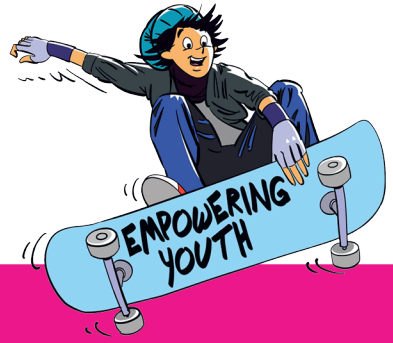
ENTREPRENEUR:

A2 Be A YES Challenge: A path to flourishing

Teacher Guide

Empowering Youth with the You[th] Start Entrepreneurial Challenges Programme



You[th] Start
ENTREPRENEURIAL CHALLENGES
www.youthstart.eu

CORE ENTREPRENEURIAL EDUCATION

IDEA CHALLENGE
I can develop an idea.

HERO CHALLENGE
I can learn from role models.

MY PERSONAL CHALLENGE
I can solve personal challenges.

LEMONADE STAND CHALLENGE
I can sell things.

REAL MARKET CHALLENGE
I can develop a business plan for the market.

START YOUR PROJECT CHALLENGE
I can plan and implement my project with a team.

ENTREPRENEURIAL CULTURE

EMPATHY CHALLENGE
I can empathise with myself and with others.

STORYTELLING CHALLENGE
I can tell stories.

BUDDY CHALLENGE
I can support others in achieving their goals.

PERSPECTIVES CHALLENGE
I can understand I am part of my environment.

TRASH VALUE CHALLENGE
I can create something valuable out of garbage.

OPEN DOOR CHALLENGE
I can network with others.

EXTREME CHALLENGE
I can set and achieve difficult goals.

BE A YES CHALLENGE
I can say “yes” to myself and those around me.

EXPERT CHALLENGE
I can apply learning and communication techniques.

ENTREPRENEURIAL CIVIC EDUCATION

MY COMMUNITY CHALLENGE
I can do things for the community where I live.

VOLUNTEER CHALLENGE
I can engage in community service.

DEBATE CHALLENGE
I can develop and debate my opinion.

The You[th] Start Entrepreneurial Challenges Programme is based on the TRIO Model, which is a holistic definition of entrepreneurship that encompasses three areas:

CORE ENTREPRENEURIAL EDUCATION – Supports entrepreneurial qualification in a narrow sense: developing own ideas and implementing them creatively and in a well-structured way.
ENTREPRENEURIAL CULTURE – Personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.
ENTREPRENEURIAL CIVIC EDUCATION – Enhancing social competences as citizens: assuming responsibility for oneself, others and the environment.

"Empowering Youth" is a holistic learning programme for lower secondary school students and promotes personal initiatives and entrepreneurial spirit.
It is part of the "You[th] Start Entrepreneurial Challenges" programme. All **competence levels (A1 = primary level, A2 = lower secondary level, B1+B2 = upper secondary level)** can be downloaded at ***www.youthstart.eu*** in **English, Geman** and other languages. The **"Mind & Body" section** provides short video clips with physical "activate & concentrate" exercises and the "You[th] Start mindfulness programme".

A2 Be A YES Challenge

A path to flourishing

Teacher Guide

Ingrid Teufel • Eva Jambor • Heidi Huber

All Challenges of level A2 are also available in a printed version in German. You can find them at www.jugendstärken.at (*Jugend stärken*, volume 1 - 4).

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Preface & Table of Contents

The author Ingrid "Teufel" (Ger. for "devil") really is a "devil", but a positive, intoxicating one. With incredible diligence, she has written this challenge (**A2 Be A YES Challenge: A Path to Flourishing**) based on Martin Seligman's *PERMA model* and as part of her training in *Positive Psychology.*
Just leafing through the challenge is fascinating:
Young people are given inspiring prompts and suggestions on how to find their "best possible self" and develop their full potential. Step by step they are invited to explore the various building blocks for a flourishing life.
The workbook also includes appropriate challenges, such as games and exercises to make the brain cells dance. Another unique aspect is that Ingrid Teufel puts the focus on *strengths and passions*, so that *extraordinary success* almost comes by itself. All pages display a great sense of sensitivity and dedication. For all these reasons, this workbook quietly imbues the classroom with *positivity and engagement*. This enables teachers to create a positive atmosphere, which constitutes a necessary foundation for successful and sustainable learning and growth. Another special feature: apart from being introduced to the core building blocks of a *successful and fulfilling life*, the young people also train their reading and writing skills in the process.
I am amazed and excited about how this challenge from the "Empowering Youth" Programme helps bring passion and a *strong, positive attitude* into schools!

Dr. Philip Streit
Head of the Institute for Child, Youth and Family (IKJF) in Graz
Board member of the International Positive Psychology Association (IPPA) and leading expert in the application of Positive Interventions in the German-speaking world

Empowering Youth with the Youth Start
Entrepreneurial Challenges Programme ..... **page 3**
Flourishing together ..... **page 4**

A2 Be A YES Challenge: A Path to Flourishing

Competencies ..... **page 6**
9 steps to the finish line ..... **page 7**
Unit planner ..... **page 24**
Copy templates:
- Game: Guessing Feelings ..... **page 25**
- Laughter Yoga ..... **page 29**
- Strengths Game: Strengths Spotting ..... **page 31**
- Strengths Game: Strengths Vocabulary Game ..... **page 32**
- Strengths Game: Steps to Success ..... **page 35**
- Character Strengths Survey ..... **page 38**
- Wellbeing Interview ..... **page 45**
- Thinking Game ..... **page 48**
- 5-Color-Game: Creative & Critical ..... **page 51**
- Family Strengths Interview ..... **page 52**
- Movement Game ..... **page 53**
- Study Fan ..... **page 54**

File Card Programme: From “grumbler-spirit” to “power-mind” ..... **page 58**
From Positive Psychology to Positive Education ..... **page 82**

Empowering Youth ...

... refers to the title, the goal and the content of a practice-oriented, holistic learning programme which was developed for **lower secondary school** students. Bigger and smaller **"challenges"** form the key element of the programme. They function as learning prompts in three key areas that play an important role in empowering young people:

- entrepreneurial thinking and acting,
- personal development and
- social commitment.

Each key area is assigned a different color to help differentiate between them.
A diagram of the entire programme is included at the beginning of this document.

Empowering Youth is part of the **"Youth Start Entrepreneurial Challenges"** Programme, which aims to foster personal initiative and the entrepreneurial spirit of young people. It was developed in Austria for both primary and secondary school students, and it has been translated into six languages.

The **A2 Be A YES Challenge** entitled "A path to flourishing" builds on the **A1 Be A YES Challenge** ("Concentrate of what is good for you") that was designed for primary school children.
What do people need to flourish? How can they learn to say "yes" to themselves and their environment and have a positive outlook on life?
Positive Psychology, the science of flourishing and a fulfilling and meaningful life, approaches this question in a scientific way. That is also how the PERMA programme was developed, which is the "flourishing" programme that forms the basis the **Be A YES Challenge**.
Ingrid Teufel, the author, has developed exercises on the basis of the findings of Positive Psychology research, which tell us what people need in order to flourish:

- savoring positive emotions
- acting with engagement while using one's strengths
- cultivating positive relationships
- finding meaningful goals
- celebrating successes

In addition, the Challenge contains suggestions for keeping body and mind fit and for training one's perseverance.
The training programme for the students is extensive, which is why it can (and should) be used over a period of several school years.
This teacher guide contains numerous additional materials such as copy templates for games, a file card programme to revise learning content, and scientific background information (*From Positive Psychology to "Positive Education"*).

The "Youth Start Entrepreneurial Challenges" Programme supports children in developing their potential.
This was proven by a scientific field study which was carried out from 2015 to 2018 in Austria, Slovenia, Portugal, and Luxembourg with about 30,000 children and teenagers.
The research results demonstrate that by working with the programme in lower secondary school, the adolescents' self-esteem is improved, and teamwork, creativity, and networked and critical thinking are fostered.
The students do not only learn how to communicate empathically and how to treat themselves and others with care and respect; they additionally acquire basic economic qualifications that are vital for their future working life.
We wish everyone working with this programme many inspiring learning experiences!

Eva Jambor and Johannes Lindner, editors
www.youthstart.eu | ***www.jedeskindstärken.at*** | ***www.ifte.at***

Flourishing together

The trend to measure learners' performance exclusively in academic terms, without paying attention to their wellbeing, is stressful for everyone involved, reduces students' motivation, and makes many teachers unhappy as well. They often feel caught in a dilemma between strengthening social- and emotional competencies, on the one hand, and imparting knowledge, on the other. What young people really need for a successful life (in the 21st century) are competencies in areas like communication, cooperation, creative and critical thinking, as well as self-care, mindfulness, concentration, and perseverance. However, given that the available teaching time is mostly overcrowded with curricular objectives and bureaucracy, one might legitimately raise the question of how this ambitious balancing act can be managed. A possible solution lies in the orientation towards Martin Seligman's PERMA model, which he developed together with other renowned psychologists. PERMA offers a scientifically proven model for how to integrate wellbeing, flourishing and the development of students' potential into everyday school life. To accomplish this aim, there is no need for a separate school subject, as you can always plan "wellbeing moments" into your daily routine.

PERMA means …

P → **Positive Emotions**
Getting to know and developing methods for bringing more pleasant feelings into your (school) life.

E → **Engagement**
Using your strengths to do things that are important to you and thereby transforming your job into a calling. Learning methods for discovering and developing strengths in yourself and your students.

R → **Relationships**
Consciously building positive, appreciative relationships with all students - they are the basis of sustainable learning and growth.

M → **Meaning**
Using all of your strengths to do something meaningful for your students, yourself, your community and our whole world.

A → **Accomplishment**
Being explicit about aims and rules in your lessons, being consistent, having high (individually appropriate) expectations for each student, and celebrating their individual successes with them.

Two more ingredients to a flourishing life …

→ **Fitness of body & mind**
Integrating opportunities for movement, reflection, and creativity into your lessons.

→ **Endurance- and perseverance training**
In this guide, you will find a file card programme called *From "grumbler-spirit" to "power-mind"*. It is based on Seligman's PENN Resilience Program and should be carried out by the students themselves - whether as a (homework) task, in supply lessons, in afternoon care, in youth groups, ...

I wish you and your students much success and joy with the programme!
Ingrid Teufel, author

A2 Be A YES Challenge

A path to flourishing

In this challenge, the students will get to know the PERMA model, which was developed by Martin Seligman, a famous American psychologist, and his team. They explored what people need in order to "flourish" and to be able to say YES to themselves and their environment. This is how the PERMA "Flourishing" Programme came into being.
This programme will teach children and adolescents how to savor positive emotions, act with engagement, use and develop their strengths, cultivate positive relationships, find meaningful goals, and celebrate their successes. The challenge also contains tips for keeping their body and mind fit and training their perseverance.

The effectiveness of **PERMA** is scientifically proven.

9 steps to the finish line:

- **Step 1 -** Flourishing?
- **Step 2 -** Savoring positive emotions
- **Step 3 -** Acting with engagement - Using your strengths
- **Step 4 -** Cultivating positive relationships
- **Step 5 -** Finding meaningful goals
- **Step 6 -** Celebrating successes
- **Step 7 -** Keeping body and mind fit
- **Step 8 -** Exercising perseverance
- **Step 9 -** Thinking things over

Core competence of this challenge:

I can flourish by saying YES to myself and my environment

Competencies

Big idea behind the challenge
This programme centers around the findings of the PERMA Programme, which was developed and researched by Positive Psychology experts like Martin Seligman and his team. The PERMA Programme helps young people in dealing with their feelings and learning how to put themselves and others in a good mood; they get to know their own strengths and learn how to use them with engagement; they are introduced to Positive Psychology interventions that help them build and strengthen positive relationships; they find out what brings meaning to their lives, how they can work towards global goals, and that commitment and effort can lead them to personal success. By practicing the evidence-based interventions and exercises, they also foster their perseverance and resilience. Apart from supporting young people in developing a sustainable, positive attitude and way of thinking, this training also aims to provide adolescents with wellbeing tools that enable them and their environment to flourish.

Video clip explaining the challenge: *http://www.youthstart.eu/en/challenges/how_to_flourish/*

Entrepreneurial Competences according to the reference framework
www.youthstart.eu/en/whyitmatters/ (Competence-oriented learning)

- I can observe myself and my environment mindfully and act according to the needs I perceive.
- I can observe myself and my environment with confidence and learn from mistakes.
- I can identify and use my learning progress to set new and challenging goals for myself.
- I can learn in the way that is easiest for me.
- I can look at a topic from different points of view and put myself in the shoes of others.
- I can perceive challenges and problems as opportunities and use opportunities confidently.
- I can set myself goals and set steps to achieve them.
- I can take on responsibility for my tasks when working in a team and follow the agreed rules.
- I can express my feelings and needs without being mean to others or judging them.
- I can ensure that there is a good team spirit.
- I can encourage others and be appreciative when giving feedback.
- I can explain the Sustainable Development Goals and think about how I can use my creativity to contribute to achieving them.
- I can identify ways I can use my strengths to contribute to creating a sustainable future.

Assessment
After each step, the student workbook contains self-reflection questionnaires ("Where did you flourish") that offer students the opportunity to assess their personal progress and answer reflective questions. Step 6 ("Celebrating successes") focuses on making newly acquired competences visible and formulating personal goals. The last step (Step 9, "Thinking things over") is entirely devoted to self-reflection.

The materials contain numerous thought-provoking prompts, which invite students to discuss questions with other students or to reflect on them on their own. These reflection phases, which often serve the purpose of monitoring one's own competencies, are marked by a reflection- and a discussion icon.

Preparation for all steps:

Hand out the student manual containing the exercises for the individual steps to all students.

Some tips for how to implement this challenge in the classroom:

A challenge for several years

Allow at least one school year to complete this challenge or use it continuously throughout the four years of lower secondary school.

The correct order... and some time

The exercises of this challenge are interconnected, and it takes time to reflect on what you have learned and to "live" the new insights and integrate them into everyday life. If one of the steps from the PERMA model is currently relevant for your class, start with this step, even if you have not worked through the previous steps. The individual elements of the PERMA model mutually influence and reinforce each other.

The file card programme *From "grumbler-spirit" to "power-mind"*

The file cards of this programme (see the copy templates in the appendix) are intended for repetition and consolidation of the content taught in the student workbook. The file cards can also be used independently of the workbook in class.
It is recommendable to hand over responsibility for the individual file cards to the students themselves. Ask them to explain their content to others.

A very personal challenge

Some exercises deliberately touch on very personal issues - e.g. when it comes to discovering one's purpose in life or reflecting on one's current social environment. Please consider carefully if and when these steps are best suited for your students. In some cases, it may also be important that you are available as a teacher and confidant for personal questions or discussions.

In many exercises, it is very helpful for the students to be able to share their thoughts with others. It is important that this exchange always happens voluntarily and with classmates who like each other.

Another tool for strengthening one's strengths - The Strengths Treasure Hunt

As additional material for the **A2 Be A YES Challenge**, you can find the Strengths Treasure Hunt at ***www.youthstart.eu***. It was developed to serve as inspiration for numerous cross-subject or cross-class strengths projects. The aim is for children to try out different activities in as many areas of talent as possible in order to identify and get to know their own strengths and interests

Step 1 – Flourishing?

The first step provides an overview of the PERMA Programme from Positive Psychology.

E 1.1. Do you want to flourish?

In addition, the students can draw the young tree that they are at the moment. How do they feel? Are they already relatively strong, lively, full of flowers and leaves? What does their current tree of life look like? This drawing can also be done at home and should only be for the students themselves. At a later stage, they can compare whether they still feel like this tree or whether they would draw it differently now.

E 1.2. Getting to know the Flourishing Programme

The students think about which parts of the programme they are already implementing in their lives. When do they feel good and at ease? What do they need? Are they engaged in something? Have they reached a certain goal that they have set for themselves?
The students are asked to share their thoughts in pairs or in small groups.

E 1.3. For a PERMAnent "PERMA Training" you need …

The **positive magnifying glass** is a symbol for learning to look more closely, especially when the positive is not immediately apparent - as if it could not be seen with the naked eye.

Students can either craft or draw their own positive magnifying glass, in which they write down their strengths and what they are proud of. In the course of the programme, they can add all the additional strengths that they discover or develop over time. When things aren't going so well for them, the magnifying glass will help them to remember their own strengths and discover new ones.

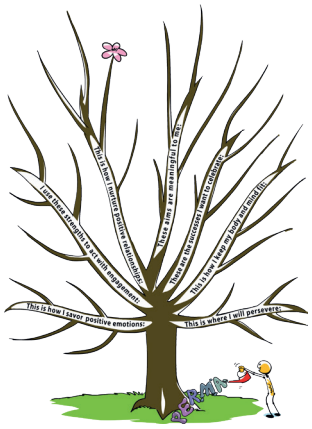
The students also need **a notebook** and **a pen** next to their bed so that they can carry out a Positive Psychology intervention called "Three Blessings Exercise" or "Three Good Things Exercise", which was developed by Martin Seligman. It is also known as the "Blessings Journal". This exercise has been scientifically researched and is proven to make you happier and more resilient in difficult times. To do this simple but powerful exercise, you ask yourself the following questions every evening:

- What beautiful things happened today?
- Whom was I kind to today?
- What am I grateful for?
- What went well today?
- What was I happy about?

It can also be very small things. The only important thing is to remember at least three good things that happened on any given day before falling asleep (see also **E 2.7.**). Why? Research has shown that we are five times more susceptible to negative and threatening things than to positive ones - a trait that was essential to the survival of our Stone Age ancestors. However, as you can imagine, it doesn't serve people in the 21st century any longer. By consciously focusing on positive things on a daily basis, neurotransmitters are released that have been proven to strengthen the immune system. It also works the other way around: By focusing on the negative, transmitters are released that weaken the immune system. Moreover, an increased awareness of positive things leads to the growth of areas in our brain that are responsible for our wellbeing. Therefore, the more we train the perception of positive things, the more we will perceive them. This is what the students will learn with the PERMA Programme - step by step.

E 1.4. Your exercises to flourish

On two double pages, the students find a list of all exercises that are included in the challenge, as well as the aims that they are expected to achieve for each step. Students can mark the exercises they have already worked on and summarize their learnings in the following exercise (**E 1.5**).



