

YouthStart

ENTREPRENEURIAL CHALLENGES

Be A Yes Challenge A1 & A2

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

Entrepreneurial Culture



Concentrate on what is good for you!

Training in optimism

Strengths Treasure Hunt



Co-funded by the
Erasmus+ Programme
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BMB

Bundesministerium
für Bildung



KIRCHLICHE
PÄDAGOGISCHE
HOCHSCHULE
WIEN/KREMS



EVERY CHILD HAS MANY

STRENGTHS



Every child has a treasure trove of strengths!
But every talent needs commitment, training, perseverance and love
to develop into something big.



PREFACE AND INTRODUCTION

Every child is born with his/her own individual set of talents. In the first few years of their lives, children are extremely curious and have a great thirst for knowledge. They easily motivate themselves and learn very fast. (Almost) every child looks forward to going to school and to learning new things. It is very rare, however, for children to keep up this intrinsic motivation and great interest in learning throughout their school careers.

This is partly due to the fact that, unfortunately, many schools still use a scattergun approach when it comes to presenting content. School levels and curricula take precedence over individual knowledge levels, talents and interests. Many strengths go unnoticed and unpromoted in school, which means that they cannot develop.

It should be in the interest of education to promote a variety of talents – actively discovering one's own strengths should be a primary goal. But the current system does not seem ideal for this purpose. Children are rarely promoted individually, as the main focus is on standardisation and equalisation.

FIT THE MOULD OR BE IGNORED

Different strengths are often considered to be of different value. Children who have the “wrong” talents might not experience much success in school and many of them fail core subjects. Creativity, social competence as well as manual and technical skills are often not given enough consideration – even though a diversity of talents could be an important driver of innovation.

Too many people do not know what they can do and are unaware of their own talents and abilities when they graduate. Frequently, they are much more aware of their deficits. This may often cause personal problems, but it is also an economic disadvantage for our country that so many people are unaware of their own strengths and so many talents are unused.

OBJECTIVES

In order to discover this treasure trove of talents, the organisation jedesK!ND is pursuing the following goals:

- Teachers need to be able to dedicate time and space to dealing with the strengths and interests of their students, which is why schools should be encouraged to integrate the “Strengths Treasure Hunt” into their routine.
 - The pilot project will start with some volunteering schools that will implement the measures to promote individual strengths (e.g. in the form of “Talent Days/Weeks” or throughout the school year).
 - A few schools will then present their experience to show how individual strengths can be promoted and illustrate the positive effects of these measures on the children.
- Teachers become “Strength Treasure Hunters” and try to identify as many of the individual strengths of the children they teach as possible.

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- The Treasure Hunt is intended to enable children to try various activities in as many different areas as possible so that they can learn more about their own strengths and interests.
 - The project tries to encompass the entire range of the curriculum in order to offer the necessary scope, assistance and support to schools and/or teachers so that *all* talents and interests can be discovered, taken into consideration and promoted.
 - By discovering his/her own strengths, every child shall experience a boost of his/her self-confidence. The recognition of inconspicuous, seemingly unimposing or unusual talents will play an essential role in this context.

The present document contains suggestions for teachers who are interested in the Strengths Treasure Hunt and in the promotion of talents.

jedesK!ND would like to extend their warmest thanks to everybody who contributed to this project.

We hope you will enjoy discovering and promoting the strengths and interests of your students!

Ingrid Teufel, Maria Riegler and Bernhard Drumel
on behalf of jedesK!ND



INFORMATION FOR TEACHERS

The aim of the Treasure Hunt is to get to know the (“new”?) children in your class better and to support the children in getting to know each other – the underlying purpose is to become aware of the strengths and interests of others.

On the following pages you will find suggestions for the organisation of project days at the start of a school year. You can for instance carry out the Strengths Treasure Hunt in the first six weeks of a school year if you have “new” children in your class.

The objective is to learn more about what is going on in the minds of the children and to shine a light on their strengths.

We recommend dividing the Strengths Treasure Hunt into several Talent Days.

This document contains ideas, instructions and suggestions for the practical implementation of the projects as well as links to recommended websites and materials for the individual topics. Every teacher or team can select the activities that best suit their specific class situation from this broad offer. The appendix contains (self-)observation lists for teachers and students and suggestions for reflecting on talents and strengths – both your own and those of others.

BASIS FOR THE INDIVIDUAL TALENT DAYS

The topics are modelled on the “European Reference Framework of Key Competences for Lifelong Learning” and Howard Gardner’s “Theory of Multiple Intelligences”, which overlap in a number of areas.

- **Howard Gardner’s Theory of Multiple Intelligences ...**

... and the future of learning:

“It is easy – but dangerous – to conclude that all education in the future should simply concentrate on mathematics, science, and technology. And it is equally easy – and equally dangerous – to conclude that the forces of globalization should change everything” (Howard Gardner, “Five Minds for the Future”).

In order to face the challenges of the future we must learn to react flexibly to unexpected situations, recognise and seize opportunities, communicate empathetically, delve into subjects and build up expertise. Essential competences in this context are:

- **creativity**
- **respect**
- **ethical thinking and acting**
- **discipline** and the ability to
- **integrate knowledge.**

Gardner identifies nine **qualities** that hint at the areas in which an individual is especially gifted or talented. Being aware of these qualities can be very useful when it comes to choosing a school, a profession or a field of studies.

