

Character Strengths

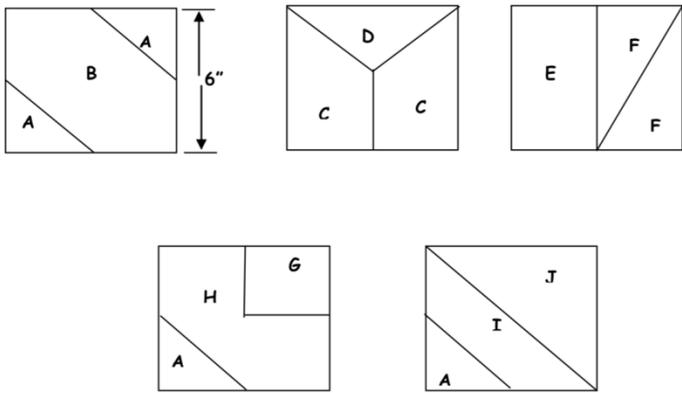
Synoptic Table of Activities

Title	Objectives	Overview	Evaluation & Reflection
Squares	<ul style="list-style-type: none"> • Team-work • Communication • Negotiation <p>• <u>Level of Difficulty: Intermediate</u></p>	This is a Group Activity which aims to help students to understand the importance of team-work.	Participants will be in a position to apply team-work and collaboration skills in everyday life scenarios.
Target strength	<ul style="list-style-type: none"> • Decision-making <p>• <u>Level of Difficulty: Intermediate</u></p>	This Activity is given to participants as Homework. Aims to encourage students on how to use their character strengths and relevant skills in Finding a job or choosing a career path.	Students will realize that there are many ways to apply character strengths when it comes to their career path and professional life.
Personal swot analysis for job seeking	<ul style="list-style-type: none"> • Self-regulation • Self-awareness • Decision making <p>• <u>Level of Difficulty: Intermediate</u></p>	This is an Individual Activity. The Activity aims to teach students how to do SWOT analysis, which will enable them to examine their strengths and weaknesses, external opportunities and threats in chosen career field and work position.	SWOT analysis is like a road map that will help the participants to amplify their strengths and minimize or eliminate their weaknesses. This map can also help the participants to find ways on how to take advantage of opportunities and avoid or lessen threats.
In 10 years	<ul style="list-style-type: none"> • Engagement • Creativity <p><u>Level of Difficulty: Intermediate</u></p> <p>•</p>	An Individual Activity which helps students to connect their career interests and life plans with their own personal character strengths. In addition, it will prompt and encourage the participants to set goals	The activity stresses on the importance of having a plan in order to achieve your goals. Each person can use their character strengths as a compass in order to create their own personalized plan.
The strengths diamond	<ul style="list-style-type: none"> • Self-awareness • Communication <p><u>Level of Difficulty: Intermediate</u></p> <p>•</p>	This is an Individual Activity which prompts students on how to develop and use as many of their character strengths as possible	By the end of the activity the participants will understand that all strengths are important and if not fostered, strengths may be lost over the course of development.
Exercising signature strengths	<ul style="list-style-type: none"> • Team-work • Creativity <p><u>Level of Difficulty: Intermediate</u></p> <p>•</p>	This is Group Activity that helps students to find new ways to express and put in good use their character strengths.	By the end of this activity students will understand the benefits of exercising signature strengths in their daily life.
Impact of context to character strengths	<ul style="list-style-type: none"> • Self-awareness • Critical thinking <p><u>Level of Difficulty: Intermediate</u></p> <p>•</p>	This Homework Activity will encourage students to use their signature strengths in different contexts.	It will help the students to understand why the context has an impact on the degree of strength expression and which one and when has the biggest influence on them - environment, people or relations (?).
How others see me	<ul style="list-style-type: none"> • Self-regulation <p><u>Level of Difficulty: Intermediate</u></p> <p>•</p>	This Individual Activity will help students to understand how others see them. It will help students to find between the way they see themselves and	Students will learn that there is a difference between the way we see ourselves and how other people see us. This activity will

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		how others perceive them.	prompt students to give attention to their image and how they can present and accentuate their signature strengths.
How my family sees me	<ul style="list-style-type: none"> • Self-awareness <p><u>Level of Difficulty:</u> Intermediate</p> <ul style="list-style-type: none"> • 	This Homework Activity will help students to accept different opinions than their own and welcome constructive criticism.	<p>By the end of the activity, students will learn about self-image and the importance Presenting ourselves.</p> <p>This activity helps students to explore and act more upon their strengths.</p>
The character strengths we value	<ul style="list-style-type: none"> • Self-regulation • Collaboration • Negotiation • Team-work <p><u>Level of Difficulty:</u> Intermediate</p> <ul style="list-style-type: none"> • 	This Group Activity helps students to understand the importance of character strengths in job seeking.	In the end of this activity, students will learn, that people have different opinions about character strengths and that various strengths can be important in job seeking.
Creating A Strengths Habit	<ul style="list-style-type: none"> • Creativity • Engagement <p><u>Level of Difficulty:</u> Intermediate</p>	This Individual Activity will encourage students to utilize their Character Strengths in regular basis within their daily lives, thereby increasing their levels of positivity,	Students will learn how to incorporate their Character Strengths into their daily routine.

Character Strengths Intermediate Activities

Title of the Activity:	Squares
Duration:	(45 minutes)
Type of Activity:	Group
Level of Difficulty:	Intermediate
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • Help students develop <i>teamwork skills</i>, which are important at work. • This activity helps students to reveal their capacities to <i>communicate</i> and <i>negotiate</i>, which are essential in <i>team-work</i>.
Instructions:	<p>Material:</p> <ul style="list-style-type: none"> • Facilitators have to prepare five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons. <p>To prepare a set, cut out five cardboard squares of equal size, approximately six-by-six inches. Place the squares in a row and mark them as below, writing with a pencil the letters, a, b, c, etc., lightly so that they can be erased later.</p>  <p>The lines should be so drawn that when cut out, all pieces marked "a" will be</p>

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of exactly the same size, all pieces marked "c" of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six-by-six inches.

