

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

CliftonStrengths Explorer[®]

YOUTH WORKBOOK

Youth Workbook

WHY OPEN THIS BOOK?

1. It's all about you.
2. It will help you learn about who you are.
3. It will help you make the most of who you are.

Everyone is different. No two people are exactly the same. Some people enjoy talking; some are quiet. Some people like to sit and read; some like to run around. Some people like to have a lot of friends; some have more fun with just a few friends. We are unique because we think in certain ways, feel in certain ways, and behave in certain ways. It's just who we are, and that's good.

We call these natural ways of thinking, feeling, and behaving our talents. **We each have great talents**, and the more we know about them, the more we can understand what makes us special and how we can use our talents to do things really well. The **Clifton Youth StrengthsExplorer** report helps you think about your talents by describing three of your top themes of talent.

As you look through the pages of this workbook, you will learn more about what makes you uniquely and wonderfully you. Do whatever you want to make your workbook yours. Feel free to **mark it up, draw on it, or bend it** every which way. Use it your way, and use it a lot. The more you learn about your talents, the more you will be able to use them today, tomorrow, next year, and beyond!

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feel in certain ways, and behave in certain ways.
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About You

Every theme description is like a list of talents that might describe you. Read your report, and highlight the parts that are most like you. Then, write down the parts of each theme description that describe you best. Also write about a time when you have used these talents recently.

THEME NAME	MY DESCRIPTION/ DEFINITION OF EACH THEME	WHEN/WHERE I RECENTLY USED THIS THEME

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Past and Future

Think about when you were younger. Were there times in your life when you used these talents? Also, picture yourself in the future. Do you think there will ever be times or places in which you might use these talents? What about in high school, college, work, or other parts of your life? Write about these times below.

