Scenario 3: Build Your Own

Scenario Description: "*One Da...*
based on their YES! results. The ...
workshop takes place outside of ...

Purpose: Define the purpose of doing YES!

**Purpose: To empower studen...
shaping their vision for the fu...**

Why the students complete YES! assessment before the workshop:

1. Quality of results – At home, st...
through" quickly.
2. More time to work with insight...
3. Tailoring activities to the grou...
4. Avoiding frustration over differ...
5. Better logistics – In the room, y...

Reason for no parent involvement:

For a group of 25 high school stud...
focused environment without par...
simultaneously, and provides add...

Activity (add or delete rows as needed for your scenario)	**Day and/or Time**	**Number/Break-down of students**
Administering the YES! assessment	3 days before workhsop	
Welcome & Icebreaker – 'Your Unique Symbol'. Goal: Help students feel comfortable and start thinking about their individuality. Step 1: Distribute small cards, markers, and stickers. Step 2: Ask students to draw or write a symbol that represents them. Step 3: Invite volunteers to share, keeping it light and positive. Facilitator tip: Have example symbols ready in case some students feel stuck.	09:00–09:20	Whole group
YES! Report Overview – 'How to Read My YES!'. Goal: Familiarize students with the structure of their YES! report. Step 1: Project a sample report and highlight the key sections. Step 2: Briefly explain each section and its purpose. Step 3: Allow questions for clarification. Facilitator tip: Prepare a glossary of key terms to simplify explanations.	09:20–09:50	Whole group
Trait Reveal – Discover Your #1 Strength. Goal: Create excitement and curiosity about personal strengths. Step 1: Hand each student a sealed envelope with their top Trait written on a card. Step 2: Ask them to open it privately. Step 3: Show the six main Traits on a board/wall and explain each briefly. Step 4: Students place their card under the matching Trait. Step 5: Discuss visible patterns. Facilitator tip: Prepare extra cards in case of printing errors or absences.	09:50–10:20	Whole group for intro and discussion, individual work for envelope opening, then moving to place cards
Personal Reflection – 'Spotlight on My Strengths'. Goal: Encourage self-awareness and ownership of strengths. Step 1: Provide a strengths worksheet and highlighters. Step 2: Students highlight examples in their report that match their experiences. Step 3: Invite them to note 2–3 strengths they want to develop further. Facilitator tip: Walk around to offer individual prompts.	10:20–10:40	Individual

Career Values Sort – 'What Matters Most to Me'. Goal: Help students identify work and life values. Step 1: Give each student a set of value cards. Step 2: Students sort them into 'Most important', 'Somewhat important', 'Not important'. Step 3: Discuss patterns in pairs, then in the whole group. Facilitator tip: Keep extra sets of cards ready in case of loss or damage.	10:40–11:05	Whole group, then pairs
Break	11:05–11:20	Whole group
Strengths in Action – 'Team Challenge'. Goal: Show how strengths can be applied in practical situations. Step 1: Divide students into small groups and give each a talent card and challenge brief. Step 2: Groups create a short role-play or plan using that talent. Step 3: Present outcomes to the group. Facilitator tip: Monitor time closely so presentations fit the schedule.	11:20–11:55	Small groups of 4–5
Learning Styles Corners – 'How I Learn Best'. Goal: Increase awareness of personal learning preferences. Step 1: Set up 4 stations (Visual, Auditory, Reading/Writing, Kinesthetic). Step 2: Students visit each station to try sample tasks. Step 3: Discuss which style feels most natural. Facilitator tip: Clearly label stations to avoid confusion.	11:55–12:25	Small groups rotating between stations
Lunch Break	12:25–12:55	Whole group
Career Path Brainstorm – 'Future Me Vision Board'. Goal: Encourage creativity in imagining future possibilities. Step 1: Provide magazines, scissors, and glue. Step 2: Students cut out images/words representing their goals. Step 3: Assemble on A3 paper or digitally. Facilitator tip: Have digital option ready for students who finish early.	12:55–13:35	Individual, then small groups
Action Plan Workshop – 'My Next 3 Steps'. Goal: Translate ideas into concrete actions. Step 1: Distribute action plan templates. Step 2: Students write 3 steps they will take in the next 6 months. Step 3: Share in pairs for feedback. Facilitator tip: Remind students to set realistic and measurable steps.	13:35–14:10	Individual work, then pairs for feedback
Peer Feedback & Encouragement Circle. Goal: Build confidence and mutual support. Step 1: Arrange chairs in a circle. Step 2: Students share positive observations or encouragement for a peer. Step 3: Continue until everyone has shared. Facilitator tip: Model constructive and kind feedback first.	14:10–14:40	Whole group in a circle
Wrap-Up & Personal Commitment. Goal: Encourage commitment to personal growth. Step 1: Distribute commitment cards. Step 2: Students write one promise to themselves. Step 3: Optionally share with the group. Facilitator tip: Have envelopes ready for students who want to keep their card private.	14:40–14:55	Individual, optional sharing
Closing Reflection – 'One Word for My Day'. Goal: End on a positive, reflective note. Step 1: Gather students in a circle. Step 2: Pass a plush owl symbolizing wisdom and learning. Step 3: Each student says one word or short sentence about their day, then tosses the owl to the next person.	14:55–15:00	Whole group

