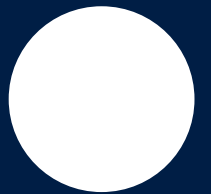




INSTITUTE OF
**POSITIVE
EDUCATION**
GEEELONG GRAMMAR SCHOOL®



**POSITIVE
EDUCATION
ENHANCED
CURRICULUM**
BOOK WEEK 2024



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BOOK WEEK 2024: READING IS MAGIC



WHAT IS IT?

— The 2024 Book Week theme, “Reading is Magic,” celebrates the enchanting power of books to transport readers to new worlds, spark their imaginations, and evoke a sense of wonder. This theme beautifully aligns with the Positive Psychology principles of awe and wonder, which are crucial for enhancing wellbeing.

AWE AND WONDER IN POSITIVE PSYCHOLOGY

— Awe is a profound emotional response to something vast and beyond our current understanding, often leading to a sense of connectedness and humility. Wonder, a related concept, involves curiosity and amazement, driving us to explore and learn more about the world around us. Both emotions contribute significantly to psychological wellbeing by promoting a sense of joy, expanding our perception of life’s possibilities, and fostering a deeper connection to others and the universe.

READING IS MAGIC

— Books have an unparalleled ability to evoke these feelings. Through storytelling, readers can experience awe by encountering grand narratives, complex characters, and fantastical worlds that stretch their imagination and understanding. The magic of reading lies in its power to immerse readers in experiences far removed from their own, prompting feelings of wonder and curiosity.

For teachers, incorporating this theme into our classroom activities can enhance students’ wellbeing. By selecting books that inspire awe and wonder, we can help students cultivate a lifelong love of reading while also supporting their mental health. Stories of epic adventures, magical realms, and profound human experiences can spark students’ imaginations, encouraging them to dream big and explore the unknown.

Additionally, discussing these themes in class can help students recognise and articulate their own feelings of awe and wonder, building emotional literacy and resilience. In a world where stress and anxiety are prevalent, fostering these positive emotions through the magic of reading can be a powerful tool for promoting overall wellbeing.

In essence, the 2024 Book Week theme “Reading is Magic” not only underscores the joy and adventure found in books but also highlights their role in nurturing awe and wonder, essential components for a flourishing, well-rounded life.



AWE-SOME CHEAT SHEET

YOUR QUICK GUIDE

Definition of Awe: Awe is a complex emotional experience often triggered by vastness and the need for accommodation, which can be sparked by nature, art, music, spiritual experiences, or human excellence.

Psychological Impact: Experiencing awe can significantly enhance wellbeing, fostering a sense of connectedness, humility, and a decreased focus on the self.

Physiological Effects: Awe has tangible physiological benefits, such as reducing inflammation, lowering stress levels, and promoting a healthier cardiovascular system.

Social Connection: Awe can foster a greater sense of community and altruism, encouraging people to act with more generosity and compassion towards others.

Creativity and Innovation: Being in awe can lead to increased creativity and openness to new experiences, as it encourages a sense of curiosity and exploration.

Development of Meaning: Awe can help individuals find deeper meaning in life, aiding in the development of a broader perspective on existence and one's place in the world.

Cultural Significance: Awe has played a significant role in shaping cultures, religions, and societal structures throughout history, influencing art, literature, and collective values.

Practical Applications: Practical ways to cultivate awe in everyday life can include spending time in nature, appreciating art, and engaging in mindfulness practices.

Below is a list of 25 picture books that can inspire awe and wonder. You might like to use the YouTube links to access read aloud versions of some of the stories, or to use the discussion questions to spark conversation about key themes within the books.



“NOW”



Author/Illustrator: Antoinette Portis
Publisher: Pan MacMillan
Date: 2017

[YouTube](#)



Discussion Questions:

How does the main character in “Now” remind you to appreciate the little moments in life?

Which of the illustrated scenes in “Now” made you feel the most wonder, and why?

What is one of your favourite things to do right now, just like the character in the book?

How do the illustrations in “Now” help you feel the excitement of living in the moment?

If you could capture a perfect ‘now’ moment from your life, what would it look like?

Why do you think the author chose to focus on ‘now’ instead of the past or the future?

How do you think the world would be different if everyone paid more attention to their ‘now’ moments?

What is one ‘now’ moment you experienced today that made you feel happy or amazed?

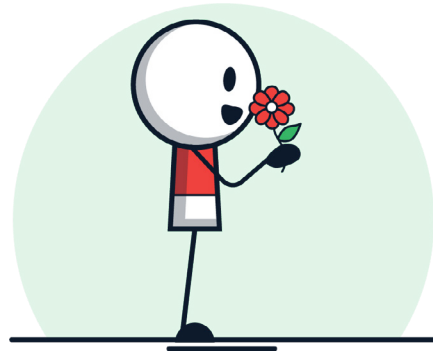
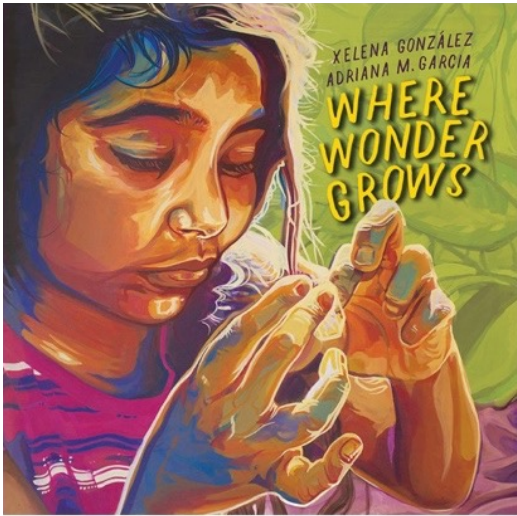
“WHERE WONDER GROWS”