Intelligences/qualities according to Gardner:

- linguistic intelligence
- musical intelligence
- logical-mathematical intelligence
- spatial intelligence
- bodily-kinesthetic intelligence
- intrapersonal intelligence (→ self-competence)
- interpersonal intelligence (→ social competence)
- naturalistic intelligence
- existential/"spiritual" intelligence

Links for Gardner's Theory of Multiple Intelligences:

- https://en.wikipedia.org/wiki/Theory_of_multiple_intelligences
- <https://howardgardner.com/>

• Key Competences for Lifelong Learning according to the European Reference Framework (basis for the compulsory annual programme for the development of competences):

- communication in the mother tongue
- communication in foreign languages
- mathematical competence and basic competences in science and technology
- digital competence
- learning competence
- interpersonal, intercultural, social and civic competences
- entrepreneurial competence
- cultural competence

Gardner does not mention the **digital competence** listed in the reference framework. This competence is indispensable, however, as information and communication technologies are playing an ever-growing role in our life. Different uses of digital media should therefore be incorporated in the individual Talent Days. Digital competence is inextricably linked to **reading competence** – yet another reason why reading MUST be a part of every school day (and especially the Talent Days)! It might also be a good idea to combine the Strengths Treasure Hunt with "Reading Weeks".

Links for key competences:

- http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/145EN.pdf
- <https://www.britishcouncil.org/sites/default/files/youth-in-action-keycomp-en.pdf>

STRUCTURE OF THE STRENGTHS TREASURE HUNT

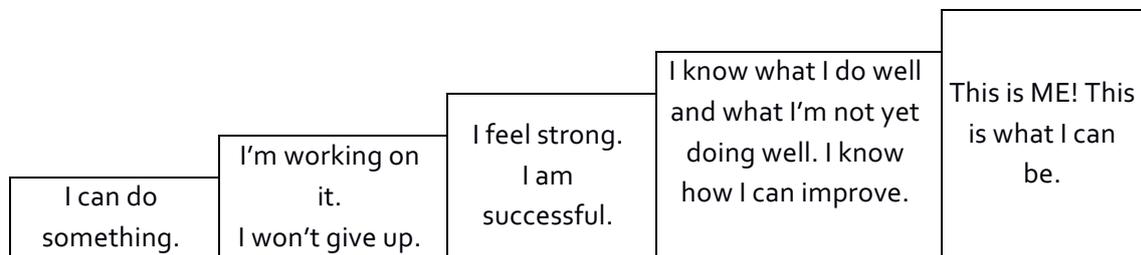
A good start for the Treasure Hunt might be to talk about the strengths of grown-ups. This will give children real-life role models to illustrate the diversity of talents and show how talents are used and appreciated in their (new) community.

If several classes carry out the Strengths Treasure Hunt together this means less work for the individual teachers and assistants.

Each day focuses on a specific competence/strength. In groups, the children complete a circuit of stations with various activities which they can try out to see what they like to do and what they are good at. It is best to schedule at least two consecutive lessons per Talent Day. The order of the Talent Days can be chosen individually so that it best matches timetables and curricula.

The aim is for children to discover that they each have many different strengths and talents and (might) enjoy many different activities/things.

Another aim is for children to understand that strengths need to be exercised so that they can develop into big talents. They should learn that much practice is needed for a talent to unfold its full potential (example: successful athletes, musicians, etc.).



The appendix contains suggestions and materials from which teachers should select those that best match their individual classes.

THE TREASURE HUNT BEGINS

Objective: discovering strengths – in yourself and others.

1.) Discussing strengths (suggestions for reflection see appendix).

Questions:

- What are talents, gifts, strengths, interests?
- What do I like to do?
- What am I good at?
- What are my strengths?
- Do my interests match my talents?
- What strengths do I see in others?
- What strengths do others see in me?
- What strengths are especially important for a community to function?

(Suggested link: <http://www.readwritethink.org/professional-development/strategy-guides/assessing-student-interests-strengths-30100.html>)

2.) Together plan a festival or event (“Our Treasure Trove of Strengths”, “Talent Exhibition”, ...). It would be best to decide in the beginning which information and communication technologies you would like to use for the Treasure Hunt (and make sure they are available).



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SOCIAL DAY

THE FOLLOWING COMPETENCES WILL BE EXERCISED::

- self-reliance
- intrinsic motivation and personal initiative
- independent, critical thinking
- self-reflection
- assessing one's own emotional states
- differentiated self-description
- constructive communication
- tolerance
- acceptance of differing opinions
- willingness to compromise
- learning to negotiate and to build trust
- empathy
- constructive ways to deal with stress and frustration
- understanding of socio-economic developments and the principles of intercultural communication



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PRACTICAL IMPLEMENTATION:

- **Attentive Listening Club**
Listening to and understanding each other are abilities that are essential for a good coexistence. Reading or telling stories to each other is a good way to practise listening. Afterwards, the children ask each other questions about the text (orally or in writing).
- **Suggested link:** <http://www.kidsworldfun.com/shortstories.php>
- **"Guilty Conscience":** The children try to think of situations in which they feel guilty (e.g. when they tell white lies, make excuses, take something from somebody else, jump the line, etc.). Then they draw these situations and write 1-2 sentences about them.
- **Class Conference/Class Council**
Introduce role cards (Google images of role cards for inspiration) and use them in various settings.
- **Discuss idioms/sayings**
(If the children in your class speak different languages, ask them about sayings in their mother tongue!)
 - "A guilty conscience needs no accuser."
 - "Each man for himself"
 - "The Boy Who Cried Wolf"
 - "Do unto others as you would have them do unto you."
(This "golden rule" can be found – in different forms – in all world religions.)
- Reflect on and discuss the meaning of **fables** – they contain much social knowledge.

