

Five

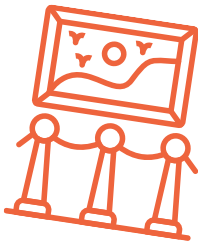
ways to make the Portrait come alive with students

These activities are designed to help students:

- Understand the competencies in Nevada’s Portrait of a Learner
- See how the Portrait connects to their lives and futures
- Begin integrating the competencies in meaningful, authentic ways



1



Portrait Gallery Walk

Create stations or posters for each Portrait competency. Students rotate through as they discuss and reflect.

2



Your Resume, Your Portrait

Create a “current resume” based on the Portrait competencies, identifying strengths and areas for growth.

4



Portrait in Action: Storytelling Challenge

Tell a story (written, oral, visual) about a time they demonstrated one of the Portrait competencies.

3

Design Your Dream Team



Imagine a project, mission or business and strategically map the required roles using the Portrait competencies as the foundation for each position on the team.

5



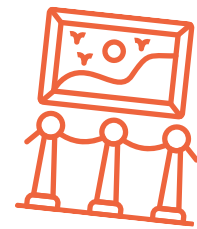
Portrait Remix: Local + State

Compare Nevada’s Portrait with the district’s version and remix them into a personalized learner profile.



Portrait Gallery Walk

Create stations or posters for each Portrait competency. Students rotate through as they discuss and reflect.



OUTCOME

Students will be able to describe the Portrait competencies in their own words and explain how they show up in learning and life.

DIRECTIONS

- Post each Portrait competency around the room (or digitally).
- Include a station comparing the Nevada Portrait to the district's version if one exists.
- Students rotate, reflect, and respond.
- Debrief as a whole group.

GRADE BAND IDEAS

PRIMARY/ELEMENTARY

- Use icons, emojis, drawings
- Students respond with pictures or short phrases
- Debrief: "What does this look like at school?"

HIGH

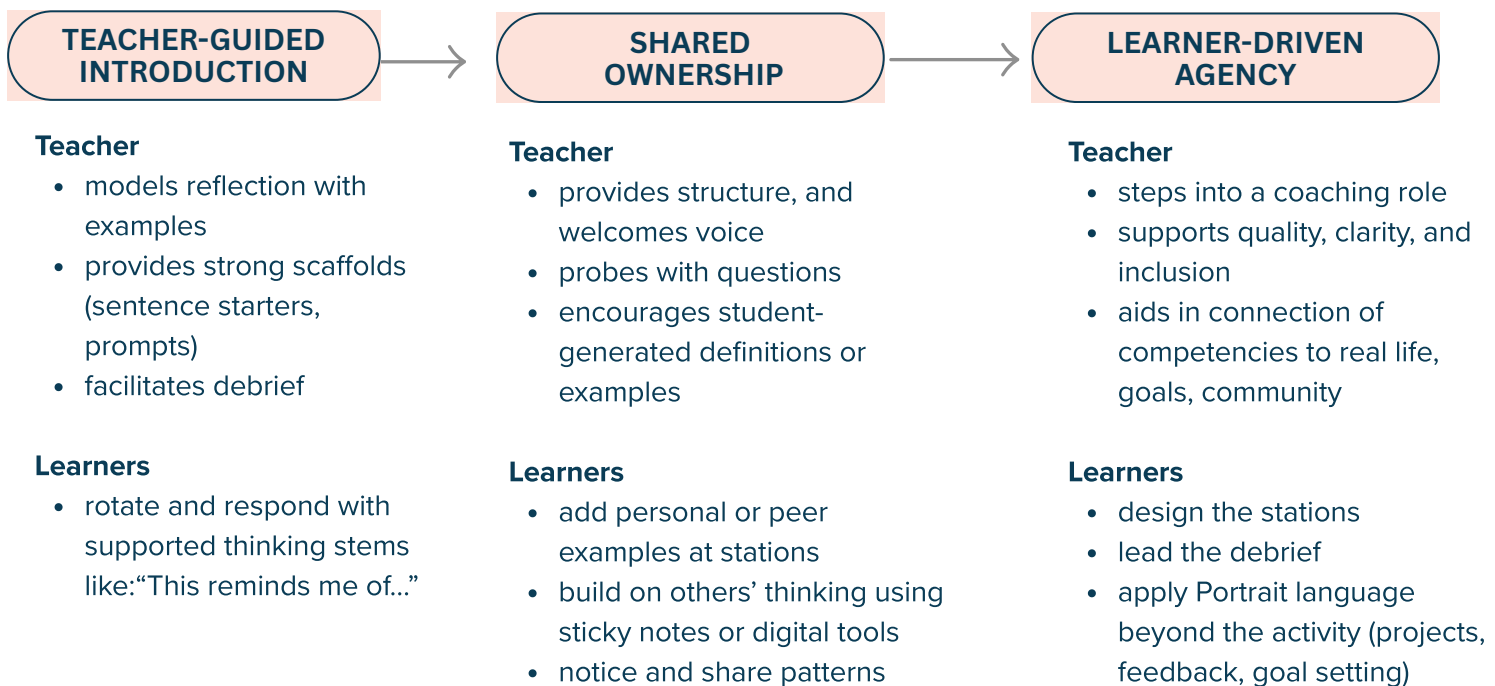
- Include quotes, career connections, self-assessment
- Students create definitions + applications
- Debrief: "How does this shape my future?"

