

POSITIVE EDUCATION ENHANCED CURRICULUM

PREMIER'S READING CHALLENGE



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PREMIER'S READING CHALLENGE



WHAT IS IT?

The Premier's Reading Challenge encourages students to set a reading goal and track their progress throughout the year. Since its launch in 2005, over 4.3 million Victorian students have participated and read a whopping 60 million books!

HOW CAN I INTEGRATE POSITIVE EDUCATION?

Below are some of the books officially listed in the Challenge that are also part of our PEEC Suggested Reading List.

The Premier's Reading Challenge has allocated the year level or levels that are usually most appropriate for each title. However, not all books on the list are recommended texts for all children. Ensuring the themes explored within each book are appropriate for the students in your care is always important before sharing a new story with your class.

WHERE CAN I FIND OUT MORE?

For more information, visit the Premier's Reading Challenge website for [VIC](#), [NSW](#), [QLD](#), [WA](#), [SA](#), [ACT](#), [NT](#), or [TAS](#).



PREMIER'S READING CHALLENGE PEEC BOOKS!

Author	Title	Suggested Year Levels
Baker, Jeannie	Mirror	Early Childhood – Year 6
Beaty, Andrea	Rosie Revere, Engineer	Years 3 – 4
Becker, Aaron	Journey	Years 3 – 4
Blabey, Aaron	Pearl Barley And Charlie Parsley	Early Childhood – 2
Brian, Janeen	Leaves For Mr Walter	Early Childhood – 2
Carle, Eric	The Very Hungry Caterpillar	Early Childhood – 2
Carnavas, Peter	The Great Expedition	Early Childhood – Year 4
Child, Lauren	I Will Never NOT EVER Eat A Tomato	Early Childhood – 2
Clement, Rod	Top Dog	Early Childhood – 2
Cooper, Helen	Pumpkin Soup	Early Childhood – 2
Daddo, Andrew	When I Grow Up	Early Childhood – 2
Daywalt, Drew	The Day the Crayons Quit	Early Childhood – Year 4
Donaldson, Julia	The Smartest Giant in Town	Early Childhood – 2
Dray, Matt	Dougal The Garbage Dump Bear	Early Childhood – 4
Fox, Lee	Jasper McFlea Will Not Eat His Tea	Early Childhood – 2
Fox, Lee	Ginger McFlea Will Not Clean Her Teeth	Early Childhood – 2
Fox, Mem	Whoever You Are	Early Childhood – 2
Graham, Bob	A Bus Called Heaven	Early Childhood – 2
Graham, Bob	How To Heal a Broken Wing	Early Childhood – 2
Henkes, Kevin	Chrysanthemum	Years 3 – 4
Hume, Lachie	Banjo Bounces Back	Early Childhood – 2
Hume, Lachie	Clancy The Courageous Cow	Early Childhood – 2
Hutchins, Pat	The Doorbell Rang	Early Childhood – 2
John, Jory	The Bad Seed	Early Childhood – 2
Lester, Alison	Imagine	Early Childhood – 2
Millard, Glenda	For All Creatures	Early Childhood – Year 4
Millard, Glenda	The Duck and The Darklings	Years 3 – 4
Munson, Derek	Enemy Pie	Early Childhood – 2
Ottley, Matt	Mrs Millie's Painting	Years 3 – 4
Palacio, R.J	We're All Wonders	Early Childhood – Year 10
Pfister, Marcus	The Rainbow Fish	Early Childhood – 2
Seuss, Dr	Green Eggs and Ham And Other Stories	Early Childhood – 2
Spires, Ashley	The Most Magnificent Thing	Early Childhood – Year 4
Tan, Shaun	The Arrival	Years 5 – 8
Tan, Shaun	The Lost Thing	Years 7 – 8
Tan, Shaun	The Red Tree	Years 7 – 8
Thompson, Colin	Free To a Good Home	Years 3 – 6
Thompson, Colin	Norman And Brenda	Years 5 – 6
Thompson, Colin	Sometimes Love Is Under Your Foot	Years 3 – 4
Thompson, Colin	The Big Little Book of Happy Sadness	Early Childhood – 2
Thompson, Colin	The Short and Incredibly Happy Life of Riley	Years 3 – 4
Walker, Anna	Peggy	Early Childhood – 2
Wheatley, Nadia	Luke's Way of Looking	Years 5 – 6
Wild, Margaret	The Treasure Box	Years 5 – 6
Wild, Margaret	The Stone Lion	Years 3 – 4
Willems, Mo	Can I Play Too?	Early Childhood – 2
Witek, Jo	Brave As Can Be: A Book of Courage	Early Childhood – 2
Witek, Jo	In My Heart: A Book of Feelings	Early Childhood – 2
Yamada, Kobi	What Do You Do with An Idea?	Years 5 – 8
Zemach, Margot	It Could Always Be Worse: A Yiddish Folk Tale	Years 3 – 4

'You only get one chance at life and you have to grab it boldly.'

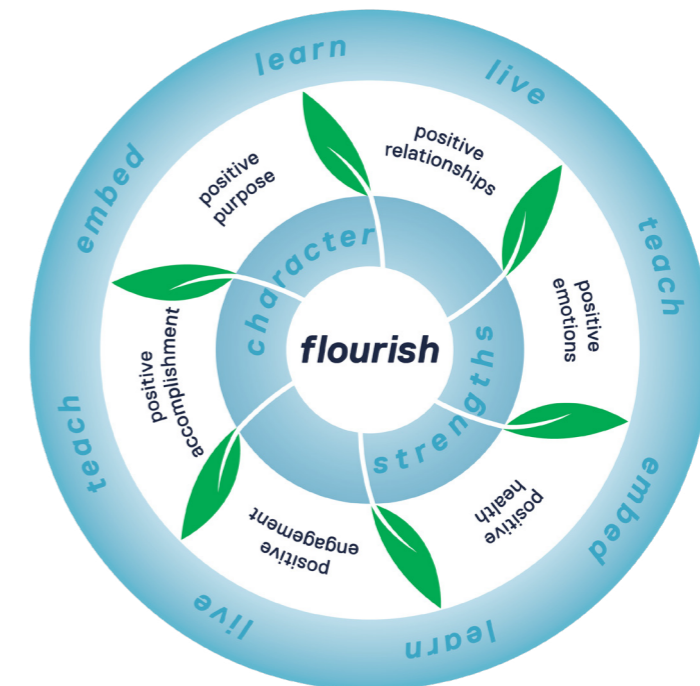
– BEAR GRYLLS



WHAT AND WHY: PEEC INTRODUCTION

WHAT IS PEEC?