LINKS FOR SOCIAL COMPETENCE:

- http://www.educationworld.com/a_lesson/lesson/lesson294.shtml: teaching tolerance
- <https://blog.udemy.com/social-skills-lesson-plans/>

LINKS FOR FABLES (→reading competence)

- <http://www.worldoftales.com/fables.html>
- http://downloads.bbc.co.uk/schoolradio/pdfs/aesop/aesops_fables.pdf



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“LEARNING IS FUN” DAY

THE FOLLOWING COMPETENCES WILL BE EXERCISED:

- ability to acquire basic skills that are necessary for future learning (reading, writing, arithmetic, digital competence, etc.)
- ability to learn new things, process them and integrate them with things we already know
- ability to organise our learning process independently and motivate ourselves
- ability to assess our work and ask for help when we need it
- ability to concentrate for a longer period of time
- cooperative learning, ability to use the advantages of heterogeneous groups and share learning results
- problem-solving skills
- discipline
- individual responsibility
- perseverance

PRACTICAL IMPLEMENTATION

To start off the “Learning is Fun” Day you could watch a “Knietsche” video together with the kids and then discuss it and reflect on it in class (<http://www.knietsche.com/category/videos-en/>). It also makes sense – not just for this day – to teach children mnemonics in a playful manner (e.g. <https://www.theschoolrun.com/memory-aids-for-kids>) and to familiarise yourself with these techniques.

This is a fun way to increase one’s learning competence!

The children may bring their own games to the “Learning is Fun” Day (discuss in advance which games they will bring) and/or use the games available in the classroom/school.

Traditional paper-and-pencil games make for a varied learning experience and the materials are easy to organise. Don’t be surprised if your students get caught up in the idea that learning is, indeed, fun!

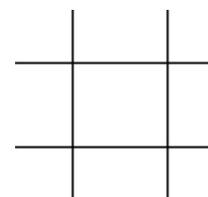
At the start of the day, the games/stations should be briefly presented – ideally by the children themselves. Then you should agree on how many children can use the respective station at the same time and for how long (playing time per station).

SUGGESTIONS FOR PAPER-AND-PENCIL GAMES

- **Don’t Cross Me!** (a game for two players):
One child uses a pencil to write the numbers from 1 to 20 (or 30,40, ...) or the alphabet on a sheet of paper in little circles. The two players now each choose a coloured pencil and take turns connecting the letters or numbers in the right order without crossing the line drawn by the other player. If a player crosses the line of the other player, he or she is given a “penalty point”. The player with the lowest number of points wins.

- **Boxes** (a game on squared paper for two to four players):
Draw a grid of any shape on the paper. Within this grids the two players take turns marking the framing lines of the boxes in the colours they have chosen. Whoever is the first to mark all the lines of one box, i.e. to close the box, may draw a symbol (e.g. an X, an O, etc.) in his/her colour into the box. The player who is able to close the most boxes wins.

- **Tic Tac Toe** (a game for two players):
With four lines, a grid with nine spaces is drawn. The children take turns marking the spaces with an "X" or an "O". The first player to place three of his/her symbols in a row (vertically, horizontally or diagonally) wins.



- **Storytelling Game** (a game for at least two players):
Each child gets a sheet of paper and writes down the beginning of a sentence, but no more than three words. Then the sheet is passed on to the next player, who adds another three words, and so on. Punctuation can be added later, if necessary. The sheets are passed around until they are filled completely. The resulting stories are usually very funny and can be read out aloud at the end of the game.

- **Scattergories** (a game for at least two players):
Begin by drawing tables and labelling the columns with general categories (e.g.: city, country, river, profession, plant, cartoon character, name, food, clothing, noun, verb, etc.). For each round, a letter of the alphabet will be selected. To do this, one player could for instance recite the alphabet in his/her head until the others tell him/her to stop. The letter he/she has arrived at is the letter that will be used for that round. The players fill in the columns with words that match the respective category and that start with the letter in question. As soon as one player has found matching words for all categories, the round ends. Check the terms to make sure they match the category and start with the right letter. The players get one point for each correct term: who can score the most points?

City	Country

LINKS FOR "LEARNING IS FUN"

- <http://www.playworks.org/blog/fun-paper-and-pencil-games-play> for further paper-and-pencil games
- <http://www.childfun.com/> for fun learning activities

COMPUTER/SMARTPHONE DAY

THE FOLLOWING COMPETENCES WILL BE EXERCISED:

- researching, gathering and processing information
- critical and systematic use of information
- differentiating between reality and the virtual world
- using Internet-based services
- using the Internet as a tool to promote critical thinking, creativity and innovation
- critical assessment of available information
- responsible use of media
- using aids to understand, edit and present information
- using communities and networking tools for cultural and social purposes

PRACTICAL IMPLEMENTATION

Digital competence is indispensable, as information and communication technologies are playing an ever-growing role in our life. Different uses of digital media should therefore be incorporated in the individual Talent Days whenever possible.

LINKS FOR DIGITAL COMPETENCE:

- <https://www.commonsemmedia.org/educators/scope-and-sequence>
- <http://www.webwewant.eu/>



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LANGUAGE DAY

THE FOLLOWING COMPETENCES WILL BE EXERCISED:

- **Communication in the mother tongue:**
 - ability to master diverse communicative situations
 - identifying and using different types of text
 - researching, gathering and processing information
 - willingness to engage in critical and constructive dialogue
 - understanding of the aesthetics of language
 - awareness of the effects of language on others
 - positive and socially responsible use of language
- **Communication in foreign languages:**
 - understanding oral and written messages
 - starting, maintaining and ending a conversation
 - reading, understanding and producing texts
 - using aids
 - informal language acquisition
 - interest in languages and intercultural communication



SUGGESTIONS FOR PRACTICAL IMPLEMENTATION

- telling, reading and writing stories
- language games, e.g.:
 - Playing with punctuation: "Let's eat, granddad!" vs. "Let's eat granddad!", "Eat, my child!" vs. "Eat my child!" ... Conclusion: Punctuation is important, it might even save lives ;-)
 - Explain how intonation changes the meaning of a sentence: "You can't come!"
- intercultural communication – gestures do not have the same meaning in every culture
- working with **poems**: reciting, writing and "adapting" poems (generative writing)
Suggestions:
 - Prepare a pool of poems from which children can choose poems that match the topic.
 - Prepare cards with suggestions as to what the children could do with the poems.
Examples:
 - perform the poem as a play
 - assign different roles and recite the poem
 - mime the poem
 - perform the poem with sounds (→ storytelling with sounds)
 - draw or paint the poem; make collages or sculptures, ...
 - use the poem to write a story
 - copy the poem in neat handwriting and lay out copies in the school building for others to take home
- reading competence: combine the language day with a reading week



