



Be A YES Challenge B1

I can say “yes” to myself and the world around me.

Entrepreneurial Culture



My Character Strengths














Students will first assess their unique personal character strengths in a standardised test. After that, the “Be A YES” programme will help them focus on things that went well and they will learn to make conscious decisions.

Teacher Guide

The materials contain a detailed step-by-step description of the challenge to facilitate a direct implementation in the classroom. The teaching materials are designed to be used together with the student materials (=worksheets). The ➡-sign indicates optional tasks for a deeper understanding. All materials are provided at www.youthstart.eu.

Youth Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – www.youthstart.eu

| Core Entrepreneurial Education | | | Entrepreneurial Culture | | | | | | Entrepreneurial Civic Education | | |
|---|-----------------------|---|------------------------------|---|------------------------|---|------------------------|---|---------------------------------|---|------------------------|
|  | Idea Challenge |  | Hero Challenge |  | Empathy Challenge |  | Storytelling Challenge |  | Buddy Challenge |  | My Community Challenge |
|  | My Personal Challenge |  | Lemonade Stand Challenge |  | Perspectives Challenge |  | Trash Value Challenge |  | Open Door Challenge |  | Volunteer Challenge |
|  | Real Market Challenge |  | Start Your Project Challenge |  | Extreme Challenge |  | Be A YES Challenge |  | Expert Challenge |  | Debate Challenge |

The TRIO Model is a holistic definition of entrepreneurship that encompasses three areas:

Core Entrepreneurial Education comprises basic qualifications for entrepreneurial thinking and acting: developing and implementing original and innovative ideas in a creative and structured manner.

Entrepreneurial Culture refers to personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.

Entrepreneurial Civic Education aims at enhancing social competences and empowering students in their role as citizens: assuming responsibility for oneself, others and the environment.

Each challenge belongs to a **challenge family** that has its own icon with a colour code that corresponds to one of the three TRIO areas. A challenge family comprises several challenges on different competence levels. The letter codes given in the teaching materials correspond to the following levels:

A1 – primary level; A2 – secondary level I; B1 and B2 – secondary level II; C1 – transition from secondary level II to tertiary level. Each level builds on the preceding level.



Unit Planner

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| Theme | My Character Strengths |
| Level | B1 |
| Challenge Family | <p>Be A YES Challenge – recognising strengths and using them!</p> <p>Everybody has their own abilities and unique talents. To become aware of them we need to focus on our strengths rather than our weaknesses. Students at the primary level will learn this through special exercises, games and projects (e.g. the “Strengths Treasure Hunt”). At the lower secondary level attention is drawn to things the students are good at. Only when we know our own strengths can we use them to make conscious decisions. Students at the upper secondary level draw up their own personal strengths portfolio, collecting and documenting everything they do well. They do this for themselves but also to make their strengths visible to others.</p> |
| Time / Length | 3 periods (incl. ➡ 4 periods; 1 week between period 1 and 2, 2 weeks between periods 3 and 4) |
| Big Idea behind the Challenge | <p>This challenge helps us focus on our strengths instead of on things that are not working well, are annoying us or could be better. It is intended to encourage young people to identify their own strengths so that they can use them consciously – and maybe even in new ways.</p> <p>For this purpose we use a Positive Psychology test that covers those character strengths and virtues that will help young people lead meaningful, happy lives. It gives young people the chance to compare their self-image with the way they are perceived by others, more precisely by people close to them.</p> <p>This is followed by the two-week “Be A YES” programme, which helps young people focus on the things they are doing well. They learn to use their character strengths to repeat these positive experiences. Furthermore, they learn to make conscious decisions and act responsibly.</p> |
| Entrepreneurial Competences according to the Reference Framework | <p>I can identify my strengths and weaknesses.</p> <p>I can set goals to improve my skills where needed.</p> <p>I can take responsibility for a task.</p> <p>I can identify and seize opportunities.</p> <p>I can take over responsibility for my own actions.</p> |
| Language Objective | <p>I know 24 character strengths and can explain their meaning.</p> <p>I can give reasons for my decisions, in oral and written form</p> |