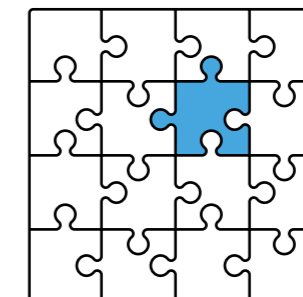
PEEC is an acronym for Positive Education Enhanced Curriculum. It is a curriculum that has been designed to support teachers, and value-add to their practice wisdom and experience in delivering Positive Education.



PEEC addresses the 'Teach' component of the GGS Positive Education model.

PEEC is not a replacement for the implicit Positive Education that takes place daily through pastoral care, coaching, teaching and every interaction that a teacher has with a student. It is an explicit curriculum that will be implemented in a strategic way during timetabled lessons.

We recognise that every classroom is different. The relationship and rapport that a teacher has with their students is the best Positive Education tool available, and that is why it is important to customise these lessons to best suit the needs of your students. For this reason, lessons are not scripted, nor do they include suggested times. These lessons are well-researched, but the personal stories and the safe environment that a teacher facilitates is of paramount importance.



PEEC is a small but important part of what teachers do.



WHAT AND WHY: PEEC INTRODUCTION

WHY PEEC?

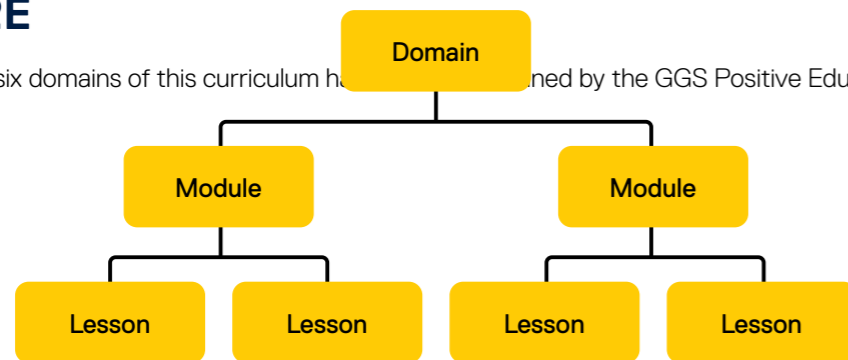
With 26% of young people in Australia experiencing mental health problems, everyone in the field of education would agree that there is need for preventative measures that empower and equip students to deal with the growing complexity of the world today. Our educational institutions are already doing wonderful things to assist our young people; however, the time has come to streamline, consolidate and enhance how we are educating our students. Due to the growing pressure placed on teachers, a robust, research and evidence-based support is needed, and PEEC is the response.

DEVELOPMENTAL SCOPE AND SEQUENCE

The Developmental Scope and Sequence chart provides a 'big picture' perspective to help contextualise the learning that should occur in your particular classes. This document is a teacher resource and has been developed in consultation with teachers and developmental psychologists. It also aligns with IB, EYLF, SELS and ACARA.

STRUCTURE

The six domains of this curriculum have been defined by the GGS Positive Education model. Under



Structure of PEEC



PEEC FAQs

What is PEEC?

PEEC is an acronym for Positive Education Enhanced Curriculum. It's a curriculum that's been designed to support teachers, and value-add to their practice wisdom and experience in delivering Positive Education. PEEC isn't a replacement for the implicit Positive Education that takes place daily through pastoral care, coaching, teaching, and every interaction that a teacher has with a student. Rather, it is an explicit curriculum designed to be implemented in a strategic way during timetabled lessons.

Who is PEEC for?

PEEC is for any school that is committed to the wellbeing of their students. Ideally, schools involved will have some understanding of Positive Education concepts and may have undertaken some professional learning in this regard.

What year levels can use PEEC?

We've created content suitable for Early Years programmes (four years of age) all the way to Year 12 (18 years of age).

How many lessons are in PEEC?

There are 60 individual teachable moments for the Early Years and 21 lessons per year level from Foundation (5 years of age) through to Year 12. However, each lesson from Foundation to Year 12 contains a 'Boost It!' option which, if implemented alongside the entire lesson, has the potential to expand each individual lesson into two lessons. This means our Early Years to Year 12 curriculum contains the equivalent of over 600 lessons.

There are also additional lessons available for special days throughout the year, such as 'International Day of Happiness' and 'World Mental Health Day.'

How long is each lesson?

Our Early Years curriculum contains bite-sized activities that could range from 10 to 15 minutes in length. Our Foundation to Year 12 lessons are designed to be approximately 45 minutes in length. However, the delivery of this content is flexible and could easily be shortened or lengthened depending on your school's timetable.

What do you mean by explicit, stand-alone lessons?

Implicit teaching involves weaving the concepts of Positive Education throughout other subject areas. For example, talking to students about grit and persistence in Mathematics or resilience during sport coaching. Whereas explicit teaching involves teaching the specific skills and knowledge involved in Positive Education in a structured way.

Our lessons are 'stand-alone' because they're designed so they can be taught individually, rather than in a strict order, giving you the greatest ability to customise and tailor areas of focus for your students.



PEEC FAQs

What topics are included?

The following table depicts the structure of the Domains and Enrichment Modules within PEEC.

POSITIVE RELATIONSHIPS	POSITIVE EMOTIONS	POSITIVE HEALTH	POSITIVE ENGAGEMENT	POSITIVE ACCOMPLISHMENT	POSITIVE PURPOSE
Empathy and Compassion	Emotional Intelligence	Mind-Body Connection	Creativity	Decision Making	Caregiving
Forgiveness	Gratitude	Physical Wellbeing	Curiosity and Interest	Goal Orientation	Character Development
Leadership and Teamwork	Positivity	Self-Knowledge	Flow	Grit and Persistence	Core Values
Kindness and Connections	Self-Control	Resilience	Motivation	Mindsets	Sense of Meaning

What topics do you teach at different age groups?

The teaching of our Enrichment Modules, or topics, is not evenly-weighted across each year level. We used developmental research related to Social and Emotional Learning, as well as the collective practice wisdom of a number of experienced teachers, to determine where these concepts could ideally be taught.

For example, our research showed that Emotional Intelligence was something that needed to be heavily taught in the younger years, exploring core values was a concept largely suited to older age groups, but the themes involved in Leadership and Teamwork needed to be studied across the board.

In what order should I teach these topics?

