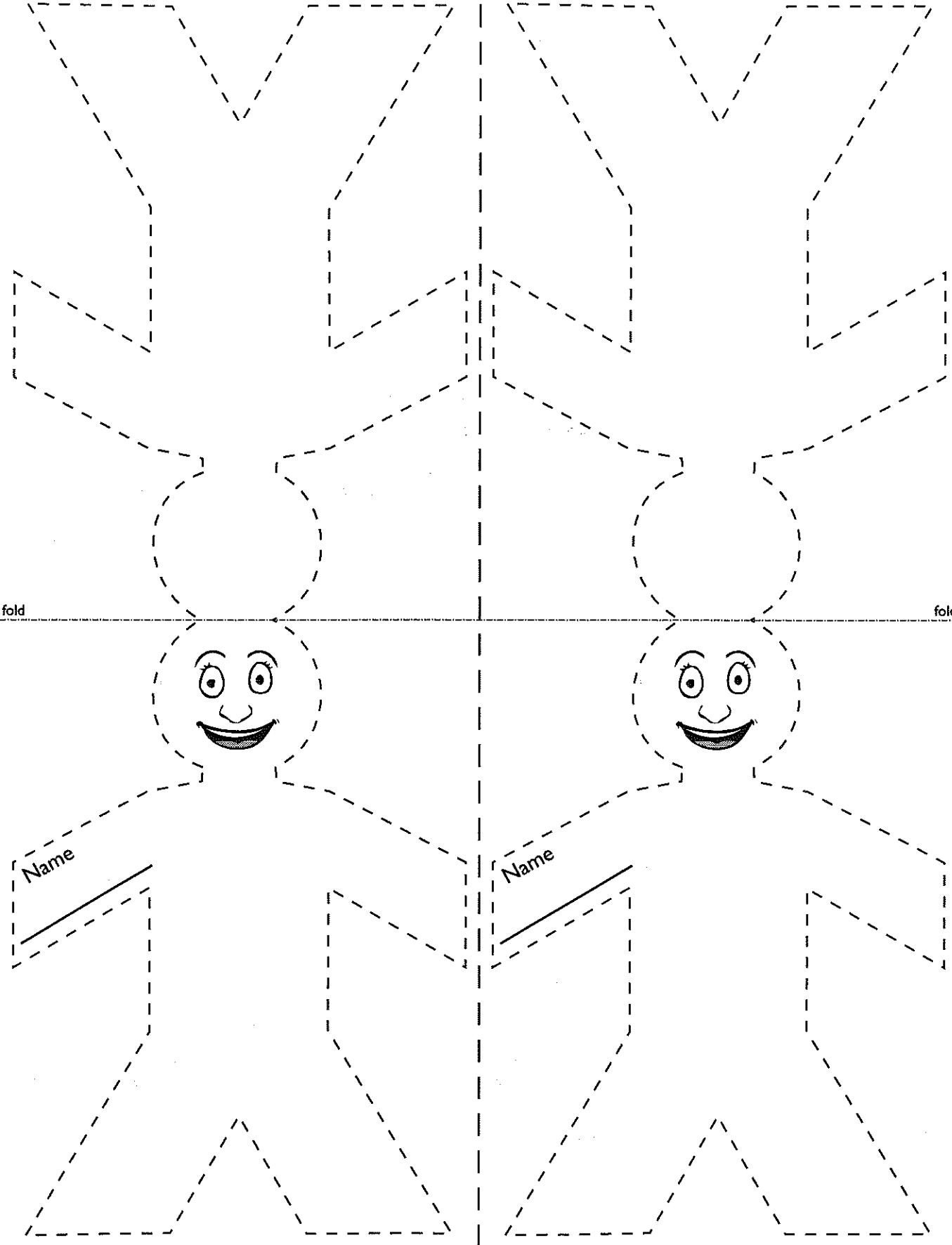


Activity Sheet 5

Who I am

✂ cut around each shape

✂ cut around each shape



fold

fold

Name

Name



Activity Sheet 6

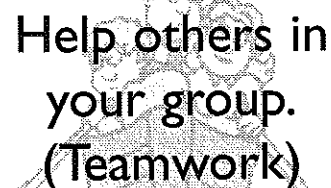
Trying it out



Learn a new fact
everyday.
(Curiosity)



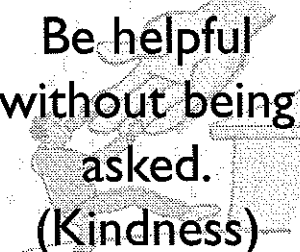
Do something
nice for
someone.
(Kindness)




Help others in
your group.
(Teamwork)



Learn about a
new country.
(Curiosity)



Be helpful
without being
asked.
(Kindness)



Play fairly in
team activities.
(Teamwork)



Try a new food.
(Curiosity)



Volunteer for
something.
(Kindness)



Do your share of
group work.
(Teamwork)