E 1.5. Your tree of life

The students continue to develop their tree of life as they work with the challenge. The picture of the tree serves as a summary for all the things that have helped them flourish.

Step 2 - Savoring positive emotions

E 2.1. You are responsible for your own mood

In addition to the "Happy Spyhole Trick", which you always have with you, the students can also create "Happy Spyholes", for example, by cutting a circular hole in a sheet of paper or using toilet paper rolls. These can then be decorated with pictures, words, and sayings that students associate with "happiness and joy".

Students can also use the cameras on their mobile phones to capture "Happy Spyhole Motifs". You could ask all students to choose their "Happy Spyhole Motif" of the week and create a joint digital classroom collage of all the students' photos. The collage can then be printed out and hung up in class. Using the pictures, pupils can share why their "Happy Spyhole" is so special to them.

E 2.2. Give happiness a chance!

E 2.3. What do you think about yourself?

After the self-assessment in E2, the students exchange their personal experiences in small groups. In this way, they get to know different perspectives and possibly also learn that they are not alone with their thoughts.

E 2.4. The House of 1000 Mirrors

An invitation to reflect: Which new situation can you think of that made you feel unsure and uncertain? Maybe on the first day of starting a new school? How did you feel back then? What helped you in this situation? A certain person, a friendly phrase, a smile? Or perhaps your own optimistic attitude?

E 2.5. Not only flowers blossom. You can do it, too!

In this exercise, students learn about the power of positivity spirals, which Barbara Fredrickson described in her "Broaden-and-Build Theory" in 2011. The aim of this exercise is to create an awareness of the fact that one is able to set either positive or negative spirals in motion. As often as possible in everyday life, the students should practice to consciously start positive upward spirals and thereby break through negative downward spirals.

An invitation to reflect: the students describe (e.g. as homework) if and when they have already experienced the positive reinforcement described by Fredrickson. Perhaps with their siblings, friends, or parents? Maybe when doing sports, at school, during a game, while baking, doing handicrafts or singing/dancing/making music?

The next learning goal could be to consciously start a positivity spiral every day for a week.

E 2.6. Your thoughts, feelings and posture are a team

It has been scientifically proven that thoughts influence our feelings. Likewise, research has shown that our thoughts have an immediate effect on our posture. The fact that (vice versa) our posture can also (positively!) influence our feelings and thoughts should be tested by the students themselves and then internalized for the rest of their lives.

In the game "Guessing Feelings", which can be played in small groups, students practice dealing with their own and other people's feelings. The aim is to infer others' possible feelings from their facial expressions. It's important to remember that we can only GUESS the feelings of others. We can only be certain about how they feel if we ask them. You can find the game in the copy templates.

Preparation: Copy and laminate the cards in color as often as needed.

The following three exercises have been proven to help us perceive positive things more strongly, thus increasing our personal wellbeing and strengthening our resilience for difficult moments in the future.

E 2.7. Keeping a blessings journal

E 2.8. Enhancing and spreading the power of positive feelings

E 2.9. Gratitude, a key to happiness

As one of the 24 VIA character strengths (see step 3) and in numerous well-researched interventions of Positive Psychology, gratitude is a crucial factor for increasing personal wellbeing, developing resilience, and improving and strengthening relationships. In terms of teaching, it is important to focus on supporting young people **to feel gratitude**, rather than promoting automated courtesy behaviors like saying thank you out of politeness.

E 2.10. A blessing in disguise?

Another well-researched intervention from Positive Psychology is the exercise "One door opens" (see also **E 5.4.** and **E 5.5.**). Here, students learn to look out for and identify positive aspects even in negative situations: When one door closes, another one opens. In this way, a positive spiral can be set in motion. To encourage themselves, the students practice translating negative thoughts into positive affirmations.

When were you really scared of something? Have you ever had the feeling that you weren't capable of achieving something? Did it turn out that the problem wasn't so big after all? Why wasn't it as bad as imagined? Did someone help you? Did you have wrong ideas/expectations? Did something happen that you did not expect?

E 2.11. How body and mind influence each other

The physical exercises shown here have been proven to have a positive effect on our own feelings. That's because our body posture greatly influences our mental attitude.

E 2.12. How to put yourself in a good mood
Starting individually, the students think about how they can put themselves in a good mood and also how they can positively influence the mood of others. In a second step, they exchange their ideas in small groups and share them with others.

The following two exercises train mindfulness in everyday life:

E 2.13. Learning to enjoy and savor
E 2.14. Planning days of pleasure

You can find more mindfulness exercises in the training programme "Why Mindfulness?". With this programme, you will train perceiving the world with the help of our 5 senses. This not only sharpens our senses but also helps us to observe rather than to judge or evaluate. Ultimately, it leads to more trust, acceptance, and prejudice-free interactions with others.

You can train active listening, listening with four ears, and giving feedback with the file card programme "Learn how to learn in a holistic manner". This programme also contains learning stations to train communicative skills.

Both training programmes can be downloaded for free at ***www.youthstart.eu*** in the "Mind & Body" section.

E 2.15. Laughter is the best medicine

The game "Laughter Yoga" (for small groups or the whole class) is very well suited as a warm-up activity at the start of the school day (see copy templates).

Preparation: Copy and laminate the cards in color as often as needed and put them in a small basket or box.

E 2.16. Your wellbeing treasure
Often, when the students talk to each other about their wellbeing treasures, new and creative ideas are born.

E 2.17. Drawing and painting fell-good images
This exercise helps students get into the habit of focusing on the positive.

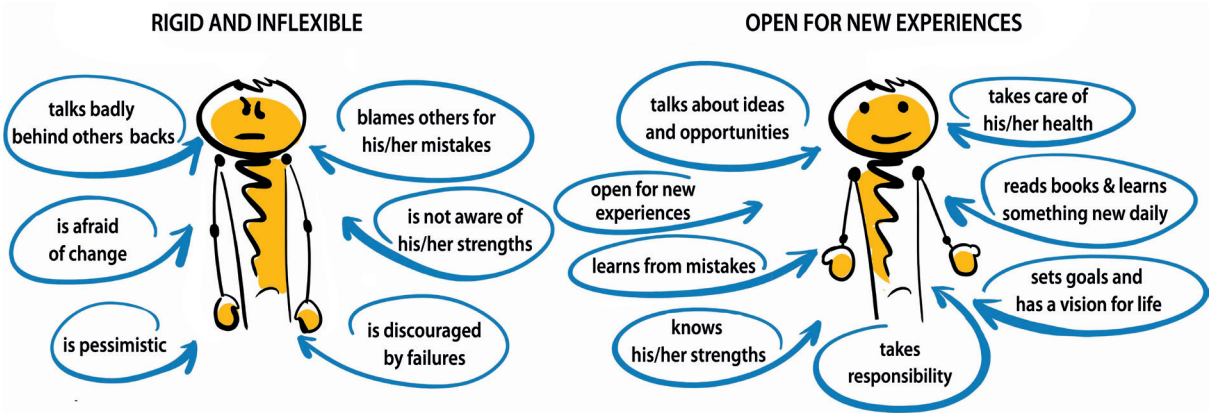
E 2.18. Where did you flourish?

Exercise for reflection to conclude step 2: Through this guided self-reflection, the students become aware of the situations in which they already consciously perceive or enjoy positive emotions.
This is intended to facilitate a conscious transfer of what has been learned into the everyday life of the students. The question about their future goals should motivate them to regularly define new goals for themselves and to continue to work on them.

Step 3 – Acting with engagement - Using your strengths

Another tool for strengthening one's strengths - The Strengths Treasure Hunt

As additional material for the **A2 Be A YES Challenge**, you can find the Strengths Treasure Hunt at *http://www.youthstart.eu/en/challenges/how_to_flourish/*. It was developed to serve as inspiration for numerous cross-subject or cross-class strengths projects. The aim is for children to try out different activities in as many areas of talent as possible in order to identify and get to know their own strengths and interests.



E 3.1. Be A YES!

The students get to know two attitudes or rather self-images according to Carol Dweck: the "victim" self-image with the so-called "fixed mindset" (= RIGID AND INFLEXIBLE) and the "self-determined person" self-image with the so-called "growth mindset" (= OPEN FOR NEW EXPERIENCES). In her books, Carol Dweck describes how one's own self-image and one's thoughts about it decide over success and failure.

To introduce step 3, which is dedicated to the students' own strengths, you can find three strengths games in the copy templates section:

1) Strengths Spotting 2) Strengths Vocabulary Game 3) Steps to Success

Preparation:

1) Strengths Spotting: Copy the game board for each group in color (A4 or A3)
2) Strengths Vocabulary Game: Copy the ABC game board for each group (A4) and copy and laminate the sentence strips (1 set of cards per group)
3) Steps to Success: Copy the game board for each group (A4) and copy and laminate the property cards (1 set of cards per group)

E 3.2. Your character strengths make you special

In 2004, the psychologists Christopher Peterson and Martin Seligman defined 24 character strengths, and assigned them to six abstract core virtues that are valued and endorsed in all cultures around the world. For this purpose, they developed a scientifically valid test that can be taken online. There is also a special version for young people at ***www.charakterstaerken.org***. After completing the online survey, students receive a ranking of their personal strengths. This evaluation forms a good basis for the exercises **E 3.3.** and **E 3.4.**. A short version of the test can be found in the copy templates.

According to the findings of Positive Psychology research, these 24 character strengths contribute significantly to one's personal wellbeing and flourishing.

Very likely, the students will not know many of the terms for these 24 strengths and 6 virtues.

To make the terms more tangible when explaining them, ask the students to help you identify people who possess a certain character strength. These people can be famous historic or literary figures, but also people from their personal background and environment: e.g., a famous football player for the strength of "teamwork", a movie hero for the strength of "bravery", an athlete for "endurance", or a Nobel prize winner for "wisdom" etc.

E 3.3. What are your strengths?

The evaluation of the character strengths survey (either online or on paper with the evaluation sheets found in the copy template section) forms a good basis for this exercise. In addition to the 24 VIA character strengths, the exercise offers some additional strengths to choose from.

E 3.4. Your top strengths

From all the strengths mentioned, the students choose 5 which they consider to be their personal “super strengths”. Then, they are asked to think about what they have already used them for and how they plan to use them in the future.

What jobs can the students think of where their five selected “super strengths” are particularly important? They can also think of specific activities and describe them in more detail. Have they observed others using their strengths? What are these people’s professions?

E 3.5. A defining moment in your life

This exercise asks the students to use all their senses to recall a special moment that they are proud of. In doing so, it is essential that they become aware of the specific strengths that contributed to this special moment.
Subsequently, the students are asked to use all their senses to visualize an image in the future: an aim to which their own strengths will have contributed. Positive psychology has recognized that people are attracted to and driven by positive images of the future if they manage to replace negative visions of the future with attractive but pragmatic visions of the future. This can be trained by visualizing a positive prospect for the future.

The following exercises are designed to train individual strengths:

E 3.6. Using optimism as a strength

An invitation to reflect: What optimistic and confident people do you know? Describe these people and talk about situations in which they have acted optimistically and confidently.

E 3.7. Using perseverance as a strength

Wrong answer: 1. Willi's always lucky, while Wilma's always unlucky.
Wilma is a prototype of a person with a "fixed mindset" since she sees herself as a helpless victim. Willi, on the other hand, dynamically takes his life into his own hands, learns from his mistakes, and is very confident. In doing so, he sets positive upward spirals in motion that allow him to flourish.

By exchanging ideas with their classmates, the students gain new insights and become aware of the fact that others, too, find it difficult to persevere at times. Consequently, they learn to support and motivate each other to keep going.

E 3.8. Encouraging yourself
In this exercise students learn how to use positive affirmations in everyday life. The positive impact of affirmations is scientifically proven.

The following 4 exercises are designed to address and train individual character strengths:

E 3.9. Using bravery as a strength
E 3.10. Using curiosity as a strength
E 3.11. Using creativity as a strength
E 3.12. Using acceptance as a strength

E 3.13. Liking yourself the way you are
Additional Activity for positive peer-to-peer feedback: You will need 3 small pieces of paper for each student. Write each student's name three times on three separate pieces of paper, fold them up, and put them all into a box (now, the box should contain three folded-up pieces that say e.g. “Julia”, three that say “Valentin”, etc.).

Next, each student draws three pieces of paper from the box, writes a positive characteristic from the list given in the exercise on each of them, and hands the pieces over to the respective classmates. The students can then compare the characteristics on the three pieces of paper they received to the ones they ascribed to themselves and see whether others recognize strengths in them that deviate from their self-image.

E 3.14. Your future self
Similarly to **E 3.5.,** this exercise is based on the power of positive, prospective visualization, as it asks students to paint an attractive image of the future by writing a speech about themselves. Anyone who likes to, can also read out their speech.

E 3.15. Where did you flourish?
Exercise for reflection to conclude step 3: Through this guided self-reflection, the students become aware to what extent they already know and use their strengths and what they want to work on in the future.

Step 4 - Cultivating positive relationships

E 4.1. Do you have a good relationship with yourself?
We know that a good relationship with oneself is a prerequisite for building good relationships with others. That's why step 4 starts with this exercise.

By doing a wellbeing interview (see copy templates) students find out more about a person they like and take notes in a wellbeing profile. They then give the profile to the person they interviewed.

Those who wish can later describe their "wellbeing person" to each other and talk about what makes these people so special. Since these thoughts and descriptions can be very personal, this exchange should be voluntary and only take place with someone the students trust.

The **A2 Empathy Challenge** teaches students a lot about their feelings and needs. This helps them to get to know themselves better and empathize with others. They also learn how to avoid or better deal with conflicts. The challenge is freely available at *http://www.youthstart.eu/en/challenges/understanding_and_being_understood_____the_giraffe_suitcase/*.

E 4.2. Good feelings are contagious – bad ones unfortunately, too

This exercise brings to light the students' own social contexts as well as some very personal, intimate thoughts. Here it is important that you, as their teacher and confidant, pay particular attention to those students who came up with a lot of people "circled in black" and talk to them individually.

You can also modify this exercise by having the students only draw people from their environment with whom they feel comfortable (= yellow circle) and those they like but who are sometimes annoying (= red circle).

E 4.3. Listening mindfully and reacting empathetically

The ACR technique (= Active Constructive Responding) has been shown to improve one' s own positive emotions and relationships with others. By practicing ACR, the students can train to respond in an empathetic, positive, and friendly way, which includes facial expressions and gestures.

Example: A student proudly announces that he scored a goal in a handball tournament.

	active	passive
constructive, positive	*Empathic, positive, friendly reaction and answer: "Wow, awesome! In the first or second half?" (Eye contact, facing the speaker, smiling)*	*Inattentive, positive, friendly reaction and answer: "Ah, cool. What did you have for lunch today?" (facing the speaker, momentary eye contact)*
destructive, negative	*Negative, unfriendly reaction and answer: "That was pure luck. Normally, you never score ..." (not facing the speaker, brief eye contact)*	*Inattentive, negative, unfriendly reaction and answer: " Stop bragging and work on your task instead!" (not facing the speaker, no eye contact, unfriendly tone of voice)*

E 4.4. Helping others makes us happy

… it's scientifically proven …

The effectiveness of the following two exercises is based on the well-documented effects of mirror neurons:

E 4.5. Kindness is contagious - unkindness unfortunately, too

In this exercise, the students train to react in a friendly way to rather unfriendly statements and actions:

Role play: Students reenact an experience with an unfriendly person and train to react in an empathetic and friendly way.

E 4.6. Starting a kindness chain

Motivate your students to trigger and experience the research-backed effects of kindness chains as often as possible. This is a simple yet highly effective Positive Psychology intervention that has been shown to improve one's personal wellbeing and relationships in the long term.

Bonus tip: Ask your students to make a video about their kindness chains in everyday life. Alternatively, they can also take photos and present them in the form of a PowerPoint presentation (possibly with background music).

E 4.7. Writing a gratitude letter

The ability to feel gratitude is one of the 24 VIA character strengths. Expressing gratitude, e.g. in a letter of gratitude, increases one's personal wellbeing and constitutes a step on the path to personal flourishing.

E 4.8. Stress?

This exercise asks students to engage in self-reflection.

E 4.9. Your wonderful relationship network

The exercise draws on the findings of Kim Cameron's research on energizers and de-energizers in relationship networks.

Invitations to reflect:

- Which people in my relationship network energize me?
- How do I behave towards these people? Do I reciprocate the energy I receive? If so, in what ways?

E 4.10. Where did you flourish?

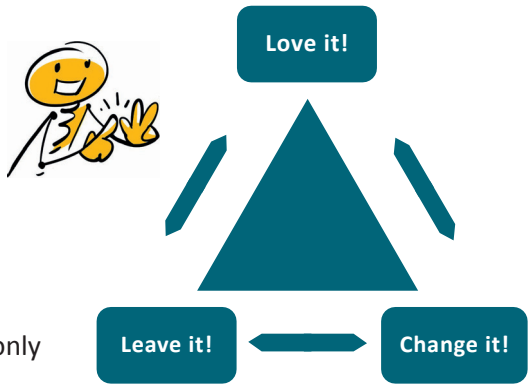
Through this guided self-reflection, the students reflect to what extent they are consciously aware of their own emotions and the ways in which they affect their environment. They are prompted to think about gratitude and conscious mindfulness as well as about goals they want to work on in the future.

Step 5 - Finding meaningful goals

In the following three exercises, the students are introduced to the decision triangle and learn to apply it.

E 5.1. You are what you think

E 5.2. Applying the decision triangle



E 5.3. Practicing with the decision triangle

The students can share their own challenging experiences and situations with their classmates. Some of them might be able identify a silver lining in them or have new ideas and insights for how to improve the situation.

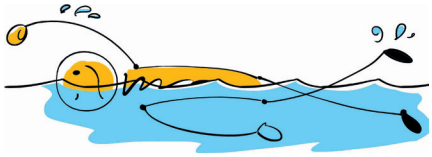
It is important that this exchange is *voluntary* and takes place only with a trusted person.

The following two exercises are based on an intervention from Positive Psychology called "One Door Opens". You train to see the positive in a negative situation, because every time one door closes, another opens. This is usually recognized only much later.

E 5.4. Everything has two sides

E 5.5. When one door closes, another opens

The ABCD exercise mentioned in the students' workbook is a simplified and slightly adapted intervention from Positive Psychology, which is helpful for challenging pessimistic thoughts: the ABCDE exercise by Albert Ellis and Martin Seligman.



