

Achieving Caring Competence Dependability Discoverer Thinker Organizer Pres Relating Achieving Caring Competing Confidence Dependability Discoverer Future Thinker Relating Achieving Caring Competing Confidence Dependability Discoverer Future

Clifton Strengths Explorer[®]

EDUCATOR/LEADER ACTIVITY BOOK

Educator/Leader Activity Book

The Clifton Youth StrengthsExplorer is an instrument based on **40 years of science**. The Gallup Organization has conducted thousands of studies on the talents of individuals. From that rich history of research, this instrument was created to help youths, ages 10-14, **discover and develop the unique talents within them**.

HERE'S WHAT THIS CAN HELP YOU DO:

- Learn more about each student's unique talents.
- Help students use their natural patterns of thought, feeling and behavior and apply them to activities inside and outside of school.
- Have an even **more positive effect on each student's life**.
- Influence each student's achievement.
- Better match each student to developmental experiences that **foster leaps in growth**.

Gallup created this workbook to help educators and group leaders be a part of the discovery and growth process. As adults, we seek to understand and communicate with our students. Sometimes we connect with them. Sometimes we misunderstand and have to try again to achieve understanding. Sometimes words have one meaning to us and a different meaning to our students. A common language facilitates understanding. The Clifton Youth StrengthsExplorer introduces a language that is intended to help you better understand your students' talents by **helping define what makes them unique**.

We're all different — we respond to the world in our own way from the time we are born. The age span of 10 to 14 years includes a tremendous range of development, behavior, maturity and thinking. Young people's perceptions of the world are naturally different from those of adults. Each student's report is specifically about their unique talents — and this activity book will help you help your students by exploring aspects of their talents in greater detail.

This guide contains individual activities that allow you to focus on one student at a time and group activities that involve everyone. A toolbox of activities and ideas is included to print or copy to use with your students. Keep in mind that you and your students have access to the *Clifton Youth StrengthsExplorer Workbook*, which is also full of activities to help develop your students' talents. This *Educator/Leader Activity Book* will give you the confidence, language and activities to help your students excel and thrive in their areas of talent.

What's Inside?

CONCEPTS

Understanding Perspectives: Yours and Theirs.....3
Recognizing and Sharing.....4

MY STUDENTS' THEMES

My Students' Themes.....5
Classroom Talent Map.....5-6
Brief Theme Descriptions.....7

EDUCATOR/LEADER TOOLBOX

Group Activities

Focus on You.....9-11
Themes in Action.....12-13
Scavenger Hunts.....14-16
Ideas for Sustained Learning.....17-18
Individual Development Plan.....19-20

CONCEPT

Understanding Perspectives: Yours and Theirs

It is important to remember that people see the world through their own personal filters. Our culture, upbringing, extended families, education, what we read, work experiences, travel, our adult friends and so on influence our filters. Our filters cause us to make judgments about things we see and hear. For instance, one person's filters and labels might look something like this:

- labeling an act of caring as good
- labeling telling a joke during school as bad
- labeling thinking about the future as valuable
- considering getting upset about losing a baseball game overreacting

Another person who looks at the same situation with their unique filter might say it's a social talent to tell a joke at school, or it's a natural part of competitiveness to get upset about losing a game. We all have different filters.

Our students have their own filters too.

Each Clifton Youth StrengthsExplorer theme is a filter. A child with a great sense of humor will seize a moment to tell a joke. A child with a strong desire to learn might go back on the internet, even after a project is finished, to find out more. A child with Relating talent will take the initiative to meet the new kid in school even if their close friends don't. A child who is competitive will naturally be emotional about losing. A child who loves to organize may rearrange her room more often than a parent thinks necessary. Through the theme filter, these behaviors represent examples of talent in the Presence, Discoverer, Relating, Competing and Organizer themes.

As the Clifton Youth StrengthsExplorer report helps you better understand your students' filters, you can also understand how different those filters may be from your own and from those of their parents, siblings and peers.

As educators, it's important for us to be our students' advocates — the people in their lives who help them see and focus on the best in them. There will always be plenty of people around children who see their weaknesses and label their behaviors in less-than-positive ways. You can be one of the people in each student's life who helps them see life from a strengths perspective. This effort should not be considered an exercise or a course. It should be viewed as an ongoing, living and growing part of a student's life.

Try to see various situations through one of your student's themes. How does it change your perspective? How can it help you more positively influence your student's development?