LINKS FOR LANGUAGE AND READING COMPETENCE

Language Level Assessment Test

- <https://www.ilh.com/tests/english-language-level-assessment-test/>

Material and suggestions related to “education standards”:

- http://www.educationworld.com/standards/national/lang_arts/english/k_12.shtml

Reading:

- <http://www.kidsworldfun.com/shortstories.php>
- Read texts or sentences with the Mimics Die (see www.youthstart.eu)

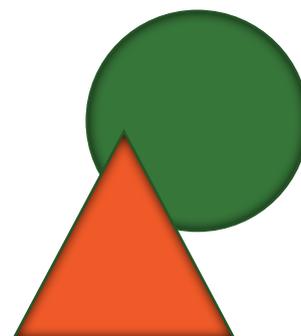
English worksheets:

- <https://www.aduis.at/arbeitsblaetter/english/default.aspx?startId=12>

MATHEMATICS AND SPATIAL THINKING DAY

THE FOLLOWING COMPETENCES WILL BE EXERCISED:

- understanding of mathematics
- dealing with numbers
- quantification
- logical-analytical thinking (mental exercises, riddles)
- understanding of cause-effect relations (deductive reasoning)
- finding alternative solutions
- geometrical shapes (drawing, identifying, sculpting)
- spatial thinking/intelligence
- reading plans and maps
- interpreting tables, statistics and diagrams



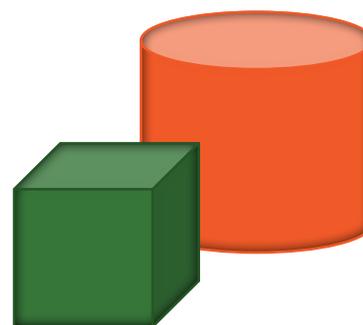
1,3,5,7...

PRACTICAL IMPLEMENTATION

Use the links below and search the Internet for further material and suggestions to create a mathematics learning landscape that the children can use freely.

SUGGESTED LINKS

- Geometric puzzles
 - <http://www.mathedpage.org/puzzles/>
 - tangrams: <http://www.mathedpage.org/puzzles/supertangrams/st-puzzles.html>
- Math games:
 - <http://www.primarygames.com/math.php>
 - <https://www.funbrain.com/brain/MathBrain/MathBrain.html>



SCIENCE DAY

THE FOLLOWING COMPETENCES WILL BE EXERCISED:

- using tools and equipment to reach a certain goal
- understanding the essential characteristics of a scientific examination
- understanding the limits and risks of scientific research and technology
- recognising the effects of technological progress on our lives, community, environment and planet
- reading competence: reading, understanding and following instructions for experiments

WHAT YOU (MAY) NEED

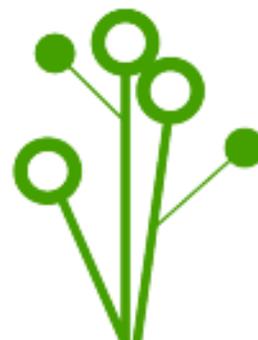
- "Research" board game with instruction for scientific work (see appendix)
- biology: bring plants and animals (or pictures of them), books about plants and animals, computer with Internet access for research
- physics/chemistry: worksheets from the Internet, material/equipment for experiments, computer with Internet access for research

PRACTICAL IMPLEMENTATION

- Prepare the **stations** where children can experiment freely (as long as they adhere to general rules you have discussed in advance).
The children can take pictures or videos of their work, which will give them additional material for the individual presentations they will hold at the Strengths Festival that will mark the end of the Strengths Treasure Hunt. Preparing these presentations will give the children an opportunity to discover and exercise further personal strengths: language competence, presentation skills, media competence, cultural competence, digital competence, entrepreneurial competence, etc.
- **Upcycling:**
Designing objects of art or useful objects from waste material. Have the children collect waste material and think of things they could make from it. For inspiration have them Google images for the term "upcycling".

SUGGESTED LINKS

- www.arvindguptatoys.com (→ photos): provides inspiration for the creation of (scientific) toys from waste material. See also https://www.ted.com/talks/arvind_gupta_turning_trash_into_toys_for_learning?language=en. Instruction videos by Arvind Gupta ("Toys from Trash"): <https://www.youtube.com/user/arvindguptatoys/videos>
- <http://www.sciencekids.co.nz/>
- technology
 - <http://www.sciencekids.co.nz/technology.html>
- animal encyclopaedia:
 - <https://www.britannica.com/topic/animal>
- plant encyclopaedia:
 - <https://www.britannica.com/topic/plant>



SPORTS DAY

THE FOLLOWING COMPETENCES WILL BE EXERCISED:

- carrying out motion sequences
- fine and gross motor skills
- manual skills
- expressive gesticulating
- enjoyment of movement
- body awareness and sense of balance

PRACTICAL IMPLEMENTATION

Make sure you have access to the gym for this day. If several classes carry out the Strengths Treasure Hunt together, this will mean less work for the individual teachers.

Sports Talents Challenge: obstacle course (can also be done in the classroom!)

- **What you need:** tires, ropes, chairs, boxes, desks, PET bottles, balloons, waste-paper basket, etc., stopwatch
 - In groups, the children set up their own obstacle courses with the items provided. This will also help the children test and exercise their spatial intelligence, team-working skills and entrepreneurial competence.
 - Once the obstacle courses are set up, the children run them as often as possible within a given time (stop watch!).