After drawing the lines on the six-by-six-inch squares and labelling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark the five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A	has pieces i, h, e
B	a, a, a, c
C	a, j
D	d, f
E	g, b, f, c

Erase the letters written with pencil from each piece and write, instead the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

Implementation Procedure:

Divide participants into groups of five by "numbering off" or playing a creative grouping game to separate "best friends" into different groups, to encourage "mixing" and interpersonal relationships with additional people.

Direct the group not to begin until after you have finished reading the instructions.

Read the following instructions to the group:

"In this packet there are five envelopes, each of which contains the pieces of

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cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him or her, a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise:

- No talking, pointing, or any other kind of communicating among the five people in your group.
- Participants may give pieces to other participants but may not take pieces from other members.
- Participants may not simply throw their pieces into the centre for others to take; they have to give the pieces directly to one individual.
- It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.

When everyone has completed the task, ask the following questions to summarize what happened:

- Who was willing to give away pieces of the puzzle?
- Did anyone finish his/her puzzle then somewhat divorce himself/herself from the struggles of the rest of the group?
- Was there anyone who continually struggled with his or her pieces, but yet was unwilling to give any or all of them away?
- How many people were actively engaged in mentally putting the pieces together?
- Did anyone seem especially frustrated?
- Was there any critical turning point at which time the group began to cooperate?
- Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?

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	<ul style="list-style-type: none"> • Students individually has to evaluate their behaviour.
<p>Evaluation & Reflection:</p>	<p>It is important for students to think about what really happened in the group, what they learned from the experience, and how they can apply it in other interpersonal situations. This can be accomplished by having each participant write on a sheet of paper his or her own answers to these questions. The facilitator needs to help students realize that team-work and communication skills are essential in almost all work situations. And these skills need to be trained.</p>

Reference:

Adaptation from: Building Dynamic Groups Developed by Ohio State University Extension, 2000. <http://www.hunter.cuny.edu/socwork/nrcfcpp/pass/learning-circles/five/Brokensquares.pdf>

Additional Resources:

Martin, R.R.; Weber, P.L.; Henderson, W. E.; Lafontaine, K. R.; Sachs, R. E.; Roth, J.; Cox, K. J.; Schaffner, D. (1987). Broken squares (Section 5 p.3). Laser d.i.s.k. Columbus, OH: Ohio State University Extension.

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Title of the Activity:	Target Strength
Duration:	(45 minutes)
Type of Activity:	Homework
Level of Difficulty:	Intermediate
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • Help students develop <i>decision-making skills</i>. • To encourage students to set specific and measurable <i>goals</i>, to devise concrete action plans to achieve these goals.
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> • Before giving out the homework, the Trainer should show their trainees how to successfully follow a decision-making strategy. <p><u>Implementation Procedure:</u></p> <ol style="list-style-type: none"> 1. At the beginning students are asked to remember their signature strengths. Bearing in mind the strengths, which are important in their future career, students are encouraged to choose one of the strengths they link with career and employment goals. 2. Students are asked to focus on future career and employment and imagine as many ways, as possible, in which to apply this strength in seeking job or career. Ask them to write them down. 3. Define pros and cons 4. Make the decision based on the most pros. 5. Practice using this signature strength in chosen way and seek new ways you can put it in a good use according to different scenarios. 6. Evaluate and modify the course of action as needed.

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Evaluation & Reflection:

Some of the skills which are expected to be mentioned during the implementation of the activity are:

- Honesty (speaking the truth and presenting oneself in a genuine way)
- Creativity (thinking of innovative and productive ways to do things).
- Responsibility (do what you have to do in the right way)

The Facilitator needs to encourage students to be honest in evaluating their character strengths.

Trainers need to help students understand that strengths can help them identify jobs that may be suitable for them.

Students will realize that there are many ways to apply character strengths in seeking job or career.

Title of the Activity:	Personal SWOT Analysis for Job Seeking
Duration:	(45 minutes)
Type of Activity:	Individual
Level of Difficulty:	Intermediate
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • Help students to develop <i>self-regulation</i> and <i>self-awareness skills</i> examining strengths and weaknesses, external opportunities and situations it would be better to avoid in chosen career field and work position. • Construct your own SWOT analysis for career planning and job seeking. • Improve <i>decision making skills</i>.
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> • Pen, pencil, paper. • Presentation of SWOT technique and table for SWOT analysis (Appendix). <p><u>Implementation Procedure:</u> Prepare instruction for SWOT analysis:</p> <ul style="list-style-type: none"> • Draw a table for SWOT analysis. <p>To conduct the analysis, ask yourself questions about each of 4 areas being examined:</p> <ul style="list-style-type: none"> - Begin by identifying your strengths. Questions to ask include: <ul style="list-style-type: none"> - What are you good at naturally (you can take a look at Exercise INVENTORY OF STRENGTHS)? - What skills have you developed? - What are your talents or natural-born gifts? <p>The next step – weaknesses. This part examines the areas in which you need to improve seeking for your career. Questions to consider include:</p> <ul style="list-style-type: none"> - Does any part of your education or training need improving? - What would other people (teachers, friends) see as your weaknesses? - What prospective employers might consider to be the areas you could

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improve upon?

For the opportunities sector, look at the external factors you can take advantage of to pursue a promotion, find a job or determine a career direction. Questions to examine include:

- What is the situation in the labour market?
- Is your possible work field growing?

Finally, look at any threats to your career plans, work field. This part accounts for the external factors that could impair your chances to attain your goals. Questions to consider include:

- Is your possible work field changing direction?
- Are there strong competitions for the study in the programs and types of job you are dreaming?
- What is the biggest external danger to your goals?