Recognizing and Sharing

There are many ways — big and small — to demonstrate your awareness of talent and start those positive echoes in a student's life. Below are some ideas to start you thinking about how you can keep your students' talents top of mind, encourage them in their areas of talent and be an advocate for them by sharing their talents with others.

- The last page of each student's report is a certificate listing their top three themes. How could students enhance, decorate or display those certificates in your classroom? What other media might help students share their themes?
- Make it a goal to say three things you like about each student over the course of a week. Include moments when you observed their talents in action.
- Creating a checklist could help you track your interactions with students and meet your goal of giving each student three encouraging comments per week. You could reproduce the classroom map on the next page to remind you of themes you can reinforce.
- Write a note to each student to recognize the positive actions you've observed.
- Start a teacher-student journal about talents. Set expectations for yourself and students about how often you'll make entries to share with one another.
- Share your positive theme language with other adults who interact with your students.
- Parent-teacher interactions and conferences are great opportunities for recognizing and sharing a student's talents. Try starting every parent-teacher conference with observations you've made about a student's talents in action.
- Sending postcards home with positive comments can reinforce what's best about each student. These could be printed with a heading such as "Good News From [*Your Elementary Name*] Elementary."
- Start a talent box in which students deposit positive notes about one another for you to distribute.
- Make talent books. Throughout the course of a year, have all members of the class create an entry for every student's book. Each page should be an illustrated note about a moment when that student's talent made a difference or what classmates like, value or appreciate about this person. At the end of the year, put these pages together, and present each student with their own talent book.

MY STUDENTS' THEMES

Classroom Talent Map

For this guide, you'll need your own copy of each student's **Clifton Youth StrengthsExplorer** report.

- 1. Read and highlight the words, sentences or phrases in the report that you have seen in your student.
- 2. One way you could help your students become more aware of their talents every day is to share a specific time or times when you saw them use a particular talent. Write about those specific times.

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

MY STUDENTS' THEMES

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

Student Name

Theme 1: _____

Theme 2: _____

Theme 3: _____

Clifton Youth StrengthsExplorer™

Theme Descriptions

ACHIEVING	You have more energy and more goals than other people. You love a sense of accomplishment.
CARING	In your heart, helping other people is very important. You want to make the world better by helping people in small ways or big ways.
COMPETING	You see many things in life as a game, and you feel great joy when you win. You truly hate to lose because you are always striving for first place.
CONFIDENCE	You believe in yourself and what you can do. This helps you take on challenges because you feel sure you can succeed.
DEPENDABILITY	Trust is important to you, and you care about being seen as responsible and trustworthy. People count on you to do what you say you will do. When you make a promise, you mean to keep it.
DISCOVERER	A thinker and learner, you are excited about exploring ideas and making connections. You like to ask the questions “How?” and “Why?”
FUTURE THINKER	Your mind loves to think and dream about the future. You are a person who thinks about what is possible, not what is impossible.
ORGANIZER	Scheduling, planning and organizing your world makes life better. People count on you to get the details right and pull a plan together.
PRESENCE	You were born to be at the front of the room telling stories and taking the lead. Other people watch you and listen to you.
RELATING	You like to start friendships and keep them for a long time — maybe even your whole life. You widen the circle of friends for yourself and others.

Educator/Leader Toolbox

The next several pages contain activities that you could copy and use with your students who take the Clifton Youth StrengthsExplorer assessment. Ideally, these ideas will serve as a catalyst to spark more creative activities you can do with students to nurture and develop their unique talents.

Focus on You Instructions

The **Focus on You** activity will help you get to know students better. Ask students to complete the row for themselves. Then let each student share one at a time. While one student is talking, the others can record the answers in the space provided. Use the next page, or create a chart of your own. Adapt the columns as you see fit. Additional items for the Focus on You activity might include:

- how one of your themes contributed to a success
- three words to describe your school year
- one way you used a theme this week
- one thing that is important to you
- what you can do in the future using this theme

POINTERS FOR USING FOCUS ON YOU

You could have the students suggest items to include in this activity. Change the items around and make Focus on You a weekly activity. It can be a great way to get students focused in the morning, after lunch and recess, or at the beginning of a class.

EXAMPLE

NAME	WHAT I LIKE TO DO (INTERESTS, HOBBIES)	MY THREE THEMES	ONE THEME AND HOW I HAVE USED IT OR WOULD LIKE TO USE IT
Sam	swim eat read books	Dependability Discoverer Achieving	Discoverer: I love to read about people and adventures.
Maria	talk on the phone play flute babysit	Caring Confidence Relating	Caring: I like to help my friends and take care of little kids.

