

Overview on Character Strengths (Novice High)

Positive Psychology Learning Outcomes

Students will...

1. be able to define a characteristic.
2. recognize characteristics.
3. recognize personal characteristics.
4. describe personal characteristics.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. connect context to meaning.
3. actively participate in conversations through proper responses.

Materials Needed

- Printed copies of [Handout Overview Lesson](#) for everyone in class.
- Video: [Dog and Bird lovely Animated short film \(by max video network\) - YouTube](#)

Overview

Explain that we will talk about characteristics today.

- Students may translate the word if it helps them understand it better.

Activate Background Knowledge

Ask the students to give examples of characteristics people have.

- Make a list on the board.

Ask the students if everyone has all the characteristics listed on the board.

- Explain that everyone is different, and some people have different characteristics than others.

Activity 1: Writing/Speaking

Ask students to think of a positive characteristic they have.

Note* they may look up the word if they do not know it in English.

- Have them write the characteristic down and an example of why they think they have that.
- Share with a partner.

Activity 2: Speaking

Explain that some of the characteristics we have are strong and some are weak.

- Give the students [Handout Overview Lesson](#) (Novice High) and go over the vocabulary words together.
- Have students choose three characteristics they are strongest at and three they are weakest at. Note* they can look up words they do not know.
- Have them select one weak characteristic and go then go around the room to find someone who has that same characteristic as a strength. There may be some groups and some partnerships.
 - Questions to guide the activity:
 - My strong/weak characteristics are _____, _____, and _____. What are yours?
 - Do you have _____ as a weak/strong characteristic?
- Once they find a group or a partner, have each student in the group or partnership share some examples of their strong characteristic that is the other's weakness.
 - Examples:
 - I am strong at _____ because I _____.
 - _____ is a strong characteristic for me because I _____.

Activity 3: Listening

Ask the students to look for characteristics from the handout in the characters while watching this video: [Dog and Bird lovely Animated short film \(by max video network\) - YouTube](#)

- Have students tell a partner which characteristics they saw examples of in the video.
- Ask the students what they can do to be more like the dog or the bird from the video.
 - Discuss as a class.

Homework

Have students notice the people around them and try to see what their strong characteristics are. Have them use their own strong characteristics to help someone else, and write about what they noticed or did.

Follow-up

Tuesday:

Share experiences from their homework with a partner and conduct a class discussion.

Wednesday:

Have the students think about someone they want to forgive or an experience when they forgave someone. Ask them to write or describe some of the emotions they felt. Did it feel good or bad?

Thursday:

Ask the students to write down two characteristics that they want to improve on, and at least two things they can do to improve each characteristic.

Overview on Character Strengths (Intermediate Mid)

Positive Psychology Learning Outcomes

Students will...

1. be able to define a characteristic.
2. recognize character strengths.
3. recognize personal character strengths.
4. recognize character strengths in others.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. connect context to meaning.
3. use context and background knowledge to infer meaning of unfamiliar words.
4. actively participate in conversations through proper responses.
5. predict what information will follow.

Materials Needed

- VIA Website about character strengths:
<https://www.viacharacter.org/character-strengths>.
- Printed out handout  Handout Overview Lesson .
 - Print and cut each character strength out so they are separated.
- Virtue Charts in [Activity 1](#).
- Video: [Peter Rabbit](#).

Overview

Explain that today we will talk about specific character strengths. Have students make predictions about what the phrase “character strengths” means.

Activate Background Knowledge

Ask the students what characteristics are.

- Ask the students if everyone has the same characteristics. Hopefully they say no. Guide them to the decision that everyone has different characteristics that are stronger in them than others.
- Explain briefly that there are 24 character strengths, and everyone will have different ones that they are better at than others.

Activity 1: Speaking

Before showing students the following chart, ask them if they know what a virtue is.

- Definition: a particular good quality in someone's character.

Show the virtues chart, and ask them to predict what kind of character strengths or characteristics a person with each virtue might have.

- Have them predict with partners or create six groups, and have them discuss character strengths for one virtue.

Virtue
wisdom
courage
humanity
justice
temperance
transcendence

After they discuss, write some of the characteristics they thought of on the board for each virtue, and have a class discussion.

Virtue	Character Strengths
wisdom	creativity curiosity judgement

	love of learning perspective
courage	bravery honesty perseverance zest
humanity	kindness love social intelligence
justice	fairness leadership teamwork
temperance	forgiveness humility prudence self-regulation
transcendence	appreciation of beauty and excellence gratitude hope humor spirituality

Show the following chart and ask them if any of their predictions were correct.

Activity 2: Vocabulary

Have students look up or study one of the virtues by learning about all of the character strengths within it. They should work together to write a brief description of their assigned virtue and the character strengths it contains.

- Students can use this website (<https://www.viacharacter.org/character-strengths>) that has all of the virtues and character strengths listed in a table. Students can click on “learn more” on a particular strength, and it will go into more detail.
- The QR code can be used to direct students to the website above.
- Students may also use the dictionary to look up words they don’t know.
- Have each group share and discuss as a class when finished.



Activity 3: Speaking

Explain that we will “spotlight” the virtue of temperance.

- Ask the students what temperance means (maybe specifically ask the group that focused on it in the previous activity).

Separate the class into four groups .

- Use the  Handout Overview Lesson . Give one temperance character strength to each group.
- Each group should think of a person they know who exemplifies that character strength or think of an experience they have had that exemplifies that character strength.
- Pass the character strengths around until each group has had the opportunity to discuss each one.

Discuss as a class.

Activity 4: Listening

Ask students to look for good and bad examples of temperance in the following video: [Peter Rabbit](#)

- After the video, have them discuss what they saw with a partner.
 - What characteristics did you notice?
- Discuss as a class.

Homework

Have students take the survey to see what their character strengths are, and write a reaction paragraph or record a video explaining their thoughts about the results.

- Questions to guide their reading or speaking:
 - What were your top 5 character strengths?
 - What were your lowest character strengths?
 - Were you surprised about some of your character strengths? Why or why not?
 - What did you learn about character strengths?
 - What did you learn about yourself?
 - How do you think you can improve your lowest strengths?
 - How can you use your character strengths to help others

Follow-up

Tuesday:

Have the students discuss with a partner what their character strength results were from the survey.

- Have partners tell each other if they have noticed their partner practicing any of their character strengths.
- Have students share with the class, if they are willing.

Wednesday:

Share the following quote with the class:

“Temperance is moderation in the things that are good and total abstinence from the things that are foul.”

-- Frances E. Willard

- Go over what moderation, abstinence, and foul mean.
- After helping students understand those words, ask them to read the quote again and think about what it means.
- Discuss as a class.

Thursday:

Ask the students how learning more about personal character strengths can help them in their own lives.

- Discuss with a partner.