STRENGTHS

- What are you good at naturally (you can take a look at Exercise INVENTORY OF STRENGTHS)?
- What skills have you developed?
- What are your talents or natural-born gifts?

WEAKNESSES

- Does any part of your education or training need improving?
- What would other people (teachers, friends) see as your weaknesses?
- What prospective employers might consider to be the areas you could improve upon?

OPPORTUNITIES

- What is the situation in the labour market?
- Is your possible work field growing?

THREATS

- Is your possible work field changing directions?
- Are there strong competitions for the study in the programs and types of job you are dreaming?
- What is the biggest external danger to your goals?

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	<p>Now you can evaluate your results using convert method. Convert means to turn negative into positive. In other words, convert your weaknesses into strengths and threats into opportunities. This can mean growing skill set through education or finding a creative way to feature a weakness as a strength.</p> <p>Once your personal SWOT analysis is complete, it is crucial to follow through on the insights you uncovered.</p>
<p>Evaluation & Reflection:</p>	<p>SWOT analysis is like a road map that shows students how to capitalize on their strengths and minimize or eliminate their weaknesses. Students should use this map to take advantage of opportunities and avoid or lessen threats. The career counsellor(s) should remind students to use information from SWOT analysis when planning how to market themselves.</p> <p>Skills which are expected to be mentioned during the implementation of the activity are: Honesty. It is crucial, or the analysis will not generate meaningful results.</p> <p>Students are encouraged to try to see themselves from the position of their colleagues, teachers.</p>

Reference:

Adaptation from Hansen R.S. & Hansen P. Using SWOT analysis in your career planning (<https://www.scribd.com/document/50332411/SWOT-Analysis-in-Your-Career-Planning>)

Martin M. Improve your career (<https://www.businessnewsdaily.com/5543-personal-swot-analysis.html>)

Additional Resources:

Appendix: Personal SWOT Analysis for Job Seeking

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APPENDIX

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

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Title of the Activity: Duration:	In 10 Years (45 minutes)
Type of Activity:	Individual
Level of Difficulty:	Intermediate
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • To engage students into <i>career planning</i>. • Help students to connect career interests, life plans with their strengths. • It helps students to be more <i>creative</i>. • Encourage students to <i>set goals</i>.
Instructions:	<p><u>Material:</u></p> <p>A diagram that includes boxes and arrows (Appendix)</p> <p><u>Implementation Procedure:</u></p> <p>Ask students to imagine what would their lives be in 10 years. This is an activity that they should complete individually, taking into consideration all areas/ aspects of their personal life (e.g. feelings, training, family, work, leisure time).</p> <p>Fill in box titled “Currently I am...” You should include as many details as possible to describe your current state. Think about your study at school, your personal life, family, leisure time/hobby and work. How are you feeling now, what are your future plans?</p> <p>Now do the same for the boxes titled “In two years I want to be...” Imagine your future work (work field, profession, at work) or study (study programme, future profession).</p> <p>“In five years, I want to be...” Imagine changes in your work position or studies. What can you say about your family after 5 years? Hobby? Leisure time?</p> <p>“In ten years, I want to be...” Make future plan for the next 10 years. Imagine your future work (work field, profession, work position, work environment, colleagues, team, communication at work). What can you say about your</p>

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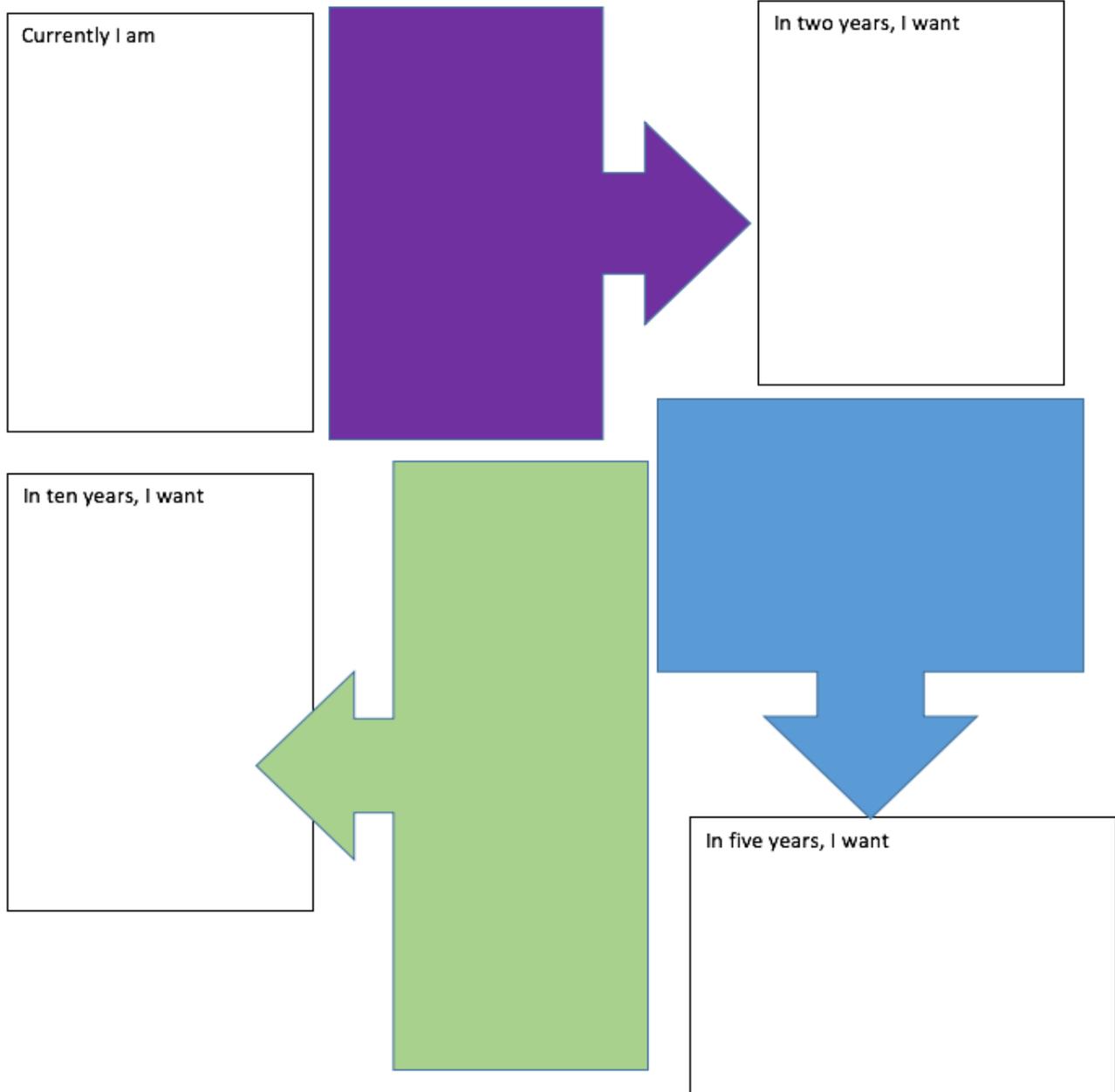
	<p>family after 10 years? Hobby? Leisure time?</p> <p>After you have completed all of the boxes as detailed above, the next step is to complete the remaining arrow boxes with lists of what changes and/or adjustments will need to occur in order to achieve what is listed in the next box. What you have to do now and in the nearest future to achieve your goals? What character strengths will help you? Write down your plan how to achieve it.</p>
<p>Evaluation & Reflection:</p>	<p>Counsellor has to start the discussion about the importance of plans and how to achieve them.</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> - How did it feel? - Did you learn something new about yourself? If so, what? - How easy was it for you to identify your future goals? - What benefits can you identify? <p>By the end of the activity, students will realize the importance of creating a plan on how to achieve your goals and how to use your character strengths in order to achieve your goals and aspirations.</p>