The emphasis you place on each topic, and the order in which each Enrichment Module is taught, should be determined by your school context. However, we do provide a suggested practical sequence as part of our full curriculum that could be used as a guide.

What kinds of strategies do your lessons employ?

Our lessons utilise a range of hands-on high impact teaching strategies that have been scientifically proven to enhance student understanding. A complete list of strategies is provided as an appendix in the full version of the curriculum.

Do I have to teach every lesson exactly as it is written?

No – we recommend that you tailor each lesson to the specific students in your class. If you know they won't respond well to a whole class debate, then change the activity to something more suitable that still meets the desired learning intentions for that lesson.



PEEC FAQs

Can you please share your Developmental Scope and Sequence?

We've created a developmentally-appropriate scope and sequence chart that includes developmental outcomes across all year levels from Early Years (four years old) through to Year 12 (18 years old).

This Scope and Sequence has been mapped across a number of frameworks, including the Australian Curriculum, Early Years Learning Framework, Social and Emotional Learning and the International Baccalaureate programme (PYP, MYP and DP). Our Scope and Sequence is available as part of the full version of our curriculum.

Should Positive Education be taught on a weekly or fortnightly basis?

In essence, yes! Students at Geelong Grammar School have engaged in timetabled Positive Education lessons on a weekly or fortnightly basis, depending on their age and stage. However, this will vary according to your particular school context.

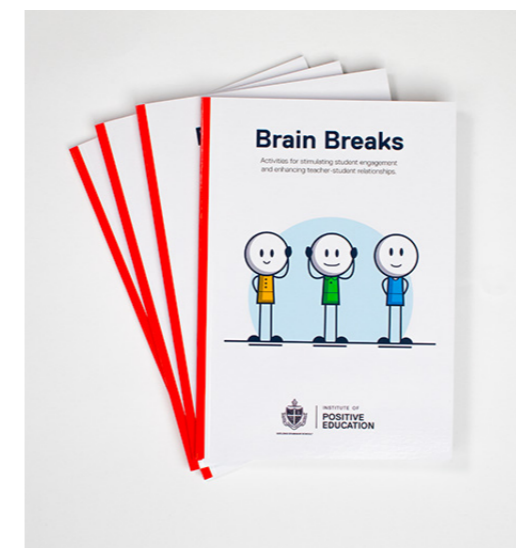
How do I find the time?

In order to find the initial time in the school timetable for Positive Education lessons, we decided to teach slightly less Mathematics and Science. However, this did not have a negative impact on students' academic results. As the research shows, if you improve student wellbeing, you also improve their grades.

What other resources would you recommend to use alongside the curriculum?

Each lesson contains a prompt for teachers to identify a Brain Break and a Mindful Moment that they believe would best suit their class.

Brain Breaks are escalating or positively priming activities that enhance positive relationships within your classes and generate positive emotions. Mindful Moments are de-escalating, calming activities designed to centre students. Copies of our 'Brain Breaks' and 'Mindful Moments' pocketbooks can be ordered in our online shop.





WHY INVEST IN PEEC?

Why Invest in PEEC?

As educators, we are all passionate about enhancing the wellbeing of the students in our care. With 26% of young people in Australia experiencing mental health problems, everyone in the field of education would agree that there is a need for preventative measures that empower and equip students to deal with the growing complexity of the world today.

Our vision is to help schools place wellbeing at the heart of education, and our curriculum seeks to address the needs of both teachers and students within the context of each school. Our flexible curriculum is designed to save teachers time and can, therefore, reduce stress. Our hope is that PEEC will improve the wellbeing of both the students and the staff at your school.

We'd like to think that by the time our students graduate, after engaging in explicit Positive Education curriculum from Early Learning through to Year 12, we've helped to shape well-rounded young adults who are well-equipped for life. However, there are a number of wellbeing curriculums available, so why should you choose ours?

Based on science

Our curriculum content is firmly based on the science of wellbeing, underpinned by research in the fields of Positive Psychology, Cognitive Behavioural Therapy and Acceptance Commitment Therapy.

Developmentally Appropriate

Teach concepts and activities that are developmentally appropriate for the social and emotional development of children at different ages and stages. We have created a Developmental Scope and Sequence that describes a logical and sequential continuum for students' understanding.

Curriculum Mapping

Our curriculum aligns with the IB programme (PYP, MYP and DP), Early Years Learning Framework, Social and Emotional Learning and the Australian Curriculum. This means these frameworks complement our curriculum, rather than compete with it.

Scientific Summaries

Need to refresh your understanding of 'Resilience' or 'Flow'? Our one-page summaries condense key research into an easy-to-read guide so you can feel well-equipped to teach the content with confidence.



WHY INVEST IN PEEC?

Flexible Lessons

Lesson delivery and timing is completely flexible, as the lessons aren't scripted and activities don't include mandated timing. You can use the Teaching Tools provided to easily change activities, and you can also leave out activities or opt to extend them, based on the students in your class.

Flexible Topics

Each learning opportunity can be taught as a stand-alone lesson. This means that you're able to teach our Enrichment Modules (topics) in whatever order makes the most sense for your particular context.

Extra Content

Use our 'Boost It!'™ option as a take-home activity or to expand the lesson so that, in combination with all the activities provided, each lesson easily becomes two!

Save Time

The legwork has been done for you! With the equivalent of over 580 lessons already prepared (in the full version from Early Learning-Year 12), you can focus your time and energy on your students, rather than on curriculum creation.

Bonus Material

Although our curriculum is hands-on and interactive in nature, we do provide worksheets and scaffolds that can be used as part of your lessons.

Extra Resources

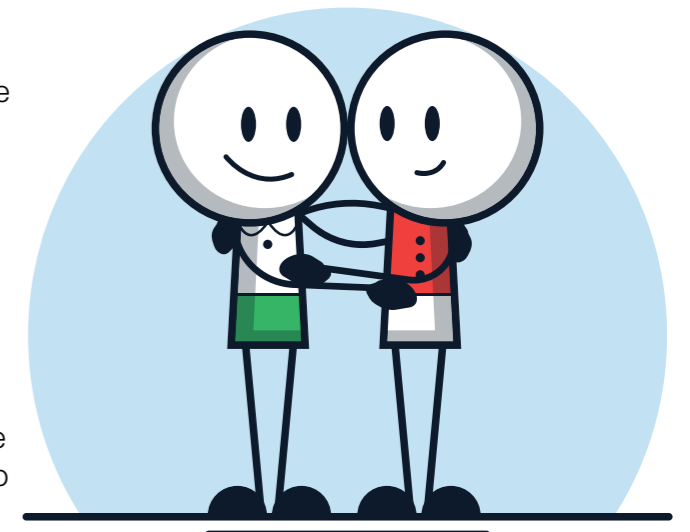
Need a great picture book on the topic of 'Mindsets'? Our curriculum appendix includes a number of helpful resources, including an extensive list of children's literature that can be used across our different Enrichment Modules.