At the end of the exercise the students can - voluntarily - exchange their thoughts and experiences about the situations described.

E 5.6. Forgiving others sets you free
The students get to know another Positive Psychology intervention that helps them practice forgiveness: the REACH forgiveness ritual developed by Everett Worthington in 2001. Motivate your students to try this method and guide them through it.

E 5.7. Thinking about your actions ...
The students learn to philosophize about Kant's categorical imperative in this simplified form:
What if everybody behaved in that way?

In addition, they receive further philosophical prompts.

Chapter 3 of the **A2 Expert Challenge** ("Learn how to learn in a holistic manner") offers many inspirations for thinking and philosophizing: e.g. the **Box of Philosophy**.
You can download the challenge for free at *http://www.youthstart.eu/en/challenges/learning_holistic_learning/*.

The following two games also encourage creative and critical thinking (see copy templates):

1) **Thinking Game:**
Preparation:
- Copy the game board in color for each group (A4 or A3)
- Copy the cards in color and laminate them (1 stack of cards per group)
- Dice, playing pieces

2) **5-Color-Game (= creative & critical):**
Preparation:
- Copy the game board in color for each group (A4 or A3)
- Before the game, each group creates their personal playing cards about topics that they have learned and discussed recently
- Dice, playing pieces

E 5.8. Anyone can take responsibility - right?
The aim of this exercise is to collect ideas about what young people can take responsibility for. The students decide to take responsibility for a certain task starting the next day.

Whoever wants to can also share which tasks he/she has already taken responsibility for or is currently doing so.

The following three exercises will deal with the UN's Global Goals for Sustainable Development.

The card game *Changemaker* is all about learning more about the Global Goals and reflecting on how to become a "changemaker" oneself and contribute to their solution (game available for order at *www.ifte.at/entrepreneur*).

E 5.9. Global Goals

E 5.10. Together we are colorful and strong

The students should not only describe external, obvious similarities and differences between the people in the picture (e.g. age), but should also put themselves in their shoes and imagine stories about them:

- Where and how do they live?
- What do they like to do?
- What do they dream of?
- Where would they most like to go on holiday?
- What brings them joy?
- Which music do they like to listen to?
- What pets do they have?
- What is difficult in their life?
- What do they like to eat?
- Which profession do/did they have?
- How are they doing?

E 5.11. How would you like the world to look like in 2030?

This visionary exercise asks students to imagine and draw a picture of the world of the future in which the Global Goals have already been successfully achieved.

- Selecting global goals and photographing or filming places or situations that the students think are already as they should be in 2030
- Reenacting and photographing/filming scenes in which everyone uses their personal strengths to make a positive difference

If they like, the students can display the corresponding Global Goal when presenting their photos or videos and add background music.

E 5.12. You in 20 years

This exercise asks students to envision themselves in a future to which their own strengths have led them. Additionally, it offers an opportunity to reflect on their contributions to the wellbeing of others and the greater good.

E 5.13. Where did you flourish?

With the help of this questionnaire, the students once again reflect on the essential concepts of step 5. They think about their personal progress and write down what exactly they would like to work on in the future.

Step 6 – Celebrating successes

E 6.1. Your goal of the heart

In Positive Psychology, big and visionary goals that intrinsically motivate people are called "Everest goals". These goals are "greater than yourself" and you strive to achieve them with all your strengths. In this progamme, they are called "goals of the heart".

This exercise asks students to visualize their personal goal of the heart with all their senses as a concrete picture of the future.

To envision their goal of the heart even more vividly, those who wish can also draw, paint, do handicrafts, create a photo collage, etc. related to it.

E 6.2. Step by step to your goal of the heart
This exercise makes you aware of and trains the steps you need to take to achieve a goal. Discuss with the students who could support them in achieving their goals. It has been proven that telling others about your goals helps you persevere (this is also why self-help groups are so effective).

Whoever wants to, can present their goal of the heart to others.

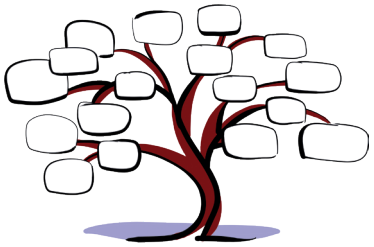
The following three exercises focus on one's own roots in the form of one's family:

E 6.3. Your family and their strengths
How could one learn to recognize and appreciate the strengths and successes of one's family?

Here are a few suggestions:

- **Talent or strengths photo:** Interview all family members and write down their strengths; write down the greatest strength of each relative on a beautiful sheet of paper and take a photo of them holding the "strength sheet" in their hands (they could also hold a symbol/thing that they are good at, e.g. a musical instrument); create a collage from all photos.
- **Success photo:** Proceed in the same way as with the talent/strength photo; ask all family members to hold a symbol for their success in their hands when you take the picture.
- Have a **family celebration** where each person takes on a different task - depending on his/her strengths (organizing, baking, cooking, decorating the room, writing invitations, performing tricks, singing, making music, etc.); use the place mat from **E 6.5.** (**interview with family members**) at the celebration.

E 6.4. Your family tree of strengths
The family tree of strengths aims to make the strengths of students' families visible. This has been shown to strengthen the individual family members, as well as their sense of community and cohesion.



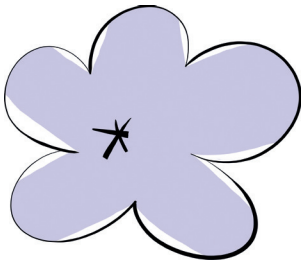
Those who wish can also present their family tree of strengths to their classmates.

E 6.5. Interview with family members
There is also a copy template (= Family Strengths Interview) for the place mat displayed in the workbook. With this place mat, the dining table can be used for conversations that help family members to get to know each other better - the collected answers are a further contribution to the common family treasure.

The following two exercises are designed to make successes visible – both to oneself and others:

E 6.6. Your accomplishment flower
Research has shown that the following bundle of Positive Psychology interventions leads to a sustainable increase in wellbeing:

1. Becoming aware of one's strengths
2. Using them to achieve one's goals
3. Being grateful for one's successes
4. Recording one's strengths, achievements, and blessings (e.g. in a journal)



Studies have found that recording one's strengths, achievements, and blessings only once, already has a significant effect on a person's wellbeing for about three weeks. If such records are kept regularly, the level of wellbeing rises permanently, as does one's self-esteem and the belief in one's own self-efficacy.

Therefore, please support your students as often as possible in becoming aware of their strengths, successes, and blessings to be grateful for.

E 6.7. Celebrating a festival of flourishing

Together with your students, rejoice over and celebrate their successes. If possible, you can also invite the students' families and/or other classes to the presentations.

E 6.8. Where did you flourish?

With the help of this questionnaire, the students once again reflect on the essential concepts of step 6. They think about their personal progress and write down what exactly they would like to work on in the future.

The students self-assess how well they can already focus on goals and in which areas of their lives they have flourished the most. This is intended to facilitate a conscious transfer of what has been learned into the adolescents' everyday life. The questions about future goals ideally encourage the students to regularly set themselves new goals and continue to work on them. Since the students have already learned a lot about defining and achieving goals in step 6, they are also asked about the first steps towards achieving them.

Step 7 – Keeping body and mind fit

E 7.1. ALI and mindfulness

Suggestion: Together with the students, create small boards/signs or a poster with "ALI" for the classroom. This will remind everyone to take a pause for reflection between stimulus and reaction, especially in stressful situations: **AI**R (Take a deep breath!) – **L**AUGHTER (Smile!) – **I**NNER PEACE (Pause and think!). This not only protects against hasty reactions, but also relaxes the body and calms us down.

The training programme **"Why Mindfulness?"** offers many more ideas about mindfulness and how to use the "Wheel of Mindfulness" as a guide - for more trust, acceptance, and unprejudiced encounters with others.
Together with some accompanying videos, the training programme is freely available at ***www.youthstart.eu*** in the section "Mind & Body".

E2: Pillars of mindfulness

Jon Kabat-Zinn has defined 7 pillars of mindfulness that refer to attitudes which are trained in certified MBSR courses for sustainable stress reduction (MBSR = mindfulness-based stress reduction). Together with

the students, look for examples from every day (school) life for each of the 7 pillars. Think about how these 7 attitudes can be integrated into everyday life.

E 7.3. Eating and savoring mindfully

Ask your students to organize a "Mindful Eating & Savoring" break together. Everyone brings something to eat (or prepares spreads etc. at school) and jointly savors the food with all senses.

E 7.4. Movement makes you fit and smart

The movement game (see copy templates) encourages students to move during the breaks. You just need to copy the template several times (and possibly laminate it) and hang it up at different places in the classroom or school building.

At ***www.youthstart.eu*** (in the "Mind & Body" section) you can find instructions for short exercises and ideas to keep you moving. In 23 short videos (max. 2 minutes), students are introduced to physical exercises related to rhythmic, Edukinetics and the practice of Tui Na, all of which promote concentration and mentally prepare the students for learning.

E 7.5. Relaxation

The students collect methods that help them relax. In the file card programme "From grumbler-spirit to power-mind" (see copy templates), you will find instructions for fantasy journeys and progressive muscle relaxation techniques (cards 20 to 23). You can offer these to your students as relaxation methods to use in class.

E 7.6. Sleep

The students should keep a "sleep log" for one week, in which they note down when they fall asleep and how long they sleep. The aim of this exercise is to teach them the importance of getting enough sleep before midnight, which has been proven to be particularly beneficial to both people's mental and physical health. In addition, the students can share what they do to get a good night's sleep. Do they have specific rituals? What do they do just before they fall asleep? Do they read a short story? Do they listen to music? Do they talk to their siblings? What relaxes and calms them down so that they can sleep well?

E 7.7. Meditation

Together with the students, watch the explanation video for the "One Moment Meditation" by Martin Borosan. The video lasts 5 minutes and is available on YouTube. It introduces a one-minute breathing meditation, which is also available as an app.

E 7.8. Where did you flourish?

The students reflect on what they have learned in step 7: whether and how well they can deal with stress, whether they organize their everyday life in a way that is good for their body - eating mindfully, sleeping enough, getting enough exercise, etc. By deciding which goals they want to work on next and which concrete steps they plan to take, they take responsibility for themselves, their body, and their health.

Step 8 – Exercising perseverance

The following two exercises contain valuable learning tips that will help your students to persevere:

E 8.1. Goodbye, procrastination!
This exercise contains tips that will help students not to put off unpleasant tasks, but to complete them quickly.

E 8.2. Study fan
The study fan contains tips for learning better and more effectively. Copy the template (see copy templates) once for each student, cut it out and connect the individual pieces with a string to create a fan.

The chapter "Introduction on Learning to Learn" of the A2 Expert Challenge (= Learn how to learn in a holistic manner) contains many more valuable tips for learning to learn and study. The challenge can be downloaded for free at ***http://www.youthstart.eu/en/challenges/learning_holistic_learning/***.

E 8.3. From grumbler-spirit to power-mind

File Card Programme: *From "grumbler-spirit" to "power-mind"*
The file cards of this programme (see the copy templates in the appendix) are intended as a repetition and consolidation of the content taught in the student workbook. The file cards can also be used independently of the workbook in class.

You can store the file cards in a box so that they are always accessible to the students in class. You may want to print out only those cards that are relevant for the class at the moment.

It is recommendable to hand over responsibility for the individual file cards to the students themselves. Ask them to explain their content to others.

Martin Seligman developed two programs to promote positive emotions, optimism, positive thinking, life satisfaction and resilience in schools, which have also been shown to protect against depression and enhance students' learning abilities.

Penn Resiliency Program (PRP)
Students learn to better deal with stress, respond realistically and flexibly to problems, train optimism and assertiveness, and apply problem-solving methods (e.g., creativity, decision-making and relaxation techniques).

Positive Psychologie Programm (PPP)
Recognizing and using one's character strengths such as kindness, courage, wisdom, or endurance. For example, students are asked to keep a diary about daily positive experiences. This increases resilience and positive feelings. Students come together to think about the elements of a good and meaningful life.

Einstein's disco
The “Einstein’s Disco” method is ideal for repeating any kind of learning content, as movement and rhythmic patterns have been proven to support learning and memorization. The instructions and the cards to be cut out can be found on card #38 in the file card programme “From grumbler-spirit to power-mind”.

Let the students write the cards themselves. This gives them a sense of autonomy in deciding what they need to revise (e.g. vocabulary).

Step 9 – Thinking things over

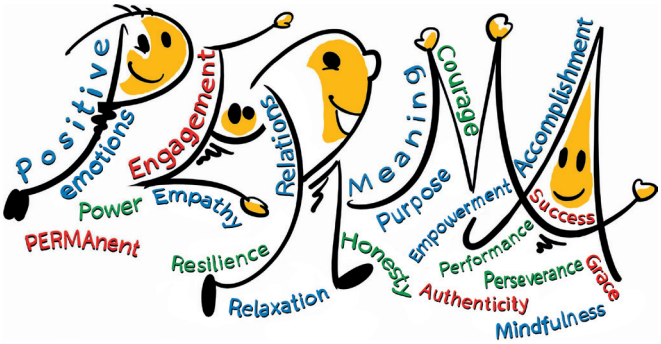
E 9.1. Thinking about your successes and your next goals

This personal assessment invites students to reflect on (and discuss) the entire challenge once again. They self-assess where they stand now and how much they have achieved in the individual steps so far. Deciding what they want to achieve next will encourage them to take responsibility for their own personal development and strengthen their motivation for further goals.

E 9.2. Flourishing

In Positive Psychology, PERMA refers to:

- Positive emotions
- Engagement
- Relationships
- Meaning
- Accomplishment



What are the personal **"flourishing terms"** of the students? What does “flourishing” mean to them?

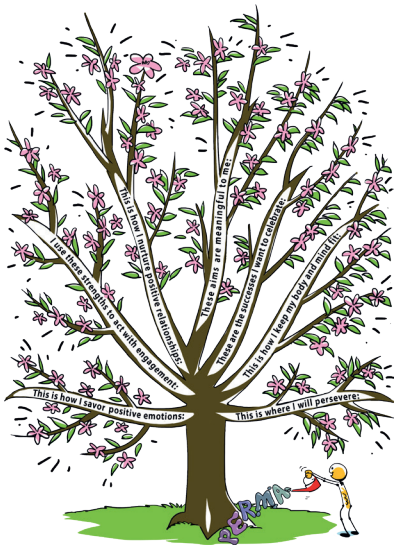
Those who wish could also incorporate these terms into a poem or a drawing.

E 9.3. Your tree of life in full bloom

The last exercise refers back to the students' personal tree of life: How is their personal flourishing reflected in the symbol of the blossoming tree of life?

What helps the students flourish? Where did they already flourish? What are they still going to work on?

Like a mind map, the Tree of Life summarizes the most important learnings from working with this challenge. Ideally, the students design and create it on a piece of drawing paper. Those who want to, can also decorate their tree with flowers and leaves.



Unit planner

The TRIO Model for Entrepreneurship
According to the holistic definition of entrepreneurship – the TRIO Model – the **Be A YES Challenge** is part of **Entrepreneurial Culture**. It is aimed at personal development: being proactive, believing in oneself, acting empathetically and as a team player, as well as encouraging oneself and others.

Duration of the challenge
This challenge is very extensive. It is designed in such a way that it can be used throughout the entire four years of lower secondary school. The minimum duration of the challenge is one year.

Requirements
None; **A1 Be A YES Challenge** recommended

Context within the Youth Start Entrepreneurial Challenges Programme
All Challenges: ***www.youthstart.eu***

The **A2 Be A YES Challenge** builds on the **A1 Be A YES Challenge** and provides an essential basis for the **B1 Be A YES Challenge**. It is closely linked to the **A2 Empathy Challenge**, the **A2 Expert Challenge**, and the Youth Start Mindfulness Programme.

Further materials:
Strengths Treasure Hunt: ***www.youthstart.eu*** (A2 Be A YES Challenge)
One Moment Meditation by Martin Borosan: ***https://www.youtube.com/watch?v=tfetFVePqWo***
Changemaker Game – available for order at: ***www.ifte.at/entrepreneur***

Guessing Feelings: Which feelings go with which pictures?

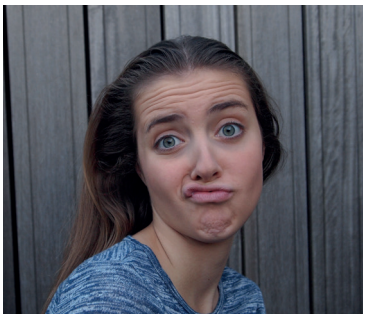
You need: 30 word cards and 36 picture cards, as many game partners as possible.

How to play: Draw one word and one picture card in turn. Do they fit together? Justify your opinion. Get to know the person in the picture, imitate their facial expression and posture, and guess how they might feel.

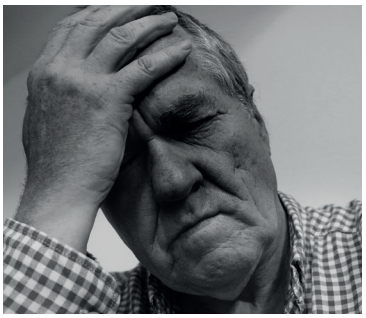
sad	scared	mad
surprised	disgusted	delighted
bored	curious	hopeless
in love	optimistic	content
ashamed	secure	desperate
insecure	confused	joyful

Game: Guessing Feelings

brave	proud	self-confident
angry	tired	hopeful
dissatisfied	relaxed	calm
unhappy	stressed	insecure

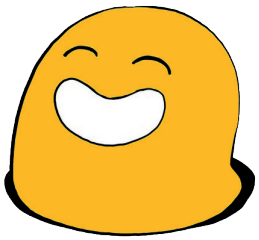
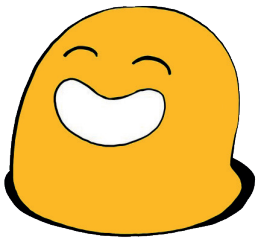


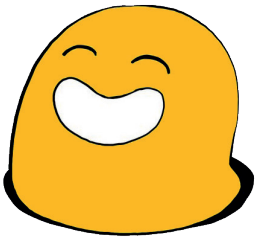
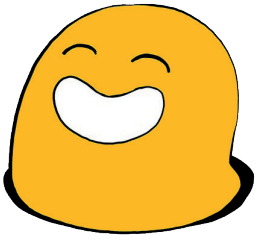
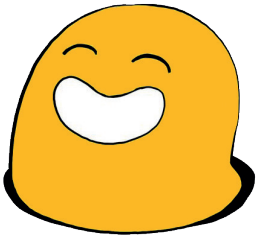
Game: Guessing Feelings



Laughter Yoga

You need: 15 Laughter Yoga cards in a small box and as many game partners as possible.
Take turns in drawing one card at a time and making the respective laughing sound. After a few seconds, the card is passed on to the person on the left. All cards are passed around until they have reached the starting point again. The last card is the "No sound" card.