Reference:

Adapted from: The Association of Business Practitioners (ABP). (2010). *Self-awareness and Personal Development*. British Business Professional Skills Development. Liverpool.

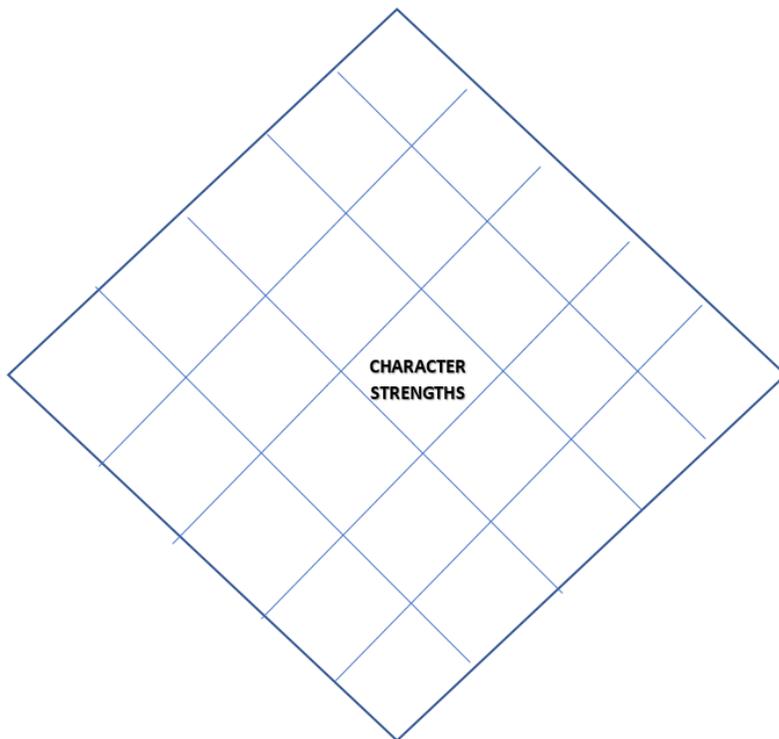
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APPENDIX

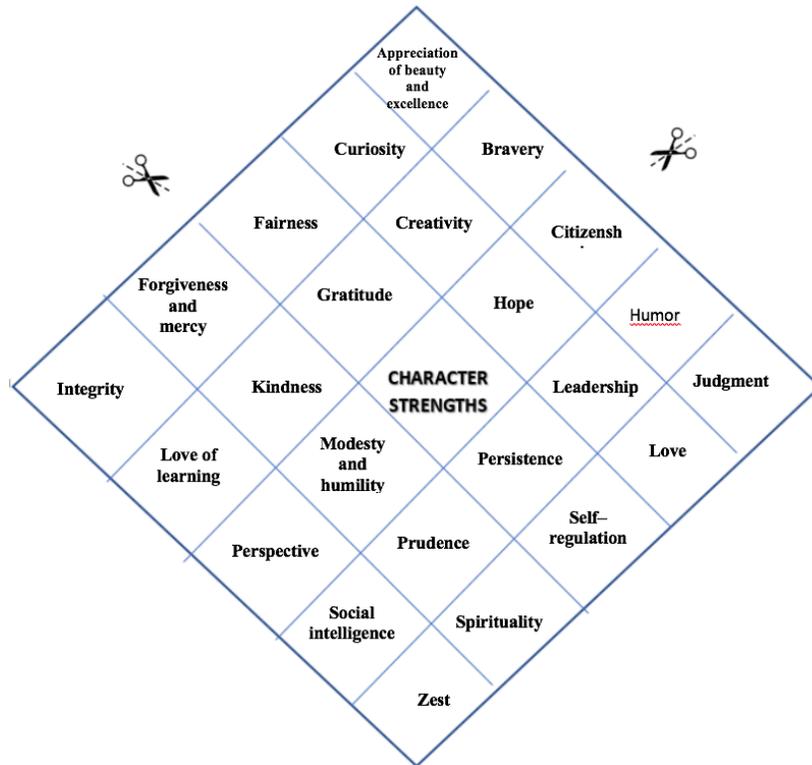


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Title of the Activity:	The Strengths Diamond
Duration:	(45 minutes)
Type of Activity:	Individual
Level of Difficulty:	Intermediate
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • Help students develop <i>self-awareness skills</i> by encouraging them to talk about their character strengths. • Prompt students to develop and use as many strengths as possible. • Highlight the individual differences of character strengths by communicating with others.
Instructions:	<p>Material:</p> <ul style="list-style-type: none"> • Figure of diamond and small pieces of diamond with all 24 signature strengths written down (Appendix 1 and 2) • In helping students to understand the character strengths meaning, it is useful to give them VIA CLASSIFICATION OF CHARACTER STRENGTHS (Activity “INVENTORY OF STRENGTHS”).