Assessment Opportunities

Use the included assessment opportunities to gauge students' understanding through formative and summative assessments.

Tried and Tested

Our curriculum has been trialled not only across all our campuses but in government and non-government schools both in Australia and around the world. These teachers have used their collective practice wisdom to help mould and shape PEEC into what it is today.



'Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.'

– HELEN KELLER



LESSON PLAN
INFORMATION

PEEC ICONS

EXPLANATION

You'll notice the PEEC lesson plans include the following icons, which are designed to support teachers' preparation. The icons indicate that some specific equipment may be required and provide a visual gauge of the variety of activity types that appear in each lesson.

ICONS AND DESCRIPTION



Collaboration

An activity that requires students to work in pairs or a small group.



Reading

There is reading to be done by the students (or to the students by the teacher for younger year levels).



Writing

Students are required to write or draw as a part of their engagement in this activity.



Technology

Technology, such as a tablet, computer or laptop, is required for this activity.



Music

Equipment is needed in order to play a song to the class.



Questioning

Open-ended questions that could be asked of the students.

ANNOTATED LESSON PLAN

Lesson title: MY HERITAGE
Name of enrichment module: MY HERITAGE
Domain: Positive Health
Module: Self-Knowledge

PHASE 2 YEAR 2

DEVELOPMENTAL OUTCOME
 → Celebrates their unique abilities and attributes

LEARNING INTENTION
 → To identify what is important to your family

ASSESSMENT OPPORTUNITIES
 → Family crest → 'Sentence Statement' reflection
 → Brainstorm work

RESOURCES
 → Audiovisual equipment → Scissors and glue
 → Paper and pencils → 'Crest' sheet (provided)

MINDFUL MOMENT

STRATEGIES AND QUESTIONS
 Optional: Play 'We Are Family Song' as students enter the room, or use it as a lesson transition. <https://www.youtube.com/watch?v=GIRUF7hWUM> (1:53).

INTRODUCTION – WHERE THE LESSON IS GOING AND WHAT IS EXPECTED?
Big questions: What are we learning about? Why?
 Introduce the learning intention and contextualise the lesson for your class.

ACTIVITY 1 – MY FAMILY
 This activity is designed to help students think about what is important to their families. Students should begin by engaging in a 'brainstorm' using the questions below. They could write or draw their ideas as a mind map, list or picture.
 Questions could include: What are some things that you and your family do together? Where are special places for your family? What is special about your family? What are some of your best family memories?
Success criteria: Take turns talking, listen to others

ACTIVITY 2 – FAMILY CREST
 Explain that a family crest is an identifying symbol for an important family. These crests were used as part of a coat of arms that would be displayed on the shield of a medieval knight.
 Display some pictures of family crests and engage in a brief 'See, Think, Wonder' exercise regarding the meaning of the symbols used in the designs.
 Explain that a motto was sometimes displayed with the crest and point these out on your visual examples. A motto could be anything students want to say they feel represents their group or family.
 Students design pictures or draw symbols that represent the four elements from Activity 1 and use the 'Crest' sheet provided to create their own family crest and motto.
Success criteria: Identify what is special about your family, focus on the task, create a crest based on important family values

REFLECTION – RETHINKING AND REVISING
Big Ideas: What have I learnt about family values?
 Put the following 'Sentence Statements' in a hat and randomly ask students to select one and finish the sentence:
 → Today I learnt...
 → What surprised me was...
 → I felt that this lesson was ... because...
 → I am going to...
 → I want to find out...
TIP: You might like to display these sentence starters on the board, to give students the opportunity to think about how they could finish each sentence before needing to make a response.
Success criteria: Complete a sentence that reflects on your learning, listen carefully, take turns

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Callouts:
 Opportunities to enhance, extend or build on lesson content.
 From the developmental scope and sequence
 For communication to students during the introduction
 Opportunities for formative or summative assessment
 Equipment needed for the lesson
 Choose a Mindful Moment and a Brain Break from the books and write the titles here
 The 'why' of the lesson; provides interest and motivation for the students. Contextualise the lesson, and explain its purpose and benefits.
 Icon (see icon explanation page)
 Measures of quality used to help determine whether students are meeting the learning intentions
 Review learning intentions to help synthesise and summarise new knowledge and skills
 Information designed to enhance the delivery of the lesson
 Item from the glossary of teaching tools (see Appendix)



TEACHING
AND LEARNING
OPPORTUNITIES



EMOTIONAL
INTELLIGENCE



TEACHING IDEAS

Domain: Positive Emotions
Module: Emotional Intelligence

DEVELOPMENTAL OUTCOME

→ Displays an awareness of their own emotional state and an ability to identify others' emotions using situational or expressive cues

MINDFUL MOMENT

BRAIN BREAK

STRATEGIES AND QUESTIONS

ACTIVITY 1 – THE FEELINGS SONG

Resources: Audiovisual equipment

Play 'The Feelings Song' <https://www.youtube.com/watch?v=UsISd1AMNYU> (3:12).

Students use their facial expressions, body language and posture to demonstrate each of the feelings.

Questions could include: What other feelings do you know of? What do they look like? What do they sound like? What do they feel like? What makes you feel this way?

Success criteria: Listen carefully, take turns talking

ACTIVITY 2 – EMOTIONAL ART

Resources: Pencils, paint, brushes, water, smocks and paper

Ask students what they think the term 'emotion' means. What kinds of emotions do we experience on a day-to-day basis?

TIP: Use the terms 'emotions' and 'feelings' interchangeably.

Ask students how certain colours make them feel and why. Ask students what kinds of lines they can see or draw (e.g. straight, jagged, squiggly, zig-zag, etc.) Prepare students by asking them to draw lines based upon certain feelings, e.g. draw happy lines, angry lines, etc. Once everyone is ready, begin working with the paint. Everyone can then decide on an emotion or feeling, which they will express using various paint colours, lines, textures and shapes.

Once everyone has finished their artworks, students could view and appreciate each other's work.