MIDDLE

- Add real examples (sports, friendships, teams)
- Students write 1-2 sentence reflections
- Debrief: "Which competency feels most important for who you are becoming right now?"

LEARNER AGENCY FACILITATION CONTINUUM

Choose Your Starting Point: Practice growing toward learner-driven agency



2

Your Resume, Your Portrait

Create a “current resume” based on the Portrait competencies, identifying strengths and areas for growth.



OUTCOME

Students create a “current resume” using the Portrait competencies to name their strengths, describe evidence of those skills, and identify areas for growth.

DIRECTIONS

- Introduce a “Portrait Resume” as a snapshot of skills students are building.
- Students complete a short resume highlighting strengths, evidence, and a growth area, with choice-based add-ons as appropriate.
- Share with a partner and reflect: How does this describe more than grades?

GRADE BAND IDEAS

PRIMARY/ELEMENTARY

- Create a “My Strengths Snapshot” showing what you’re already good at as a learner and friend.
- Make a “Super Skills Page” with pictures or sentence starters (“I show this when...”) to highlight your strengths now and one skill you’re still practicing.

HIGH

- Build a Current Competency Resume connected to future-ready skills (work, leadership, community).
- Add a Portrait Evidence Section showing how competencies appear in your experiences.
- Set a targeted growth goal tied to who you want to become after graduation.

MIDDLE

- Write a Portrait Skills Profile with strengths and real examples from school, teams, or clubs.
- Create a Learner Resume that highlights skills like collaboration, persistence, and responsibility.
- Identify one Portrait competency to grow next and explain why it matters.

LEARNER AGENCY FACILITATION CONTINUUM

Choose Your Starting Point: Practice growing toward learner-driven agency



Teacher

- models a sample Portrait Resume or skill statement
- provides scaffolds (templates, sentence starters, examples)
- clarifies what a “resume” means at this age (a strengths snapshot, not a job resume)

Learners

- identify strengths using guided language
- select evidence with support

Teacher

- facilitates partner or small-group sharing
- uses questions to emphasize clarity and accuracy

Learners

- explain and revise skill statements
- give and receive feedback tied to Portrait language

Teacher

- shifts to a coaching role focused on growth

Learners

- personalize resume format or focus areas
- set and revisit growth goals over time
- apply Portrait skills to real experiences (projects, leadership, work)

3

Design Your Dream Team

Imagine a project, mission or business and strategically map the required roles using the Portrait competencies as the foundation for each position on the team.



OUTCOME

Students will be able to imagine a project, mission, or business and strategically design a team by mapping meaningful roles to the Portrait competencies needed for success.

DIRECTIONS

- Students choose a mission, project, or problem to solve.
- They design a “Dream Team” by assigning team roles based on Portrait competencies (strengths, contributions, and ways of working).
- Students share and reflect: How do different competencies work together to create impact?

GRADE BAND IDEAS

PRIMARY/ELEMENTARY

- Build a “Classroom Helper Team” or “Problem-Solving Squad” with simple roles (encourager, idea-builder, helper).
- Match roles to Portrait strengths using pictures or kid-friendly language.
- Draw the team and share: “This person helps by...”

MIDDLE

- Design a team for a school challenge, club mission, or community improvement idea.
- Assign roles like planner, connector, creative thinker, or supporter tied to competencies.
- Reflect: What strengths does every successful team need?

HIGH

- Create a team for a business start-up, service initiative, or real-world project.
- Write role descriptions using Portrait competencies.
- Discuss: How do teams balance leadership, collaboration, and impact?