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| Content Vocabulary (Word Wall) | Names of character strengths and virtues: judgement, social intelligence, authenticity, perseverance, capacity to love and be loved, leadership, self-regulation, temperance, transcendence, spirituality, forgiveness, enthusiasm; defining qualities for the character strengths (Information Sheet 2 for teachers) |
| Assessment | Self-assessment: Do I know my strengths? Do I know how to use them? Can I make conscious decisions? |
| Necessary Background Knowledge | <ul style="list-style-type: none"> • Readiness to carry out activities individually at home • Readiness to deal with one's own personality and its development |
| Mind & Body | For physical exercises to help students activate and concentrate as well as improve their mindfulness go to: www.youthstart.eu (incl. video clips). Choose the appropriate exercise(s) to support your challenge! |
| Materials Needed | <p>Recommendations for teachers to familiarise themselves with the subject:</p> <ol style="list-style-type: none"> 1. Visit the website www.authentic happiness.org, a University of Pennsylvania website developed by the Positive Psychology Center 2. Take the full version of the character strengths survey <p><u>ad Step 2</u></p> <p>Make two copies of Information Sheet 2 for teachers; cut out cards with the descriptions of character strengths, cards with character strengths and cards with the defining qualities of character strengths.</p> |
| Step-By-Step Activities | |
| Step 1 | <p>"Me at my best"</p> <ol style="list-style-type: none"> a) The "Me at my best" activity Students answer the questions on Worksheet 1 individually, followed by a short exchange in pairs. b) Brief introduction to Positive Psychology Give an introduction using Information Sheet 1 for teachers "Positive Psychology" (see below). Depending on the student's language level, you can also copy the first page or all of the information sheet for your students. c) Character strengths survey <ol style="list-style-type: none"> 1. Read through the tasks on Worksheet 2 together. The students take the character strengths survey individually during class (either online at www.authentic happiness.org or on paper using the document "B1 Be A YES Challenge – Character Strengths Survey"). 2. All students fill in their personal ranking in the overview "My top 5 character strengths" (Worksheet 2.1). 3. Reflect on the results in class. |



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| | <p>4. Students reflect individually, using Worksheet 3 (this task may also be carried out at home).</p> <p>d) ➡ Homework: The students will ask two people who are close to them to fill in the survey about them and give them the results. They are given one week to complete this task.</p> |
| Step 2 | <p>The 24 character strengths <i>(after 1 week)</i></p> <p>a) ➡ Self-perception / perception by others Students work in pairs to answer the questions on Worksheet 4. These are then discussed in class.</p> <p>b) ➡ My individual strengths profile The students compile their individual strengths profiles (Worksheet 2.2.) using the results of all tests.</p> <p>c) Personalities and their character strengths</p> <ol style="list-style-type: none">1. Students work in groups of three: For this activity you will have first copied Information Sheet 2 for teachers twice and cut out cards.<ul style="list-style-type: none">• Each group is given 6 cards with definitions of character strengths and 6 cards with character strengths, as well as 6 cards with defining qualities that do not match the 6 character strengths.• In the group, the three students match the character strengths to their definitions.• The students use Worksheet 5 to identify the character strengths that match the defining qualities; then they add the defining qualities written on the cards in the “defining qualities” column next to the matching strengths on Worksheet 5.• The students find their own defining qualities for the 6 character strengths for which they have definition cards and add them on Worksheet 5.• The aim is to write down defining qualities for all 24 character strengths on Worksheet 5; collaboration between different groups is possible.2. Discuss the 24 character strengths in class<ul style="list-style-type: none">• Defining qualities are identified for all strengths (the teacher may use Information Sheet 2 for teachers).• The students add the missing defining qualities on Worksheet 5.• Together, the students find at least one personality for each character strength (e.g. public figures, personal acquaintances or literary characters). |



Step 3

The “Be A YES” programme

Important notes on the “Be A YES” programme:

- There is no *right or wrong* answer.
- The main objective of the activity is for students to help each other discover and make use of their personal strengths.

a) The “What went well” activity

1. The teacher explains the activity, using Information Sheet 4 for teachers.
2. The activity is practised in class using 3 examples.
3. A short description of the activity can be found on Worksheet 6.
4. The students try the activity in pairs.
5. Now discuss the experience in class.