FOCUS ON YOU

NAME	WHAT I LIKE TO DO (INTERESTS, HOBBIES)	MY THREE THEMES	ONE THEME AND HOW I HAVE USED IT OR WOULD LIKE TO USE IT

FOCUS ON YOU

NAME	WHAT I LIKE TO DO (INTERESTS, HOBBIES)	MY THREE THEMES	ONE THEME AND HOW I HAVE USED IT OR WOULD LIKE TO USE IT

Themes in Action Instructions

Ask your students to write their top three themes in the three boxes. Then have them think about a recent time/instance/example of when they used that theme — in other words, when they saw this theme in action. This example could have happened at home, at school, with friends or in any other setting.

After your students have completed the worksheet, go around the room and have them share one of their themes and talk about how they have seen it in action recently. Depending on the size of the group, you could have them share one theme in action or all three.

ADDITIONAL IDEAS:

- Copy the Themes in Action worksheet for your students to take home. Ask them to interview parents, teachers, coaches, counselors or friends. How have these people seen your students' themes in action?
- Make this a monthly exercise to keep your students thinking about ways they spontaneously use their talents.

Themes in Action

List your three themes, and then share a **specific** example of a time when you used this theme at school, at home or with friends.

THEME NAME	THEME IN ACTION
<input type="text"/>	<hr/> <hr/> <hr/>

THEME NAME	THEME IN ACTION
<input type="text"/>	<hr/> <hr/> <hr/>

THEME NAME	THEME IN ACTION
<input type="text"/>	<hr/> <hr/> <hr/>

Scavenger Hunt Instructions

SCAVENGER HUNT #1

- For this activity, students need to wear nametags with their top three themes on them. You might want to let students design the nametags themselves, or you could use the certificate on the last page of their report to make nametags. You could even laminate the certificate so students can use it repeatedly. Copy the following page, Scavenger Hunt #1, for all of your students. Instruct them to find five people who have a different theme from any of their own top three, and then determine what they like best about that theme. After students complete the activity, have them discuss and share what they learned about a new theme. You might list each theme on the board, along with all the words used to describe it underneath.
- If other educators/adults who interact with students have taken the CliftonStrengths assessment, students could complete a Scavenger Hunt with them too.

SCAVENGER HUNT #2

- For this version of Scavenger Hunt, students again need nametags with their names and top three themes. This time, they are on the lookout for other students who have the *same* themes as theirs. The themes don't have to be in the same order. After they have found other students and interviewed them about what they like best about the themes, have them report what they've discovered as additional positive or helpful aspects of their top three themes.

Scavenger Hunt #1

Find five people who have a theme that is different from any of your own top three. Write the person's name, the theme name and what they like best about the theme.

Name	Theme Name	What does this person like best about this theme?

Scavenger Hunt #2

Find two people who have your first theme. They don't have to have it first; it just needs to be one of their top three. Ask these people what they like best about the theme. Then find two people who have your second theme. Then find two who have your third theme.

FIRST THEME NAME _____

Name	What does this person like best about this theme?

SECOND THEME NAME _____

Name	What does this person like best about this theme?

THIRD THEME NAME _____

Name	What does this person like best about this theme?

Ideas for Sustained Learning

Depending on the course and availability of media, here are some ideas for integrating StrengthsExplorer into your curriculum, classroom and school.

- Self-Portrait Collage:** Using various art supplies and your students' creativity, have each create a self-portrait collage that highlights their three themes. Your students might want to include magazine headlines or pictures that show their themes in action or use photos of themselves or their own drawings as "evidence" of their themes in action.
- PowerPoint®:** Help each student prepare a PowerPoint presentation highlighting one theme or their top three themes. Connect them in an "endless loop," and have the presentation running before an assembly as the crowd is gathering for a concert, new student orientation, all-school meeting or parent-teacher conference.
- Newspaper/Magazine:** Have students create a magazine or newspaper that focuses on the StrengthsExplorer. Articles could include:
 - why focusing on talents is important
 - the 10 StrengthsExplorer themes
 - the students' top three themes
 - classmates' themes in action
- Essay/Journal:** Students could write essays or journal entries on one or more of the above topics.
- Video:** Using video cameras, students could work in small groups to create vignettes of the themes to show other members of the class.
- Newsletter:** Ask a student or small group of students to write an article about StrengthsExplorer, and include it in the weekly or monthly school newsletter.
- Photo Caption:** If a student is featured in the school's weekly or monthly newsletter, include their top three themes in the photo caption or in the article.
- Strengths Spotlight:** Add a section to the school's newsletter, website or yearbook that highlights the school's focus on talents. Highlight one student per week who demonstrated a theme in a positive and productive way.
- Skits:** Have a group of students produce skits that show each of the StrengthsExplorer themes. Have the audience name the themes when they "catch" them in the skit.
- Cartoons:** What cartoon characters best illustrate each of the 10 StrengthsExplorer themes? Get students sharing and discussing their cartoon "candidates" for each of the themes.

