

Choose real or fictional examples. Skip private details; never include passwords, medical information or contact details.

A strength is something you can draw on; a stretch zone is something you are still learning. Both can exist in the same subject. You do not need to prove you are good at everything. Choose one small practice experiment with a useful support.

1. Map strengths with concrete examples.
2. Choose a new skill you care about.
3. Connect one strength to that stretch zone.
4. Plan a small brave practice and notice evidence.

Draw two areas and an arrow between them. Put an example in each; connect a strength that could support learning.

A horizontal bar divided into three sections. The left section is labeled 'STRENGTHS', the middle section is labeled 'HELPFUL BRIDGE', and the right section is labeled 'STRETCH ZONE'.

Choose a learning risk, not a physical danger. Keep it small enough to try.

New skill I choose	Small practice action
Strength / support I will use	If it feels too big, I can shrink it by...

Strengths and Stretch Zones · Practice & next steps

Continue your ideas from page 1. Write, draw, use symbols or ask someone to scribe. Share only what you choose.

3. Evidence, not perfection

Reflect after trying, or predict what useful evidence you could collect.

What I tried	What became a little clearer
What still needs practice	Evidence I will look for next

My next step

My next small practice will be...

Optional stretch · Grades 6–8

Explain when a strength transfers and when it does not. Design a practice that targets the new skill rather than repeating the old one.

Optional teacher / parent follow-up: Let the learner choose a meaningful stretch. Avoid praising effortless success or demanding public risk-taking.