

In the City Camps

Session 2

How Do I Know Who I Am?

Big Idea: We need to practice personal kindness, and accept ourselves and see ourselves as a work in progress with no end piece.

Essential Question: How do I value myself for who I am?

Objectives of Session 2:

Staffers will be able to:

- ✧ explain different aspects of character in different situations.
- ✧ define the hidden self.
- ✧ describe how character strengths lead to behaviors.
- ✧ portray themselves through focusing on their superpowers (character strengths), not their deficits.

Set up for session 2

- Staff should be seated in bunk groups
- Note: This will link to the final pre-camp session — how do we celebrate each kid? — and seeing strengths in kids.

Prior to the session, tell participants they will need the following at Session 2:

- Participant Packet and pen.
- VIA Character Strengths chart.
- Results of their VIA survey.
- Smartphone (for Menti).

Materials needed for Facilitator:

- Smartboard or computer/projector and screen.
- Notecards (1 per participant).
- Links to:
 - [image from Yale's School of Management](#)
 - song from *Encanto*, "[What Else Can I Do?](#)"
- Mentimeters
 - Invite participants to post their signature strengths in a Word Cloud. (Create a [Word Cloud](#) on Mentimeter.)
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✧ Order of sections:

- Welcome and reflections on staffers signature strengths
- Understanding Identity
- Our Internal and External Identity
- Turning our Superpowers (strengths) into positive behaviors

- For next session

Welcome and Reflection on Staffers' Signature Strengths (15 minutes)

Facilitator welcomes everyone to the second staff session.

Facilitator Script: As we explained at our first session, these introductory sessions are designed to help you better be able to grow and to navigate challenges. We are looking at how knowing your unique character strengths and how to use these strengths will empower you to deal with difficult situations.

In our first session, we began by answering the question "What is character?" and then explored our own unique set of character strengths. During the session, you looked at the 24 character strengths and marked off 5 that you see as your strongest. At the end of the session, you were asked to take the VIA survey compare your top 5 that you marked on the VIA Character Strengths chart to the top 5 from the survey. I'm going to give each of you a notecard. On the notecard, write:

- 1. your name;*
- 2. your 5 signature strengths; and*
- 3. how you can use those strengths as a staff member at camp.*

After a few minutes, collect the notecards. After the session, compile the information so that it will be accessible and useful during the course of the summer.

Facilitator Script: Let's take a look at the top 5 character strengths, the signature strengths, of our group.

Invite participants to post their signature strengths in a Word Cloud. (Create a [Word Cloud](#) on Mentimeter.)

Allow a few minutes for Word Cloud to populate and for staff to observe the finished Word Cloud.

Now, draw everyone's attention to the size of the words. Explain that the larger words had the most entries. If, for example, Creativity is the largest word, that would mean that more people have that as a signature strength than any other strength. Conversely, the smaller words had the fewest entries. So, if Forgiveness is the smallest word, that would mean that the fewest number of people have that as a signature strength.

Facilitator Script :

- Take a look at the size of the words. The larger words, have the most entries. For example (choose the largest word) is the largest because more people have that as a signature strength*
- The smaller words have fewer entries, but are still a part of our group and just as important*

- *You all are amazing! And diverse! Aren't we lucky? Remember, the focus is on what we do well — not on what we are less committed to. No one gets an A at being good at everything! And what I am good at is my foundation, it's what I can build on!*

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Understanding Identity (25 minutes)

Facilitator Script: *The order of our character strengths may change slightly, but our character strengths are basically stable. Character strengths are one part of our identity. Today we are going to look more into identity to see what else makes up our identity.*

With a partner, read the definitions of identity found on page 5.

The problem with these definitions is that they are not as fluid as we are! Identity is actually more fluid than character strengths. We call ourselves 10th graders, or teachers, or camp counselors. We often define ourselves by our occupation but, like our character strengths, that's only part of our identity! We might also say we are a reader, or not a reader, a friend, or not a friend, a jock, or not a jock.

Not only do we identify multiple aspects of ourselves, but also the way we behave or think about ourselves may be influenced by outside factors such as who we are with or where we are. You might act and feel differently when you are with friends, compared to when you are with family or alone. The same is true depending on if you are at home, school, or camp. That's normal.

This concept of a person responding to different situations and considering multiple identities is called identity salience. In the same way that I wear different clothes at school, camp, or other places, I show different parts of myself in different circumstances.

You get 2 minutes to list on page 5 as many aspects of your IDENTITY (not character) as you can. Think: pet owner, reader, dancer, friend, or geek.