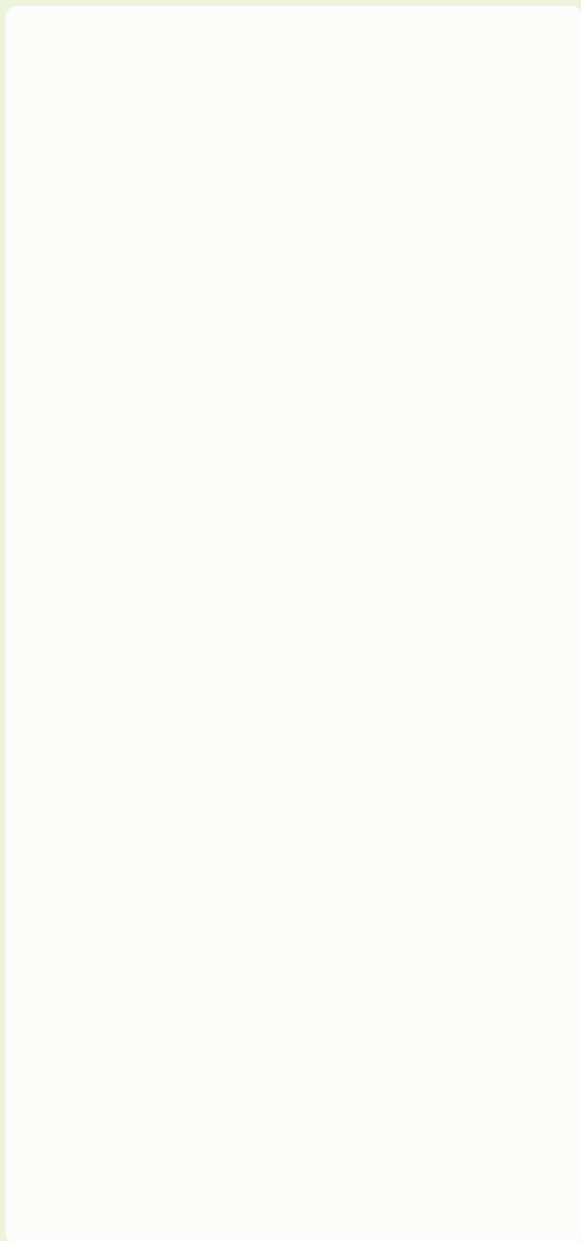
THEME NAME	PAST	FUTURE

THEME NAME	PAST	FUTURE

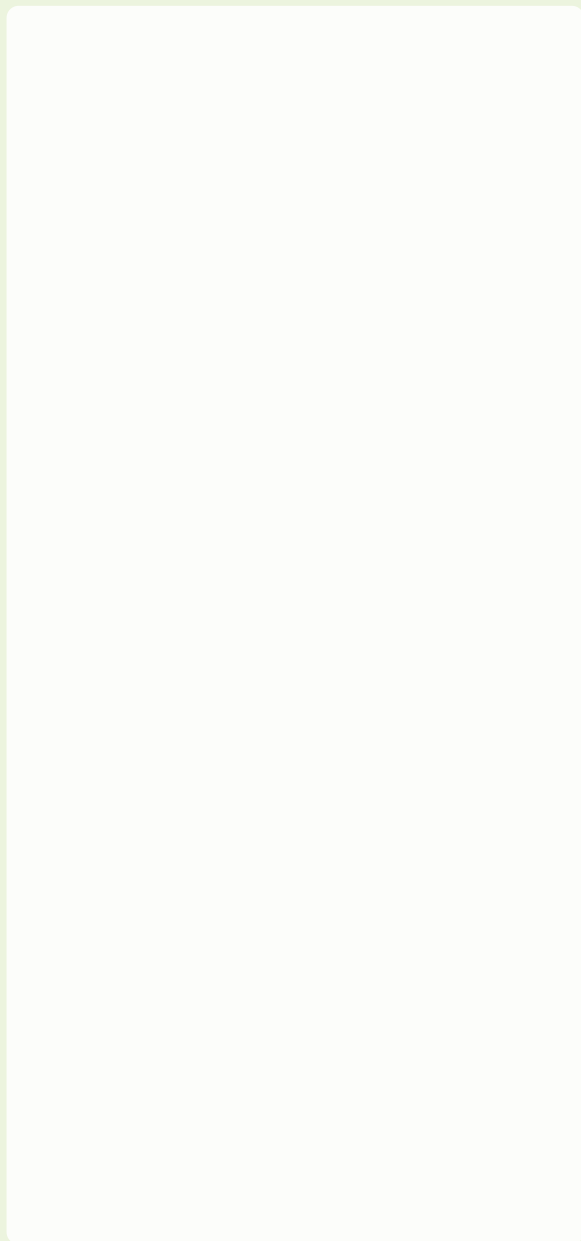
THEME NAME	PAST	FUTURE

What's Right?

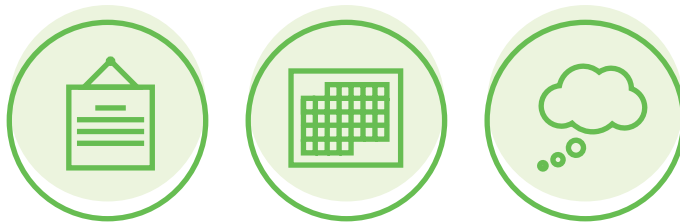
**MAKE A LIST OF ALL THE POSITIVE WORDS YOU
CAN THINK OF TO DESCRIBE YOURSELF.**



**NOW LOOK AT YOUR REPORT. WHAT POSITIVE
WORDS CAN YOU FIND TO ADD TO YOUR LIST?**



Would you like to think more about your talents?



- Write your top three themes on a note card and hang it in a place where you will see it.
- Draw a picture or a cartoon about a time when you lived out talents from a theme. You may want to include bubbles with words that capture what people said. If you want to, share this with someone special in your life.
- Write the theme descriptions in your own words. Take a piece of paper and write what one, two, or three of them mean to you. You can use some of the words that you see in the report and some of your own. Or, use all your own words.
- Make a sign or poster for your room that will help you remember your top three themes. Hang it in a place where you will see it every day!
- Think about one of your top themes for a whole week. Talk with a special person about what you noticed, learned, or wondered about. Or, write about it if you like.
- Can you figure out a way to save those thoughts and go back to them in 3 months, 6 months, or 12 months?

