

## Lesson Plan: Introduction to VIA Character Strengths

Content Focus—What will students learn?		
Technical	Academic	21 <sup>st</sup> Century Skills
<b>Communication</b>  <b>Critical thinking</b>  <b>Leadership</b>	<b>Writing</b>  <b>Oral Presentation</b>  <b>Counseling A1 Improve Academic Self-Concept</b> <b>Achieve School Success</b> <b>AB Plan to Achieve Goals</b>	<b>Multimedia</b>  <b>Editing</b>  <b>Developing Grit and Determination</b>
Lesson Outline—What learning activities will students do?		
Time	Sequence	Description of Learning Activity
10 min	Get Started/Engage	<a href="https://www.viacharacter.org/resources/videos/rebuilding-a-life-through-character-strengths">https://www.viacharacter.org/resources/videos/rebuilding-a-life-through-character-strengths</a> (video introduction)  <b><u>Individual Reflection/Discussion by choice:</u></b> Consider a time when you encountered difficulty in your life. How did it feel?  What did you learn about yourself during the difficult time?
10 min	Discover/Explain: Provide new information or demonstrate a skill	<a href="https://www.viacharacter.org/character-strengths">https://www.viacharacter.org/character-strengths</a> Share the list of character strengths with students.  If appropriate, explore how these strengths are embedded in the indigenous cultural values of the native people in the region invite students to discuss this overlap. (An entire class could be dedicated to having elders work in the classroom to assist in making the connections more genuine with students. Such a collaboration requires having a relationship with local community members.)

20 min	Practice: Provide opportunities to practice independently or in groups	Have students take the VIA survey: <a href="https://www.viacharacter.org/survey/account/register#youth">https://www.viacharacter.org/survey/account/register#youth</a>
10 min	Check for Understanding: Monitor what is being learned	<p><b><u>In a journal or learning log (physical or electronic):</u></b></p> <p>List your top five of the character strengths from the list generated.</p> <p>Reflect on these strengths.</p> <p>Do you agree that you use these strengths? (If not, please explain.)</p> <p>Consider times you have used these strengths. Reflect on one of these experiences</p>
10 min	Close: Summarize, check, and answer questions	<p><b><u>End of class dialogue:</u></b></p> <p>Share your list of strengths with a classmate. And give an example of how you use your favorite strength.</p> <p>Brainstorm ways you and this classmate can use your strengths on a daily basis.</p> <p>Go around the room and ask each student to share his or her individual strengths with The class.</p>
	Support, Modifications, and Extensions	<p><b><u>In class activity or homework assignment:</u></b></p> <p>Create a poster or other display in the classroom that illustrates one of each student's top five strengths. (This can also be done via technology – students create a slideshow- each student contributes a slide – play the slideshow on an electronic display. Or students can create a video with each student contributing a clip. Alternate team</p>

project could involve creating a commercial for small groups advertising their collective strengths.)

**Career connections:**

What types of work favor your strengths? What careers might be easier for a person with your strengths?

In careers classes where students are writing brag sheets and resumes, assist students in integrating these strengths-based vocabulary words into their documents.

**Materials and Resources—What do you need to assemble and prepare before the lesson?**

**In a 1 to 1 setting:**

Computers or iPads or other technology

LMS with lesson loaded

In a flipped classroom, students can watch the video and take the survey offsite and then can do the sharing and display components during class.

**In a classroom setting:**

Links loaded and presentation ready to go.

Attachment to a device to project the video resource.

Access to devices for students to take the survey

**Materials for making posters:**

Art supplies – paper, markers, glue, magazines for cut out, fabric, etc.

A display area for the finished projects.

**Continue to increase awareness and to reinforce vocabulary**

**Be sure to note and positively reinforce student behaviors on a regular basis when they demonstrate the use**

**of the strengths.**

**Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?**

The learning of the content will be demonstrated by student behaviors and actions. They will also be reinforced by adults in the learning environment.