

## Set up for Strength Based Training

This training can take place in person during staff training or virtually before the summer.

Before the first session, set up the four Mentimeters that are outlined in the guide (mentimeter is a website utilized to ask questions, polls and more to engage an audience virtually or in person. Typically individuals will use their smartphones to answer questions). There are notes reminding the facilitator to set these up beforehand.

Materials needed:

- Participant packets.
- Print out of VIA Characteristics chart — included in participant packets.
- Smartboard or computer/projector with screen to display Mentimeter results.
- Whiteboard and markers.
- Mentimeters prepared as described in the guide.
  - Word cloud: (Create a [Word Cloud](#) on Mentimeter.)
  - Character strengths we value: (Create a [Word Cloud](#) on Mentimeter.)
  - What I learned about myself: (Create a [live poll on Mentimeter](#).)
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- Link to Encanto: [clip from “Encanto”](#)

Participants need:

- smartphone
- pen.
- Participant packet provided by camp
- \*Suggestion: have fidgets available. Sitting through a session can be challenging for some and fidgets can provide an outlet and help some focus

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## In the City Camps: Strength Based Staff Training

**The Big Idea:** Each of us has character strengths that we can leverage to strengthen ourselves, other people, and the world.

### Goals:

Staff will:

- learn how to identify character strengths in themselves and in others.
- see themselves and others through the lens of strength.
- understand how their strengths can influence their behavior.

### Objectives:

Staff will be able to:

- define character.
- identify their own character strengths.

- look for and identify character strengths in others.
- leverage their own strengths.
- work with others who have different strengths.
- value others' strengths.

### **Sections in Unit 1:**

- What is Character?
- Intro to Character Strengths
- Exploring the VIA Positive Characteristics
- Finding yourself- Identifying your Superpower
- What I learned about myself today
- For the next session

### **Session 1: What Is Character?**

#### **Welcome and Intro to “Character” (10 minutes)**

Facilitator introduces themselves and explains that all the participants will be working together at camp this summer.

Facilitator Script: *Your work matters, and we know that it can be hard. It is important to recognize that hard things are growth opportunities. When you are confronted with challenges, you are also learning things.*

These introductory sessions are designed to help you grow and better navigate challenges. We will look at how knowing your unique character strengths and how to use these strengths will empower you to deal with difficult situations. These strengths can also help us feel good about our selves — flourishing may demand that you know and use your strengths!

Today, we begin by answering the question “What is character?” and we will then consider our own character strengths.

Place participants in their bunk groups<sup>1</sup> (decide groupings ahead of time). Let the groups know they will have 5 minutes to write their own definition for “character” that they all agree on. Instruct them to choose a “scribe” from their group who will post their definition.

After 5 minutes, ask that all “scribes” write their group’s definition on the whiteboard.

Allow participants to read the various definitions.

Ask:

- what they notice about the definitions?
- Are there any similar words or themes?
- Is there something agreed upon in all of the definitions?

Read aloud and write the definition below on the whiteboard: definition.

*Character: "The mental and moral qualities distinctive to an individual."*

### **Intro to Character Strengths (10 minutes)**

Facilitator Script: *Now that we have a clear picture of what character is, we are going to look more at character strengths. We know that there are parts of us that seem stable over time. Character strengths are one aspect of ourselves that don't change much, unless we intentionally work on building specific strengths. You could probably ask your parents about qualities, such as curiosity or perseverance, that you possessed as a baby or a small child that are still part of your personality today.*

Facilitator Script: *Just as your signature is unique, your character is unique. And just as your signature changes over time, so does your character. Some strengths get more use and grow. Others get less use and diminish. Our character strengths are different in each of us. The chances of two people having the same order of character strengths, with their strongest being #1, are actually one in 620,448,401,733,239,439,360,000 (more than 620 septillion)! This is mathematical evidence that you are truly unique.*

*What are some of your characteristics that you like and feel good about?*

*It may be hard for you to see what makes you uniquely you, especially the good parts.*

Invite participants to post 1-3 characteristics that they like about themselves in a Word Cloud. (Create a [Word Cloud](#) on Mentimeter.)

As a group, look at the Word Cloud. Comment on what you notice about the Word Cloud results. E.g., the most common, the least common.

Facilitator Script: *We can use the strengths for kindness and good, but we must know how to properly harness these strengths if we are going to use them effectively.*

Pose the following questions. You can call on a few volunteers. Invite participants to explain their responses.