:sson Plan Template for Scenario 3: Build Your Own

y for Your Future" - an intensive, interactive workshop for first-year group of 25 high school students (age 15-16) to explore thei
program combines self-reflection, group activities, and creative tasks to help students understand their strengths and plan the ne
school, in some nice, creative space such as Copernicus Center in Warsaw.

ts to better understand themselves through their YES! results, build confidence in speaking about their strengths
iture.

:tudents can complete it in a calm environment, without time pressure or peers sitting next to them. In class, especially at the sta

s – If the assessment is already done, you can move straight into interpretation and activities during the workshop – which is the
o's results – By knowing the group profile in advance (average trait scores, dominant learning styles, typical interests), you can c
ent working speeds – In a classroom, there will always be someone who finishes in 20 minutes and someone who needs 50. This
you avoid having to log in 25 people, reset passwords, and deal with "my computer isn't working" issues.

:dents aged 15–16, the presence of parents is not necessary and can even be counterproductive. At this age, students are more l
ental observation. Instead of parent helpers, having two facilitators is far more effective. This allows the workshop to run smooth
litional capacity to offer individual assistance when needed.

	Materials needed	Modification/Adaptation
	YES! assessment completed by all students	
	Small cards, markers, stickers	Allow drawing or writing for students who prefer not to speak yet
	Projector, sample report, student reports, pens, note sheets	Provide glossary of terms and visuals for key sections
	Envelopes, printed cards with each student's highest Trait, whiteboard or wall chart with 6 main Traits, tape or sticky tack	Option to place card anonymously for shy students; use symbols/icons for each Trait for visual impact
	Highlight markers, strengths worksheet	Offer guided questions for students needing support

Value cards, flipchart, markers	Provide simplified list for reading difficulties
Snacks (healthy ;-), fruits, water, lemonade	Quiet area for students preferring calm breaks
Talent cards, challenge instruction sheets	Allow alternative creative outputs (storytelling, visuals)
Signs for each learning style, activity stations	Adapt physical tasks for students with mobility issues
Magazines, scissors, glue, A3 paper	Option for digital boards in Canva
Action plan template sheets, pens	Allow audio or video plans for students who prefer speaking
Talking piece object (ball, stone), chairs in circle	Option to write feedback instead of speaking
Commitment cards, envelopes	Allow students to keep card private or share
Plush owl symbolizing wisdom and learning, used for passing between students as they share reflections	

r talents, values, learning styles, and career preferences
ext steps in their educational and career journeys.The

, develop cooperation skills, and inspire them to start

rt of the day, it's easier to get distracted and "just click

part that brings the most value.
hoose activities that will be the most engaging and useful.
can break the group's flow and energy.

ikely to engage and express themselves openly in a peer-
ıly, ensures that smaller groups can be supported

Parent/Support Help - number & how to use
No parents involved – only 2 facilitators to co-lead activities, provide individual support, and manage group work. Get permission from parents prior workshop to share unique design of their children with the group. Alternatively, the workshop can be supported by new YES! consultants/facilitators as volunteers, giving them hands-on experience in running group sessions, practicing facilitation skills, and observing participant dynamics in a real-life setting.