Laughing  **Haha!**	Laughing **Giggling**	Laughing **Bleating** (goat)
Laughing  **Hehe!**	Laughing **Grunting** (pig)	Laughing **Hissing**

Laughing  **Hihi!**	Laughing **Neighing** (horse)	Laughing **Barking** (dog)
Laughing **Hoho!**	Laughing **Beeping**	Laughing **Clucking** (hen)
Laughing  **Huhu!**	Laughing **f-f-f-f-f**	Laughing  **no sound**

STRENGTHS SPOTTING

EMPATHY
Which people do you know who can empathize well with others (=feel what they are feeling)?

JOY
What makes you happy? How do you show your joy?

CURIOSITY
What are you curious about?

STRENGTHS
What strengths do other people see in you? Ask them!

LOVE
Who or what do you love?

HOPE
What are your hopes for the future?

GRATITUDE
What are you grateful for?

HUMOR
How can you make yourself and others laugh?

OPENNESS AND TOLERANCE
How do you manage to accept other opinions without starting to argue?

JUDGMENT AND WISE PLANNING
What can happen if you do not think about the possible consequences of your actions?

CALMNESS
What helps you stay calm and relaxed under stress?

FAIRNESS AND JUSTICE
When did you courageously stand up against injustice?

You need: dice, playing pieces, 2–3 game partners

How to play: Start wherever you'd like to and roll the dice. Read the text that belongs to the sign you are standing on. Answer the question. Then, it's the next person's turn. When you end up on a space with a circle around it, discuss this question with all game partners:

Why is it important to use this strength in and for our community?

Together, discover your strengths and be happy and proud about them!

Strengths Vocabulary Game

Strengths Vocabulary Game

You need: 2-4 game partners, 28 glass pebbles or bent-up paper clips in 2-4 colors, a different color for each person (for 2 players 14 pieces per person, for 4 players 7 pieces each), cut-out sentence strips (see below)

How to play: Take turns drawing a sentence strip, reading it, and responding to it with one word; place a glass pebble or paper clip on the first letter of the word on the ABC game board; if a letter is "occupied", you may not say a word with that first letter. The player who eventually occupies the most spaces with his color wins.

Sentence strips:

What makes me happy?
What makes life good for everyone?
What makes me feel strong and confident?
What is healthy for me?
What do I like about the outdoors?
What do I enjoy doing?
What am I good at?

How can I be kind to others?
When I feel good and comfortable, I see ...
When I feel good and comfortable, I hear ...
When I feel good and comfortable, I smell ...
When I feel good and comfortable, I taste ...
When I feel good and comfortable, I feel ...
What do I want to learn next?
What is really important to me in life?

Strengths Vocabulary Game

ABC Game Board

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z	Ei	Au

Steps to success

You need:

2-4 game partners, a playing piece for each person, stack of Character Trait Cards

How to play:

Take a Character Trait Card and read the word on the left. Think about whether this trait is helpful for a happy and successful life. If so, take your playing piece up one level. If not, go one level down. In the next round, read all the words on the right side of the cards. Be happy about every level you can rise to! Remember the helpful traits and use them as often as possible. You can also play the game on a staircase and, depending on the character trait on your card, climb the steps up or down.

Character Trait Cards (for the steps to success)

ungrateful-grateful

A2 Be a YES Challenge – Steps to success

happy - unhappy

A2 Be a YES Challenge – Steps to success

Open to new experiences - inflexible

A2 Be a YES Challenge – Steps to success

Uncooperative - helpful

A2 Be a YES Challenge – Steps to success

Dishonest - honest

A2 Be a YES Challenge – Steps to success

Patient - impatient

A2 Be a YES Challenge – Steps to success

Humorous – humorless

A2 Be a YES Challenge – Steps to success

Content – discontent

A2 Be a YES Challenge – Steps to success

Inattentive – attentive

A2 Be a YES Challenge – Steps to success

Loving - unloving

A2 Be a YES Challenge – Steps to success

Peaceful - quarrelsome

A2 Be a YES Challenge – Steps to success

Uninterested – interested

A2 Be a YES Challenge – Steps to success

Hectic - calm

A2 Be a YES Challenge – Steps to success

Sensitive - selfish

A2 Be a YES Challenge – Steps to success

Friendly - unfriendly

A2 Be a YES Challenge – Steps to success

Bad-tempered - cheerful

A2 Be a YES Challenge – Steps to success

Messy- orderly

A2 Be a YES Challenge – Steps to success

Creative – unimaginative

A2 Be a YES Challenge – Steps to success

Independent – dependent

A2 Be a YES Challenge – Steps to success

Stubborn - understanding

A2 Be a YES Challenge – Steps to success

Modest - swanky

A2 Be a YES Challenge – Steps to success

Brave – cowardly

A2 Be a YES Challenge – Steps to success

Heartless – warmhearted

A2 Be a YES Challenge – Steps to success

Unreliable - reliable

A2 Be a YES Challenge – Steps to success

Determined - aimless

A2 Be a YES Challenge – Steps to success

Forgiving – resentful

A2 Be a YES Challenge – Steps to success

Character Strengths Survey

Character Strengths Survey

Do you want to discover even more strengths in yourself? Do you want to find out what you are particularly good at?

- Complete the Character Strengths Survey for yourself.
- Use the "Evaluation sheet 1" to calculate your points per strength.
- Enter your score on the "Evaluation sheet 2".

How to take the survey:

Read each statement carefully and decide how well it describes you.

- Mark very much like me if you fully agree with the statement, i.e. if the statement describes you very well.
- Mark mostly like me if you agree with the statement, i.e. if you feel the statement describes you.
- Mark somewhat like me if you somewhat agree with the statement, i.e. if the statement partly describes you.
- Mark a little like me if you agree very little with the statement, i.e. if you do not feel that the statement describes you.
- Mark not like me at all if you do not agree with the statement at all, i.e. if the statement does not describe you at all.

Important note: There are no right or wrong answers to this test!

	Statement	Very much like me	Mostly like me	Somewhat like me	A little like me	Not like me at all
1	I am always curious about the world.					
2	I love to learn new things.					
3	When the topic calls for it, I can be a highly rational thinker.					
4	I pride myself on being original.					
5	I am easily bored.					
6	No matter what the situation, I am able to fit in.					
7	I am always able to look at things and see the big picture.					
8	I never hesitate to publicly express an unpopular opinion.					
9	I never go out of my way to learn new things.					
10	Most of my friends are more creative than I am.					
11	When I see that someone is being harassed, I will not do anything about it.					
12	I am quick to judge.					

	Statement	Very much like me	Mostly like me	Some-what like me	A little like me	Not like me at all
13	I always finish what I start.					
14	I am not very good at sensing what other people are feeling.					
15	I easily get side-tracked when I work.					
16	I always keep my promises.					
17	I like to help other people.					
18	I feel the presence of love in my life.					
19	I work at my very best when I am a group member.					
20	I treat all people equally regardless of who they might be.					
21	Others rarely come to me for advice.					
22	One of my strengths is helping a group of people work well together without bossing them around.					
23	I control my emotions.					
24	My friends never tell me I am down to earth.					
25	I am rarely as excited about the good fortune of ot-hers as I am about my own.					
26	I find it difficult to accept love from others.					
27	I find it difficult to hide my feelings.					
28	I find it difficult to treat someone fairly if I do not like him or her.					
29	I sometimes make bad choices when it comes to friendships and relationships.					
30	I often brag about my accomplishments.					
31	I avoid activities that are physically dangerous.					
32	I always express my thanks, even for little things.					

Character Strengths Survey

	Statement	Very much like me	Mostly like me	Some-what like me	A little like me	Not like me at all
33	I find it difficult to sacrifice my self-interest for the benefit of the group I am in.					
34	I rarely take the time to think about what is good in my life.					
35	I rarely have a well thought-out plan about what I want to do.					
36	Receiving praise from others makes me uncomfort-able.					
37	I do not know what life is about.					
38	When someone treats me badly, I seek revenge.					
39	I always look on the bright side.					
40	I am very playful.					
41	I am not good at planning group activities.					
42	I rarely say something funny.					
43	I have not created anything of beauty in the last year.					
44	My life has a strong purpose.					
45	I am always enthusiastic about what I do.					
46	I often do not care about what is happening.					
47	I always let bygones be bygones.					
48	I greatly appreciate outstanding performances, e.g. in music, arts, sports or science.					

This survey was developed by the American psychologists Christopher Peterson and Martin Seligman.

Go to ***www.charakterstaerken.org*** for a longer version of this survey for young people plus an online evaluation.

Assessment sheet 1 for the character strengths survey: score per question

	Statement	Very much like me	Mostly like me	Some-what like me	A little like me	Not like me at all
1	I am always curious about the world.	5	4	3	2	1
2	I love to learn new things.	5	4	3	2	1
3	When the topic calls for it, I can be a highly rational thinker.	5	4	3	2	1
4	I pride myself on being original.	5	4	3	2	1
5	I am easily bored.	1	2	3	4	5
6	No matter what the situation, I am able to fit in.	5	4	3	2	1
7	I am always able to look at things and see the big picture.	5	4	3	2	1
8	I never hesitate to publicly express an unpopular opinion.	5	4	3	2	1
9	I never go out of my way to learn new things.	1	2	3	4	5
10	Most of my friends are more creative than I am.	1	2	3	4	5
11	When I see that someone is being harassed, I will not do anything about it.	1	2	3	4	5
12	I am quick to judge.	1	2	3	4	5
13	I always finish what I start.	5	4	3	2	1
14	I am not very good at sensing what other people are feeling.	1	2	3	4	5
15	I easily get side-tracked when I work.	1	2	3	4	5
16	I always keep my promises.	5	4	3	2	1
17	I like to help other people.	5	4	3	2	1
18	I feel the presence of love in my life.	5	4	3	2	1
19	I work at my very best when I am a group member.	5	4	3	2	1
20	I treat all people equally regardless of who they might be.	5	4	3	2	1
21	Others rarely come to me for advice.	1	2	3	4	5
22	One of my strengths is helping a group of people work well together without bossing them around.	5	4	3	2	1
23	I control my emotions.	5	4	3	2	1

Character Strengths Survey

	Statement	Very much like me	Mostly like me	Some-what like me	A little like me	Not like me at all
24	My friends never tell me I am down to earth.	1	2	3	4	5
25	I am rarely as excited about the good fortune of ot-hers as I am about my own.	1	2	3	4	5
26	I find it difficult to accept love from others.	1	2	3	4	5
27	I find it difficult to hide my feelings.	1	2	3	4	5
28	I find it difficult to treat someone fairly if I do not like him or her.	1	2	3	4	5
29	I sometimes make bad choices when it comes to friendships and relationships.	1	2	3	4	5
30	I often brag about my accomplishments.	1	2	3	4	5
31	I avoid activities that are physically dangerous.	5	4	3	2	1
32	I always express my thanks, even for little things.	5	4	3	2	1
33	I find it difficult to sacrifice my self-interest for the benefit of the group I am in.	1	2	3	4	5
34	I rarely take the time to think about what is good in my life.	1	2	3	4	5
35	I rarely have a well thought-out plan about what I want to do.	1	2	3	4	5
36	Receiving praise from others makes me uncomfort-able.	5	4	3	2	1
37	I do not know what life is about.	1	2	3	4	5
38	When someone treats me badly, I seek revenge.	1	2	3	4	5
39	I always look on the bright side.	5	4	3	2	1
40	I am very playful.	5	4	3	2	1
41	I am not good at planning group activities.	1	2	3	4	5
42	I rarely say something funny.	1	2	3	4	5
43	I have not created anything of beauty in the last year.	1	2	3	4	5
44	My life has a strong purpose.	5	4	3	2	1
45	I am always enthusiastic about what I do.	5	4	3	2	1
46	I often do not care about what is happening.	1	2	3	4	5
47	I always let bygones be bygones.	5	4	3	2	1
48	I greatly appreciate outstanding performances, e.g. in music, arts, sports or science.	5	4	3	2	1

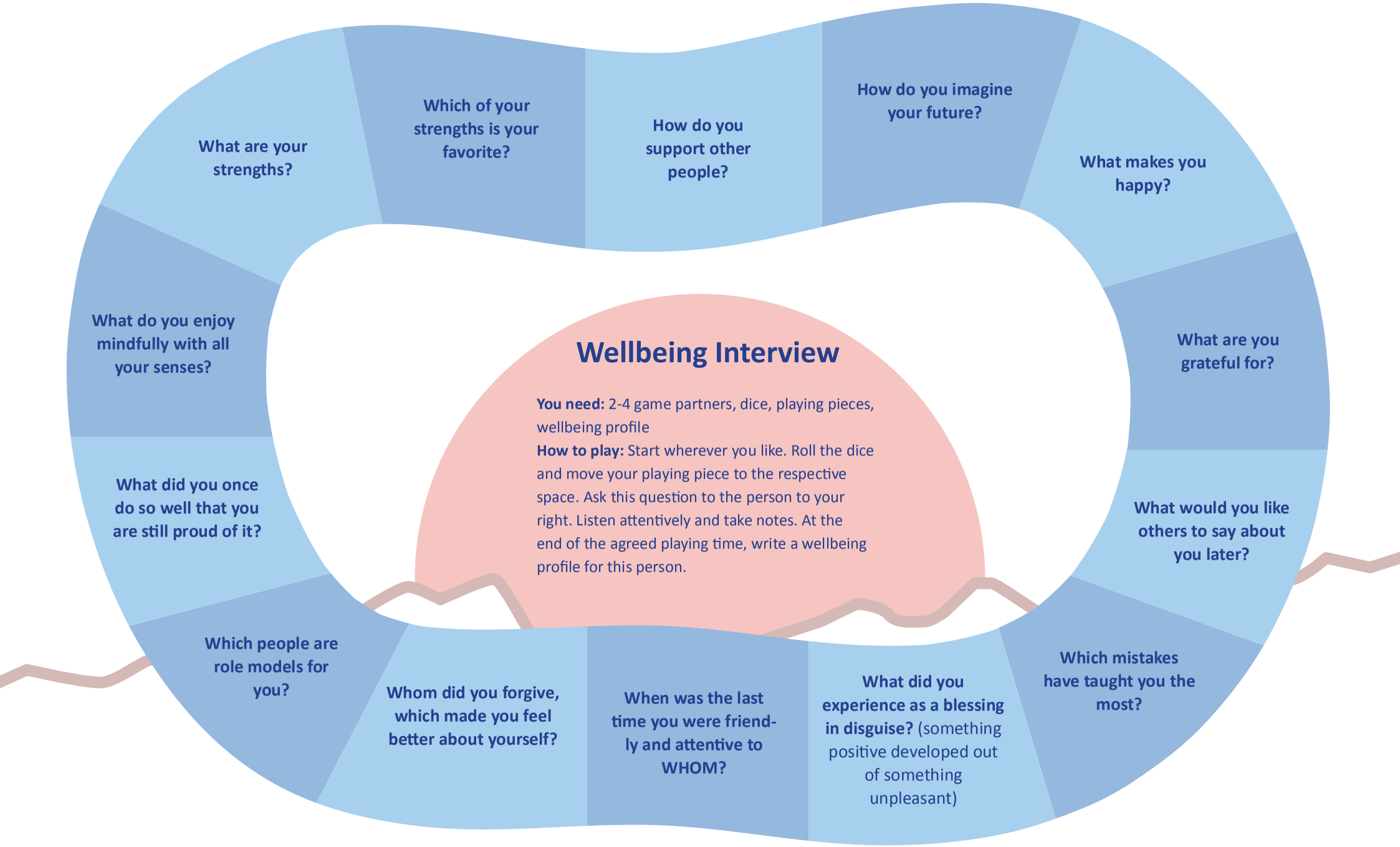
Assessment sheet 2 for the character strengths survey: score per character strength
To get the score for each strength, add the scores you received for the two questions relevant for each character strength and fill in the combined score.