- *Can you think of examples of how we use our character strengths for good?*
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- **Exploring the VIA Positive Characteristics (10 minutes)**

Ask participants to turn to page 1 in their packets. Read the description of the 6 virtue categories. Note that a virtue is a behavior that shows high moral standards. Explain that the 24 character strengths are put into these 6 virtue categories.

*There are 24 character strengths, such as humility and curiosity, that have been identified. We each have all 24 of these strengths but to different degrees. Our 5 strongest character strengths are called our signature strengths.*

- Wisdom: Cognitive strengths for the acquisition and use of knowledge.
- Courage: Emotional strengths that exercise will to accomplish goals in opposition.
- Humanity: Interpersonal strengths that involve tending and befriending others.
- Justice: Civic strengths that underlie healthy community life.
- Temperance: Strengths that protect against excess.
- Transcendence: Strengths connected to a larger universe and that provide meaning.

Ask participants to turn to the VIA Character Strengths chart. Explain that the VIA Institute on Character is a non-profit organization dedicated to bringing the science of character strengths to the world.

Explore the chart with them to give them a general overview of the characteristics. You might, for example, begin with the virtue of wisdom and ask participants what they notice about the 5 character strengths that are part of wisdom. Ask an open-ended question about each of the virtue categories.

Possible questions:

- Which of these, in this category, do you value most?
- Are you surprised that any of these are identified as positive character strengths?

### **Finding Yourself — Identifying Your Superpowers (15 minutes)**

Facilitator Script: *Our character strengths are our superpowers.*

Introduce the [clip from “Encanto”](#) about everyone’s unique superpowers. Direct participants to listen for the kinds of superpowers that the different family members possess.

Show the video clip. Call on participants to name the family members’ superpowers.

Facilitator Script: *Think of a good friend or a sibling and list 3 characteristics from the VIA chart that you see in them.*

(Create a [Word Cloud](#) on Mentimeter.)

Direct participants to Menti, telling them that they will have 3 minutes to respond to the prompt. After 3 minutes, share the results of the Menti on your television, computer

screen, or projector. Comment on the results. E.g., “Based on what you wrote, we can see that we value ...”

So, how do you know what your superpowers are? Remember that we each have all of these 24 character strengths, but to different degrees. No one is good at all of these, and our job is to figure out our strengths.

Tell participants that they are going to take some time now to look more carefully at the VIA character strengths. In this next activity they will identify the ones they see as their top 5: the strengths that matter most to them and strengths they value most in their peers.

When all or most of the participants are ready, continue: *We will be moving on to another task. Don't worry if you haven't marked all 5, you can complete this later on at home.*

Repeat the above process, asking participants to mark the values they most value in others. If there is time, participants can share out the differences between the two lists.

### **What I Learned About Myself Today (15 minutes)**

✶ Send participants into their bunk groups, with 3-4 staff in each group.

In the bunk groups, they will discuss:

- What does this exercise tell you about yourself?
- How do you use your top 5 strengths when you're challenged?
- How do you feel when you use these strengths?
- Why do you think you look for these particular strengths in your peers?

Note: Post these questions on the screen or write them on the whiteboard for participants to reference.

### **For the next session:**

Invite participants to turn to page 2 in their packets. Review the page with participants. Ask if they have any questions about what they need to prepare for the next session.

Facilitator Script: *Be sure to keep the worksheet and the chart from today. We will be referencing these in the future.*

*Tasks to be completed before next meeting:*

- Complete the [VIA survey for yourself](#). The survey will identify the order of your character strengths. Note that there are 2 different surveys: one for youth ages 10-17 and one for anyone 18 or older. Complete the survey for your age group. The survey should take you about 15 minutes. We will be focusing on your top 5 superpowers, which we also call your signature strengths.

- *Compare your top 5 that you marked on the VIA Character Strengths chart to the top 5 from the survey.*

Facilitator Script: Thank everyone for their participation and let them know that you are looking forward to meeting with them tomorrow.

# 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.)
  -

✧ 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.*

## IN THE CITY CAMPS SESSION 3

### Applying What We've Learned to Working with Campers

**Big Idea:** Campers have strengths, and we can help them to build/reinforce their strengths.

**Goal of session:**

Staffers will be able to recognize and nurture strengths in themselves and in others.

**Objectives:**

Staffers will be able to:

- identify multiple character strengths in others;
- apply their understanding of character strengths to respond to campers;
- employ strategies to turn character strengths into behaviors; and
- practice using and recognizing their own character strengths.

**Set up for Session 3:**

- Smartboard or computer/projector with screen.
- Butcher paper with character strengths displayed.
- Post-its (2/participant).
- Menti for Noticing and Using Character Strengths.