b) The “I decide” activity

1. The teacher explains Worksheet 6.2., all steps are discussed in class.
2. Give examples: *e.g. doing homework, going to bed early, limiting Facebook time.*
3. Investigate the situation: Why do you do these things even though you don't enjoy them?
e.g.: If I don't, I won't graduate; I won't get enough sleep; I won't have time for anything else.
4. In class, form sentences with “I have to”:
- I have to do my homework. I have to go to bed early. I have to limit the time I spend on Facebook.
5. The following question is the key to rephrasing these statements:
Which personal need does each activity that you don't enjoy fulfil?
What is the motivation behind doing your homework? Which personal desire is related to doing your homework?
e.g.: I want to graduate; I want good career opportunities; I need praise; I need the prospect of a well-paid job, etc.
6. With this background information you can rephrase the “have to” sentences:
I decide to do my homework because I want to have a great job one day; because I like the feeling of having learned something new, etc.
The students carry out the activity in pairs as practised in class:
7. Each student answers the questions individually, then compares notes with his/her partner followed by an analysis in class.



c) Your body says YES

1. The students read the cartoon on Worksheet 6.3.
2. Discuss the message of the cartoon in class:
3. A certain posture also conveys a certain attitude towards something. A conscious decision is the expression of a certain attitude. Therefore, our body may have a positive influence on our cognitive decisions.
4. Students imitate each posture shown in the cartoon.
5. They reflect briefly on how the various postures make them feel.
6. They read the "I decide" and the "I have to" sentences on Worksheet 6.2. in a confident, upright posture. How does the "I have to" sentence make them feel now?
7. Ask the students to choose postures that to them express saying "YES" to something. Anything is allowed, as long as they don't hurt themselves! This activity is intended to be fun and to loosen up the class!

d) The "Be A YES" diary

The teacher explains how to write the diary entries. The students keep their personal "Be A YES diaries" on paper or on their computers.

1. Both parts of the diary are completed daily for 14 days. You can ask students to write in their diaries every evening or you can dedicate some time to this task at the end of a period.
2. Reliable and regular diary entries are an important factor for the personal learning process.

Step 4 Assessment (*after 2 weeks*)

a) Analysis of the "Be A YES" programme

Reflect on the results of the programme in class:

1. What did the students learn? What has changed for them?
2. Are they able to consciously use their strengths?
3. How does it feel to make a conscious decision?
4. Has a certain posture helped them decide consciously?

Basic rules for this analysis:

1. I will respect the ideas and opinions of others.
2. I will take turns listening and speaking.
3. I will treat what is said during this activity as confidential.
4. I realise and understand that the goal of this activity is that we help each other discover our strengths.

b) Self-assessment

Individually, the students evaluate the challenge for themselves, using the Self-Assessment Worksheets 7, 8 and 9.

c) Wrap-up

Finally, each student will find 3 words that best characterise his/her personal learning process during this challenge.

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| Context within the Challenge Programme | This challenge builds on the levels A1 and A2 “Be A YES Challenge”. There are close correlations between this challenge and the challenges of the “Buddy”, “Empathy”, “Hero”, “Expert”, “Extreme”, “My Personal” and “Volunteer” families. |
| Useful Links | About the Youth Start Entrepreneurial Challenges project: www.youthstartproject.eu Further teaching materials (including videos): www.youthstart.eu Links related to the topic: greatergood.berkeley.edu www.authentic happiness.org Talk by Martin Seligman www.ted.com/talks/martin_seligman_on_the_state_of_psychology?language=de |
| Sources | Martin Seligman: Flourish. A Visionary New Understanding of Happiness and Well-being. Published by Free Press, a Division of Simon & Schuster, Inc., New York, 2011 |

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Information Sheet 1: Positive Psychology

The term Positive Psychology should not be confused with “positive thinking”. Even though a general positive attitude is very important and healthy it would be misleading to assume that positive thinking alone is enough to make someone happy, successful, healthy, etc. Both the theories and practical applications of Positive Psychology differ from such makeshift strategies.

Positive Psychology encompasses theories and research on what makes life worth living. The basic assumption of Positive Psychology is that people want to lead a fulfilled life or want to add purpose to their life and have an interest in cultivating their strengths in order to advance themselves as well as society at large.

Leading researchers in Positive Psychology include US professor and researcher Dr. Martin Seligman, who also coined the term Positive Psychology and who provided valuable insights into psychology with the concepts of “learned helplessness” and “learned optimism”, as well as Dr. Mihaly Csikszentmihalyi, who defined the term “flow”.