	Character strength	Description	Question No.	Score
Virtue wisdom and knowledge - making decisions and giving advice to others				
1	Creativity	You always think of new ways to do things, and you are never content with doing something the usual way if a better way is possible.	4 and 10	
2	Curiosity	You are curious about everything. You are always asking questions, and you find all subjects and topics fascinating. You like exploration and discovery.	1 and 5	
3	Love of Learning	You love learning new things, whether in a class or on your own. You have always loved school, reading, and museums – anywhere and everywhere there is an opportunity to learn.	2 and 9	
4	Judgment	You think things through and examine them from all sides. You do not jump to conclusions, and you rely only on good evidence to make decisions. You are open-minded.	3 and 12	
5	Perspective	Although you may not think of yourself as wise, your friends hold this view of you. They value your perspective on matters and turn to you for advice. You have a way of looking at the world that makes sense to others and to yourself.	7 and 21	
Virtue Courage - overcoming obstacles and standing up for oneself and others				
6	Bravery	You do not shrink from threat, challenge, difficulty, or pain. You speak up for what is right even if there is opposition. You act on what you believe.	8 and 11	
7	Honesty	You are an honest person, not only by speaking the truth but by living your life in a genuine and authentic way. You are down to earth and without pretense; you are a "real" person.	16 and 24	
8	Perseverance	You work hard to finish what you start. No matter the project, you "get it out the door" in timely fashion. You do not get distracted when you work, and you take satisfaction in completing tasks.	13 and 15	
9	Zest	Regardless of what you do, you approach it with excitement and energy. You never do anything halfway or half-heartedly. For you, life is an adventure.	45 and 46	
Virtue humanity - being kind and loving towards others				
10	Love	You value close relations with others, in particular, those in which sharing and caring are reciprocated. The people to whom you feel most close are the same people who feel most close to you.	18 and 26	
11	Kindness	You are kind and generous to others, and you are never too busy to do a favour.	17 and 25	
12	Social Intelligence	You are aware of the motives and feelings of other people. You know what to do to fit in to different social situations, and you know what to do to put others at ease.	6 and 14	

Character Strengths Survey

Virtue justice - strengthening the community				
13	Teamwork	You excel as a member of a group, and you are a loyal and dedicated teammate. You always do your share and work hard for the success of the group.	19 and 33	
14	Justice	You treat all people fairly and equally and do not let personal feelings bias your decisions about others. You give everyone a chance.	20 and 28	
15	Leadership	You excel at the tasks of leadership: encouraging a group to get things done and preserving harmony within the group by making everyone feel included. You do a good job organizing activities and seeing that they happen.	22 and 41	
Virtue temperance - being able to control oneself				
16	Forgiveness	You forgive those who have done you wrong. You always give people a second chance. Your guiding principle is mercy and not revenge.	38 and 47	
17	Humility	You are modest and humble. You never brag or act special. You never call attention to yourself.	30 and 36	
18	Prudence	You are careful, and your choices are consistently thoughtful ones. You do not say or do things that you might later regret.	29 and 31	
19	Self-regulation	You self-consciously regulate what you feel and what you do. You are a disciplined person. You are in control of your appetites and your emotions, not vice versa.	23 and 27	
Virtue transcendence - seeing the bigger picture and having a sense for the good and the beautiful				
20	Appreciation of Beauty & Excellence	You notice and appreciate beauty, excellence, and/or skilled performance in all domains of life, from nature to art to mathematics to science to everyday experience.	43 and 48	
21	Gratitude	You are aware of the good things that happen to you, and you never take them for granted. Your friends and family members know that you are a grateful person because you always take the time to express your thanks.	32 and 34	
22	Hope	You expect the best in the future, and you work to achieve it. You believe that the future is something that you can control.	35 and 39	
23	Humor	You like to laugh and tease. You enjoy bringing smiles to other people no matter what the situation. You are able to see the lighter side of it. You are good at making jokes.	40 and 42	
24	Spirituality	You have strong and coherent beliefs about the higher purpose and meaning of the universe. You know where you fit in the larger scheme. Your beliefs shape your actions and are a source of comfort to you.	37 and 44	

Where did you get the most points? What are your top 5 STRENGTHS (also called "signature strengths")?


What are your strengths?
Which of your strengths is your favorite?
How do you support other people?
How do you imagine your future?
What makes you happy?
What are you grateful for?
What would you like others to say about you later?
Which mistakes have taught you the most?
What did you experience as a blessing in disguise? (something positive developed out of something unpleasant)
When was the last time you were friend-ly and attentive to WHOM?
Whom did you forgive, which made you feel better about yourself?
Which people are role models for you?
What did you once do so well that you are still proud of it?
What do you enjoy mindfully with all your senses?
Wellbeing Interview
You need: 2-4 game partners, dice, playing pieces, wellbeing profile
How to play: Start wherever you like. Roll the dice and move your playing piece to the respective space. Ask this question to the person to your right. Listen attentively and take notes. At the end of the agreed playing time, write a wellbeing profile for this person.

Appreciative RESPONSE

Dear _____

I think that you

Signature _____

WELLBEING PROFILE

for

_____

Presented by _____

Strengths:

Supports others by:

Wishes for the future:

Is happy about:

Is grateful for:

What others should say about him/her later:

Has learned this lesson from these mistakes:

Experienced the following blessing in disguise:

Has learned from these mistakes:

Was recently friendly to:

Forgave and forgot:

Whom?

What?

Role models:

Is proud of:

Enjoys:

Start & Finish
Heart Cards
What do you do for yourself and others so that we can feel good together?
Optimism Cards
Learn to think optimistically and find a positive end to the sentence.
Thinking Game
You need: 2-4 game partners, 1 dice
How to play: Roll the dice and draw a card in the color of the square you are standing on.
Strengths Cards
Tell a story about when you used this strength for the last time.
Philosophy Cards
Read the saying and try to explain it.
Movement Cards
Follow the instructions.

Crawl under a chair.	Whatever you think, you become.	I help ...
Jump around a chair on one leg.	Who smiles instead of raging is always the stronger one.	I'd like to thank ...
Stand on one leg and count to 20.	Just as one calls into the forest, so it echoes back.	I take care of ...
Walk backwards around the chair.	He who digs a pit for others falls into it himself.	I am grateful for ...
Swing your arms 10 times.	The best way to predict the future is to shape it yourself.	I gift ... with a smile.
Stomp 10 times with your right leg and 10 times with your left.	Always treat others as you'd want them to treat you.	I encourage ...

Thinking Game

Clamp an eraser between your knees and walk to the door and back.	The weak can never forgive. Forgiveness is the attribute of the strong.	I pay attention to ...
When I have an argument, I...	When someone laughs at me...	When I'm angry ...
Creativity	Fairness	When I was wrong ...
Optimism	Forgiveness	When I'm sad ...
Courage	Prudence	When I'm disappointed ...
Friendliness	Humor	If something doesn't work out the way I want it to ...

You need:

- Dice
- Playing pieces
- 2–4 game partners
- Pen & paper (cards)

How to play:

Think together about what you have learned lately. Then, write it on separate cards and place them as a stack next to the game board (on the "card deck" area). Now, roll the dice and place your playing piece on the respective space. Answer the following questions depending on the color:

- What's good about that for everybody?
- What can you do with it?
- What's negative about it?
- What do I know for sure about it?
- What do I like or dislike about it?

LEARN TOGETHER
HOW TO THINK
CREATIVELY AND
CRITICALLY!

What are your strengths?
How did your grandparents live?
What are your hopes for the futu-re of our country?
What makes you happy?
Where did you grow up?
Family Strenghts Interview
Learn interesting things about your relatives by interviewing them and listening carefully.
You need: family members, a dice, playing pieces, a pen and paper to take notes
How to play: Start wherever you like, roll the dice and move clockwise.
What are you grateful for?
What makes you proud?
What would you like others to say about you later?
What kinds of peo-ple do you admire?
What advice would you give your 14-year-old self?
Which festivals did you celebra-te as a child?
Which mistakes have taught you the most?

Movement Game

	Monday	Tuesday	Wednesday	Thursday	Friday
	Do 10 jumping jacks.	Shake your body while counting to 10.	Touch your left knee with your right elbow.	Alternately touch your right foot with your left hand and your left foot with your right hand for 5 times.	Massage your right arm with your left hand.
	Firmly press your left hand with your right hand.	Do 5 push-ups against a wall.	Alternately turn your upper body to the right and left 10 times while standing.	Put a piece of paper on your head and walk around your chair 3 times without the paper falling down.	Firmly press your left hand with your right hand.
	Move only the right side of your body.	Touch your right foot with your left hand 3 times.	Make 10 big circles with your arms.	Jump 20 times sideways over a pencil lying on the floor without touching it.	Move only the right side of your body
	Massage your left arm with your right hand.	Touch your left foot with your right hand 3 times.	Touch your right foot with your left hand 3 times.	Touch your right foot with your left hand 3 times.	Massage your left arm with your right hand.
	Touch your left shoulder with your right hand and your right shoulder with your left hand.	March in place, pulling your knees all the way up 10 times.	Firmly sqeeze your right hand with your left hand.	Move only the left side of your body.	Touch your left shoulder with your right hand and your right shoulder with your left hand.
	Run in place and count to 20.	Move only the lower half of your body while keeping your upper body as still as possible.	Fold your hands above your head and stand on one leg. How long can you hold this posture?	Do 10 squats.	Run in place and count to 20.

Study Fan

The Study Fan is a great tool for being reminded of how to approach new learning content successfully and without stress. Make a copy of the following template for all learners. The students should then cut out each tip individually and tie them all together with a string - simply cut out small holes on the left side, pull a string through, and make a knot. When dealing with new or difficult topics, you can take out the fan and go through the steps one by one.

Study Fan

My Study Fan

How can I make learning easier for myself?

Study Fan

1. Mindfulness and concentration

I concentrate fully on one task only and stick to it. I do not let myself be distracted while learning. In this way, I will have more free time afterwards.

Study Fan

2. Motivation

I think about what is interesting for me about the subject matter. If I can't find anything interesting at all, then I look forward to the great feeling of having achieved something.

Study Fan

3. Underlining and summarizing the important things

I am better able to remember a text if I underline the important parts or write them down on a separate sheet of paper.

Study Fan

4. I learn by using several learning pathways in my brain

I use all my senses for learning:

Eyes: reading something, creating images in my head, using mnemonic devices ...

Ears: reading something aloud, having something read aloud to me, reciting something to myself ...

Hands: writing something down, making sketches and drawings ...

Study fan

5. Variety

My brain needs variety. Therefore, I do not learn content from similar subjects directly after each other.

Study fan

6. Breaks

I take regular breaks because breaks keep me alert and improve my concentration.

Study fan

7. I plan my study time

I divide the study load into portions.
When I'm done with one part, I check it off.

Study fan

8. I do regular revisions

Just like athletes, my brain also needs its own training.

Study fan

9. Mountaineering principle

I plan to take small steps that will bring me joy when I have achieved them.

Study fan

10. I assess my progress

I'm explaining what I've learned to someone else.
I come up with questions about the learning content and do a quiz together with my friends. I use flash cards to study and revise the content.

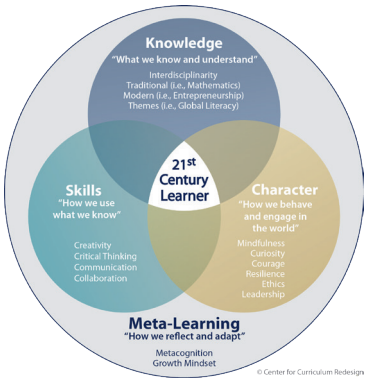
File Card Programme: From “grumbler-spirit” to “power-mind”

How to work with this file card programme:

The following materials aim to strengthen the self-perception and self-esteem of children and adolescents. Both are prerequisites for a successful and peaceful “togetherness” and community spirit. The file cards offer a variety of inputs from which you can choose according to the current context and needs of your class.

The cards can be used in a variety of ways, for example, in subjects like English or Social Learning. You can of course also use them in other subjects, during afternoon care, in youth groups, etc.

- The pink cards provide background information at the beginning of a new focus topic.
- Cards marked by a thick frame are for the students themselves. Ideally, they should work with them as independently and self-responsibly as possible, for example, by communicating with each other, cooperating, thinking critically, and developing creative ideas. This ensures that they are given many opportunities to practice the 21st century skills. In addition, they’ll come to understand that character strengths form the basis for a successful (community) life (see also "From Positive Psychology to Positive Education").



From “grumbler-spirit” to “power-mind” ***Card 1***

Why this file card programme was developed ...

Up to 20% of young people suffer from depression, which can lead to serious health problems such as listlessness, dropout, addiction, and even premature death. In an effort to counteract these problems, Martin Seligman, former president of the APA American Psychological Association, developed two programs with the aim of fostering positive emotions, optimism, positive thinking, life satisfaction and resilience in schools, all of which can serve as protective factors against depression and strengthen students' learning abilities.

- **Penn Resiliency Program (PRP)**
  Students learn to better deal with stress, respond realistically and flexibly to problems, train optimism and assertiveness, and apply problem-solving methods (e.g., creativity, decision-making and relaxation techniques).
- **Positive Psychologie Programm (PPP)**
  Recognizing and using one's character strengths such as kindness, courage, wisdom, or endurance. For example, students are asked to keep a diary about daily positive experiences (e.g. writing down three things you are grateful for every day, such as "I could help ...", "I succeeded in ...", or "My friend and I..."). This increases resilience and positive feelings. Students come together to think about the elements of a good and meaningful life.

This file card programme contains exercises that are closely modelled on these programmes. It is intended both as inspiration and guidance for teachers as well as for the hands of the students themselves.
Tip: If possible, try to use the cards in chronological order. For the ceremonial presentation of the programme, take photos of the individual activities again and again!

From “grumbler-spirit” to “power-mind” *Card 2*

Grumbler-champion

Lino constantly feels like a victim and always finds a reason to grumble and moan.
This increasingly gets on more and more people's nerves.

Example: It's raining. Lino complains: "..."

Form groups

Imagine you are Lino, the grumbler-champion. What are you complaining and moaning about?
Write grumbler sentences on individual strips of paper.

Now, organize a grumbler championship

Each group complains to the other groups about what is soooo terribly bad. Which group is able to find many and also unusual reasons to grumble?

Pay attention to body language and talk to each other about your observations. Which posture do grumblers usually adopt? A moaning posture or a self-confident one? Which posture do you like better?

Now, turn the grumbler paper strips around and write positive responses on their backs, starting with "Yes, but ...". You can come up with very unusual or crazy arguments. It may even happen that some start laughing and infect others with it. That's no problem at all! On the contrary, laughter and humor help us in adopting a positive view of life.
Moreover, those who can laugh about themselves will not be laughed at by others!

From “grumbler-spirit” to “power-mind” *Card 3*

It all comes down to the right magnifying glass and point of view!

Lino always feels like a victim. He always finds reasons to grumble and moan. His grandmother can't stand grumbling. She has learned to make the best out of every situation.

Example: It's raining. His grandmother's power sentence: "Wonderful, now we can get comfy at home!"

Task

Think about unpleasant situations. (Examples: *Lea doesn't like her school lunch. Dino can't find his math exercise book. Lia received a bad grade.* ...). Now, invent ...

- grumbler sentences (focusing on negative aspects) and
- power sentences (highlighting and discovering facts and positive aspects).

One person grumbles, while the other person sees things positively and encourages a change in perspective. Act out the conversation as a play and possibly write it down.

Did all groups find similar grumbler and power sentences or were there different ideas?

File Card Programme: From “grumbler-spirit” to “power-mind”

From “grumbler-spirit” to “power-mind” *Card 4*

Learning to solve problems

1. Recognizing and naming problems
2. Pausing and thinking
3. Finding solution(s)
4. Understanding that there is more than one right solution and that there is no one-size-fits-all solution.
5. Identifying and thinking about the consequences of the solution.
6. Asking / reflecting on whether the desired outcome has been achieved
7. If this was not the case, one has learned that not all problems can be solved.

Problem solving training by means of role plays

By acting out situations from everyday school life, behavior patterns and their logical consequences are tested in a playful way.
The acting students learn to cooperate, communicate, plan, represent different points of view, argue, develop new ideas and solve problems. In this way, they discover and train their strengths, confidence, and self-esteem.

From “grumbler-spirit” to “power-mind” *Card 5*

Emotions are based on appraisal and evaluation ... , 2

Recall a situation in which there was a lot of moaning and grumbling. Now, draw a three-panel comic strip about it. The following sketch will help you:

All **thoughts** and assumptions →	→ trigger **feelings**. They have an effect on →	→ **behavior** and **way of acting**
	Draw!	... and their logical consequences!

For the particularly curious: This comic strip is based on Albert Ellis’s ABC model.

Activating experiences
(expressing negative expectations)

Beliefs
(identifying unfounded assumptions)

Consequences
(consequences of behavior)

From “grumbler-spirit” to “power-mind” *Card 6*

Emotions are based on appraisal and evaluation ..., 1

SITUATION	**I meet friends.**
Thought → **EVALUATION**	"Oh, how nice!"
Triggered **FEELING**	Joy
Triggered **BEHAVIOR**	Cheerful greeting

Recall a situation in which there was a lot of moaning and grumbling.
Now, draw a three-panel comic strip about it. (the sketch on card 5 will help you.)

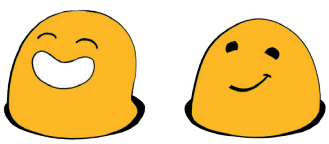
Thought:.....	*Feeling:.....*	*Behaviour:.....*

From “grumbler-spirit” to “power-mind” *Card 7*

Emotions are based on appraisal and evaluation ..., 3

Task:

- Present your comic strips. Also feel free to act them out or perform them.
- Choose one of your grumbler stories and transform them into a positive one.
  How? Turn the negative thoughts and beliefs in the first picture into positive ones.
- Think about the consequent feelings and behaviors of these new, positive thoughts.

All **thoughts** and assumptions →	→ trigger **feelings**. They have an effect on →	→ **behavior** and **way of acting**
	Draw! 	... and their logical consequences!

Draw a “reversed” comic with a "happy ending".

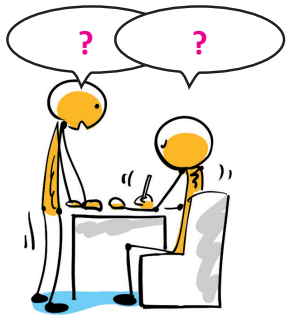
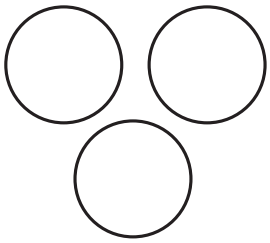
File Card Programme: From “grumbler-spirit” to “power-mind”

From “grumbler-spirit” to “power-mind” *Card 8*

File Card Programme: From “grumbler-spirit” to “power-mind”

Task: “Reversing” the story and changing the perspective.

- Someone is in a bad mood. WHAT HAS HAPPENED BEFORE?
- Someone is in a good mood. WHAT HAS HAPPENED BEFORE? Now, draw a three-panel comic strip about it. The following sketch will help you:

All **thoughts** and assumptions →	→ trigger **feelings**. They have an effect on →	→ **behavior** and **way of acting**
3. 	**2.←** **Draw emotions!** 	**1. ← ????** ... and their logical consequences!

From “grumbler-spirit” to “power-mind” *Card 9*

Emotions are based on appraisal and evaluation ..., 5

The hammer thief

Once upon a time, a man couldn't find his hammer.
He searched for it for days and weeks, but it had disappeared. He suspected his neighbor's son of having stolen the hammer. Therefore, he started watching his neighbor's son closely. And indeed, the boy's way of walking was that of a hammer thief. His words were those of a hammer thief. His whole being and behavior was that of a hammer thief. That evening, the man found the hammer under a pile of wood. The next morning, he saw his neighbor's son again and watched him closely. His way of walking was now not that of a hammer thief anymore. His words weren't those of a hammer thief and neither was his behavior. *(after Lao Tse)*

Talk about this story in small groups or with the whole class.

- In what ways does the boy notice how the man thinks about him?
- What consequences could the man’s negative thinking have?

