

## A REFLECTION ON PERSONAL STRENGTHS



### MAIN FEATURES

Strengthened skills (TASC Cluster)	AIMS, FOCUSING ON SOLUTIONS
Suitable for	Teachers, Students
Difficulty level	Low
Individual setting	Yes
Group setup	Yes
Minimum number of participants	1 or more
Average duration	45 minutes
Special Equipment	Yes
Online version	Yes



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## 1. DESCRIPTION

The activity is inspired by the work of Trenhaile (2012).

The goal of the activity is to discuss the class by focusing on its strengths and resources. Discussion can be opened with teachers and students.

The activity provides a series of questions that help to improve and maintain the discussion.

## 2. OBJECTIVE / BENEFITS

The activity helps participants (teachers and/or students) to broaden their view of the classroom, to identify potential resources, skills and abilities that the class, as a group, has already applied and/or could apply to improve the classroom climate.

This, in turn, can facilitate reflections on the possible solutions to be adopted and objective on the climate of the class that can be set

## 3. Related COMPETENCE CLUSTERS

No. 3 - Setting goals, which in this case refers to the idea that, by initiating force-based dialogues on the classroom and starting to identify possible resources, skills and competencies on which the class, as a group, can rely, reflects on the possibilities of achieving or on how to enhance the objectives already achieved in terms of climate in the classroom becomes easier. In this sense, all the skills related to this cluster (**Working on hypotheses, Goal-oriented approach and Future-oriented rock app**) can be formed.

No. 5 – Focus on solutions, such as activity, facilitating the shift of attention to the resource in skills and abilities of the classroom that could help – or have already helped – in terms of classroom climate, stimulating reflections and insights on possible solutions to be developed and concrete actions to be taken to achieve these solutions. As a result, the activity helps to train both skills related to this construct: Solution **Building Mindset** and **Solution Focused Approach**.

## 4. HOW TO DO THE EXERCISE

### *Step 1 / Preparation:*

The Facilitator explains to the participants that they will start a discussion about the class and how the students have addressed the topic of climate in the classroom.

He also explains that some questions will be asked that aim to maintain conversation no.

Finally, the Facilitator emphasises that no one is obliged to respond. The ideal situation would be for all participants to participate in the discussion, but this is optional.

### ***Step 2 / Start the conversation***

The Facilitator asks the following question:

- *How are things going for the classroom?*

During this phase, the facilitator allows participants to answer this question as they wish. So, it may be possible for them to focus on the problems and what doesn't work in the school climate. For this reason, this phase should not last more than 5-10 minutes with minimal discussion of the "problem" because participants are generally well-informed about the problem being addressed.

### ***Step 3 / Exception investigation***

The Facilitator asks the following questions, which lead the conversation toward reflections on the strengths, resources, and abilities of the class:

- *What are some things we know the class does well when we think about classroom climate? How did the class get so good at these things?*
- *What activities do we know the class does to improve the classroom climate, but do they need to do them more often? [short-term goals]*
- *On a scale of 1 to 10, with 1 not at all and 10 being good enough, how confident are you that the class's progress towards these goals can be made in terms of classroom climate?*
- *What would it take to shift your confidence in this plan to a point or two on the scale?*
- *What do we need to see the class that we're not sure if they can do? [long-term goals]*

### ***Final Round / Conclusion***

The Facilitator asks a final series of questions, to record what has been said so far and fixing it in the minds of the participants:

- *We said that the class has several strengths: how about writing them down to make a list?*
- *We also said that there are some things we want the class to do more often before we meet again: what might be the first step we could take to help the class do those things more often?*

## **5. CLOSING**

This stage is a group discussion about the activity.

The goal is to help teachers reflect on how they might start force-based conversations with the class about the classroom climate.



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To lead the conversation, here are some examples of questions you might ask:

- *Imagine that this experiment has changed the way you approach the classroom. How would you define this change?*
- *Can you think of some situations in your daily work with the class where you can start conversations like the one we just had? If so, what could be the conditions for doing so?*

You can invite participants to share their answers to questions with the group or invite them to write answers and reflect for themselves after the group session ends.

## 6. SPECIAL MATERIALS

- Pens and sheets of paper, in the case at the final stage, you prefer to write a brief summary of what was said.

## 7. TIPS AND TRICKS

The questions provided in this activity can be modified according to your needs.

Also, feel free to add more questions if you think it's useful to keep the conversation going.

## 8. ON-LINE VERSION

The activity can also be carried out online. For example, a platform like MIRO ([www.miro.com](http://www.miro.com)) allows you to create conversation rooms where participants can work in pairs and access them to monitor how they have progressed.

## 9. BIBLIOGRAPHY - SITOGRAPHY

Trenhaile J. (2011). "Force-based school meetings". In T.S. Nelson (ed.), *Doing Something Different. Brief therapy practices focused on the solution*. London-New York: Routledge.