Questions could include: Can you find someone's work that expresses the same emotion that you chose? What are the similarities and differences? Can you guess what emotions other people chose to paint?

Success criteria: Watch and listen carefully, be creative

ACTIVITY 3 – NAME THAT EMOTION

Resources: Audiovisual equipment, magazines or newspapers, scissors, paper, glue

Play 'Sesame Street: Name That Emotion with Murray!' <https://www.youtube.com/watch?v=ZxfJicfyCdg> (5:21).

Use pictures, words and facial expressions to explain the terms: happy, sad, excited, angry, anxious and grouchy. Ask students to demonstrate what these emotions look like.

For the next part of the activity, it's best to simplify the task to two emotions (but you could include more). Ask students to go through magazines and newspapers and cut out pictures of people who look happy and people who look sad. In small groups, students can stick their pictures on two collaborative posters – one for happy pictures and one for sad pictures.

Success criteria: Listen carefully, choose pictures that match the emotions

ACTIVITY 4 – NERVOUS DRUMMING

Resources: Audiovisual equipment

Play 'We're Going on a Bear Hunt | Popular Song for Preschoolers | The Kiboomers' https://www.youtube.com/watch?v=5_ShP3fiEhU (3:19).

Have students sit in a circle on the floor and drum on the floor to mimic their heartbeat. Ask the students to help you retell the 'Bear Hunt'. Start by asking how their heart would beat if they were relaxed, then happy, then excited. Discuss that these emotions make us feel good and usually something good has happened to make us feel this way. Now ask the students to 'drum' a scared, nervous or anxious heartbeat. Discuss the physical changes in their bodies, and how they can use this energy to create a something positive - in this case, a really cool drumming sound.

Success criteria: Watch and listen carefully, be creative

ACTIVITY 5 – WHAT MAKES YOU HAPPY?

Resources: Magazines, scissors, glue, paper and pencils

This can be a discussion or a drawing activity. Students should form pairs and tell each other what makes them happy. They then need to share with the class, or draw what makes their partner happy. These drawings could be used to make a collaborative display.

Success criteria: Listen to others, be creative

'Let's not forget that the little emotions are the great captains of our lives and we obey them without realising it.'

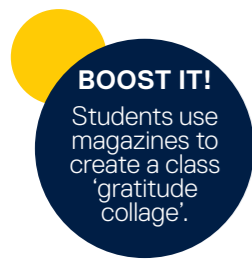
– VINCENT VAN GOGH



GRATITUDE

*'Piglet noticed that even though
he had a very small heart, it
could hold a rather large amount
of gratitude.'*

– A.A. MILNE



WWW

Phase: 1 (Age: 5 years old)
Domain: Positive Emotions
Module: Gratitude

DEVELOPMENTAL OUTCOME

→ Identifies opportunities for gratitude in their own life and expresses an appreciation for nature

LEARNING INTENTION

→ Express gratitude for different experiences

ASSESSMENT OPPORTUNITIES

→ Students' contributions during circle time → 'Grateful Kid' statements

RESOURCES

→ Audiovisual equipment → Paper
→ Coloured paddle pop sticks → Pencils/crayons
→ 'Grateful Game' chart (provided)

MINDFUL MOMENT

BRAIN BREAK

STRATEGIES AND QUESTIONS

Optional: Play 'Thanksgiving Song-I'm Thankful For What I've Got' <https://www.youtube.com/watch?v=PI0AkJ8PCL4> (2:53) as students enter the room, or use it as a lesson transition.

INTRODUCTION – WHERE THE LESSON IS GOING AND WHAT IS EXPECTED?

Big questions: What are we learning about? Why?

Introduce the learning intention and contextualise the lesson for your class.

ACTIVITY 1 – GRATEFUL KIDS

Discuss the meaning of thankfulness and gratitude, to ensure students have a clear understanding of these terms. Play 'I am Grateful kid video' <https://www.youtube.com/watch?v=6yuQXUn3MEg> (0:50). Explain to students that they will be able to record what they're grateful for during this lesson.

Questions could include: What are you grateful for? Why are you grateful for that? How could your life be different without that thing/person/concept?

Success criteria: Watch and listen carefully, take turns, listen to others

ACTIVITY 2 – CIRCLE TIME GRATITUDE

Explain and model the 'Grateful Game', using the provided sheet. Students sit in a circle with a pile of coloured paddle pop sticks in the centre. They then take turns to select one of the paddle pop sticks and share something for which they are grateful. Students may then keep the paddle pop stick as a symbol of the many things they have to be grateful for.

Success criteria: Take turns, listen to others

ACTIVITY 3 – WWW DRAWINGS

Explain the concept of 'What Went Well' – that it is a reflective activity used to highlight past positive experiences. Students are to select something from today that went well, whether it is at home or school, in the classroom or the playground. They then draw this event and, after a given amount of time, share their WWW with a partner. During this time, you could film students' 'Grateful Kid' statements.

You might like to play some appropriate music quietly in the background, while students are working. E.g. 'Thankful' by Josh Groban.

Success criteria: Select a past positive event, work quietly and independently

REFLECTION – RETHINKING AND REVISING

Big Ideas: What have I learnt about being grateful?

See above for the filming of students' 'Grateful Kid' statements.

Success criteria: Take turns, listen to others

GRATEFUL GAME



NAME A PERSON YOU ARE GRATEFUL FOR



NAME A FOOD YOU ARE GRATEFUL FOR



NAME A THING YOU ARE GRATEFUL FOR



NAME AN ACTIVITY YOU ARE GRATEFUL FOR



NAME A PLACE YOU ARE GRATEFUL FOR

*'Gratitude to gratitude
always gives birth.'*

– SOPHOCLES



GRATITUDE WALL

Phase: 6 (Ages: 15-16 years old)

Domain: Positive Emotions

Module: Gratitude

DEVELOPMENTAL OUTCOME

→ Understands and appreciates the reciprocal effect of expressing gratitude, and the personal benefits of savouring

LEARNING INTENTIONS

→ Express gratitude for the good things around them

→ Experience the benefits of savouring

ASSESSMENT OPPORTUNITIES

→ 'Leaderless Discussion' responses

→ 'So What? Now What?' reflections

→ Contributions to the 'Gratitude Wall'

RESOURCES


→ Audiovisual equipment

→ Paper and pens

MINDFUL MOMENT

BRAIN BREAK

STRATEGIES AND QUESTIONS


 **Optional:** Play 'Be Ok' by Oh Honey as students enter the room, or use it as a lesson transition.


INTRODUCTION – WHERE THE LESSON IS GOING AND WHAT IS EXPECTED

Big questions: What are we learning about? Why?

