Name of Lesson: Affective Lesson #2: Exploration of the VIA Classification of Character Strengths and Virtues

Topic: VIA (Values in Action) Overview of the Virtue Categories of the Character Strengths

Gifted Standard and element(s):
G9: Self-Reflection
a. Recognize and develop areas of strength in self.
b. Recognize areas of weakness in self and develop strategies for improvement.

G10: Respect for Others
b. Recognize the value of individual differences.
c. Recognize the strengths of others

G6: Relationships and Connections
d. Seek opportunities to become a productive/proactive community member.

Unit Essential Question(s):
- How do character strengths and virtues help us and others to be our best selves?
- How can I recognize the use of character strengths and virtues in others?
- How can I choose which character strengths to use in differing situations to achieve both academically and personally?
- How can I use character strengths and virtues to be a positive and productive community member?

Lesson Questions:
- What is virtue and how does it relate to character strengths?
- How can a virtue be demonstrated through various character strengths?

Lesson Summary: Students are introduced the concept of virtues through a story and subsequent class discussion. They are asked to show their understanding through a sorting of character strengths as they relate to virtue categories, and by drawing visuals to represent each virtue.

Assessment Description/Performance Task:
- Constructed response
- Performance task
- Informal assessment
- Selected response

Brief Description of Assessment: Students will demonstrate their understanding of virtue categories by drawing visuals to represent them, and by explaining why they created each visual.

Instructional Methods:
- Lesson Overview:
  - Hook: Read the book Too Many Tamales
  - Definition explanations using the definition posters
  - Card sort
  - Evaluation using pictorial clues
- Hook/Activator:
  Read the book "Too Many Tamales" by Gary Soto to students.
Teaching Strategy:

1. Post the attached Virtue definition sheets (found in lesson 2 attachments folder), such that the students can see them. Begin a discussion by asking students if they know what any of the words mean. As you discuss the virtues, try to explain the definitions such that they understand. The “student friendly” definitions are on the definition sheets. Particularly challenging may be the concepts of “Transcendence,” and “Temperance,” and even “Humanity.” Be sure to explain these with examples if needed. After a clarifying discussion about each of the virtues, ask students if they recognized any of them being demonstrated in the story “Too Many Tamales,” or if they could have been used in the story when they were not. For instance: Rosa’s aunt showed humanity when she told Rosa they could make more tamales. She was showing kindness toward Rosa since she knew Rosa felt terrible about the situation in the story. An example of temperance might be when Rosa’s mother forgave Rosa for wearing the ring. An example of when a virtue could have been used and was not might be that Rosa could have avoided eating all the tamales if she had used courage to tell her mother about the missing ring in the first place. Allow students the opportunity to find examples of virtues in the story. Discuss as a group.

2. Introduce the concept of virtues as categories within which certain character strengths fit. In other words, certain strengths cluster together and when they are used, they lead to the demonstration of a particular virtue. Use the PowerPoint included in the Lesson 2 folder to present only the first virtue category (Humanity) to lead a discussion about how the use of Love, Kindness and Social Intelligence all demonstrate the virtue of “Humanity.” Explain that there are 5 other virtue categories and you are going to ask the students to think about which character strengths would logically fit into those categories.

3. Place students in the same small groups from the last lesson. Give each group a baggie that contains the 24 character strengths AND the six “virtue” flashcards. Ask them to use the virtue cards as their new category headings and see if they can sort the 24 strength cards into the relevant virtue category. In other words, they should have six virtue categories: Wisdom, Humanity, Courage, Justice, Temperance, and Transcendence. Their task is to examine the character strength on each card and determine which virtue it most demonstrates when it is used.

3. When students have completed the sorting process, bring them together into a large group. Explain to them that a group of scientists, philosophers, theologians, and psychologists actually identified the character strengths and virtues by looking at all of human history to see what is common among all people and all cultures worldwide. This group created the “Character Strengths and Virtues Classification”, and that is what the students have been exploring. This classification is used in many places to promote healthy living, and a group called “VIA,” which stands for “Values in Action.” They believe that character strengths are defined by how they are used. Then show them the “VIA Classification of Character Strengths by Virtue” PowerPoint (in the Lesson 2 attachments folder) to demonstrate the scientific “sorting” of the strengths. Ask students to compare the “official” virtue categories to their own sorting. Be sure that students understand the vocabulary that is being used. Give examples if needed.

Summary by the Learner: Pass out an evaluation sheet to each student. The students will draw a visual that represents each virtue. Once all have completed the sheet, discuss the answers and allow students to explain why their picture matches the virtue word.

Differentiation:

- If a child struggles with the evaluation, offer examples of the virtues.
- If students have trouble with the sort in a small group, allow them to work alone.
**Materials for this Lesson:**

- VIA Classification of Character Strengths by Virtue Category PowerPoint (in Lesson 2 attachments folder)
- VIA Definition Sheets (in Lesson 2 attachments folder)
- Sets of Character Strengths flashcards in baggies, one for each group

**Vocabulary for this Lesson:**

- **Virtue:** a desirable or morally good quality of a person

- **Character Strengths and Virtues Classification:** explanation of 24 strengths of people all over the world and across history (based on scientific analysis)

- **Wisdom and Knowledge:** Cognitive strengths that entail the acquisition and use of knowledge

- **Courage:** Emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal

- **Humanity:** Interpersonal strengths that involve tending and befriending others

- **Justice:** Civic strengths that underlie healthy community life

- **Temperance:** Strengths that protect against excess

- **Transcendence:** Strengths that forge connections to the larger universe and provide meaning
Name:_____________________________________________________

Draw a picture to represent each word.

1. Wisdom and Knowledge
2. Courage
3. Humanity
4. Justice
5. Temperance
6. Transcendence