SUGGESTED LINKS:

- <https://www.urmc.rochester.edu/medialibraries/urmcmedia/community-health/community-partnerships/heart/documents/indoorphysicalactivityideasfor.pdf>
- http://health4u.tamu.edu/watexas_bk/wat_schools/lesson_plans/lesson_173.pdf



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MUSIC DAY

THE FOLLOWING COMPETENCES WILL BE EXERCISED:

- recognising tunes
- singing notes and melodies
- sense of rhythm (dancing, clapping, ...)
- enjoyment of music
- playing one or several instruments
- making up/composing melodies

WHAT YOU NEED:

- instruments
- "everyday objects" (glasses, broom, spoons, ...)
- song books

PRACTICAL IMPLEMENTATION:

- "Write" a song together: let the children choose what they want to do – sing, rap, play instruments or gargle a song with water
- Use everyday objects to make instruments.
- Let the children move around to music and express their feelings through dance.

SUGGESTED LINKS:

- <http://earlylearningactivities.com/PDF/musicmovement.pdf>
- <http://lessonplanspage.com/music/>

The Music, Creativity and Entrepreneurship Days of the Strengths Treasure Hunt may overlap in some areas. It is up to you whether you want to dedicate one day or several days to these topics.

CREATIVITY DAY

THE FOLLOWING COMPETENCES WILL BE EXERCISED:

- appreciating and enjoying artistic performances
- various forms of personal expression (through writing, painting, music, acting, ...)
- being able to compare one's own creative work with that of others and perceive differences
- recognising and appreciating social and economic possibilities for cultural activities
- understanding one's own culture and participating in cultural life
- respect for and an open-minded attitude towards other cultures

WHAT YOU NEED:

A computer with Internet access, different types of paper, waste material such as cardboard, plastics, etc.; water colours, crayons, magazines, pens, scissors, glue, costumes, ...

PRACTICAL IMPLEMENTATION:

The children are given the task to create an artistic expression of their strengths – i.e. whatever they are passionate about – and present the results at the Strengths Festival. How they want to do that and which materials they want to use is up to them.

Examples:

- poster/collage
- object
- written text (e.g. poem-writing workshop → language day)
- adapting the lyrics of a song/rap
- shooting a talent video (cellphone video?)
- creating a radio play (<http://lessonplanspage.com/lassmedia-radiohistorycommunenentertain10-htm/>)
- text
- digital presentation (PowerPoint presentation, thinglink: www.thinglink.com)
- theatre plays

SUGGESTED LINKS:

- <https://www.pinterest.com/theresaenglish/children-s-creative-expression/>

Theatre:

- http://www.teach-nology.com/teachers/lesson_plans/arts/drama/
- <https://www.schooltheatre.org/home>

Creativity exercises: suggestions, inspiration, exercises, ...

- <http://everyoneanartist.weebly.com/creativity-exercises.html>
- <http://www.creativity-portal.com/becreative/activities/>

ENTREPRENEURSHIP DAY

We recommend using this day or individual “entrepreneurship lessons” during the Strengths Treasure Hunt to prepare the “Strengths Festival”.

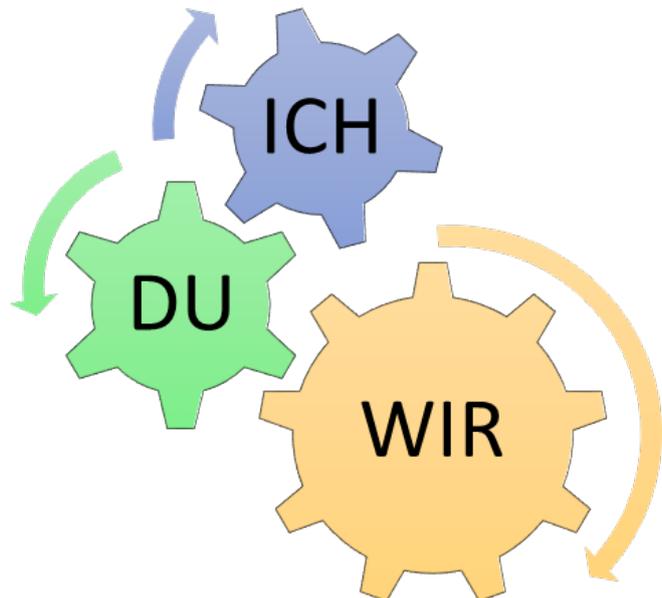
PRACTICAL IMPLEMENTATION:

Plan, organise and hold a festival to present and celebrate the results of the Strengths Treasure Hunt. The children will present their talent portfolios (see appendix for suggestions) as well as the posters, performances, digital presentations, songs, poems, dances, etc. they have created during the Strengths Treasure Hunt.

If you allow the children to do as much as possible in the planning, organisation and design of the festival (and, possibly, the catering) themselves, they will have many opportunities to discover and develop their entrepreneurial talents and competences.

THE FOLLOWING COMPETENCES WILL BE EXERCISED:

- independent thinking and working
- planning ahead
- assessing one’s own strengths and weaknesses
- identifying risks – and reacting adequately
- team spirit (assuming responsibility; reaching agreements; empathetic communication; leadership, delegating, reflection, analysis, ...)
- planning and organisation competences (festivals, events, ...)
- problem-solving
- creativity
- presentation skills
- ...



LINKS FOR ENTREPRENEURIAL COMPETENCE:

- <http://www.bschool.com/little-entrepreneurs-business-for-kids/>
- <http://nrich.maths.org/8277>



APPENDIX

The appendix contains a variety of materials for the Strengths Treasure Hunt: Inspiration for reflections on strengths, behaviour that promotes good coexistence, (self-)observation sheets for various age groups, etc.

Please choose the materials that best match your class and decide on how you want to use them.