Introduce the learning intentions and contextualise the lesson for your class.

ACTIVITY 1 – SAYING THANKS


 Watch the following clip: 'Watch kids prank favorite teacher all to set up heartfelt surprise - Video' <https://www.youtube.com/watch?v=0lxFkYmLTHk> (5:57).

 Engage in a 'Review and Rip' activity using the following questions:

1. Does showing gratitude benefit the recipient more than the initiator? 'What makes you say that?'
2. In what ways can savouring or reflecting on gratitude improve your wellbeing?
3. How can showing gratitude change your attitude?
4. Why does gratitude help you to flourish?


Success criteria: Listen carefully, take turns talking


ACTIVITY 2 – LEADERLESS DISCUSSION

 Discuss the words: 'materialistic', 'languish', 'grateful' and 'flourish', to ensure students have a common understanding of key terms. Display the following quote and engage in a 'Leaderless Discussion': 'Materialistic youth seem to be languishing while grateful youth seem to be flourishing.' Froh, Emmons, Card, Bono & Wilson, (2011).

Success criteria: Listen carefully, take turns talking

ACTIVITY 3 – GRATITUDE WALL

 Students work in groups to brainstorm ideas for creating a Gratitude Wall. This could be created in a display case in the playground or in a classroom. Ideas could include: a collection of 'What Went Wells', annotated photos, inspirational quotes, gratitude memes, etc. Students could create items for the wall as homework over the following week and the display itself could be created in a subsequent lesson.

 '60-Second Think': In what ways is creating a 'Gratitude Wall' a form of savouring?

Visit each group, giving feedback, guidance and encouragement as needed. Students from different classes could reflect on what they have learnt from viewing other classes' Gratitude Walls.

TIP: If needed, extra time could be created for this activity by not engaging in Activity 2.

Success criteria: Be creative, be genuine, be honest

REFLECTION – RETHINKING AND REVISING

Big Ideas: What have I learnt about gratitude and savouring?

 Students engage in a 'So What? Now What?' reflection.

Success criteria: Think carefully, be honest



APPENDIX

*'It's impossible to make your
eyes twinkle if you aren't
feeling twinkly yourself.'*

– ROALD DAHL,
DANNY THE CHAMPION OF THE WORLD

GLOSSARY OF TEACHING TOOLS

Below is a sample of the research-based teaching tools included in our full glossary.

We would like to acknowledge and thank Ritchhart and Perkins (2008) for inspiring some of the teaching tools listed below. Ritchhart, R. & Perkins, D. (2008). Making Thinking Visible, 65(5), *Educational Leadership*, 57-61.

Items denoted with an asterisk (*) have an accompanying worksheet in the full version of our curriculum that can be used as a helpful scaffold.

3-2-1-Go!: This can be used as a scaffold for reflection. Students write three things they have learnt as a result of the lesson, two facts they found interesting and one question they still have, regarding the topic.

60-Second Think: This provides students with time to think before giving a response in class. It can also be used as a moment of contemplation, without sharing responses.

Brainstorming: Teachers begin by introducing a topic, theme question or problem. Students then take turns to offer relevant answers and ideas, which are written so that everyone can see them. After brainstorming, students then typically engage in a discussion regarding the different contributions. Note: it is important that ideas are received without criticism.

Connect, Extend, Challenge: This helps students connect new information with their prior knowledge, by answering three questions. How are these concepts connected to what you already know? What new ideas extended your thinking in new directions? What ideas do you still find confusing or challenging – what questions do you now have?

Die Dialogue: The teacher writes and numbers six questions. Students form small groups and take turns to roll the die. The student answers the question corresponding to the number rolled. One member of the group might then ask a question based on the first student's answer. Another member could then ask a question based on their secondary response.

I used to think...but now I think: This reflection activity helps students to reflect on and express how their thinking has changed as a result of a lesson. Students write a sentence starting with 'I used to think' that expresses their previous opinion. They then begin a second phrase starting with 'but now I think' in order to outline their current, changed thinking.

Leaderless Discussion: Students take turns raising an issue or question related to the topic under discussion. The person initiating the question calls on a student volunteer to respond. When that student has finished, he or she calls on the next contributor. Students signal their desire to contribute by raising their hands, using their fingers to indicate how many times they have already contributed to the discussion. This ensures that a few students don't dominate the discussion.

Review and Rip: Students form groups of four, kneeling in a circle. The teacher poses four different questions, numbering them as 1, 2, 3 and 4. Students individually fold A4 pieces of paper into four, number each quarter, and write their response to each of the four questions. They then rip the piece of paper along each fold and create four piles of responses based on the question number. Each group member then chooses a question number and summarises their collective views, sharing this with the group.

Self-Assessment: A tool by which students self-evaluate their understanding of the learning intentions and success criteria. They demonstrate an ability to judge both what they have learnt and what they still need to learn.

So What? Now What?: Students complete two statements in order to show what they have learnt and how this will impact future actions, or what they will now do with this new knowledge.

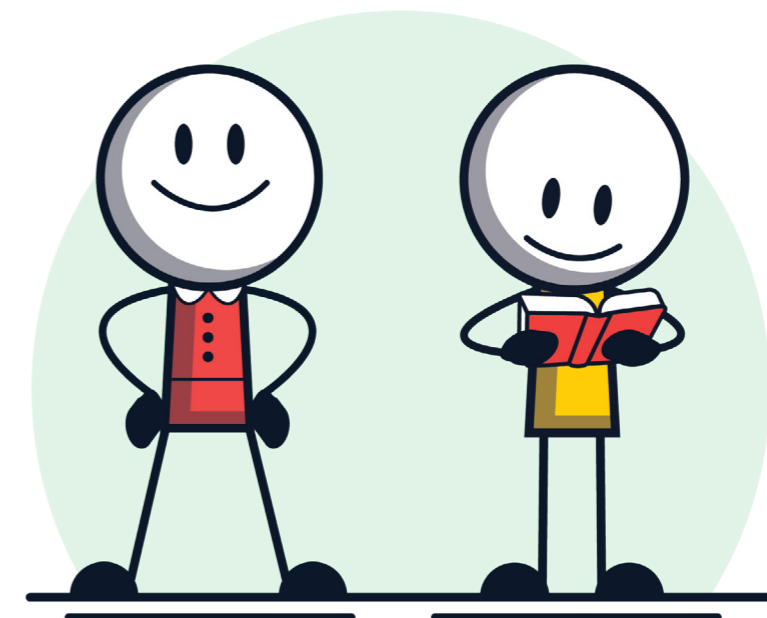
Think, Pair, Share: Allows students time to think, to collaborate and an opportunity to share their response with the class. The teacher gives the students a topic, question, quote or other stimulus, provides time for individual thinking time, prompts students to form pairs and discuss their ideas, then asks pairs to share their ideas with the class.