The objective of Positive Psychology, according to Seligman, is to promote a change of paradigms in psychology, shifting the focus from repairing the worst aspects of life to **building up one’s best qualities in life.**

According to Seligman, psychology has almost exclusively dealt with “mental illness” for half a century and has achieved great successes during this time, but in doing so it has concentrated less on the task of supporting emotional states which make life worth living. This is where Positive Psychology comes in, with its focus on happiness and well-being.

Instead of correcting weaknesses, this branch of psychology intends to boost strengths. Using these strengths makes it possible to lead a meaningful life.

The vision of Positive Psychology for the future of humanity is scientifically founded, easy to understand and very appealing. Positive Psychology examines all forms of behaviour that lead to a healthy life, positive personalities and well-functioning communities.

One important instrument, in use since 2004, is a catalogue of 24 character strengths defined by Martin Seligman and his colleague Christopher Peterson. These character strengths are grouped into six universal virtues that allow individuals and communities to lead good and successful lives.

For this classification the authors have relied on various philosophical, religious and psychological resources from different cultures. They have selected character strengths and virtues which describe qualities that are desirable across cultures and nations. The authors cite wisdom and knowledge, courage, love and humanity, justice, temperance and transcendence as universal virtues. These character strengths and virtues are examined with scientific means.

One of the scientific means employed is a survey designed for young people and comprised of 198 questions on character strengths and virtues (developed by the “Values in Action (VIA) Institute” at the University of Pennsylvania, directed by Christopher Peterson and Martin Seligman). This survey can be taken in its original version on the University of Pennsylvania Positive Psychology Center homepage (www.authentic happiness.org), which has about 2 million registered users. It takes about 55 minutes to complete the questionnaire. After that you will receive a precise listing of your character strengths. We have included an abridged version of the survey in these materials.



Findings of Positive Psychology¹

In our line of work it is becoming more and more important to take into consideration the latest scientific findings of brain research and Positive Psychology. Here are some reasons why:

1. Psychological problems are becoming increasingly common among young people

Listlessness and a lack of motivation are common problems among young people and the students are often unable to find strategies to cope with these problems themselves. This can have serious consequences, such as a refusal to learn and perform, an increased propensity to violence, drug abuse, dropping out of school, etc. Teachers are facing ever growing challenges in this context. Apart from sharing knowledge, they also need to teach (and personally demonstrate) competences to their students in order to support these children and young people – as well as their environment – in creating the best possible future for themselves.

A lack of coping strategies and competences will inevitably affect a person's future life. Those who never learn how to manage their own energies and use their personal sources of motivation are more susceptible to stress, listlessness and dejection.

A decrease in social competences among young people is frequently reported. This is partly due to their inability to sufficiently perceive and explore their own feelings and emotions. Other important competences in this context would be creativity and independent problem solving. Unfortunately, creative activities often play only a minor role in school.

In the late 1990s, Martin E. P. Seligman, who at the time was President of the American Psychological Association, called on his colleagues not to focus exclusively on negative emotions, such as grief, anxiety or anger, but to devote just as much time and attention to the power of positive feelings. Seligman introduced "Positive Psychology", which studies the characteristics and conditions of positive emotions and explores how to increase the individual happiness level of each person. As the following paragraphs will show, this new trend in psychology is supported by some very good arguments.

2. Preventing is easier than treating

This is also true of psychological disorders. Studies show that an optimistic attitude to life is one of the best ways to protect oneself from the impact of crises and personal tragedies.

3. Our psyche and our immune system are closely connected

Optimistic people are physically more resilient, they recover faster and live longer. This is why it makes sense for modern health care systems to invest into the psychological well-being of the population.

4. Being happy is not the same as "having fun"

Short-term highs or "kicks" are not the key to personal fulfilment.

Many happiness researchers swear by seemingly old-fashioned virtues such as courage, mindfulness, helpfulness and justice. And indeed, those who live by these principles are on the best way to achieving happiness and leading content lives – which is logically a prerequisite for a peaceful society.

Scientific studies by various universities have explained that the ability to lead a happy and content life is a crucial factor for mental health, professional success and functioning

1 See also: https://en.wikipedia.org/wiki/Positive_psychology

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relationships. An intense interest in the topic of “happiness” and the acquisition of related know-how and skills can lead to marked improvements in the above-mentioned areas.