COPY TEMPLATES FOR CLASS HANDOUTS:

1. cover
2. introduction: sentences to reflect on
3. activity that promotes a peaceful, constructive atmosphere
4. three simple rules for non-violent communication
5. alphabet list
6. "I know myself": personality profile
7. list of strengths to fill in and expand
8. "Strengths Treasure Hunt"
9. drawing a talent poster
10. observation list for children aged 5-10
11. questionnaire for children in kindergarten, 1st and 2nd grade
12. interest survey (brief)
13. instructions for scientific work (for the Science Day)

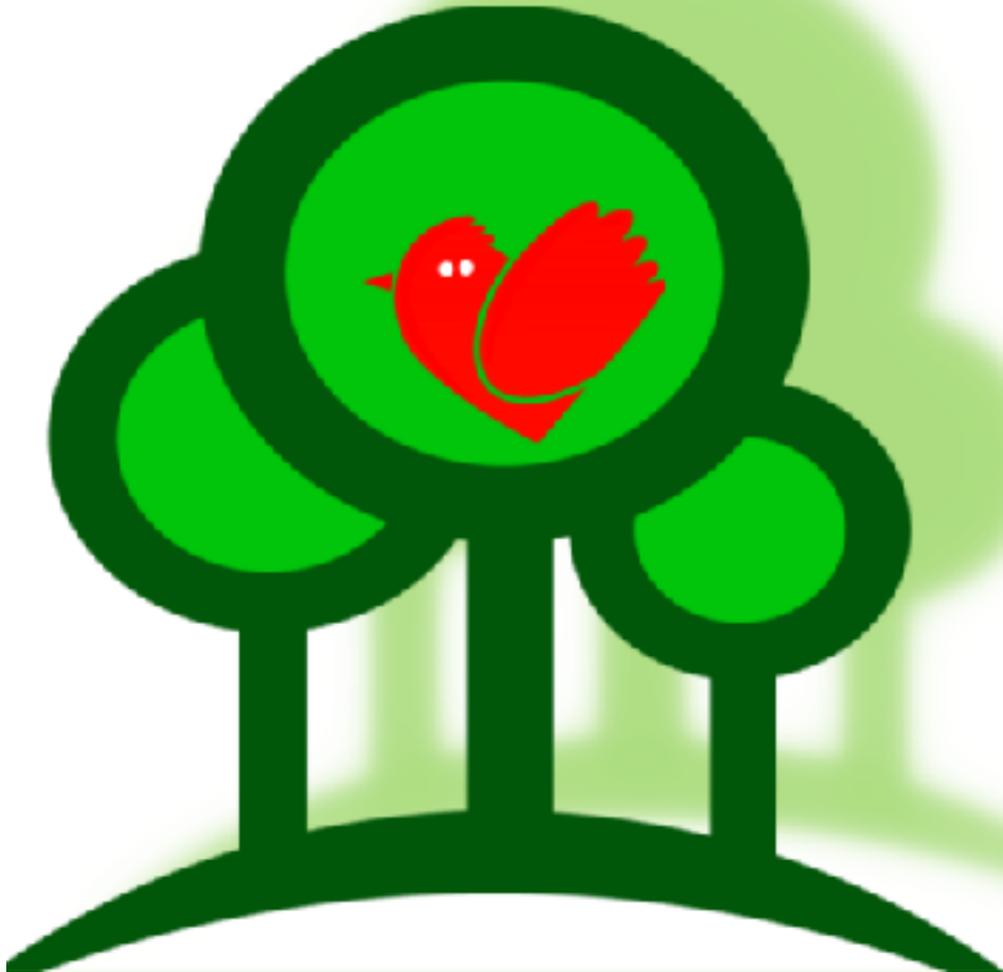
YOU HAVE MANY

STRENGTHS



Every child has a treasure trove of strengths!
But remember: every little talent needs
commitment, training, perseverance and love
to develop into a big talent!

Think about it!



Use what talents you possess; the woods
would be very silent if no birds sang there
except those that sang best.

Henry van Dyke

Think about it!



Everybody is a genius.
But if you judge a fish
by its ability to climb a tree,
it will live its whole life
believing that it is stupid.

Albert Einstein

Think about it!



YOU

ARE A VERY SPECIAL PERSON!

There are many things you are good at.
It might be maths, thinking, singing, comforting,
laughing, organising and many other things.

It does not matter what your talents are.

All your talents work together in whatever you do.

Use them as often as possible.

The more frequently you use your talents,
the greater they will become!



THIS IS HOW I EXPRESS MYSELF:

- 1.) I TALK ABOUT WHAT I (HAVE) SEE(N).
- 2.) I EXPLAIN HOW I FEEL ABOUT THINGS.
- 3.) I TELL OTHERS WHAT I WISH FOR.
- 4.) I ASK FOR THINGS NICELY...
- 5.) ... AND SAY "THANK YOU!"

Note:

Only use "I-messages"!

("I saw that...", "That makes **me** sad!", "I wish for...")

Important: Always remember to say "please" and "thank you"!

NOW TRY IT!

Form groups and re-enact a situation in which you were really angry. Make sure you obey the rules above. Then discuss how you felt during this re-enactment and what you noticed.



A contract with myself:

I promise myself that I will express my opinions in a peaceful but determined manner. I will always try to consider the feelings of the people around me.

Date

Signature



	Alphabet list: The things I do ... (verbs)	I'm very good at that!	I really like doing that!
A			
B			
C			
D			
E			
F			
G			
H			
I			
J			
K			
L			
M			
N			
O			
P			
Q			
R			
S			
T			
U			
V			
W			
XY			
Z			



I KNOW MYSELF!