GLOSSARY OF TEACHING TOOLS

Top 5*: Similar to 'Connect 4', students write their 'top 5' responses to a given question. They then pair up with another student and use their two lists to write a combined, agreed-upon 'top 5.' Pairs then form groups of four and repeat the process. Groups of four share their responses with the class and the class uses the collected responses to form a class 'top 5'.

What makes you say that?: By asking students this question, students are prompted to analyse and justify their opinions and responses. This can be used as part of group or individual discussion.

WWW: This reflection activity stands for 'What Went Well.' Students are encouraged to identify, reflect on and describe a successful or positive moment.





SUPPLEMENTARY
RESOURCES

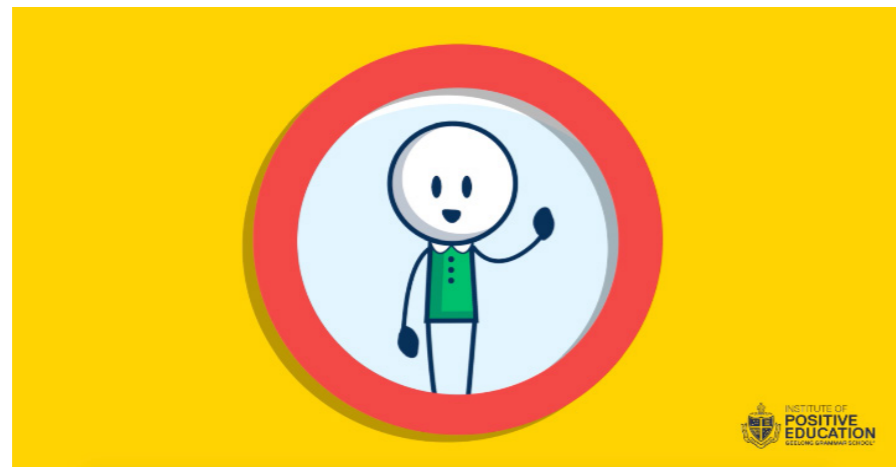
RESOURCES

OVERVIEW

We are continually expanding our range of supplementary and complementary resources. These resources are available to schools who purchase access to our Positive Education Enhanced Curriculum (PEEC).

MINDFULNESS

Please click on the image below to view the animation on YouTube. We hope you and your students enjoy this Mindful Moment animation featuring Institute favourite 'Nic the Stick'.



PEEC AT HOME: WRITE A LETTER TO THE ELDERLY

Our PEEC at Home resources are designed to strengthen home-school connections, and to enhance parents' and guardians' awareness and understanding of Positive Education.

Teachers might like to use these resources as:

- optional homework activities,
- part of an ongoing student project, or
- activities to enhance their own family's wellbeing.

This 'PEEC at Home' activity teaches students to express care and kindness by writing to an older person living in an aged care facility.

YOGA POSTER

Our downloadable yoga posters are designed for you to print and display in your classroom. Each poster includes some top tips for practising yoga with your class, as well as a description of each pose and suggested timings.

PRIMARY, PHASES 1-4

PEEC at Home

Did you know you can brighten someone's day by writing them a letter?

Sometimes, older people don't live with anyone else or they might not get any visitors. This can lead to them feeling lonely or sad.

Writing to an older person helps them to feel like they're not alone and that someone cares about them.

Try writing a letter to someone living in an aged care facility. This could really make their day!

Start by finding a local aged care facility and asking your parents or carers if you can give them a call to see if they have an address you can use in order to post someone a letter.

Top Tips for Writing Letters

- Start with 'Dear Resident' as you don't know who you're writing to yet.
- You might like to tell them a few things about yourself, such as:
 - your age,
 - favourite colour,
 - favourite subject at school,
 - sports you like to play,
 - whether you play any instruments, or
 - a song you like to sing.
- Write your favourite joke to give them a laugh.
- Ask them some questions, such as their:
 - favourite memory, and
 - what hobbies they enjoy.
- Finish your letter with 'From', 'Kind regards' or 'Yours sincerely' and then your first name.
- You could draw a picture for them at the bottom of your letter.
- Ask your mum, dad or carers first before including your address on an envelope with a stamp on it so the other person can write back to you if they want to.



Remember: It's ok if they don't write back. It's still nice to know that you've made someone's day happier!

INFORMATION FOR THE GROWN UPS

Research has scientifically proven the adage that 'it's better to give than to receive.'

The benefits of expressing care and kindness are varied and far-reaching. Kindness promotes empathy and compassion, which in turn leads to a sense of interconnectedness with others. Kindness can also enhance the will to live in depressed individuals who feel isolated and different.

Food for Thought: When we care for others, we care for ourselves.

Human suffering often inspires beautiful acts of compassion by people wishing to help relieve that suffering. Positive Education includes this notion, but also explores the idea of caring for all people all the time, not just in times of need.

Centred Accepting Loving Mindful

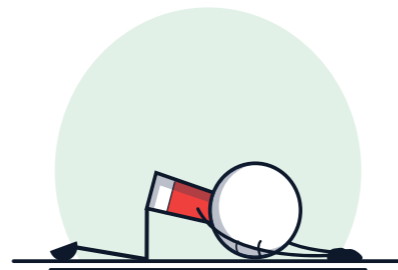
TOP TIPS

- Use the illustrations and descriptions below as a guide.
- Don't worry about practising perfectly aligned poses.
- Focus on using movement to invite a sense of calm.
- Make sure there is enough space to practise the poses without anyone bumping heads or stubbing toes.
- Ensure children are safe with their bodies. For example, they shouldn't be trying to wrap themselves into a pretzel or doing deep back bends.
- Ask children to focus on gentle movement that feels comfortable.



Tree Pose – Vrksanana

Stand on your right leg. Bend your left leg. Place the sole of your foot on the opposite inner thigh or calf, (not on your knee), and balance. Keep your gaze fixed on something in front of you to help keep your balance. Pretend to be a tree with strong roots that go deep into the ground. Hold this for 1 minute. Switch sides and repeat.