**Participants will need:**

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

**Order of Sections:**

- Opening: Follow up on homework
- Building Awareness of Character Strengths
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- Helping Others Build Their Character Strengths
- Noticing and Using Character Strengths
- Closing

## **Opening: Follow up on homework (5 minutes)**

Welcome participants.

Direct participants to look at what they wrote on page 8.

Facilitator Script: *Think about how you described what growth would look like for you.*

Invite participants to post 2 character strengths they would like to grow/build on butcher paper around the room.

Facilitator Script: comment on the strengths that are common and different. Underscore that we have unique strengths, and that we can all work on developing these strengths.

## **Building Awareness of Character Strengths (10 minutes)**

Facilitator Script: *You have more than one strength. Everyone does. Part of the problem for the characters in “Encanto” was that they saw themselves as having only ONE strength. Mama’s gift was that she could heal with her baking, but she was also a loving person. Bruno’s gift was seeing the future, but he also really cared about his family.*

*If I only see one strength in myself, I can become stuck there. So if I think that being smart is the most important part of me, where is there room for me to be kind or funny?*

*Strengths can support each other. For example, your Kindness and Generosity superpowers can be linked. Think about how your signature strengths support one another. Turn to your neighbor and describe how 2 of your signature strengths support one another.*

After a couple of minutes, ask for a few volunteers to share.

Facilitator Script: *We know that strengths grow as we pay attention to them. When I notice I’m being generous, for example, I’m more likely to feel good about my generosity and to do more of it. When I notice my sense of order, it will also bring me pleasure and growth. We can actually grow our strengths by watering and feeding them – like plants!*

**We can also nurture character strengths in others.** *But the first step is to recognize their strengths. There’s a lot about what I talk about that shows my strengths. If I comment on the color of the sky, I’m telling you that I appreciate nature or beauty. And if you see that I try over and over again to perfect a skill, I’m showing you that I have great perseverance. I can see how strong you are by looking at your muscles, I can see your character strengths by looking at your behavior and listening to your speech.*

**Facilitator Script:** name a strength, such as Curiosity or Honesty (or any strength you like) and asks participants to think about how they might notice that strength in another person.

Divide the group into bunk groups for about 5 minutes. Ask groups to discuss and write responses to the questions on page 9 of their packet.

Bring everyone back together. Call on volunteers to share how they can see strengths in others and how they might expect to notice strengths in campers.

### **Helping Others Build Their Character Strengths (10 minutes)**

*Facilitator Script: Once we recognize someone's strengths, we can help them to grow their strengths. When someone comments positively on your actions or attitude and you believe them, it makes you feel good and more likely to act that way in the future. It might seem manipulative, but we can SLOWLY help people to become their best selves! And we do it all the time! And all competent adults act in ways that might seem manipulative at times – I don't ask my boss for a raise or my mom for a ride if she's in a bad mood; I compliment people I want to have like me. That's just smart and socially aware.*

It's much harder to impact people through criticism. They often feel we simply don't like them or don't understand them. To successfully nurture others' character strengths, we need to do so in a supportive and positive manner.

It is also important to remember that everyone has multiple strengths and that these strengths complement and strengthen each other.

Think of someone you know, perhaps a friend or a sibling. Now, think about their different character strengths and what might you say to them to build their sense of having multiple strengths.

On page 10 of your packet, record ideas about what you might say to them.

Allow participants time to record their ideas. Have people share with those sitting next to them what they wrote.

*Facilitator Script: As I mentioned, once you recognize another person's strengths, you can help turn those strengths into behaviors.*

### **Noticing and Using Character Strengths**

*Facilitator Script: We will now have a chance to practice noticing and thinking about how we can leverage character strengths. We're going to look now at a couple scenarios depicting camp situations. You will think about your and the camper's character*

*strengths, how you both might use your strengths in this situation, and how you can help the camper turn that strength into a behavior.*

Have participants meet with their bunk group. Direct half the group (Group 1) to open to page 11 and the other half (Group 2) to open to page 13 in their packet.

Explain that they will have about 7 minutes to meet as a group, to read the scenario, and to respond to Questions 1-5.

After all groups meet, bring everyone back together. Read Scenario 1 aloud. Invite everyone in Group 1 to post the strengths they saw in the camper in a Word Cloud. (Create a [Word Cloud](#) on Mentimeter.) Ask all participants to look at the Word Cloud and ask what they notice.

Invite one volunteer from each group to share their responses to Questions 1-5.

Consider:

- Which of the camper's strengths could you encourage them to use?
- How might you do this?
- What might you say?
- How can your encouragement help to turn a strength into a behavior?