It has been scientifically proven that happiness has positive effects on a person’s life satisfaction, health and efficiency. Or, as Sonja Lyubomirsky of the University of California put it: “People are not happy because they are successful; they are successful because they are happy.”

Scientific studies show the positive effects of happiness:

- **Happy people are better at working with others (*University of Illinois*)**
Happy people take more joy in their work and are faster and better at building relationships with others. This leads to a more peaceful atmosphere and better co-operations in team work.
- **Happy people are more creative (*Harvard Business School*)**
In our increasingly complex world and our dynamic, knowledge-based society, skills such as creativity, problem solving and innovative thinking are becoming more and more important in the realisation of personal, economic and social objectives.
When the European Union announced the European Year of Creativity and Innovation in 2009², it began building up awareness among its population for these concepts and their manifold meanings.
In order to develop and use these skills people need to be in the right mood. Teresa Amabile, scientist at the Harvard Business School, confirmed in one of her studies that “when people are in a good mood they are more likely to develop creative ideas; they are also more flexible and faster in their thinking and better at establishing connections.”
- **Happy people solve problems instead of complaining about them (*University of California*)**
If you do not like your life and your job and are unhappy about it, any difficulties that surface will soon seem like insurmountable obstacles. It becomes difficult to solve problems without laboriously pondering them or complaining about them. Meanwhile, if you encounter any problems or confusions when you are “in a good mood”, you will more easily resolve them.
- **Happy people have more energy (*Harvard Public School of Health*)**
Happy people are more active and have more energy. This has positive effects on all areas of their lives.
- **Happy people are more optimistic (*Penn State University*)**
Happy people take more positive and optimistic views. Studies – and especially the work of Martin Seligman at Penn State University – show that optimists are more successful and productive. To quote Henry Ford: “Whether you think you can, or you think you can’t – you’re right.”
- **Happy people are more committed (*Gallup Institute Germany*)**
A low level of motivation means a low level of performance. The only reliable and sustainable way to stay motivated is to enjoy what you are doing.
- **Happy people are less often ill (*Harvard Public School of Health*)**
People who do not feel happy are more susceptible to illnesses and are more frequently suffering from stress and burnout. A study conducted by scientists at the Harvard Public School of Health measured the influence of emotional tensions on our health and found that those who did not like their lives and their jobs had the greatest health risks.
- **Happy people learn faster (*University of Magdeburg*)**
If you feel happy you will be more open to learning new things and will pick them up more

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quickly. This is an increasingly important skill in today's world, which is characterised by requirements such as life-long learning and the ability to adapt quickly to changing situations.

- **Happy people make fewer mistakes – and learn more from them (*Harvard University*)**
People who feel happy do not dwell on any minor mistakes they might have made. They recover quickly, learn from their mistakes and move on. They also find it easier to admit that they have made a mistake. They simply assume responsibility, apologise and correct their errors. This attitude helps them make fewer mistakes and learn more from the mistakes they do make.
- **Happy people make better decisions (*University of Iowa*)**
Unhappy people are constantly in “crisis mode”. They have a narrow focus and lose sight of the grander scheme. Their “survival instinct” takes over and they tend to make spontaneous and short-sighted decisions to remedy any negative situations as quickly as possible. Happy people, by contrast, make more informed decisions that are better in the long run – they are also better at prioritising.

Further findings of neuroscience, briefly presented:

- Imaging systems have made it possible to decode how **emotions** occur, how they work and what effects they produce.
- Feelings and **emotions** play a key role in learning, because they accompany learning processes and are – unconsciously – stored along with the acquired knowledge. When information is recalled, these “accompanying emotions” resurface as well:
 - in the case of negative emotions we will experience stress and a desire to escape
 - in the case of positive emotions we will like to remember the associated information –hence remembering it better!
- The discovery and exploration of **mirror neurons** reveal the truth behind many popular sayings and expressions (“We reap what we sow”; “an infectious laugh”). Actions and attitudes are internally imitated by those who observe them, enabling them to develop empathy and understand how others feel. The phenomenon of “**self-fulfilling prophecies**” (☞ “Guiding events through thinking”) is also based on the function of mirror neurons.
- By imitating their caregivers (learning by imitation) children adopt not only actions, but also views and attitudes.
- Children learn through constant **exchange** and **resonance** with their environment. Consciously or unconsciously, caregivers signal to children what they think of them and of their actions. The personal attitudes, self-esteem and motivation of children develop in resonance to the “self-image” that is reflected back to them:
 - children who feel loved and appreciated develop and project a positive self-image
 - children who feel rejected and humiliated in turn develop a negative self-image.
- Happy **relationships** (in our families, in class, in our working lives, ...) are more important to our subjective level of happiness than material possessions.
- **Positive emotions** stimulate the release of hormones associated with happiness, which also strengthen the immune system and motivate “motion”.
- Enjoying one's work and life leads to experiences of flow, **feelings of happiness** and enhanced creativity. **Positive emotions** are highly contagious and can effect significant positive changes in social systems.
- **Negative emotions** have the opposite effect! The hormones released in situations of stress weaken our immune system and demotivate us. They may block and paralyse us mentally and