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Implementation Procedure:

Firstly, give to all students the template with empty diamond diagram and then the 24 diamond pieces with character strengths written. Ask students to put all signature strengths to the diamond according to the representativeness of their personal strengths.

- What strengths do you most readily identify with? Least identify with?

Follow this order:

On the top – the strength which they most identify with.

On the bottom – the strength which they identify less or they do not express as much. Students have to answer the following questions:

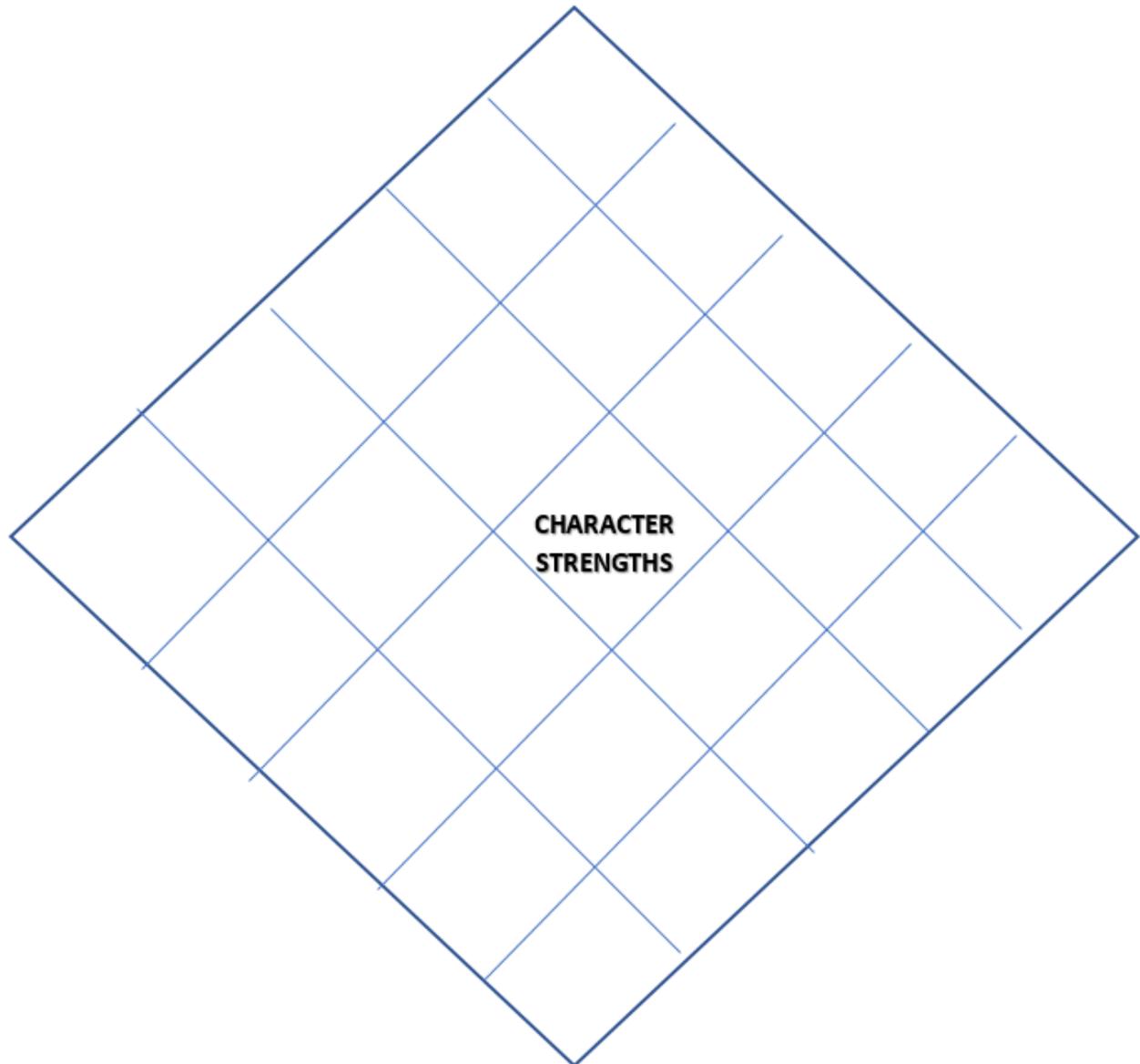
on what criteria their decision on strengths position was based;