Now, go back to YOUR strengths.

- How can you use these right now?

Allow time for all participants to ask questions and to offer suggestions. This is an opportunity for staffers to think about how they could best handle a difficult situation.

Repeat this process for Scenario 2.

Click here to enter text.

*Facilitator Script: Our strengths are always there when we're willing to look for them. It is important that we do this at camp — for ourselves, for campers, and for each other. Noticing and using your character strengths can help you to be happier and to be your best self. Likewise, when you notice your campers' strengths and help them build these strengths into behaviors, you can help them to be their best selves.*

Homework: Direct participants to page 15 in their packet. Explain that they should write a paragraph in response to each of the questions on the page.

- What did you learn over these 3 sessions?
- What will you do with it?

The facilitator may want to reiterate to the participants that they should be affirming their campers' strengths in various ways throughout the summer as this affirmative stance will lead to behavioral change.



Remind them of the postcards that they filled out during session 2 and offer them strategies for using the postcards in similar ways with their campers.

Participants should tear out page 15 from their packet and submit their writing to the facilitator.

<b>Wisdom</b>	CREATIVITY Originality Adaptive Ingenuity	CURIOSITY Interest Novelty-Seeking Exploration Openness	JUDGMENT Critical thinking Open-mindedness Thinking Things Through	LOVE OF LEARNING Mastering New Skills & Topics Systematically Adding to Knowledge	PERSPECTIVE Wisdom Providing Wise Counsel Taking the Big Picture View
<b>Courage</b>	BRAVERY Valor Not Shrinking from Fear Speaking Up for What's Right	PERSEVERANCE Persistence Industry Finishing What One Starts	HONESTY Authenticity Integrity	ZEST Vitality Enthusiasm Vigor Energy Feeling Alive	
<b>Humanity</b>	LOVE Both Loving and Being Loved Valuing Close Relations with Others	KINDNESS Generosity Nurturance Care & Compassion Altruism "Niceness"	SOCIAL INTELLIGENCE Aware of the Motives & Feelings of Self & Others Knowing What Makes Other People Tick		
<b>Justice</b>	TEAMWORK Citizenship Social Responsibility Loyalty	FAIRNESS Just Not Letting Feelings Bias Decisions about Others	LEADERSHIP Organizing Group Activities Encouraging a Group to Get Things Done		(From ViaCharacter.org)
<b>Temperance</b>	FORGIVENESS Mercy Accepting Others' Shortcomings Giving People a Second Chance	HUMILITY Modesty Letting One's Accomplishments Speak for Themselves	PRUDENCE Careful Cautious Not Taking Undue Risks	SELF-REGULATION Self-Control Disciplined Managing Impulses & Emotions	
<b>Transcendence</b>	APPRECIATION OF BEAUTY & EXCELLENCE Awe Wonder Elevation	GRATITUDE Thankful for the Good Expressing Thanks Feeling Blessed	HOPE Optimism Future-Mindedness Future Orientation	HUMOR Playfulness Bringing Smiles to Others Lighthearted	SPIRITUALITY Religiousness Faith Purpose Meaning

**Participant Packet: Strength Based Training**  
**In the City Camps: Session 1**  
**What Is Character?**

1. How would you define “character”?

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2. Write the definition of “character” shared by the facilitator.

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3. What do you see as your character traits? What are some of your characteristics you feel good about?

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4. Draw a circle around the qualities below that you consider mental qualities.  
Mark a square around the qualities below that you consider moral qualities.

CURIOSITY	FAIRNESS	ATHLETIC	FORGIVENESS
BRAVERY	HONESTY	ATTRACTIVE	GRATITUDE
LOVE OF LEARNING	JUDGMENT	CREATIVITY	HUMOR

5. Why do you think our 5 strongest character strengths are called our signature strengths?

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## You Are Unique!

Our character strengths are different in each of us. The chances of 2 people having the same order of character strengths, with their strongest being #1, are actually 1 in 620,448,401,733,239,439,360,000 (less than 1 in 620 septillion)!

6. List 3 examples of how we use our character strengths for good.

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7. List 3 examples of how strengths are used in a harmful way.

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**The 24 character strengths are organized into these 6 virtue categories:**

- Wisdom: Cognitive strengths for the acquisition and use of knowledge.
- Courage: Emotional strengths that exercise will to accomplish goals in opposition to each other.
- Humanity: Interpersonal strengths that involve tending and befriending others.
- Justice: Civic strengths that underlie healthy community life.
- Temperance: Strengths that protect against excess.
- Transcendence: Strengths connected to a larger universe and that provide meaning.