Melting Heart – Anahatasana

Place your hands and knees on the ground. Reach your hands forward and melt your chest toward the ground. Keep your hips stacked above your knees. Gently rest your forehead on the ground. Observe any feelings that you have. Think about 3 things that you love, such as a family member, friend or a pet. Hold this pose for 3 minutes.



Crescent Lunge – Anjaneyasana

Step your left foot forward. Bend the left knee to 90 degrees, stacking the left knee over the left foot. Keep your right leg strong. Make sure your feet are hip-width apart to help you balance. Sweep your arms out to the side until they are above your head with palms facing each other. Bring your shoulder blades down. Breathe deeply. Hold this for 1 minute. Switch sides and repeat.



Easy Pose – Sukhasana

Sit comfortably in a cross-legged position, resting your hands on your knees or bringing them to your heart centre. Notice any sensations in your body. Take 3 or 4 deep belly breaths, breathing in and out through the nose. Hold this pose for 1 minute.

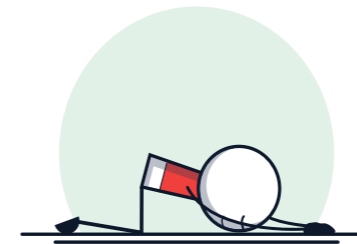
Centred Accepting Loving Mindful



Tree Pose – Vrksanana



Crescent Lunge – Anjaneyasana



Melting Heart – Anahatasana



Easy Pose – Sukhasana

COMPLEMENTARY RESOURCES

Need a Brain Break?

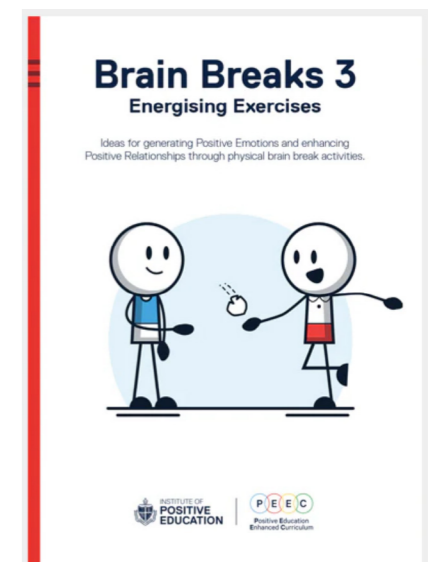
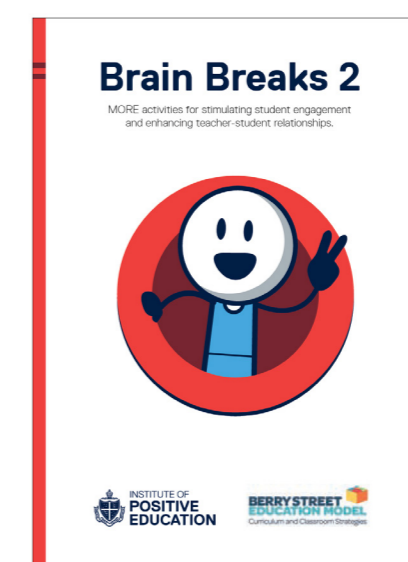
For Brain Breaks resources and other Positive Education materials, head to the Institute of Positive Education's [online shop](#).

Brain Breaks

These booklets are a helpful Positive Education resource for any teacher wanting to start or expand their Positive Education classroom supplies and resources.

They are not a specific programme, but rather a starting point for thinking about how to integrate physical movement into classrooms and educational environments.

The activities are a creative, fun and easy way to break up a lesson and allow students and teachers to build a connection whilst improving happiness and gratitude as well as refreshing their brain to optimise for learning.



Want to explore character strengths?

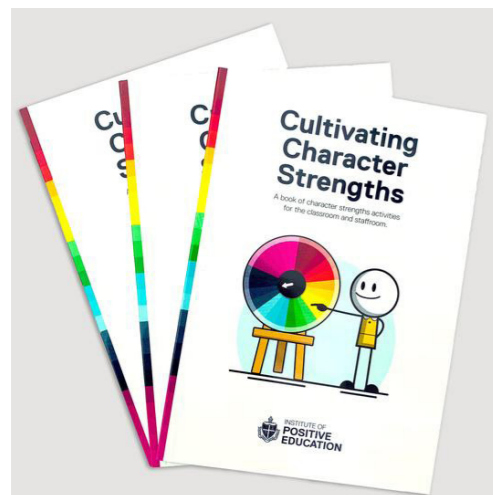
For additional character strengths resources, visit the Institute of Positive Education's [online shop](#).



Character Strengths Posters (A3)

Keep the character strengths at the forefront of your students' minds with these colourful and engaging displays. The posters for each of the six virtues and 24 character strengths have their own unique figure that depicts the essence of this strength, as well as a student-friendly definition. You could hang all 30 A3 posters along the walls of your classroom or use one at the front of the room to highlight a specific strength.

Sold in sets of 30 posters, this resource is sure to capture the imagination of your students and provide inspiration when exploring the concept of character strengths.



Cultivating Character Strengths Pocketbook

A useful resource for individual interventions, small group or classroom activities, this research-based pocketbook provides engaging, hands-on ways to improve wellbeing.

This book contains:

- student-friendly strengths definitions
- illustrations for every character strength and virtue
- suggested books, movies and examples for every strength
- inspiring quotes for every virtue

This pocketbook also includes a range of activities for each of the 24 character strengths that are designed to help children and adults of all ages to cultivate these strengths.

Have you seen our new digital resources?

For more downloadable Positive Education materials, head to the Institute of Positive Education's [online shop](#).



Character Strengths Cards

Research shows that activating your strengths in new and different ways can enhance wellbeing. This resource provides hundreds of suggested ways in which to use your strengths every day.

The activities could be carried out as whole-class, small-group or individual exercises. For example, you could ask students to:

- pick an activity from a reduced list of age-appropriate options,
- select any of the activities based on their character strengths profile, or
- choose any of the activities for a given character strength.



Grow your Character Strengths Board Game

Designed for ages 10-14, this board game encourages students to explore definitions, examples and scenarios involving all 24 Character Strengths, in order to help further their understanding of these concepts.

The vibrant design featuring Institute favourite 'Nic the Stick' is fully downloadable and printable. You could even print it on cardboard and laminate the game pieces, using them for years to come.

This game aligns with our Phase 4 PEEC 'Character Development' lessons, but is also designed to be used as a stand-alone resource.