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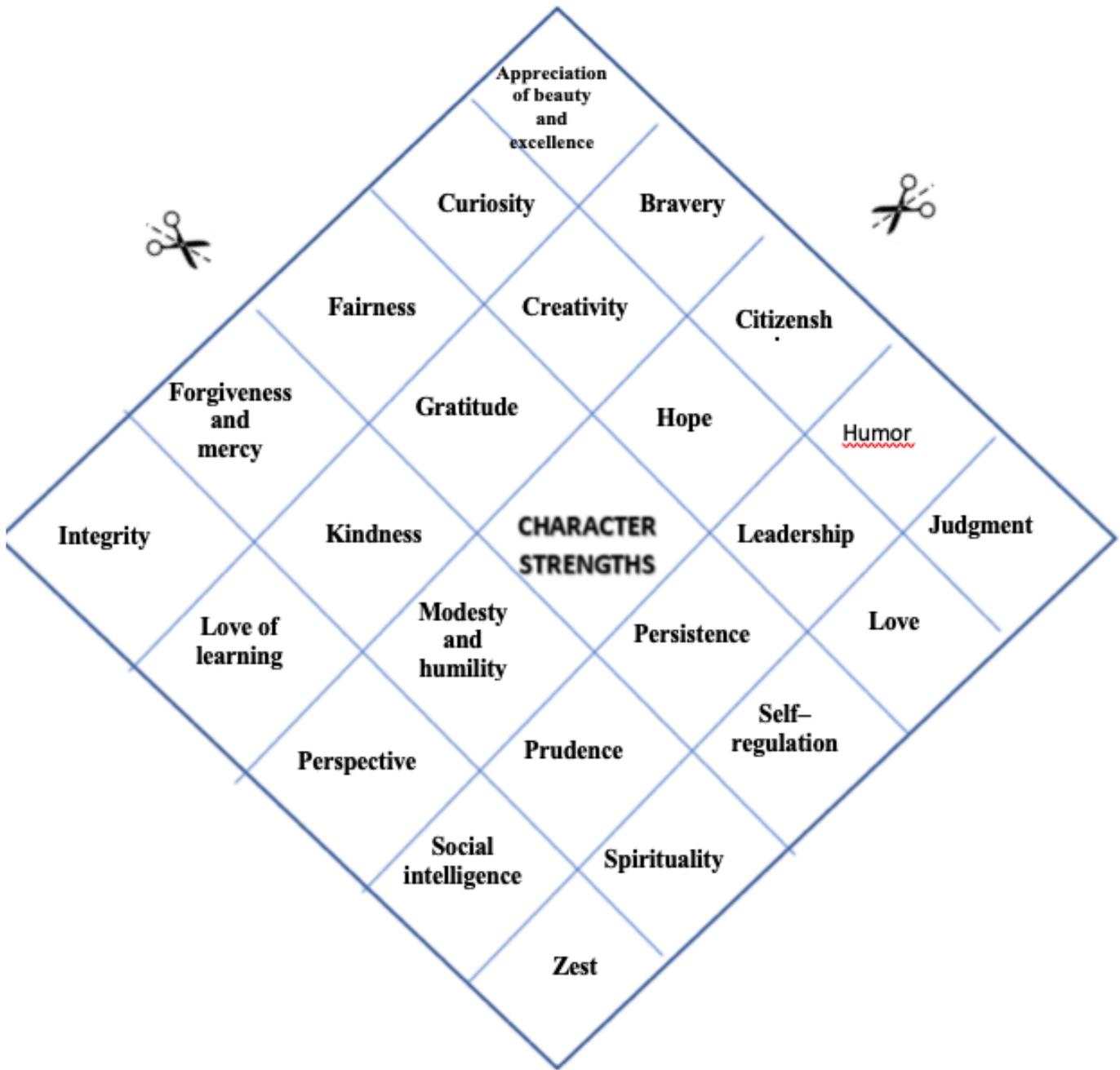
	<p>why some strengths are on the top; if the position of the strengths will change after some time and why it will change.</p> <p>After doing that, encourage students to show their Strengths diamond to the group (3–4 persons) and explain to them the position of strengths. Students have to discuss the differences and commonalities of diamonds, importance of all strengths in everyday life.</p>
<p>Evaluation & Reflection:</p>	<p>All strengths are important and if not fostered, strengths may be lost over the course of development. According to recent research findings, it is apparent that there are a variety of benefits that come from exercising signature strengths in daily life.</p>

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APPENDIX 1



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Title of the Activity:	Exercising Signature Strengths
Duration:	(45 minutes)
Type of Activity:	Group
Level of Difficulty:	Intermediate
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • Develop students' <i>team-work skills</i> working in groups. • Develop student's <i>creativity</i> skills, trying to find new ways of strengths expression. • Help students to understand the benefit to exercising signature strengths in daily life.
Instructions:	<p><u>Material:</u></p> <p>Cards with all 24 signature strengths (Appendix)</p> <p><u>Implementation Procedure:</u></p> <p>Divide students into small groups (3-4 individuals). Put all cards on the table. Explain to students, that character strengths are not stable and if not fostered, strengths may be lost over the course of development. We should develop and use as many strengths of character as possible.</p> <p>Each group has to take one card. They have 5 minutes to think about the possible ways to use this strength in their everyday life (at school, at home, with friends). After 5 minutes all groups have to share their thoughts.</p> <p>Do this activity until all the strengths cards are be used.</p> <p>Here are some questions that you can ask your student in the end of activity:</p> <ul style="list-style-type: none"> - Is it difficult to use character strengths in everyday life? - What benefits they see in exercising signature strengths in daily life?

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Evaluation & Reflection:

Encourage students to think, what could they do to start using their strengths more often. Ask students to write down the suggestions how to use character strengths in their everyday life, which they like and would like to use themselves.

By the end of this activity students will understand the benefits of exercising signature strengths in daily life.