8. Look at all the character strengths, or superpowers, in the chart.

- Identify what you see as your top 5. Mark a plus sign (+) next to each of those strengths.
- Mark a 0 next to the 5 that you care about the least. (None of us are good at everything.)
- Put a heart next to the 5 that you value the most in a friend. (Think of a specific person.)
- Draw a star next to the 5 that your family values the most.

9. With your bunk group, discuss:

- What does this exercise tell you about yourself?
- How do you use your top 5 strengths when you're challenged?
- How do you feel when you use these strengths?

## Preparing for Session 2

1. Be sure to keep the documents (the worksheet and the chart) from today. We will be referencing these in the future.

Before the next session:

- Complete the VIA survey for yourself. The survey will identify the order of your character strengths.
  - Note that there are 2 different surveys, one for youth ages 10-17, and one for anyone 18 or older. Complete the survey for your age group.
  - The survey should take you about 15 minutes. We will be focusing on your top 5 superpowers, your signature strengths.
2. Compare your top 5 that you marked on the VIA Character Strengths chart to the top 5 from the survey.

The top 5 I marked on my chart	The top 5 from the VIA survey

3. Write ONE PARAGRAPH on how they do or don't overlap. What surprised you?

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At the next session, you will need:

- your chart of the character strengths;
- your paragraph comparing the strengths you marked on the chart to those identified by VIA; and
- a smartphone for accessing apps like Menti.

## In the City Camps: Session 2

### How Do I Know Who I Am?

**Complete the following:**

1. One thing I learned or am thinking about after seeing this Word Cloud of our top character strengths is:

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### **What Is Identity?**

Identity is:

- the qualities, beliefs, personality traits, appearance, and/or expressions that characterize a person or group. (Wikipedia)
- the set of qualities and beliefs that make one person or group different from others. (Merriam-Webster)
- condition or character as to who a person or what a thing is; the qualities, beliefs, etc. that distinguish or identify a person or thing. (Dictionary.com)
- the fact of being who or what a person or thing is. (Oxford Languages on Google)

2. Components of my identity are:

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### **Internal and External Identity**



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

3. In your own words, write what you think the rabbis were instructing us to do.

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4. Why do you think the rabbis gave this piece of advice?

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5. As you listen to Isabela’s song, list two things that stick out for you:

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6. Read this stanza from “What Else Can I Do?”

I grow rows and rows of roses  
Flor de mayo, by the mile  
I make perfect, practiced poses  
So much hides behind my smile  
What could I do if I just grew what I was feelin' in the moment?  
What could I do if I just knew it didn't need to be perfect?

- a. Circle the lines that describe Isabela’s curated self, her external identity.  
b. Underline the line that peeks into her hidden self, her internal identity.

- c. Put checks next to the lines in which Isabel thinks about her potential.
- d. What two things would free Isabela and allow her to be her best self?

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7. The superpower I want to build and turn into behavior is \_\_\_\_\_

- a. Three things I can do to turn this strength into behavior are:

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- b. My bunkmates had these suggestions:

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## Preparing for Session 3

Think about what you have learned about character and identity.

Write a paragraph describing what growth would look like for you.

[illegible]

## **In The City Camps: Session 3**

### **Applying What We've Learned to Working with Campers**

1. Discuss these questions with your group and write your answers below:
  - a. What might you hear in someone's conversation that would help you uncover their strengths?

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- b. What might you see in someone's behavior that would help you uncover their strengths?

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- c. How do you expect to see strengths in your campers?

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2. The person I'm thinking about is \_\_\_\_\_

a. I think 2 or 3 of their top character strengths are:

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b. This is what I could say to help them to build their sense of having multiple strengths:

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### **SCENARIO 1**

1. What strengths can you see in the camper right now?

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2. What strengths can you encourage the camper to use?

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3. How might you do this? What might you say?

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4. How can your encouragement help turn a strength into a behavior?

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5. Go back to YOUR strengths. How can you use these right now?

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## **SCENARIO 2**

1. What strengths can you see in the camper right now?

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2. What strengths can you encourage the camper to use?

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3. How might you do this? What might you say?

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4. How can your encouragement help turn a strength into a behavior?

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5. Go back to YOUR strengths. How can you use these right now?

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## **WRAP-UP**

We hope that you have found these sessions interesting, learned new things, and have new ideas.

Write a paragraph in response to each of the questions below: (Feel free to continue on the back if you need more space.)

1. What did you learn over these 3 sessions?

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2. What will you do with what you have learned?

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3. What is one strength you plan to use this summer at camp?

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4. How can using this strength be helpful?

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