MY STRENGTHS

MY POSITIVE QUALITIES

WHAT MAKES ME HAPPY

WHAT MAKES ME UNHAPPY

HOW I MAKE OTHERS HAPPY

Examples, ideas *(Use a magnifying glass!)*

Talents: empathising with others, noticing when others need help, being attentive, working nicely, clearing away things, laughing, being happy, doing sports, swimming, reading, painting and drawing, writing neatly, writing stories, doing maths, having good ideas, singing, dancing, making music, thinking, making up games, making others happy, working with others, not giving up when there are problems, ... **Qualities:** friendly, cheerful, funny, positive, confident, attentive, patient, kind, quiet, energetic, co-operative, clever, open, exact, neat, athletic, persistent, relaxed, creative, reliable, sensitive, diligent, fair, tolerant, interested, curious, ...

STRENGTHS TREASURE HUNT

I am ____ years old.

I am a girl.

I am a boy.

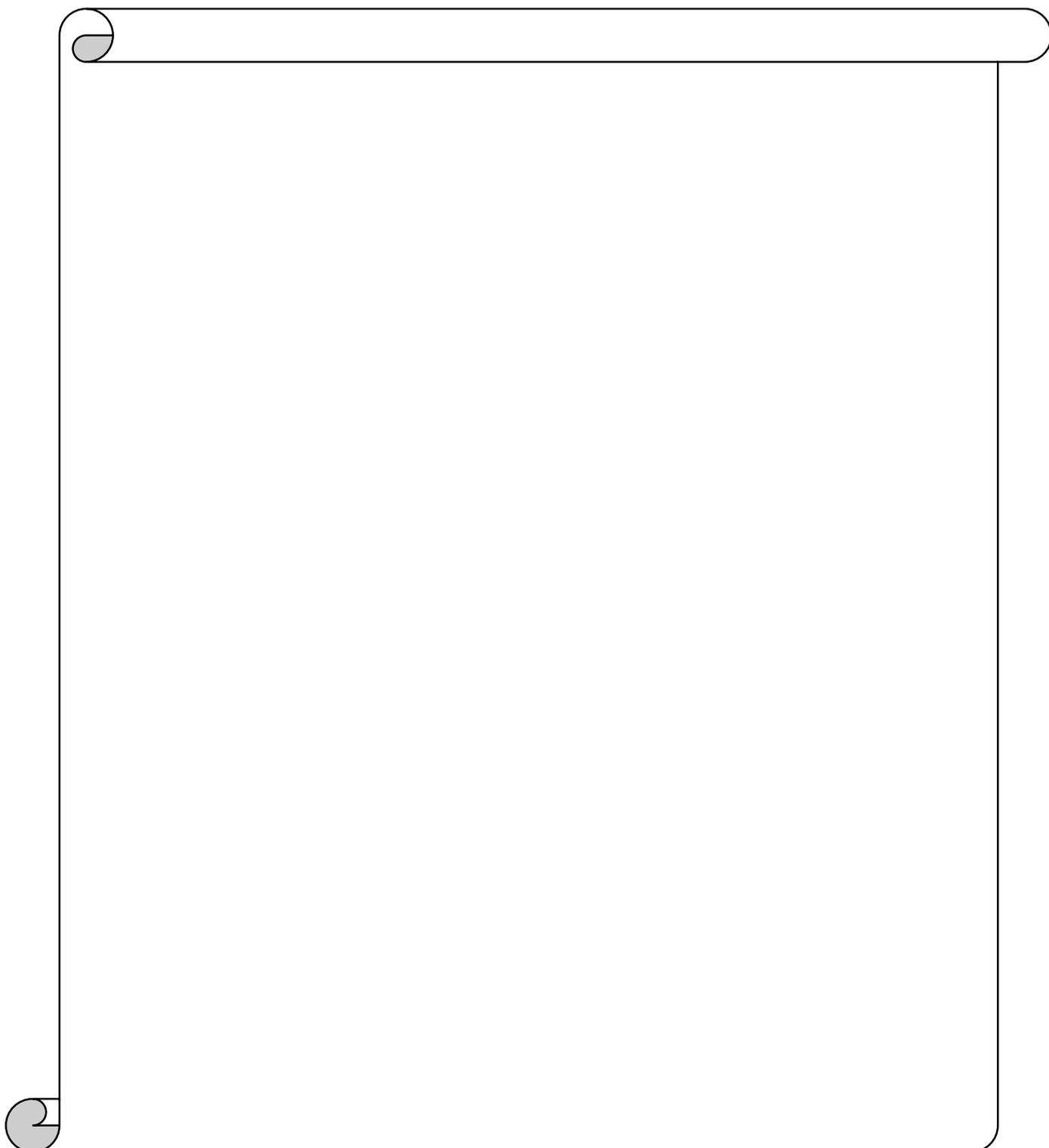
Tick the boxes!	😊	😐	☹️
I like to talk and tell stories.			
I like to read.			
I like to write.			
I like other languages.			
I like to do maths.			
I can solve maths problems quickly.			
I am good at organising things.			
I like to sing and make music.			
I learn songs very quickly.			
I like to listen to music.			
I often sing and hum to myself.			
I am good at imagining things.			
I love geometry.			
I draw a lot.			
I like to build and make things.			
I like to move.			
I am good at sports.			
I like role-playing.			
I learn how to do new sports very quickly.			
I love animals and like to take care of them.			
I love plants and like to take care of them.			
I am interested in the environment.			
I spend much time outdoors.			
I like to look at plants and observe animals in their natural surroundings.			
I am a good listener.			
I like to settle disputes.			
I like to help people.			
Friendship is important to me.			
I like to take charge.			
I like to ask questions.			
I know my strengths and weaknesses.			
I like to be alone.			
I love peace and quiet.			
I am interested in the origin of life.			
I am interested in religion, the meaning of life, ...			



FIND OUT MORE ABOUT YOUR OWN PERSONAL

ABILITIES, STRENGTHS AND TALENTS!

Take some time to think about what you are interested in, what you like to do and what your passions and personal goals are. Use the sheet below to design your own personal Strengths Poster. Now take the time to create your Strengths Poster on a big sheet of paper so that everyone can see what you are passionate about, what you like to do and what your strengths are.



