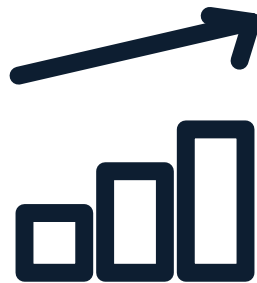


Pair Up & Build

Strengths, self-awareness, and growth.



FOUNDATIONAL MESSAGE

You have strengths you can build on.



NOTICE



CONNECT



STRENGTHEN



DISCOVER THE WHY



ENVISION



DAY 3 — STRENGTHEN

Pair Up & Build

Focus: Strengths, self-awareness, and growth

Activity Summary

Students begin with a quick nonverbal challenge: lining themselves up from tallest to shortest without talking. The teacher then folds the line to create unexpected pairs. Partners spread out around the room, sit together, and briefly discuss one strength they already have and one they would like to develop, helping students see themselves as people who already possess strengths and can continue growing.

Why it matters

Students often spend a lot of time thinking about what they need to improve. This activity helps them recognize something positive they already bring with them while also identifying an area they would like to strengthen.

The message is:

You already have something to build from, and you can keep growing.

1

STEP 1

Get Moving

“Everybody stand up.”

ONCE EVERYONE IS STANDING

“Your challenge is to get yourselves into one line from tallest to shortest — without talking. You can use hand signals, point, move around, whatever you need to do, but no talking. Ready? Go.”

► Give students about 30–45 seconds.

Keep it playful. Perfect accuracy does not matter.

ONCE THEY ARE LINED UP

“Nice. Stay right where you are.”

2

STEP 2

Create the Pairs

- ▶ Take one end of the line and fold it back alongside the other half so students end up facing someone.

“Turn and face the person directly across from you.”

THEN

“That person is your partner.”

- ▶ If there is an odd number, create one group of three or have the teacher join in.

3

STEP 3

Spread Out

“With your partner, find a place somewhere in the room where the two of you can sit down together and have a little space from the other pairs.”

- ▶ Give them time to spread out.

TEACHER TIP

A little physical distance between pairs can make the conversation feel more comfortable and less like everyone else is listening.

4

STEP 4

Choose Two Strengths

Display:

Creative

Persistent

Kind

Curious

Brave

Helpful

Responsible

Funny

Resourceful

Hardworking

Good Listener

Problem Solver

“Choose one strength on the screen that you think you already have.”

► Pause.

THEN

“Now choose one that you’d like to get stronger at this year.”

TEACHER EXAMPLE

“One strength I already have might be persistence. One I might want to keep developing is being a better listener.”

5

STEP 5

The Strength You Have

“Tell your partner the strength you chose that you already have.”

THEN

“And answer one question: How has that strength been useful to you?”

TEACHER EXAMPLE

“If I chose ‘good listener,’ I might say, ‘It helps me understand people better.’”

► Give both students time to share.

6

STEP 6

The Strength You Want to Build

“Now tell your partner the strength you’d like to develop.”

THEN

“How do you think getting stronger at that could help you?”

TEACHER EXAMPLE

“If I chose persistence, I might say, ‘It could help me stick with things longer when they get difficult.’”

- ▶ Give both students time.

Close

“You don’t have to start the year being great at everything. None of us are.”

THEN

“What matters is recognizing what you already bring with you and deciding what you want to keep building.”

FINISH WITH

“You have strengths you can build on.”

You have strengths you can build on.

SLIDE VISUAL

WHAT I HAVE > WHAT I WANT TO BUILD > HOW IT CAN HELP ME



NOTICE



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