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physically and can result in depression. Unfortunately, negative emotions are also highly contagious!

- **The phenomenon of resilience³**

Some children grow up in the most adverse conditions (in a violent environment, in poverty, ...) and still achieve a positive personal development. What is it that makes these children strong? What keeps them healthy? What gives them the power to not only survive but emerge stronger from these difficult conditions? The findings of resilience research show that an optimistic attitude that does not focus on the deficits and weaknesses of the children but builds on their individual competences is immensely important. People who reflect such positive views back to the children (↗ mirror neurons) and instil (self-)confidence in them empower the children and demonstrate to them what they need in order to lead a successful life. Abilities such as positive thinking, laughing, hoping, giving one's life meaning, becoming active, asking for help, expressing gratitude and establishing positive relationships are the basis for a positive development, even in the most adverse conditions.

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3 Resilience is the ability to recover from life crises and personal tragedies. It could also be described as the immune system of the psyche or the protective mechanism of the soul. Further information is for instance available at www.bildungsserver.de/innovationsportal (information in German).



Information Sheet 2: Definitions of character strengths / copy template

| | Character strength | Defining qualities | Description |
|---|--|---|---|
| 1 | Curiosity and Interest in the World | curious, interested in the world | You are curious about everything. You are always asking questions, and you find all subjects and topics fascinating. You like exploration and discovery. |
| 2 | Love of learning | eager to learn, inquisitive, well-read | 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. |
| 3 | Critical Thinking and Objective Judgement | critical, open, rational, sound judgement, critical thinking, open-mindedness | 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. |
| 4 | Creativity, Originality and Ingenuity | full of ideas, creative, inventive, original | 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. |
| 5 | Social intelligence | emotional intelligence, empathy, clever social interactions | 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 | Perspective and Wisdom | far-sightedness, insight, wisdom | 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. |

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| 7 | Bravery and Courage | moral courage, heroic, brave | 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 | Industry and Perseverance | persisting, persevering, conscientious, does not give up | 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. |
| 9 | Honesty, Authenticity and Genuineness | authentic, real, honest, genuine, integrity, purity | 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. |
| 10 | Kindness and Generosity | kind, generous | You are kind and generous to others, and you are never too busy to do a favour. |
| 11 | Capacity to love and be loved | Loving, capable of loving and of being loved | 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. |
| 12 | Teamwork and Group Loyalty | Community spirit, loyalty, citizenship | 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. |

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| 13 | Fairness and Justice | just, fair, tolerant, balance | You treat all people fairly and equally and do not let personal feelings bias your decisions about others. You give everyone a chance. |
| 14 | Leadership | able to guide people, 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. |
| 15 | Self-control and Self-regulation | self-controlled, 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. |
| 16 | Caution, Carefulness and Discretion | cautious, reasonable, prudence, deliberation | You are careful, and your choices are consistently thoughtful ones. You do not say or do things that you might later regret. |
| 17 | Modesty and Humility | modest, humble | You are modest and humble. You never brag or act special. You never call attention to yourself. |
| 18 | Appreciation of beauty and Excellence | aesthetic sense, greatly appreciates beauty | 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. |