LEARNER AGENCY FACILITATION CONTINUUM

Choose Your Starting Point: Practice growing toward learner-driven agency



Teacher

- provides role examples and competency-aligned prompts
- clarifies what “team roles” mean (strengths-based contributions)

Learners

- select roles from a menu and match them to competencies with support

Teacher

- facilitates discussion about why certain competencies fit certain roles

Learners

- co-design teams, explain reasoning, and revise roles collaboratively

Teacher

- creates space for students to lead, present, or pitch their team designs
- connects students to authentic contexts (school needs, community partners, real audiences)

Learners

- design original role frameworks and team structures
- justify how Portrait competencies drive success

Portrait in Action: Storytelling Challenge

Imagine a project, mission or business and strategically map the required roles using the Portrait competencies as the foundation for each position on the team.



OUTCOME

Students will be able to reflect on their experiences and communicate how they have demonstrated a Portrait competency through storytelling.

DIRECTIONS

- Students choose one Portrait competency and tell a true story showing it in action.
- Stories may be written, spoken, visual, or multimedia, depending on grade level and choice.
- Students share and close with a strength shout-out: “I noticed you demonstrated...”

GRADE BAND IDEAS

PRIMARY/ELEMENTARY

- Share a short story or drawing about a time you showed a Portrait strength.
- Use prompts like: “One time I helped...” or “I kept trying when...”
- Share with a partner or small group.

HIGH

- Share a “Portrait Moment” that could be used in a college essay, scholarship response, or job interview.
- Tell the story with a focus on impact: How did this competency shape others, not just you?

MIDDLE

- Write or present a story connected to school, friendships, teamwork, or challenges.
- Identify the Portrait competency shown and explain why it mattered.
- Share with peers and name the strength you saw in others.

LEARNER AGENCY FACILITATION CONTINUUM

Choose Your Starting Point: Practice growing toward learner-driven agency

TEACHER-GUIDED INTRODUCTION

Teacher

- models an example story and provides prompts or sentence starters
- clarifies what strong competency evidence sounds like

Learners

- choose a competency and tell a structured story with support

SHARED OWNERSHIP

Teacher

- facilitates peer sharing and helps students deepen connections to Portrait language

Learners

- share stories, give feedback, and strengthen connections to competencies

LEARNER-DRIVEN AGENCY

Teacher

- creates opportunities for student choice in format, audience, and purpose
- encourages authentic storytelling connected to real goals or community contexts

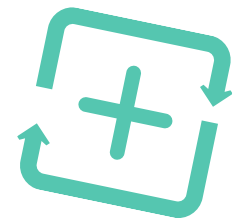
Learners

- design original story products (video, podcast, speech, art)



Portrait Remix: Local + State

Compare Nevada’s Portrait with their district’s version and remix them into a personalized learner profile



OUTCOME

Students will be able to compare Nevada’s Portrait competencies with their district’s local version and remix them into a personalized learner profile.

DIRECTIONS

- Students review both the Nevada Portrait and their local Portrait language.
- They identify overlaps, differences, and words that feel meaningful to them.
- Students create a “remixed” learner profile that represents who they are and who they want to become.

GRADE BAND IDEAS

PRIMARY/ELEMENTARY

- Look at the Portrait words using pictures and simple examples.
- Pick a few that feel like you (your strengths) and one you want to grow.
- Create a “This Is Me as a Learner” page and share with a partner.

HIGH

- Remix Portrait language into a personalized profile that reflects identity, values, and future goals.
- Create a product of choice (one-pager, infographic, personal mission statement, digital portfolio intro).

MIDDLE

- Compare Nevada and local Portrait attributes side-by-side.
- Highlight the ones that stand out most and explain why.
- Create a personal “Top Portrait Strengths + Growth” profile.

LEARNER AGENCY FACILITATION CONTINUUM

Choose Your Starting Point: Practice growing toward learner-driven agency



Teacher

- Provides structured comparisons and examples of Portrait language
- Clarifies what it means to “remix” into student-friendly terms

Learners

- Identify similarities and choose meaningful competencies with support

Teacher

- Facilitates discussion about why different communities use different Portrait language

Learners

- Collaborate to sort, group, and explain Portrait overlaps and differences
- Draft personal profile statements with peer feedback

Teacher

- Creates space for students to personalize, publish, or present their learner profiles

Learners

- Design original remixes that reflect who they are becoming
- Use Portrait language to guide goal-setting, reflection, and future pathways