From “grumbler-spirit” to “power-mind” *Card 10*

Emotions are based on appraisal and evaluation ..., 6

Thinking that is distorted by prejudices and a grumbler mindset leads to negative feelings. This doesn't only harm the grumblers themselves but also affects those who are interacting with them. Grumbler-spirits can be recognized by their belief that there is only good or evil, "black or white". They overgeneralize (All ... are ...!) and turn small problems into big ones. They make a mountain out of a molehill. When they talk, they constantly say, "I must..." and "I should..." instead of "I want..." and "I’m doing...".
Grumblers get carried away with negative emotions. These then seem like "self-fulfilling prophecies" because what they fear often becomes a reality. Here's an example: If they're convinced that someone doesn't like them, they behave in an unfriendly way towards them and, in turn, receive unkind reactions. In that way, their own "prophecies" come true.

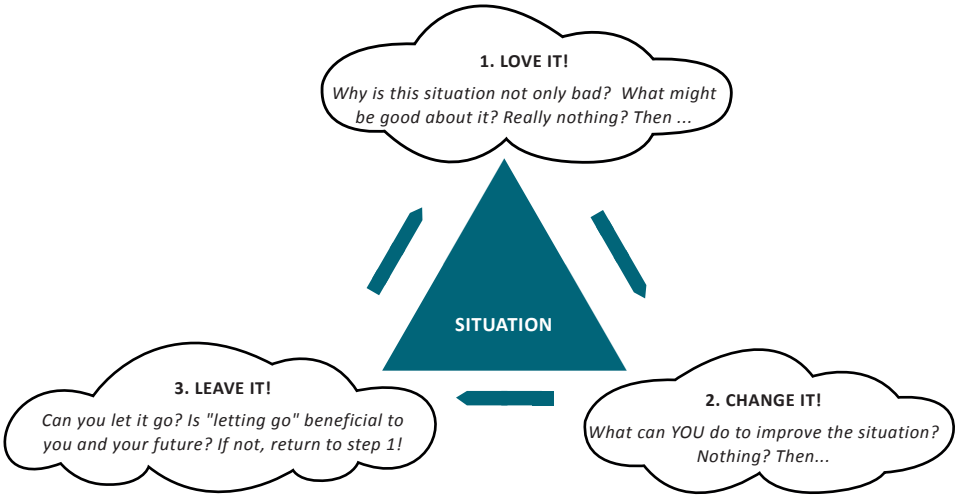
Talk about the text in small groups or with the whole class.

- Recall grumbler situations.
- What were the consequences of thinking negatively?
- How would you act today?
- What would be the consequences?

From “grumbler-spirit” to “power-mind” *Card 11*

Decision triangle 1

Sometimes you don't feel good in a situation at all. You know that crying and moaning won't help. Instead, you have to do something that will make you feel better again. This is where the decision triangle can be really helpful ("LEAVE IT - LOVE IT - CHANGE IT").



On the next card, you’ll find an example that might look familiar to you.

File Card Programme: From “grumbler-spirit” to “power-mind”

From “grumbler-spirit” to “power-mind” *Card 12*

Decision triangle 2

Example 1: Marla wants to draw a picture on the computer.
She doesn't let anyone else use the computer and she doesn't let anyone watch her. Soon, other children want to use the computer, too. They do not leave Marla alone. This annoys her and a heated argument develops.
What can Marla do to improve the situation?

1. Marla wants to **CHANGE** the situation. She asks the teacher to forbid others to access the computer. Because the teacher doesn't think that this is fair, she won't do it.
2. Now Marla could **LEAVE** the situation and stop drawing, but that's surely not what she wants, either.
3. Therefore, she has to change her attitude to improve the situation, so she lets the others watch her and even shows them how to draw on the computer. As time goes by, she enjoys helping others more and more.

Alone or in groups, think about some situations that annoy you. Use the decision triangle to come up with solutions. In teams, reenact the situations including the "magic solutions".
After performing the situations in front of your classmates, discuss together whether the solutions were good for everyone.

From “grumbler-spirit” to “power-mind” *Card 13*

Decision triangle 3

Example 2: Mario is 11 years old. He is annoyed by his little sister Mira, who doesn't let him read in peace in the evening. He doesn't want to shout at her. Mira is very attached to him and he likes her, too. He considers what he can do so that there is a good solution for both of them. The decision triangle helps him.

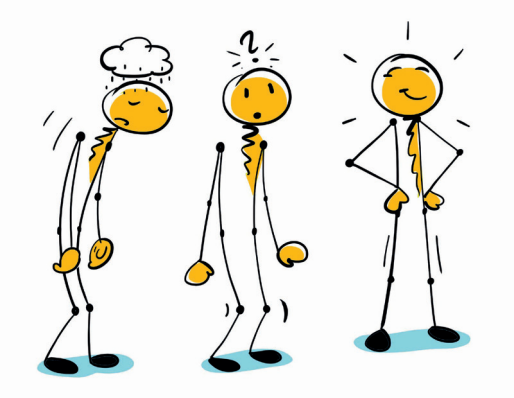
- LOVE IT! Mario loves his little sister so much that he puts up with it. However, he also wants to read in peace. Therefore, the little "troublemaker" gets on his nerves more and more.
- CHANGE IT! Mario asks his parents if he can keep the lights on a bit longer. Unfortunately, this is not possible because the siblings share one room and Mira cannot sleep with the lights on.
- LEAVE IT! Mario could also just disobey his parents and leave the lights on. However, he doesn't want to do that because they would be really angry with him. This leaves Mario with only one option: he has to find reasons to love the situation:
- → LOVE IT! Possible reasons:
  - He loves Mira and is proud that his parents trust him with her.
  - He is happy that he gets along well with his parents.
  - He realizes that he feels much better when he is well rested and gets out of bed easily.

Have you ever experienced a similar situation? Act it out with someone and try to find a solution together that is good for all parties involved.

From “grumbler-spirit” to “power-mind” *Card 14*

You are what you think

YOUR thinking determines what **YOU** look for and how **YOU** evaluate situations. If you think positively, you notice positive things, acknowledge them, and reinforce them. Unfortunately, many people tend to look for the negative and reinforce what they don't really want. They radiate negativity, which causes others to react negatively, of course *(because of their mirror neurons)*.
However, this doesn't mean that getting angry is forbidden! Everyone finds themselves in unpleasant situations once in a while and feels somewhat helpless. The key is just to not let yourself get carried away by it.

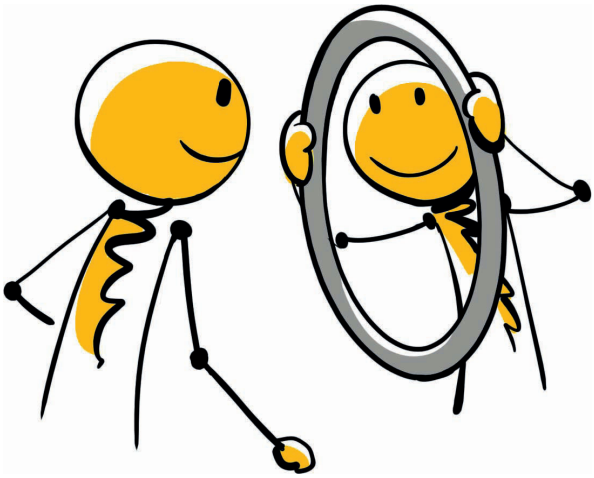


From “grumbler-spirit” to “power-mind” *Card 15*

You are what you think

Mirror neurons are responsible for making emotions contagious. They were discovered by researchers only a few years ago. Thanks to these neurons, we can empathize and feel with others. This is a prerequisite for any good and strong relationship.

Which feelings are you easily infected by?
How can you avoid being infected by unpleasant feelings? Try to come up with solutions together with others.



From “grumbler-spirit” to “power-mind” *Card 16*

You’ll become what you think

Whether you think a situation is good or bad, you are right!

Either in this way:

Or in that:

Think about the text and talk about it with others.

From “grumbler-spirit” to “power-mind” *Card 17*

Food for thought

A shepherd boy shouts a few times for fun: "Look out, there's a wolf!" Later, when there is an actual wolf and he cries for help, no one believes him anymore.

Talk to each other about this situation.
What could you learn from it?

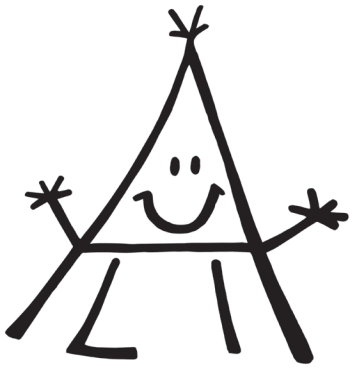
From “grumbler-spirit” to “power-mind” *Card 18*

Do you know your autopilot?

You notice that you react automatically and without thinking, because your "autopilot" in your brain is switched on? It automatically wants to put everything you perceive into the "GOOD" or "BAD" box - without you having to decide for yourself.

Well, there are several ways in which you can avoid this:

- Letting go of prejudices and perceiving and observing everything as neutral and unbiased as an alien. (see card 19)
- Getting help from ALI. (see card 20)
- Tensing up and then releasing your muscles. (see card 21)
- Using fantasy journeys to relax and gain distance. (see cards 22 and 23)



From “grumbler-spirit” to “power-mind” *Card 19*

Tip #1: Think like an alien

Leo sees Lea, with whom he often argues, having fun with others. He immediately thinks that everyone is laughing at him because she has made fun of him. Consequently, he attacks Lea. Lea is surprised. She was laughing at a joke made by her friend and has no idea why Leo is so angry.

What has happened here? Have you ever experienced anything like that? Talk to others about it.

How do you avoid embarrassing yourself like Leo did? It's easy! Just imagine that you're an alien who has just arrived on planet Earth. It has no previous experience, so it reacts in an unprejudiced and "neutral" way. Here's an example:

Leo sees Lea, with whom he often argues, having fun with others. He finds this funny and laughs along. The others appreciate it and ask Leo to join in. Everyone has fun.

Tip: Think like an "alien" even if you think that someone wants to insult you or is unfriendly. You will soon notice that this way of thinking will help you better get along with others and will eventually make you more popular.

From “grumbler-spirit” to “power-mind” *Card 20*

Tip #2: Asking ALI for help

ALI is a kind of "good spirit" that helps you act calmly and wisely.

In certain situations, you react automatically and without thinking. This can have negative consequences that you don't want because they are mostly bad for your sense of community and "togetherness".

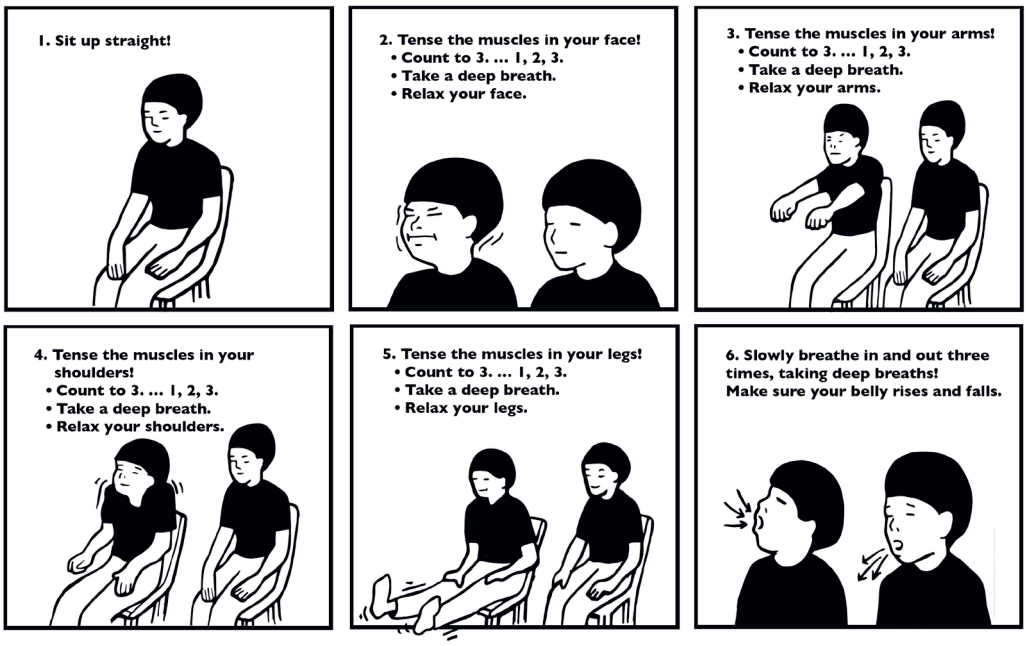
Before you react too quickly, ALI reminds you of something important: first of all, very deeply ...

- **A**IR (Take a deep breath!), then
- **L**AUGHTER and
- **I**NNER PEACE (Pause & think!)

From “grumbler-spirit” to “power-mind” *Card 21*

Tip #3: Occasionally tensing up and releasing one’s muscles

(Progressive Muscle Relaxation according to Dr. Edmund Jacobson)

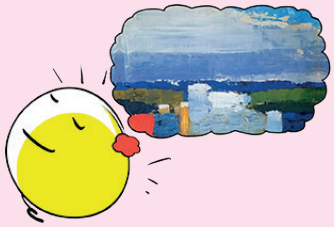


From “grumbler-spirit” to “power-mind” *Card 22*

Fantasy journeys

Fantasy journeys are guided daydreams in which inner images are created through vividly narrated stories. Fantasy journeys can help you …

- to reduce stress,
- to solve problems,
- to achieve goals,
- to find inner balance and
- to encourage your imagination and creativity.



Fantasy journeys can be used in language, arts and history lessons. Furthermore, in subjects related to the natural sciences, they can help to visualize and repeat what has been learned.

Fantasy journeys can be used both at the beginning and end of teaching sequences. They are also very helpful when pupils are unfocused and agitated. Autogenic training, breathing techniques, progressive muscle relaxation, and meditation pursue similar goals.

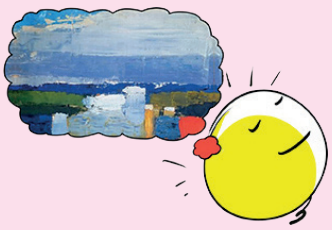
From “grumbler-spirit” to “power-mind” *Card 23*

Tip #4: Fantasy journeys to relax and gain some distance
Go on this journey alone or with others.
Make sure that you are sitting or lying down comfortably and read the text slowly so that there is enough time to create images in your head.
If no one is there to read it to you, record the text on your mobile phone. Then you can draw strength and energy from your own fantasy journey whenever you need it.

Recreational journey to your favorite place

Where do you feel particularly comfortable? Take some quiet moments to think about whether it is at home, in the forest, next to a body of water, on a meadow, in the mountains, or somewhere entirely else. ... Now, imagine your favorite place with all senses.

- What does it look like there? What colors can you see? ...
- Is something moving? ...
- What do you hear? …
- What do you smell? ...
- What do you feel on your skin? ...
- What emotions do you have? ...
- Where do you feel them? ...



Enjoy your stay at your favorite place with all your senses. When you feel well rested, return to your chair, wiggle your fingers and your toes, and stretch your body.

From “grumbler-spirit” to “power-mind” *Card 24*

Learning from others

Watch the video "3 tips to boost your confidence" in small groups on a mobile phone or computer.

Talk to each other about the video:

- What attitude do self-confident people have? Imitate this attitude.
- Which of the three tips do you like best?
- Who is still struggling with what? Together, think about what you want to work on. Support each other in the process.
- What else did you notice about the video?
  (e.g. that there were only girls in the video, ...)

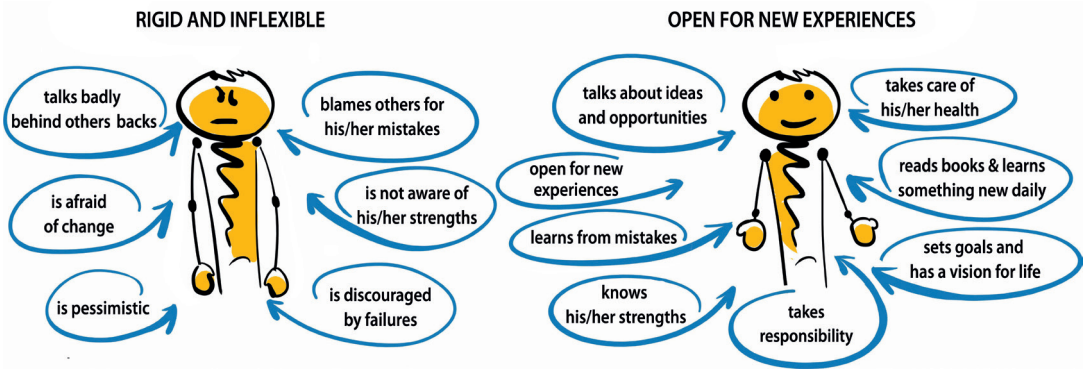
youtu.be/l_NYrWqUR40

From “grumbler-spirit” to “power-mind” *Card 25*

Growth Mindset

Having a growth mindset means having a "flourishing picture" of, and self-confidence in yourself. In other words, it means having something like a "power mind".

Do you know somebody who is similar to the right, positive character? Yes? Then take this person as a role model and "hero" to learn from them.



Which statements apply to you? Be honest with yourself, because only then will you realize what you can work on to become a successful and popular "hero" for others.

From “grumbler-spirit” to “power-mind” *Card 26*

Self-confidence can be trained!

Writing and beautifully designing a "Me" book or a "Me" newspaper can help in this respect.

Possible topics include: name, birthday, body (e.g. foot- or handprints, a hair strand, ...), family, friends, school, pleasant and unpleasant experiences, strengths, hobbies, interests, feelings, future plans, dreams, ...

"Me" - Newspaper:

Take a look at the different parts and text types newspapers are made of: Articles about special events, advertisements of different kinds, sports reports, letters to the editor, etc.

Now, design a newspaper (e.g. a wall newspaper) with different types of texts that are all about you. The name of the newspaper and the pictures in it should also be related to you.

Use your "Me" newspapers to create a "We" exhibition in the classroom.

From “grumbler-spirit” to “power-mind” *Card 27*

Self-confidence can be trained!

- Think about what you like to do and what you are good at. Write down your five highest strengths on a sheet of paper. Design it beautifully and colorfully.
- Are there any strengths you would like to have more of? Write these strengths on your poster in yellow color. Now, look for people who already possess these strengths. Observe them and learn from them. Ask them to help you work on these strengths.
- When you feel that you have learned something new, add these strengths to your poster in a different color.