People Who Know You

Share your StrengthsExplorer report with three people whom you care about most. Have them talk about what they agreed with on your report, what they liked, and what words they think describe you best. After you are finished having the discussion, write your answers to the questions below:

<p>WHAT POSITIVE WORDS DO PEOPLE USE TO DESCRIBE YOU?</p> <div data-bbox="170 831 506 1831"></div>	<p>WHO USES THESE WORDS TO DESCRIBE YOU?</p> <div data-bbox="643 831 979 1831"></div>	<p>WHAT WORDS FROM YOUR REPORT WOULD THESE PEOPLE USE TO DESCRIBE YOU?</p> <div data-bbox="1115 831 1451 1831"></div>
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Using Your Talents

Learning about your talents is important, but using them in action is the best way to make the most of who you are. Your report lists some activities you can do based on your talents. These are called action items. Review the action items in your report and select your favorite one for each theme. Then refer to this page often to put your talents into action!

Read through the action items and pick an action item for your FIRST THEME .	THEME NAME <input type="text"/>	WHAT ACTION DO YOU PLAN TO TAKE? <input type="text"/>
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Read through the action items and pick an action item for your SECOND THEME .	THEME NAME <input type="text"/>	WHAT ACTION DO YOU PLAN TO TAKE? <input type="text"/>
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Read through the action items and pick an action item for your THIRD THEME .	THEME NAME <input type="text"/>	WHAT ACTION DO YOU PLAN TO TAKE? <input type="text"/>
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The Things I Do Well

Identify three things that you do well. Write those three things in the first column below. For each thing that you do well, come up with three ways that you have gotten good at this and write those in the next column. Then write your three themes in the circles below. For each answer you wrote for how you got good at doing the activity, draw a line to which theme or themes help you to accomplish this.

THINGS I DO WELL	HOW DID I GET GOOD AT THIS?	MY TOP THREE THEMES

Take Action



- Choose a date when you will read through your Clifton Youth StrengthsExplorer report again. Mark it on your calendar or the family calendar.
- Consider selecting an action item that you would do with your mom, dad, brother, or sister. Then talk to that person about getting started.
- Ask a friend to do one of the action items with you. Do it and talk about it afterward; then pick another one to do together.
- Write a couple action items on yellow sticky notes. Post them somewhere you will see them. Then, for one week, try to find ways to take that action.
- If you keep a journal, select an action item and make note of it in there.
- Explain Your Strengths to Others**
Your friends, family, and teachers will understand you better if they know what your strengths are. Your strengths are your most effective motivators to be the best you can be. When the people in your life know your strengths, they are more apt to understand why you might prefer to read a book, go to the mall with friends, spend spare time volunteering as a tutor, or being the lead singer in a garage band. You need to be your own best advocate, and the most effective place to start is by offering others a clear and concise explanation of your strengths. It does not hurt to have a great story to tell as an example of how you have used your strengths in the past. Everyone loves to hear a great success story!

Talents in Action

Use this page to write down things you do that you feel good about. How did you use your talents? Add to this as often as you can.

WHAT DID YOU DO THAT YOU WERE PROUD OF?	WHEN DID THIS HAPPEN?	WHAT TALENTS DID YOU USE?

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People Who Know You

Share your StrengthsExplorer report with three people whom you care about most. Have them talk about what they agreed with on your report, what they liked, and what words they think describe you best. After you are finished having the discussion, write your answers to the questions below:

TOP THREE THEMES	WHAT ARE MY GOALS?	HOW WILL I ACHIEVE MY GOALS?	WHICH THEMES WILL I USE? HOW WILL I USE THEM?	WHO ARE MY PARTNERS IN ACHIEVING THIS GOAL?	GOAL ACHIEVED

Clifton StrengthsExplorer®

Remember, you can have a positive, lifelong effect by helping your child 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 your child to use them.

Help your child **share** them with others and the world.

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