(Self-)observation sheet for children aged 5-8, to be filled in by the children themselves or by other children or grown-ups who "interview" them.

ALL MY STRENGTHS!

Name: _____

Date: _____

<i>Social intelligence/competence and areas of interest</i>				
What I like ...				
being with many other kids				
being with grown-ups				
helping other children				
settling disputes				
listening to what others are telling me				
organising games				
being in charge				
spending time alone				
doing activities in a group				
comforting others and calming them down				
sharing things with others				
empathising with others				

<i>Learning competence</i>				
What I like ...				
studying				
finding out HOW I can best study (by listening, looking closely, talking about the topic, ...)				
finding out WHERE I can best study (at home, at the museum, outdoors, right here, ...)				
learning tricks				
learning games				
using a computer or tablet for studying				
using the Internet to learn interesting things				
learning rhymes/poems by heart				



<i>Linguistic intelligence/competence and areas of interest</i>				
What I like ...				
telling stories to others				
talking about what I am interested in				
poems, rhymes and songs				
learning new words in other languages				
inventing a secret language				
playing with words				
thinking of something and talking about it				
thinking of something and drawing it or writing about it				
non-fiction books (reading or being read to)				
fairy tales (reading or being read to)				
detective stories (reading or being read to)				
stories about monsters/wizards/witches (reading or being read to)				
stories about animals (reading or being read to)				
drawing or writing stories				

<i>Naturalistic intelligence/competence and areas of interest</i>				
What I like ...				
observing animals and learning about them				
stroking and feeding animals				
looking closely at plants				
comparing different types of plants				
learning the names of plants				
finding out how plants grow				
finding out how machines work				
making new things from waste materials				
taking things apart and building new things				
protecting the environment (recycling, not destroying nature, ...)				

<i>Mathematical intelligence/competence and areas of interest</i>				
What I like ...				
counting things				
sorting things and putting them in order				
numbers				
solving maths problems				
measuring things with a ruler or measuring tape				
finding out how heavy/light something is (weighing things)				
geometrical shapes and bodies				
lists and tables (e.g. shopping list, soccer rankings, ...)				
timetables, subway maps, ...				
if something is difficult and I have to think about how it works				
everyday maths (e.g. setting the table: how many guests are coming?)				
labyrinths				
digital maths games				
imagining things				
drawing geometrical shapes				
building and making things				

<i>Bodily-kinesthetic intelligence/competence and cultural awareness</i>				
What I like ...				
doing sports until I sweat				
moving around (jumping, running, climbing, ...)				
being part of a sports team				
competing				
moving around in water (diving, swimming, ...)				
adventure playgrounds				
doing gymnastics in the gym				
making small, pretty things by folding or cutting paper, ...				
building things with Lego				
balancing like a tightrope walker				
learning a new dance				



<i>Musical intelligence/competence and cultural awareness</i>				
What I like ...				
acting out stories				
dressing up				
handicraft				
listening to music				
making music				
making up my own songs				
singing				
learning to play an instrument				
moving to music				
being on stage				
looking closely at pictures and finding out what they could be telling me				
painting with watercolours				
drawing with a pencil				
using decorations to make a room look nicer				
going to the museum				

<i>Existential intelligence/competence and cultural awareness</i>				
What I like ...				
asking questions that start with "Why"				
finding out why something is the way it is				
thinking about what happens after life				
learning about how other civilisations live				
finding out how people elsewhere live, eat, learn, ...				
reflecting about myself				
thinking about what is fair and unfair				
thinking about my family				
thinking about many different topics				
discussing my thoughts with others				
talking about whether animals have thoughts and feelings too				

What I like ...	<i>Digital competence</i>			
				
writing stories on the computer				
giving a digital text a pretty layout (font colour, ...)				
organising my own files so I can find them again				
using the Internet to look up interesting things				
using the Internet to look up the meaning of a difficult word				
using the Internet to look for images				
using the computer to write a message to someone (e-mail)				
using the computer to draw and paint				
learning how to use new apps and programmes				
printing something out				
playing computer games				
using the computer to calculate things				
trying to type as fast as I can without making any mistakes				
looking up and watching online videos				
working out computer problems				

WHERE DID YOU GET MANY ?

AND WHERE MANY ?

If you look at your observation sheets you will see what your interests and strengths are and what you might want to work on!

ALL THE STRENGTHS I CAN FIND IN MYSELF:

Name:

Age:

Date:

Filled in by

(either by the child him-/herself or by a grown-up who "interviews" the child)

Which games do you like to play?

Whom do you like to play with the most?

Do you have a best/close friend?



What do you like to collect? (Stones, action figures, ... ?)

What are you very good at?

What would you like to do better?

What do you most enjoy doing in kindergarten/at school?



What do you like most about kindergarten/school?

What is difficult for you in kindergarten/at school?

Is there something that annoys you?

What is very important to you?



What is your favourite book? What do you like most about it?

What are your favourite TV or radio shows?

What would you like to learn?

A language, how to do a handstand, how to play chess – or something completely different?

Write down or draw something you have done that you are very proud of.

What would you like to be when you grow up?



Imagine you meet a fairy who knows everything about life and the world. What would you like to ask that fairy?

Imagine a great fantasy creature and draw it in the frame below!



What is your fantasy creature's name? Write it down:

.....

HOW MUCH DO YOU LIKE TO DO THESE THINGS?

FILL IN THE TABLE YOURSELF!	😊	😐	😞
acting			
reading			
learning a foreign language			
drawing and painting			
taking care of plants			
singing and making music			
using the computer to find out new things			
making up and telling stories			
listening to music			
writing something			
cooking and baking			
doing maths			
dancing			
doing sports			
making and building things			
thinking about questions			
solving puzzles			
What else can you think of?	😊	😐	😞