On the next card, you will find a character strengths survey. Have fun!

File Card Programme: From “grumbler-spirit” to “power-mind”

From “grumbler-spirit” to “power-mind” ***Card 28***

My character strengths I …	always	often	sometimes	never
… am persistent and I do not give up easily.				
… am honest and authentic.				
… am humble.				
… am grateful and know many things I am grateful for.				
… am passionate, zestful, and enthusiastic				
… am fair and just.				
… am friendly and empathetic.				
… am optimistic, hopeful, and looking forward to the future.				
… am humorous and enjoy laughing (also about myself).				
… am creative and resourceful.				
… am curious and interested in many things.				
… am brave and courageous.				
… am prudent and consider possible consequences beforehand.				
… am compassionate and socially intelligent.				
… am smart and look at things wisely from several perspectives.				
… can forgive others.				
… can control myself.				
… can work in a team with others.				
… can lead, guide, and, instruct others.				
… can judge things and people fairly and objectively.				
… have good relationships with others and nurture them.				
… have a sense for beauty.				
… believe in something *(a higher power, the power of love, God, ...)*				
Add up your score!				
What strengths did you check off as "*always*"? – Wow, you're really good at them! Which ones did you check off as "*often*"? - You're good at them, too! Which ones did you check off as "*never*"? - Great, now you know what you can work on!				

From “grumbler-spirit” to “power-mind” *Card 29*

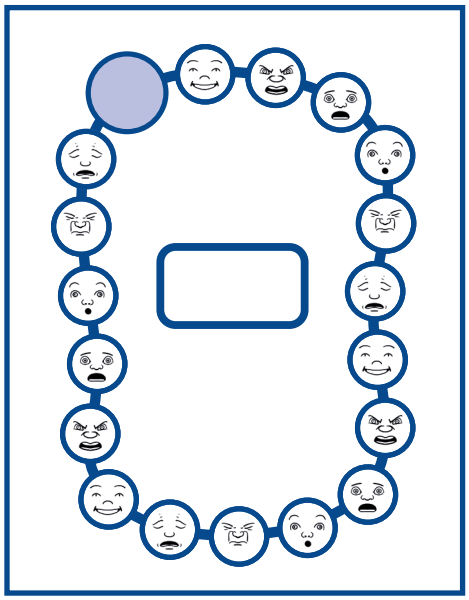
“Power-mind“ game

You need:

- Game board
- Situation cards (they are placed face up in the middle of the game board)
- Dice and playing pieces

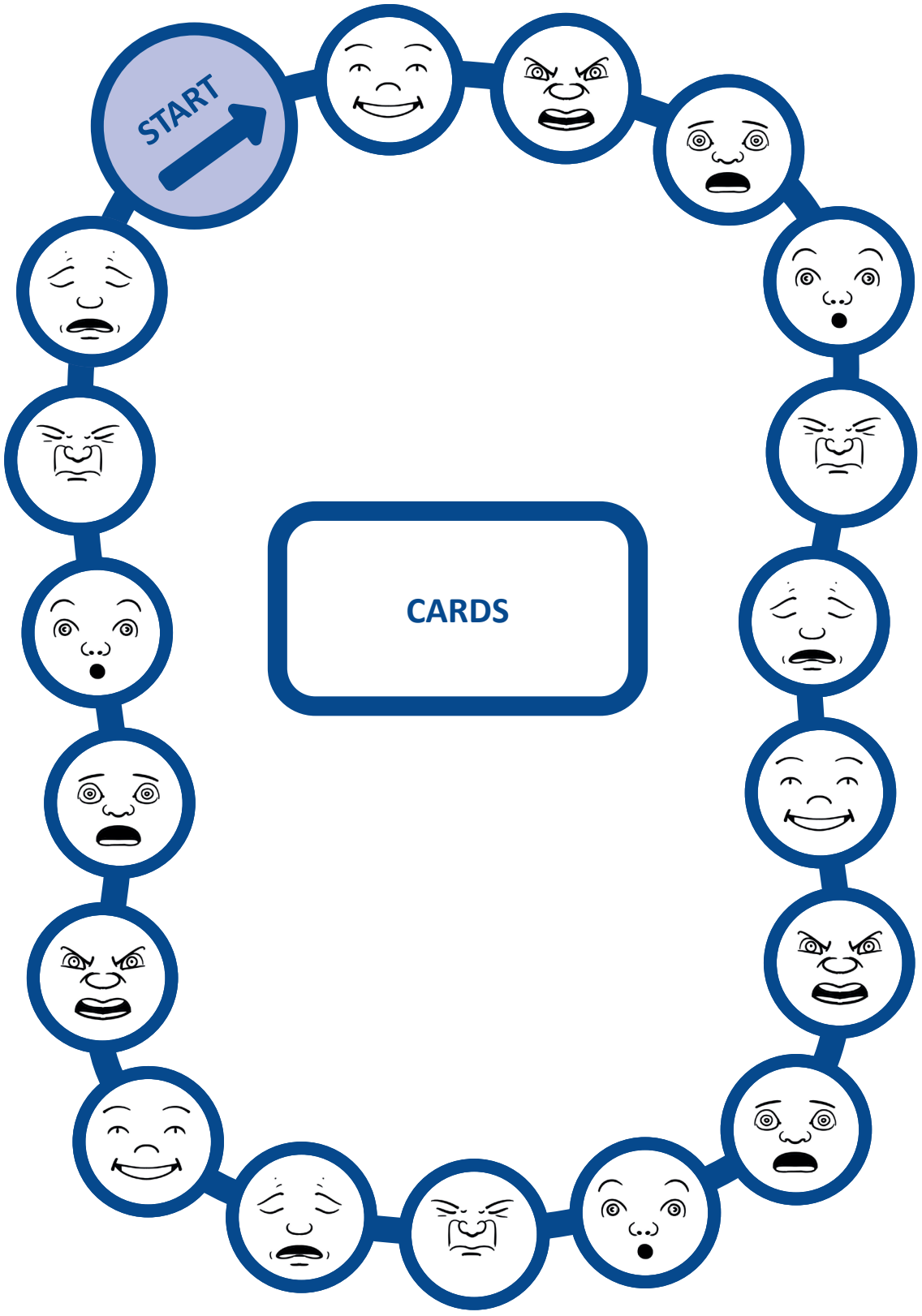
How to play:

- Everybody rolls the dice once. Whoever has the highest number starts.
- Roll the dice and move forward the corresponding number of spaces.
- Draw a card, read it, and react to it with the same emotion as the emoji on the space you are standing on. Feel free to exaggerate.
- Whoever is lucky enough to return to the "START" space first, wins the game.



You hear someone saying untrue things about you.	Someone is pushing themselves to the front of the line.	You loan someone your felt-tip markers and get them back dried out.
Someone is doing things that hurt others.	Someone comes to your place often but never invites you to their place.	Someone always wants to come first.
Someone doesn't return what they've borrowed.	Someone mocks others.	Someone laughs at you.
Someone throws your jacket on the floor and doesn't pick it up.	Someone eats your lunch without asking.	Someone bullies weaker ones.

“Power-mind“ Game Board



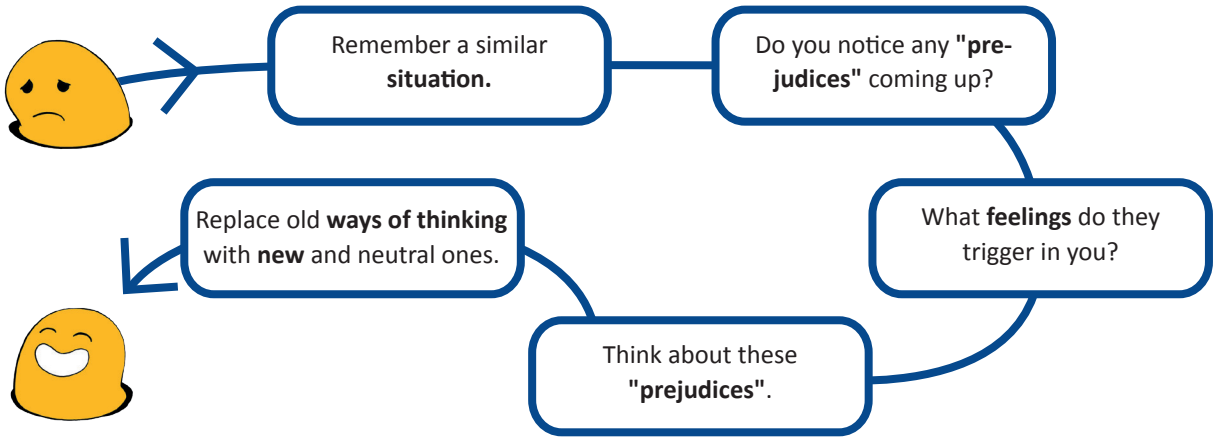
From “grumbler-spirit” to “power-mind” *Card 30*

“Power-mind“ guide

Can you remember a situation where someone reacted wrongly because they acted automatically and without thinking? What were the consequences?

Talk to others about such experiences.

This "power-mind" guide can help you avoid inconsiderate actions and its negative consequences in the future.



From “grumbler-spirit” to “power-mind” *Card 31*

Goodbye, procrastination!

You have to do something you're not in the mood for? For example, a homework task, or a chore assigned to you by your parents, ...

You constantly come up with excuses why you can't start doing it NOW? You procrastinate until you’re running out of time? Your stomach is tight and filled with negative feelings? The problem is getting bigger and bigger? You're getting worse? Does any of that sound familiar?

Here are some **tips** for getting rid of this annoying procrastination:

- Do unpleasant things first. Then you'll have more time for the pleasant things.
- Break down big tasks into small steps. Write them down in your calendar or agenda.
- Tackle one of the identified small steps every day - and be proud of yourself.
- Imagine how amazing you will feel after having completed all unpleasant things. Really feel the joy and relief right now.
- Tell yourself that you’re looking forward to doing the "thing" you're procrastinating. If you're good at convincing yourself, this technique can work wonders.

Which tips work best for you? Follow them and believe in yourself!

From “grumbler-spirit” to “power-mind” *Card 32*

Negative feelings

In order to be able to cope well with negative feelings such as anger, fear and sadness, one has to be able to recognize and distinguish them.

Sadness and **grief** are normal feelings and it's important to allow yourself to feel them. However, be careful not to get lost in them. Instead, also look out for positive and pleasant things in life and be grateful for them.

If you feel **anger** or **rage**, it usually helps to gain some distance. For example, take a deep breath (→ ALI), imagine pleasant things (→ do a fantasy journey), ...

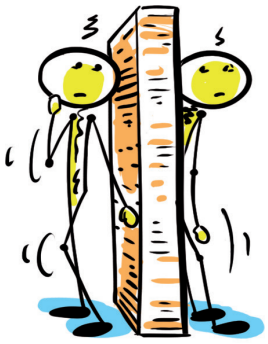
Fear can often be overcome by either encouraging yourself or having someone encourage you. For example, with the help of positive affirmations like "It's not so bad" or "I can do it!". Unfortunately, fear "blocks" the brain and makes thinking difficult.

It can help to think about all the fears you have already overcome. Talk to others about your experiences with handling unpleasant feelings and learn from each other.

From “grumbler-spirit” to “power-mind” *Card 33*

The fear of making decisions

Have you ever been too afraid to make a decision? Why don't you do something about this annoying fear that prevents you from feeling successful?



1. Recognizing your fears
Complete the following sentence starters:

- I'm afraid that ...
- I'm worried about ...
- If I make this decision, then ...

Also talk about your worries with others and write down your fears.

2. Sorting out exaggerated, unfounded fears
Take some quiet time to think about your fears. Are they all really justified and rational? Cross out those that aren't.

3. Investigating and reducing your fears
Think about your remaining fears and ask yourself: What can I do to prevent the thing I'm afraid of from happening? Write down your ideas.

4. Overcoming your fears
Pick one of your fears (*from step 3*). Now, ask yourself: Which small steps can I take to overcome this fear?

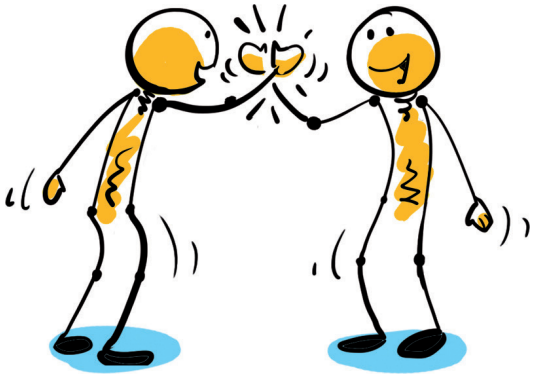
From “grumbler-spirit” to “power-mind” *Card 34*

Communicating - without fear or judgment!

If you follow the tips below, it will certainly be a good conversation:

1. Listen attentively
2. Reflect on what is being said
3. Empathize with others
4. Acknowledge different points of view
5. Ask questions if there is something you didn't understand
6. Express your own opinion calmly, openly and, respectfully
7. Give honest, compassionate feedback

How do you feel when you've had a good conversation?



From “grumbler-spirit” to “power-mind” *Card 35*

Stress - no thanks!

What you need in order to deal well with stress:

1. Knowing how and in which situations you feel stressed.
2. Recognizing stressful situations in time and thereby possibly preventing them.
3. Knowing your reactions to stress and where in your body they show up.
4. Knowing methods for reducing stress and reactions to stress.
   - Knowing and using **relaxation techniques** together or individually *(e.g. Tensing and relaxing muscles, deep breathing, fantasy journeys, ...)*
   - Knowing and using **relaxation techniques that work best for you** *(e.g. Listening to music, doing handicrafts, doing sports, walking, reading, ...)*
   - Avoiding stress through **planning** and **time management** *(e.g. Completing tasks immediately, planning long-term goals and manageable, s.m.a.r.t. steps, ...)*

From “grumbler-spirit” to “power-mind” *Card 36*

“Power-mind” training: throw the dice for your intention of the day

- **You need:** a dice
- **How to play:**

Roll the dice and read the sentence next to the corresponding number below. This will be your resolution of the day. Tip: By sharing it with others, you'll be more likely to stick to it. Think about why it will make you stronger and more successful.

You can also write personal resolutions on small pieces of paper, collect them in a box and draw one of them every day.

	I focus on what I'm doing right now.		I'm not letting anyone spoil my mood.
	I persevere, even if something is difficult or boring.		I pay attention to if and how I can support others.
	I treat others the way I want to be treated.		I am happy about my own successes, but also about those of others.

From “grumbler-spirit” to “power-mind” *Card 37*

Wellbeing tips

- **Every morning, make the resolution to turn this day into a wonderful day** – both for yourself and the people around you. Your positive attitude will attract positive things back to you.
- **Concentrate on what you are doing at the moment with all your senses:** talking or working together with others, completing tasks, ... Everything works better that way!
- **Smile often and take everything with a sense of humor.** Approach your tasks and work cheerfully and confidently. Your positive attitude will infect others, and everyone will get even better at what they are doing.
- If you get tired and listless, look for someone who needs help. Ask them if they would like your **help**. If they say yes, help them in a friendly and compassionate way. You will soon notice that helping others will lift you up and give you a positive energy boost. By helping others, you can also help yourself.

From “grumbler-spirit” to “power-mind” *Card 38*

Einstein's disco

You need: music, cards with wellbeing tips (either use the ready-made cards below or write your own coolest and funniest tips on cards).

How to play:

- Imagine you are in a disco and dance!
- When the music stops, freeze and talk to the person closest to you about what is on your cards.
- When the music starts again, swap cards.
- Now, dance around the room again until the music stops. Repeat.

Live in the HERE and NOW!
Do not constantly think about what was or will be. Instead, take a look around and notice what is pleasant and makes you happy in the **HERE** and **NOW**.

Take responsibility!
Take responsibility for yourself, but also for others! This will guarantee wellbeing.

Be creative!
Both when it comes to solving problems and to writing, working, dancing, painting, ...

Drink at least 2 liters of water!
Drinking enough water is very important for your ability to concentrate, your health, and your appearance.

Trust your own feelings!
With everything you do, ask yourself if you really want to do it. We do so many things without even thinking about them, or simply because they make us look good.

Learn to love yourself!
You are enough just the way you are. Think about all the things you can be proud of!

File Card Programme: From “grumbler-spirit” to “power-mind”

Be mindful with what you wish for!

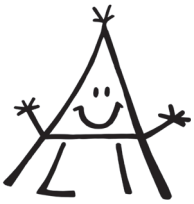
With everything you want, ask yourself if you really need it. After all, sometimes we only want something because we want to "be sitting pretty".

Observe nature!

Go outdoors often and observe the changes during the year.

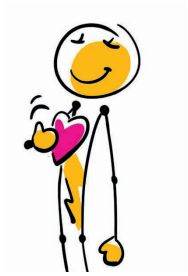
Be honest with yourself and others!

It's not wise to lie, because lies don't travel far. It’s way better to learn to speak your mind in a way that doesn't offend anyone.



Be mindful and attentive with everything you do!

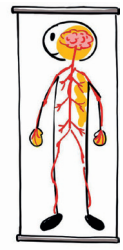
Observe your breath very carefully. Observe everything around you with mindfulness, curiosity, and attentiveness.



Be grateful!

What are you grateful for?

(Holding on to negative feelings like dissatisfaction, envy, or greed will harm first and foremost yourself.)



Pay attention to healthy food and nutrition!

Eat food that makes your body and mind feel good and energized. Mindfully savor every bite, so you'll notice in time when you're full and prevent overeating.

Sleep enough!

When you sleep, your body and brain have time to recover. This is when the things you've learned during the day are integrated into your brain’s knowledge and memory store. In that way, you’re able to recall it again later when needed.

Move!

Movement helps with learning and remembering and keeps the body fit. Exercise also triggers the release of feel-good hormones like endorphins.

Try it with music!

Everything works better with music. Singing and dancing - alone or with others - lets feel-good hormones flow through our bodies.

Be joyful and laugh often!

A good mood triggers happy and pleasant feelings - both in yourself and in others. However, laughter is not only a "happiness shower" but also a full-body workout.

From “grumbler-spirit” to “power-mind” *Card 39*

“Power-mind“ festival

With pride and joy, present what you have learned and what you would like to share with others.