Additional Resources:

Appendix: The Strengths Cards

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APPENDIX: THE STRENGTHS CARDS

<p>Appreciation of Beauty and Excellence: Awe and wonder for beauty, admiration for skill/excellence, elevation for moral beauty</p>	<p>Gratitude: Thankful for the good, expressing thanks, feeling blessed</p>	<p>Hope: Optimism, positive future-mindedness, expecting the best & working to achieve it</p>	<p>Humour: Playfulness, bringing smiles to others, light-hearted – seeing the lighter side</p>
<p>Spirituality: Connecting with the sacred, purpose, meaning, faith, religiousness</p>	<p>Bravery: Valour, not shrinking from threat or challenge, facing fears, speaking up for what's right</p>	<p>Persistence: Industry, finishing what one starts, overcoming obstacles</p>	<p>Honesty: Authenticity, being true to oneself, sincerity without pretence, integrity</p>
<p>Creativity: Original, adaptive, ingenuity, seeing and doing things in different ways</p>	<p>Curiosity: Interest, novelty-seeking, exploration, openness to experience</p>	<p>Judgment: Critical thinking, thinking through all sides, not jumping to conclusions.</p>	<p>Forgiveness: Mercy, accepting others' shortcomings, giving people a second chance, letting go of hurt when wronged.</p>
<p>Modesty: Letting one's accomplishments speak for themselves</p>	<p>Prudence: Careful about one's choices, cautious, not taking undue risks</p>	<p>Self-Regulation: Self-control, disciplined, managing impulses, emotions, and vices</p>	<p>Love of Learning: Mastering new skills & topics, systematically adding to knowledge</p>
<p>Perspective: Wisdom, providing wise counsel, taking the big picture view</p>	<p>Love: Both loving and being loved, valuing close relations with others, genuine warmth</p>	<p>Kindness: Generosity, nurturance, care, compassion, altruism, doing for others</p>	<p>Social Intelligence: Emotional intelligence, aware of the motives/feelings of self/others, knowing what makes other people tick</p>
<p>Teamwork: Citizenship, social responsibility, loyalty, contributing to a group effort</p>	<p>Fairness: Adhering to principles of justice, not letting feelings bias decisions, equal opportunity for all</p>	<p>Leadership: Organizing group activities to get things done, positively influencing others</p>	<p>Zest: Vitality, enthusiasm for life, vigour, energy, not doing things half-heartedly</p>

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Title of the Activity:	Impact of Context to Character Strengths
Duration:	(45 minutes)
Type of Activity:	Homework
Level of Difficulty:	Intermediate
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • This activity will increase participants <i>self - awareness</i> and <i>critical thinking</i>. • To encourage students to use identified signature strengths in different context.
Instructions:	<p><u>Material:</u> N/A</p> <p><u>Implementation Procedure:</u> The degree of character strengths expression is based on the context (work, school, family, social, community) one is in. Context is crucial in understanding and ultimately using character strengths. Individuals will likely express their character strengths in different ways and to a greater or lesser extent based on the circumstances they are in. For example, the level or amount of kindness expressed to a close friend (e.g., giving a present) differs in scope from that expressed to an elderly on the street (e.g., helping to cross the street).</p> <p>Ask student to take his/her prominent character strength (you can use the results of The Strengths Diamond activity). Write about the impact of context on this character strength (X) answering the questions:</p> <ul style="list-style-type: none"> - How much X do you express? - How much X do you express at school? - How much X do you express at school, when you are with teacher which you like? - How much X do you express at school, when you are with teacher which you don't like?

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	<ul style="list-style-type: none"> - How much X do you express at school, when you are with your friends? - How much X do you express at home, with your parents? - How much X do you express at home, with your siblings? - How much X do you express being in public (at the cinema, on the transport etc.)? - In which situation/context you expressed the strength X strongly?
<p>Evaluation & Reflection:</p>	<p>Questions the facilitator can discuss with students:</p> <ul style="list-style-type: none"> - Why the context has significant impact on the degree of strength expression? - What is the most important in the context – environment, people? <p>By the end of the activity students will understand why the context has an impact on the degree of strength expression and which one and when has the biggest influence - environment, people or relations?</p>

Reference:

Idea from: R. M. Niemiec: *Character Strengths Interventions: A Field Guide for Practitioners* (ISBN 9781616764920) © 2018 Hogrefe Publishing. https://pubengine2.s3.eu-central-1.amazonaws.com/preview/99.110005/9781616764920_preview.pdf

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Title of the Activity:	How Others See Me
Duration:	(45 minutes)
Type of Activity:	Individual
Level of Difficulty:	Intermediate
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • Help students develop self-regulation skills • Encourage students to identify and accept other people strengths.
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> • 2 sheets of paper per person. <p><u>Implementation Procedure:</u></p> <p>Ask the participants to draw a circle in the middle of the paper. They should also write their name of the top of a sheet.</p> <p>First, ask students to identify their character strengths that they believe them apparent to others as well. Instruct them to write those strengths outside of the borders of the circle.</p> <p>Next, ask the students to identify strengths they see in themselves and write within the borders of the circle.</p> <p>Students are asked to write a circle on another sheet of paper and write a name on the top of the paper. All papers with their names are put on one table.</p> <p>All students have to think, what character strengths, in their opinion; the particular person has and write them within the borders of his/her circle.</p> <p>All students have two profiles (made on their own and made by others) and have to answer the following questions:</p> <ul style="list-style-type: none"> - Is there a difference between their opinion about their strengths and

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	<p>the opinion of others?</p> <ul style="list-style-type: none"> - What is the reason of such difference? - What can we do to show our strengths to others?
<p>Evaluation & Reflection:</p>	<p>By the end of the activity, students will learn that there is a difference between our self-awareness and how other people see us. This activity will enable students to give extra attention on their image and self-presentation.</p>

Reference:

Adopted from: "Who I am activity" in : www.teacherVision.com.

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Title of the Activity:	How My Family Sees Me
Duration:	(45 minutes)
Type of Activity:	Homework
Level of Difficulty:	Intermediate
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • Help students develop self-awareness skills • Encourage students to identify and accept opinion of other people
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> • 1 sheet of paper with circle from the Activity HOW OTHERS SEE ME <p><u>Implementation Procedure:</u></p> <p>Draw the circle on a sheet of paper and write your name of the top of the paper.</p> <p>Ask your family members to think, what character strengths, in their opinion, you have and write them outside the circle.</p> <p>Then compare this new circle with the profile which you do in class and where your class mates write your character strengths.</p> <p>Try to answer:</p> <ul style="list-style-type: none"> - What differences can you see in 3 of your profiles? - What are the reasons for these differences? - Who, in your opinion, knows you better – classmates or family members? Why? - What can you do to show your strengths to family members? - Show the profile, which you did at school, to your family member(s) and ask his/her opinion – what are the reasons of these differences?
Evaluation & Reflection:	By the end of the activity students will learn about self- image and the importance of representation of themselves.

