

What Do You Want To Be?

Compassion Empathy Self-discipline
Courage Honesty Justice Gratitude
Humility



"The difference between who you are and who you want to be is what you do."

Bill Phillips

Activity 1



Aim(s)

- To explore how to develop your own virtues and character strengths.



Resources

- *Your Virtues Now* or *What Virtues Do I Have?* Worksheet.
- Two different colour pens.
- Large pieces of paper.



This activity needs to be completed and then followed up some time afterwards (this could be a week, a few weeks, or just a couple of days later).



Delivery Guide



Facilitators can take part in this activity along with the young people.

In this activity, young people are encouraged to look at what virtues they need to develop and why. The virtues that feature in the example are:

Courage
Justice
Honesty
Compassion
Self-discipline
Gratitude

Humility
Empathy

but you can use different virtues if they fit in with what you want to do. It may also be helpful to look at the *Virtues Information Sheet* from the *Introduction to Virtues* module to remind everyone of the definitions of the virtues.

Part I

Encourage the young people to look at the virtues they have now. This can be done in one of three ways:

- Use the *What Virtues Do I Have?* Worksheet from the *Introduction to Virtues* module.
- Use the *Your Virtues Now* worksheet, where they can rate themselves on each axis from number 1, near the centre ('I don't have this virtue') to number 9, right on the outside of the circle ('I have this virtue and use it all the time').
- You could also do it in a more active way, by setting out a numbered line on the floor and asking the young people to place themselves on the line for each different virtue and noting down the number. This is obviously a more public way to do it as everyone can see how they rate themselves.

Looking at the ratings they have given themselves, ask the young people to pick the virtue they have scored lowest on and then think about how they could work on developing that virtue.

Work through the following steps:

- **What could they do?** For instance, while developing gratitude, they could practise saying thank you to people who they normally ignore: this could be parents/guardians, a bus driver, a toilet attendant, their teachers, friends who compliment them, or the people who cook them lunch: it will differ depending on the young people - this may differ for each young person.
- **What might stop them?** The barriers to this may be that they're in a rush, so they forget.
- **How might they change/mitigate/get over those barriers?** A way to get over that barrier may be to take time at the end of the day to think about all of the people that have helped them that day, and resolve to make a special effort to go and thank them the next day.

This can be done as a mindmap or just as notes on a piece of paper. You could display them as a public 'pledge' or keep it private as a reflection activity.

This process can be repeated with several virtues.

Part II

Come back at a later date and re-do the activity (they can mark on worksheets with a different colour pen). How much have they developed each virtue?

Points to highlight

- We all have character strengths that we could improve.
- There are ways we can develop and practise our character virtues, it just takes some time and thought.
- Who we are is as important as what we do.



Extension Activities

! This needs to be very carefully managed and may not be appropriate.

If you feel it's appropriate for your group, you can add a 'peer appraisal' element to this activity. After the young people have rated their own virtues, put them into pairs and ask them to think about their partner's virtues.

1. Which 3 virtues would they say they show most? Ask them to give examples.
2. Which one do they need to develop?

It can be interesting to look at the difference in perceptions between the self and other people.