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Facilitator Script: *We're going to go into bunk groups and play the game "2 Truths and a Lie." You might have played this game before. As you play, think about what kinds of information--the truths--will help your peers learn about your identity. Try to have these "truths" offer a window into who you are.*

Here's how it works. Each of you thinks of 2 things that are true about you, and one thing that isn't. For example, you might say, "I can speak 3 languages, I ride my bicycle 50 miles almost every weekend, and I cook dinner for my family on Tuesday nights."

The rest of the group takes turns guessing which is the "lie." You reveal the "lie," and then the group can ask you about your truths.

Each person gets about 2 minutes (depending on the number of people in a group) to tell their 2 truths and a lie, have the others in the group guess the lie, and share about their truths.

Are there any questions about the game?

Tell the group they will be in groups for about 15 minutes. After about 13 minutes, give a 2-minute warning.

Bring everyone back together. Show this [image from Yale's School of Management](#) that portrays career duality.

Facilitator Script: *Notice that each person is a combination of different aspects — just like you!*

Our Internal and External Identity (10 minutes)

Facilitator Script: *But when we look at these images, we only see someone's external identity. The same is true when we see a professional athlete or an actor on a stage. We see the one aspect of their identity that is visible to everyone.*

Open to page 6 in your packets.

Almost 2,000 years ago, the rabbis wrote, "Don't look at the jug, but rather what is inside it."

Take a moment to write what you think the rabbis were saying, and why they would instruct us to do this.

Allow about 10 minutes for participants to write their answers.

Facilitator Script: *That wisdom still holds true today. You have surely heard someone say, "You can't judge a book by its cover." It's very important to remember that there is more to someone than what meets the eye.*

Our full identity is made up of our internal identity, our hidden self, the parts that others don't see, and our external identity or our curated self.

The external identity I show other people may hide my internal identity, which is often more fragile and scared than the outside one. Think about the difference between your curated self (like how you are on Instagram or TikTok) and your quiet, private self. This is NORMAL.

Don't compare your insides to other people's outsides!

Identity is a combination of the 2, a combination of your inside and outside identities.

Listen to this song from Encanto, [“What Else Can I Do?”](#) As you listen, list on page 6 of your packet 2 things Isabela says that stick out for you.

Now turn to page 7 in the packet. Read the stanza from this song and complete the activity below it.

After participants complete the activity, ask them to share with their bunk group one thing from the song that resonates with them.

Facilitator Script: *Isabela’s identity is more than what others see. In this song, we see that she isn’t just what others want her to be. She makes roses, but she also makes cacti. And we get a glimpse into her hidden self when she sings, “So much hides behind my smile.”*

Some parts of our identity come from who others want us to be, whether or not that's how we see ourselves. You may feel you NEED to be smart, or a jock, or cool, even if that doesn't feel right to you. That's part of the impact of social media which tells us WHO to be, regardless of WHO we are! Peer or family pressure may also make you feel you need to be a certain way.

You don't need to be anyone but yourself, and you don't need to feel like you should be like someone else's outside.

Turning Our Superpowers Into Positive Behaviors

Facilitator Script: *Lots of us focus on what's wrong with us. That's actually not very useful. It's much more useful to accentuate our strengths, rather than regret our weaknesses.*

Remember in Session 1 when we talked about BUILDING character strengths, about our superpowers?

Your character strengths are the inside you, your hidden self. The more you use your character strengths, the more cohesive the inside you and the outside you will be. The more you utilize your signature strengths the happier you are, and you thrive. Think to yourself: “I shouldn’t force myself to be someone else, but I should push myself to be me.”

Pull out your chart of your superpowers and your VIA report. Pick one of those strengths that you would like to build and use this summer.

We’re going to think now about how we can turn a character strength into a behavior. As we do this, we are taking steps to make our hidden selves and our curated selves more cohesive.

Suppose, for example, I choose Generosity as the strength I want to build and turn into a behavior. I might plan to carry things for my friend who broke her leg or do extra chores to help out at home.

Turn now to page 7 in your packet. Identify the strength you want to build and 3 things you can do to turn that strength into a behavior. You have about 3 minutes to work on this.

We will now go into bunk groups for about 10 minutes. You will share what you have written, and help each other come up with other ways to turn a character strength into a behavior. Be concrete in your suggestions. Record their suggestions in your packet.

Facilitator Says: This exercise will conclude session 2 of your strengths-based training. We hope you guys are gaining more insight into who you are, and the myriad ways that you can use your unique strengths to navigate the world. Tomorrow, we will explore how you can identify strengths in other people—namely, your campers—and the ways in which a strengths-based approach helps create more positive behaviors.