- Recall everything you have done and learned together. The photos you took of your individual activities will surely help you.
- Think about **HOW** you want to present **WHAT**.
  (→ e.g. with a PowerPoint presentation, speeches, posters, a photo exhibition, games, ... Writing invitations and organizing a buffet are also parts of it).
- Who takes over which tasks in the preparation process? Also consider the signature strengths of each person when dividing the tasks.
- Promise each other that you will help to clean everything up together after the party!

From “grumbler-spirit” to “power-mind” *Card 40*

Strengths that you need to “flourish” and become stronger

Pick three strengths and think about situations where a famous person or someone you know has used these strengths. Talk about these situations to others. When do you use these strengths?

If you are unsure about the meaning of a strength-word, do some research on the Internet.

Self-competence **Autonomy** **Optimism**	Everyone is responsible for their own attitude, thoughts, and charisma.
Vitality **Agility** **Humor**	Approach tasks, responsibilities, and work in a cheerful and playful way. Take pleasure in it and spread a good mood.
Mindfulness **Presence**	Be mindful, pay attention to others, and treat them with respect. Be present and attentive - to yourself, to others, and to the environment.
Social competence **Empathy**	Empathize with others, help them when needed, support them and bring them joy.

From Positive Psychology to Positive Education

Far too often, the main focus when working with children is on deficits and weaknesses. While diagnosing deficits makes it possible to develop support-plans, focusing on weaknesses - especially in "main subjects" - discourages and demotivates many learners.
Moreover, what happens to the students' strengths as a consequence?
Are they identified and fostered “nonetheless”?
Are they given enough time and space to develop and grow?
In short, it is not helpful to focus exclusively on problem-solving and diagnosing deficits.

Research shows that it is high time to rethink education and support those schools and teachers who have already adopted a resource-oriented approach that seeks to develop students' full potential.

There is ample evidence of the urgent need to act:

- **Psychological problems among young people increase at an alarming rate**
  Adolescents often struggle with coping with listlessness and a lack of motivation on their own. The consequences thereof include a refusal to study and perform, increased propensity to violence, drug abuse, early drop-out from school, etc. Teachers are facing ever greater challenges. **They not only have to pass on knowledge, but also foster (and exemplify) a set of competencies that are a prerequisite for a successful future.** In order to deal constructively with stress, listlessness and symptoms of depression, young people must learn to control their energy balance and to recognize and use personal sources of motivation. Furthermore, an increasing number of studies point to diminishing social skills among children and adolescents. One reason for this is **the insufficient attention given to feelings and emotions**. Another important competence that needs to be promoted is the ability to find independent and creative solutions to problems.

- **Prevention is easier (and better) than cure**
  This also applies to mental illness. According to numerous studies, there is hardly anything that buffers against the negative consequences of strokes of fate as well as an optimistic and dynamic attitude to life.

- **The psyche and immune system are closely connected**
  People with a positive attitude are **more resilient**, recover faster, and live demonstrably longer. Therefore, a modern and sustainable health policy should invest in the wellbeing of the population.

- **Being happy is not the same as "having fun"**
  Momentary boosts of happiness and pleasure are not the key to a fulfilling life. Instead, those who rely on supposedly old-fashioned virtues such as courage, humanity, kindness, moderation, and justice are on the right path to an elevated sense of wellbeing and life satisfaction, both of which are also prerequisites for peaceful “togetherness” and community spirit.

- **Subjective wellbeing** has an impact on life satisfaction, overall health, and productivity. In Sonja Lyubomirsky's words (from the University of California): "People are not happy because they are successful, but they are successful because they are happy."

- **Positive emotions support learning processes**
  Thanks to imaging techniques, it has become possible to understand and reconstruct the underlying mechanisms, origins, and consequences of our **feelings** and **emotions**. It has been found that they play a crucial role in learning, as they accompany learning processes and are - unconsciously - stored with them. When the information is retrieved, the "accompanying emotions" resurface with them:

- If they are negative, they cause distress and fight or flight-freeze responses.
- If they are positive, the retrieval process is pleasant and much easier.

- **Mirror neurons**
  When observing others, we unconsciously mirror their actions and attitudes, which triggers empathy, "inner participation", and compassion. Mirror neurons also often form the basis of the phenomenon of the "**self-fulfilling prophecy**" (→ by activating the brain's "steering wheel")

- **Social learning: observation, imitation, and modeling**
  By imitating their caregivers, children not only take on their actions, but also their attitudes and beliefs.

- **Resonance**
  Children learn through **exchange** and being in **resonance** with their environment. Consciously or unconsciously, caregivers let children know what they think about them and their actions. Children's attitude, self-esteem, and motivation develop in resonance with their self-image, which is mirrored back to them from outside. If children perceive themselves as being loved and valued, they develop a positive self-image, which they also radiate. In contrast, if children are rejected and shamed, they usually develop a correspondingly negative self-image.

- **Relationship(s)**
  Being able to feel comfortable, at ease, valued, and safe together with other people (family, classmates, colleagues from work, ...) is far more important than material wealth.

- **Flow**
  Fully immersing oneself in an activity makes us lose sense of time and space and often triggers exhilarating flow experiences that also increase creativity.

- **Positive Emotions** trigger the release of (happiness) hormones that strengthen the immune system. Since positive emotions are highly contagious, they have a positive effect on social systems. **Negative emotions** have the opposite effect: The hormones released by stress weaken the immune system and demotivate us. This leads to emotional and cognitive blockages and paralysis of mind and body - even depression. Unfortunately, negative emotions are also highly contagious.

- **Resilience** [1]
  There are children who grow up under the worst possible conditions (violence, poverty, ...) and still develop in a positive way. What makes these children so resilient? What keeps them healthy? What gives them the strength not only to survive, but to get out stronger on the other side?

  Research on resilience confirms the importance of an optimistic attitude that focuses on strengths rather than weaknesses. People who reflect this positive view to children (→mirror neurons) and who convey (self-)confidence to them, empower them for a successful life. The abilities to think positively, laugh, hope, find meaning in life, take action, ask for help, express gratitude, and build positive relationships form the foundation for being able to develop positively, even under the most adverse conditions.

[1] Resilience is the ability to overcome and recover from life crises and difficult life events. It is also often referred to as the immune system of the psyche or the protective shield of the soul.

From Positive Psychology to Positive Education

The goal of Positive Education, as a "positively oriented pedagogy", must therefore be, among other things, to overcome the one-sided orientation towards deficits. **Children and adolescents should be allowed to discover and develop their talents and strengths and to take responsibility for themselves and others** (cf. Schubert & Burow, 2015).

Since the end of the 1990s and as a "young" subdiscipline of psychology, **positive psychology** has offered important scientific support for the development of the concept of "Positive Education". Martin Seligman, then president of the APA (American Psychological Association), argued that one should not only focus on "mental illness" and negative emotions such as grief, fear, or anger. There was an urgent need to finally help the ever-increasing number of young people suffering from depression, which is significantly correlated with listlessness, early dropout, addiction, and health problems (culminating in premature death). Instead of focusing only on fixing deficits, **Seligman argued that it was just as important to study and leverage the power of good feelings.** In particular, he emphasized that it was crucial to find out under which conditions positive feelings emerge, what characterizes them, and how they can be fostered in individuals so that **their level of happiness and wellbeing can be raised**. In short, instead of only correcting weaknesses, one should also encourage and promote strengths.

By exploring the ways and factors that lead to a positive, successful, and meaningful life for every person, Positive Psychology contributes to the creation of a harmonious global community.

Together with other researchers, Seligman developed **(school) programs** to promote positive emotions, optimism, positive thinking, life satisfaction, and resilience in order to protect students against depression and increase their ability to learn.

- **Penn Resilienz Programm (PRP)**
  Students learn to better deal with stress, respond realistically and flexibly to problems, train optimism and assertiveness, and apply problem-solving methods (e.g., creativity, decision-making and relaxation techniques).

- **Positive Psychologie Programm (PPP)**
  Recognizing and using one's character strengths such as kindness, courage, wisdom, or endurance. For example, students are asked to keep a diary about daily positive experiences. This increases resilience and positive feelings. Students come together to think about the elements of a good and meaningful life.

Martin Seligman and his colleague Christopher Peterson also developed a scientifically valid test to determine one's own **character strengths**. You can find it at ***www.viacharacter.org/survey***.

When developing their character strengths model, the two researchers drew on a wide range of philosophical, religious, and psychological sources from all kinds of different cultures and ages. Eventually, they came up with 24 character strengths and assigned them to six abstract core virtues, which enable individuals and communities to cooperate successfully.

Here is an overview of the 6 VIA virtues and the 24 character strengths assigned to them:

- **Wisdom and knowledge:** creativity, curiosity, love of learning, judgment, perspective
- **Courage:** bravery, honesty, perseverance, zest
- **Humanity:** ability to love, kindness, social intelligence
- **Justice:** teamwork, fairness, leadership
- **Temperance:** forgiveness, humility, prudence, self-regulation
- **Transcendence:** appreciation of beauty & excellence, gratitude, hope, humor, spirituality

The **A2 Be A YES Challenge** contains Positive Psychology exercises and interventions, the effectiveness of which has been empirically researched and proven. It has been designed as a training programme for young people that aims at teaching them the steps on their personal path to flourishing.

P – Positive Emotions (savoring positive emotions, step 2)
E – Engagement (acting with engagement - using your strengths, step 3)
R – Relationships (cultivating positive relationships, step 4)
M – Meaning (finding meaningful goals, step 5)
A – Accomplishment (celebrating successes, step 6)

Focusing on what's good and positive has scientifically proven benefits. These findings were taken into account when designing the **"Youth Start Entrepreneurial Challenges" programmes**
especially when it comes to the following three:

- Learn how to learn in a holistic manner (= A2 Expert Challenge on ***www.youthstart.eu***) – in short: Learning Holistic Learning
  Exercises from the programme marked with the following symbols specifically foster the key competencies needed in the 21st century (= "21st Century Skills", see the illustration at the end of the text):

• Creativity

• Critical Thinking

• Communication

• Collaboration

- Why Mindfulness? Exercises for school, daily life and professional routine (section "Mind & Body" at ***www.youthstart.eu*** / including 8 video clips showing children using the programme) - in short: Why Mindfulness?
- Be A YES Challenge (= A1, A2 and B1 Be A YES Challenge on ***www.youthstart.eu***)

The learning programmes cited in the right-hand column of the overview table below are freely available at ***www.youthstart.eu***.

Positive, optimistic, and happy people …	**Youth Start**
… are better at collaborating with others *(University of Illinois)*. They enjoy their work more and find it easier to build relationships with other people in a short period of time. This leads to better teamwork, more cooperativeness, and a more peaceful work environment.	Learning Holistic Learning → key competencies communication and collaboration
… are more creative *(Harvard Business School)*. In an increasingly complex and dynamic world, creativity and problem-solving skills are increasingly important for achieving personal, economic, and social goals. Through her research, Teresa Amabile (Harvard Business School) was able to show that positive people think more creatively, flexibly, and quickly, as well as in a more interconnected way.	Learning Holistic Learning → key competence creativity

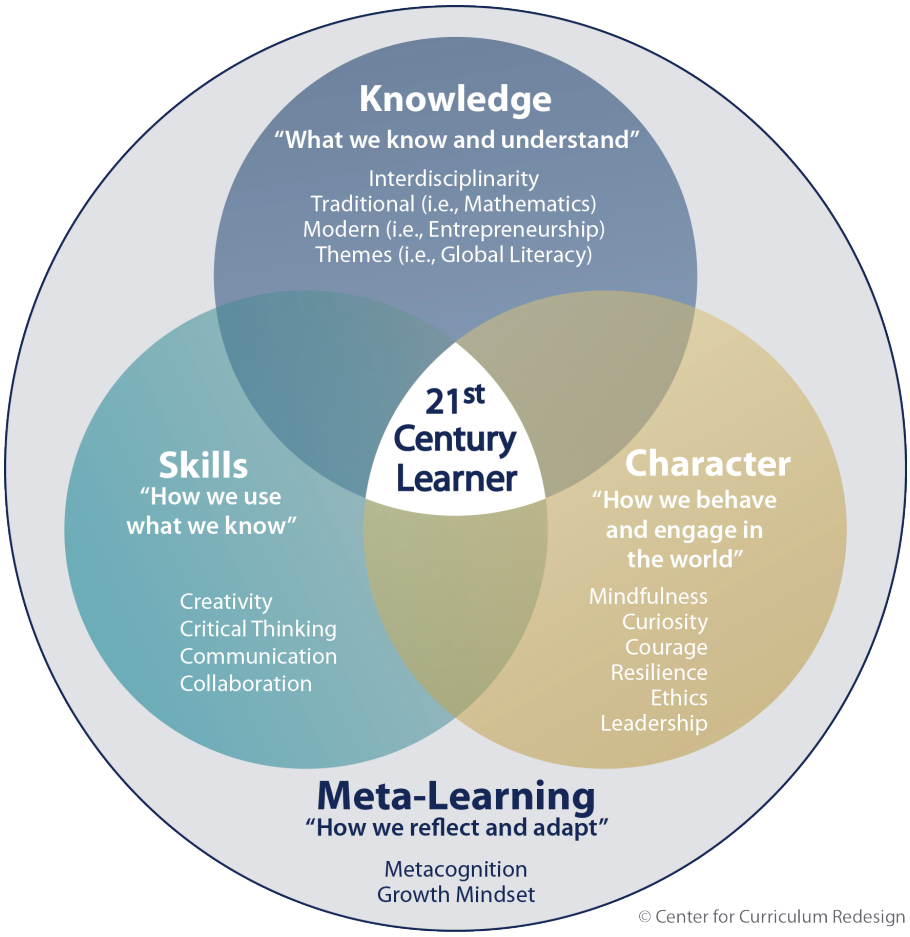
… solve problems instead of complaining about them *(University of California).* If you don't enjoy your life and work and are unsatisfied with them, any arising difficulties quickly seem insurmountable. In contrast, people with a positive attitude to problems actively seek solutions.	Learning Holistic Learning → key competencies communication and creativity
… have more energy *(Harvard Public School of Health).* They are more active and more energetic. This also has positive effects on their health, on themselves, and on their environment.	Why Mindfulness? → self-competence and self-efficacy
… are more optimistic *(Penn State University).* Studies show that optimistic people are more successful and productive. “Whether you think you can, or you think you can't – you're right.” (Henry Ford)	Be A YES Challenge → self-competence and self-efficacy
… are more engaged *(Gallup Institut Germany).* Low motivation leads to low performance. Having a positive view of what you (have to) do is really motivating.	Be A YES Challenge → self-competence and self-efficacy
… are ill less often *(Harvard Public School of Health).* If you are feeling bad, you are more prone to illness and suffer more often from stress and burnout. A study by the Harvard Public School of Health measured the impact of emotional tension on health and found that people who are not satisfied with their life and work have the highest risk of illness.	Why Mindfulness? → self-competence and self-efficacy
… learn faster *(Universität Magdeburg).* If you feel well and at ease, you are much more willing to learn new things and consequently absorb them faster. The ability for life-long and context-sensitive learning is becoming more and more important.	Learning Holistic Learning → key competencies creativity, critical thinking, communication, and collaboration
… make fewer mistakes - and learn more from them *(Harvard University).* When optimistic people make mistakes, they usually don't hold on to their anger for too long. They recover quickly, admit their mistakes, take responsibility, and learn from them - and therefore make fewer mistakes in the future.	Learning Holistic Learning → key competencies creativity, critical thinking, communication, and collaboration
… make better decisions *(University of Iowa).* Unhappy people operate in "crisis mode". They focus on the negative and lose sight of the bigger picture. Because they seek quick fixes, they make hasty and ill-considered decisions. Happy people, on the other hand, approach decisions with a greater sense of perspective and make more deliberate choices.	Why Mindfulness? → self-competence and self-efficacy Learning Holistic Learning → key competencies creativity, critical thinking

Since ancient times, education has aimed to educate confident, compassionate, and socially minded people who are capable of learning, contributing to their community, and embodying their character strengths, virtues, and values.

Today, in a time of rapid change, in which traditional knowledge is becoming less and less important, these skills and strengths are more important than ever.
How can schools prepare and empower young people for an uncertain future?

In order to respond flexibly and openly to the challenges of the future, children and adolescents need to acquire the knowledge, skills, and character strengths that will enable them to develop a dynamic self-image.

This is what the graphic "21st Century Learner" by the Center for Curriculum Redesign illustrates. This framework provides a wonderful orientation when it comes to planning, organizing, conducting, and reflecting on one's teaching.



The „You[th] Start Entrepreneurial Challenges" programme takes into account the four dimensions illustrated above with the aim of empowering children and adolescents for a bright and successful future.

Ingrid Teufel, author

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[2] *Source: https://curriculumredesign.org/our-work/papers/*

Further reading

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- Seligman, M.: Flourish. A visionary new understanding of happiness and well-being. Simon and Schuster, New York, 2012.

All Challenges of level A2 are also available in a printed version in German. You can download them for free or order them at *www.jugendstärken.at* (Jugend stärken, volume 1 - 4).

“Empowering Youth“ is a holistic learning programme for lower secondary school students and part of the „Youth Start Entrepreneurial Challenges“ programme.
All parts of the programme are available online as Challenges at competence level A2 (= secondary level I) including accompanying videos at ***www.youthstart.eu***.
In the section "Mind & Body", you can find the "Youth Start Mindfulness Programme" as well as short videos explaining physical exercises for activation and concentration.

Explanatory video for this challenge:
http://www.youthstart.eu/en/challenges/how_to_flourish/

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The Youth Start Team would love to hear from you: if you want to network with national partners and learn more about their offers or support the implementation of the project please write to office@ifte.at.

This book contains a single challenge from the *You*th *Start Entrepreneurial Challenges Programme,* the “A2 Be A YES Challenge” entitled “A path to flourishing”.

In this challenge, young people will learn about the PERMA model.
Martin Seligman, an American psychologist, and his team researched what people need to “flourish” and feel comfortable with themselves and their surroundings so that they can say “YES” to themselves. This gave rise to the PERMA model for flourishing, the effectiveness of which has been scientifically proven.

With the PERMA model the students train to enjoy positive emotions, to engage by using their strengths, to cultivate good relationships, to find meaningful goals and celebrate their achievements. This book also contains tips on how to keep their body and mind fit and how to learn to persevere.