

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

1. How would you define “character”?

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

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

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?

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.

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

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:

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:

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.

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

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

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?

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:

- b. My bunkmates had these suggestions:

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.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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?

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

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

2. The person I'm thinking about is _____

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

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

SCENARIO 1

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

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

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

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

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

SCENARIO 2

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

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

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

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

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

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?

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

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

4. How can using this strength be helpful?