StrengthsExplorer®

- Bulletin Board:** Create a bulletin board that features all of the theme names. Ask students to place their name under the theme name they plan to focus on for that week. At the end of the week, ask questions about what they did, with whom, how it felt and which action item they focused on. Do this for at least three weeks so students can learn about each of their top three themes.
- Observation:** Put students in groups of three or four. Have them exchange theme names and write them down somewhere so that each student can keep track of the others' themes. Then at some point each day or once a week, ask students to share with each other when they saw one another's themes in action.
- Report Card:** On each student's quarterly report card, make one note about a time you saw a theme in action — a moment when the student demonstrated their natural tendencies in a positive and productive way. Make parents aware of their child's themes by making a place on the report card to list the student's top three themes.
- Sharing:** Encourage students to share their themes, action items or whole report with their parents.
- Music/Poetry:** Have students find music, poetry or art that illustrates the Clifton StrengthsExplorer themes.
- Songs:** Have a group of students compose music and write lyrics about their own top three themes or about all 10 themes.
- Slogans:** Have your students find advertising slogans that relate to each of the 10 StrengthsExplorer themes.
- Famous Figures:** What famous people, living or dead, real or fictitious, exhibit these themes? Get students sharing and discussing their "candidates" for each of the themes. What themes are evident in the characters of the book students are reading in literature class? How about figures discussed in history class, current events or civics class — what do students think their themes are?
- Games:** Have students create a video game with talent as the subject and how talent influences and works in people's live — particularly at your school.
- Puppets:** Have students create a puppet or marionette show about themes.
- Play:** Have students create a play starring the 10 StrengthsExplorer themes. Ask them to write it down and act it out.

Individual Development Plan

IN THE CLASSROOM

As you think about what you have planned for your students in class, write any ideas about how you could provide opportunities for this theme to shine.

Theme Name:	Observation 1
	Observation 2
	Observation 3
Theme Name:	Observation 1
	Observation 2
	Observation 3
Theme Name:	Observation 1
	Observation 2
	Observation 3

LOOKING FORWARD

Look into the future. How do you think this student might use one or more of these themes in high school, college, work or life? Write about this below.

Theme Name:	Application 1
	Application 2
	Application 3
Theme Name:	Application 1
	Application 2
	Application 3
Theme Name:	Application 1
	Application 2
	Application 3

ACTIONS FOR THE FUTURE

Now that you have thought specifically about this individual, how can you put this into action to have a positive effect?

- Share it on paper. Write it down and give it to the student.
- Sit down and discuss your list with the student. Talk about all the positive words that come to mind when you think of this student.
- Think about who else has positive perspectives on this student’s talents. How could you share your positive perspectives with one another?

StrengthsExplorer®

Remember, you can have a positive, lifelong effect on students by helping them take advantage of their natural patterns of thought, feeling and behavior and showing them how important and valuable their unique talents really are.

So ...

Notice them.

Encourage students to use them.

Help students **share** them with others and the world.

Intellectual Property Statement

This document contains proprietary research, copyrighted materials and literary property of Gallup, Inc. It is for the guidance of your organization only and is not to be copied, quoted, published or divulged to others outside your organization. All of Gallup, Inc.'s content is protected by copyright. Neither the client nor the participants shall copy, modify, resell, reuse or distribute the program materials beyond the scope of what is agreed upon in writing by Gallup, Inc. Any violation of this Agreement shall be considered a breach of contract and misuse of Gallup, Inc.'s intellectual property.

This document is of great value to Gallup, Inc. Accordingly, international and domestic laws and penalties guaranteeing patent, copyright, trademark and trade secret protection safeguard the ideas, concepts and recommendations related within this document.

No changes may be made to this document without the express written permission of Gallup, Inc.

Gallup® Clifton StrengthsExplorer®, Clifton Youth StrengthsExplorer™ and CliftonStrengths® are trademarks of Gallup, Inc. All other trademarks and copyrights are property of their respective owners.