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This activity helps students to explore and act more upon their strengths.

Reference:

Adopted from: "Who I am activity" in : www.teacherVision.

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Title of the Activity:	The Character Strengths We Value
Duration:	(45 minutes)
Type of Activity:	Group
Level of Difficulty:	Intermediate
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • Help students develop <i>self-regulation skills</i> • In the discussion on the most important character strengths for applying for job position, students will develop <i>collaboration, negotiation</i> and <i>team-work skills</i>.
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> • 24 Character Strengths from the VIA Classification of Character Strengths (Appendix) <p><u>Implementation Procedure:</u></p> <p>Ask the student to review the 24 Character Strengths from the VIA Classification of Character Strengths and select the 4 strengths they believe will be most important in applying for job position. Pair up students and ask them to discuss the reasons they chose those 4 strengths and then debate over which 4 of their 8 strengths are the most important. Ask each pair to join another pair and proceed with this exercise - of debating over their chosen strengths. Merge groups until the entire class comes together to make a final decision on the Character Strengths, they value the most. Representatives of groups were given time to pitch their ideas to the whole class and argue for their chosen strengths. In the end all students must be given a silent vote regarding which strength they think is the most essential.</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> - Why these strengths are important in applying for job position? - What benefits in using these character strengths? - Are these strengths connected with concrete job position?

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	<ul style="list-style-type: none"> - What is the reason of different opinion of classmates about the character strengths?
Evaluation & Reflection:	In the end of this activity students will learn, that people have different opinions about character strengths and that various strengths can be important in job seeking.

Reference:

Adapted from: CHARACTER STRENGTHS IN ACTION. Discovering what is right with your students. Jennifer Hanson-Peterson and Dr Georgiana Cameron. Institute of positive education. www.ggs.vic.edu.au/institute/blog/blog-posts/character-strengths-in-action

APPENDIX

VIA Classification of Character Strengths

Appreciation of Beauty and Excellence: Awe and wonder for beauty, admiration for skill, excellence, elevation for moral beauty

Gratitude: Thankful for the good, expressing thanks, feeling blessed

Hope: Optimism, positive future-mindedness, expecting the best & working to achieve it

Humour: Playfulness, bringing smiles to others, light-hearted – seeing the lighter side

Spirituality: Connecting with the sacred, purpose, meaning, faith, religiousness

Bravery: Valour, not shrinking from threat or challenge, facing fears, speaking up for what's right

Perseverance: Persistence, industry, finishing what one starts, overcoming obstacles

Honesty: Authenticity, being true to oneself, sincerity without pretence, integrity

Creativity: Original, adaptive, ingenuity, seeing and doing things in different ways

Curiosity: Interest, novelty-seeking, exploration, openness to experience

Judgment: Critical thinking, thinking through all sides, not jumping to conclusions

Forgiveness: Mercy, accepting others' shortcomings, giving people a second chance, letting go of hurt when wronged.

Humility: Modesty, letting one's accomplishments speak for themselves

Prudence: Careful about one's choices, cautious, not taking undue risks

Self-Regulation: Self-control, disciplined, managing impulses, emotions, and vices

Love of Learning: Mastering new skills & topics, systematically adding to knowledge

Perspective: Wisdom, providing wise counsel, taking the big picture view

Love: Both loving and being loved, valuing close relations with others, genuine warmth

Kindness: Generosity, nurturance, care, compassion, altruism, doing for others

Social Intelligence: Emotional intelligence, aware of the motives/feelings of self/others, knowing what makes other people tick

Teamwork: Citizenship, social responsibility, loyalty, contributing to a group effort

Fairness: Adhering to principles of justice, not letting feelings bias decisions, equal opportunity for all

Leadership: Organizing group activities to get things done, positively influencing others

Zest: Vitality, enthusiasm for life, vigour, energy, not doing things half-heartedly

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Title of the Activity:	Creating A Strengths Habit
Duration:	(45 minutes)
Type of Activity:	Individual
Level of Difficulty:	Intermediate
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • To ensure students utilize their Top Strengths on a regular basis within their daily lives, thereby increasing their levels of positivity • To provide students with an outlet in their daily lives through which they can be <i>creative</i> and expressive. • To increase students' opportunity to enter a <i>flow state (engagement)</i> on a more regular basis.
Instructions:	<p><u>Material:</u> N/A</p> <p><u>Implementation Procedure:</u> This activity is designed to help students exert conscious control over their daily routine by embedding routine habitual behaviour related to their strengths into their everyday lives. Students are encouraged to set aside four 10-minute slots per week that they should dedicate to partaking in an activity that will nurture a personal strength. For example, if a student's character strength is humour, they may embed a humour-based activity into their routine as follows: Cue: Turn on the computer at the start of the day Routine: Watch a snippet of a sketch show/comedy set from a favourite comedian or performer. Reward: Take a first sip of coffee. The student can vary the nature (and length) of the routine behaviour as they desire (again for humour, the student may choose to attend a local comedy night or event or might join an improvisation group) but should</p>

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	attempt to consistently practice their strength-based activity on a regular basis each week.
Evaluation & Reflection:	<p>After the completion of the Activity, initiate a discussion using the following suggested questions:</p> <ul style="list-style-type: none"> - How did it feel to regularly partake in activities which were tailored towards your unique character strengths? - Can you think of any alternative ways in which you could incorporate your core character strengths into your daily routine? - Students will learn how to incorporate their character strengths into daily routine

Reference:

Niemiec, R. M. (2017). Character strengths interventions: A field guide for practitioners. Boston, MA: Hogrefe Publishing.