Be A YES Challenge B1

Youth Start Entrepreneurial Challenges



| | | | |
|----|-------------------------------|--|--|
| 19 | Gratitude | appreciation for life, sense of wonder | 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. |
| 20 | Hope and Optimism | optimistic, hopeful, future-oriented | You expect the best in the future, and you work to achieve it. You believe that the future is something that you can control. |
| 21 | Spirituality and Faith | sense of purpose, faith, religiousness | 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. |
| 22 | Forgiveness and Mercy | willing to forgive, mercy, compassion | You forgive those who have done you wrong. You always give people a second chance. Your guiding principle is mercy and not revenge. |
| 23 | Humour and Playfulness | playful, humorous, funny | You like to laugh and tease. You enjoy bringing smiles to other people no matter what the situation. You are able to see the light side of it. You are good at making jokes. |
| 24 | Enthusiasm and Zest | full of zest, enthusiastic, passionate, inspired | Regardless of what you do, you approach it with excitement and energy. You never do anything halfway or halfheartedly. For you, life is an adventure. |



Information Sheet 3

Grouping character strengths into virtues

Wisdom and knowledge: Six ways to achieve wisdom and its precursor knowledge – from curiosity, which plays a basic role in evolution, to perspective, the highest level of understanding.

1. Curiosity and Interest in the World
2. Love of learning
3. Critical Thinking and Objective Judgement
4. Creativity, Originality and Ingenuity
5. Social intelligence
6. Perspective and Wisdom

Courage: The conscious use of one's own will to overcome strong opposition and reach an uncertain but desired goal.

7. Bravery and Courage
8. Industry and Perseverance
9. Honesty, Authenticity and Genuineness

Love and humanity: These strengths show themselves in positive social interactions with other people: friends, acquaintances or family members.

10. Kindness and Generosity
11. Capacity to Love and be Loved

Justice: These strengths refer to how we deal with larger groups of people – families, communities, nations or the world.

12. Teamwork and Group Loyalty
13. Fairness and Justice
14. Leadership

Temperance: The adequate and modest expression of one's own wishes and desires. Temperate people do not suppress their own motives, but wait for the right opportunity to fulfil their needs to make sure that they and others are not harmed.

15. Self-control and Self-regulation
16. Caution, Carefulness and Discretion
17. Modesty and Humility

Transcendence: The emotional strengths that transcend one's own person to forge a connection to something bigger and more permanent (other people, the future, the divine or the universe).

18. Appreciation of Beauty and Excellence
19. Gratitude
20. Hope and Optimism
21. Spirituality and Faith
22. Forgiveness and Mercy
23. Humour and Playfulness
24. Enthusiasm and Zest



Information Sheet 4

The “What went well” activity

The “What went well” activity was taken from the **Penn Resilience Project** and is cited according to Martin Seligman / Flourish. The Penn Resilience Project was developed at the University of Pennsylvania and was repeatedly scientifically tested. This programme is taught in ninth grade in 20 units of 80 minutes each. The aim is to increase the students’ abilities to deal with every-day problems of adolescence. They are taught optimism, self-assertion, conscious decision-making and relaxation.

Entries into the “Be A YES” diary – instructions for students:

For the next few weeks, take ten minutes to complete this exercise every night before going to bed (alternatively, your teacher may choose to integrate the exercise into your school lessons; what is important is that you complete the exercise daily for at least 2 weeks):

Write down three things that went well today, which character strengths you used in these situations, what each positive experience means to you and what you can do to make sure that more things go well in the future. Answer the questions in your diary, which you may keep on paper or on your computer.

Writing about why positive things happen in your life might feel strange at first, but if you continue this activity for two weeks you will find that it will become easier over time. The three things you write about may be small things (e.g. “I correctly answered a difficult question in a certain subject”), or things of great personal importance to you (e.g. “The girl / boy I’ve had a crush on for weeks wants to go out with me”).

Example for a diary entry:

| What went well today? | Which of my character strengths did I use in these situations? |
|---|---|
| 1. I went swimming. | 1. e.g. perseverance, self-regulation |
| 2. I gave a strong presentation in class. | 2. e.g. love of learning, creativity |
| 3. My parents thanked me for ... | 3. e.g. teamwork, capacity to love and be loved |

What does each of these positive experiences mean to me?

1. I feel fit, 2. I am proud of my performance, 3. I feel good when there’s harmony at home, etc.

What can I do to make sure that more things work out this well in the future?

I can decide to do sports more often, I can continue to learn with enthusiasm, we can work as a team in my family, I can express my feelings and let others express theirs, ...