Author: Xelena González

Publisher: Cinco Puntos Press

Date: 2022

[YouTube](#)



Bloom's Taxonomy Questions:

Knowledge

What are some of the magical places or objects mentioned in “Where Wonder Grows” that the characters explore?

Comprehension

Can you describe how the characters in the book feel when they discover something new and wonderful? How do their feelings change throughout the story?

Application

Imagine you found a hidden place or a magical object like the characters in the book. What would you do with it? How would you share it with others?

Analysis

Why do you think the author, Xelena González, chose to include certain places or objects in the story? How do these elements contribute to the overall sense of wonder?

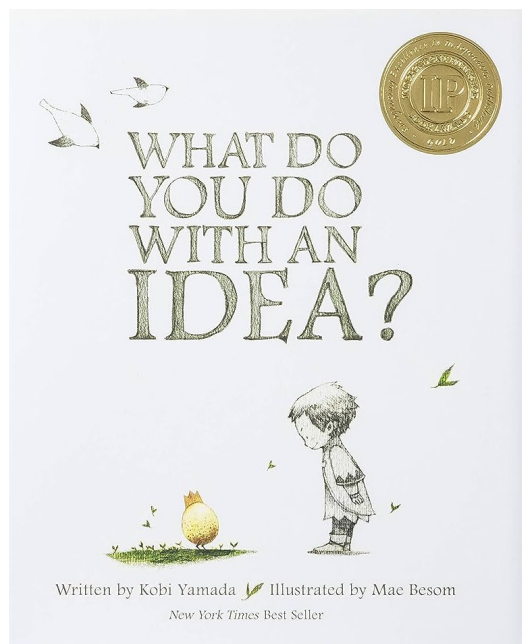
Synthesis

Create your own short story or drawing inspired by “Where Wonder Grows.” What magical place or object would you include, and how would it make people feel wonder?

Evaluation

Do you think the characters made the right choices in how they explored and interacted with the wonders they found? Why or why not? How would you have done things differently?

“WHAT DO YOU DO WITH AN IDEA?”



Author: Kobi Yamada

Publisher: Compendium

Date: 2017

[YouTube](#)



Discussion Questions:

What do you think makes an idea special and unique?

How do you imagine your life would change if you decided to nurture and grow one of your ideas?

What feelings did you have when the character in the story first discovered their idea?

Can you think of a time when you had an idea that seemed too big or too different? What did you do with it?

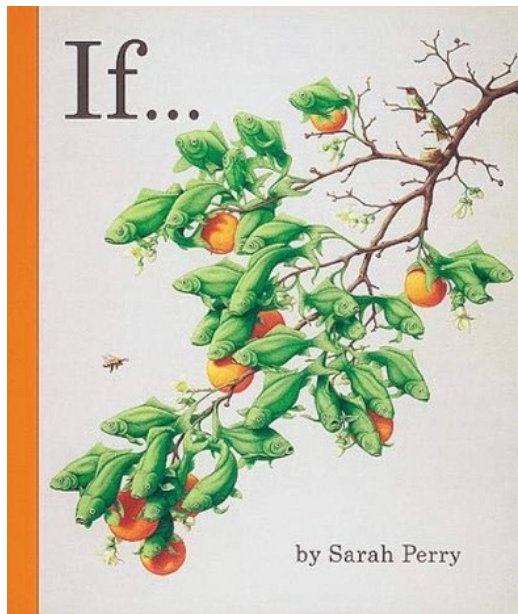
Why do you think the idea in the book followed the character around? What does that tell us about the nature of ideas?

What do you believe is the most magical thing that could happen if you decide to bring your ideas to life?

How do you think the world would be different if everyone decided to share and develop their ideas?

What advice would you give to someone who is afraid to share their idea with others?

“If...”



Author: Sarah Perry
Publisher: Scholastic
Date: 1996

[YouTube](#)



Bloom's Taxonomy Questions:

Knowledge

Can you list some of the imaginative “If...” scenarios described in the book?

Comprehension

What do you think Sarah Perry is trying to show us about the world through her imaginative “If...” scenarios?

How would you explain the idea behind “If...” to a friend who hasn't read the book?

Application

Can you draw your favourite “If...” scenario from the book and explain why it stands out to you?

Analysis

How do the illustrations in the book enhance the meaning of the “If...” scenarios?

What patterns or themes can you find in the different “If...” scenarios? How do they contribute to the overall message of the book?

Synthesis

Can you create your own “If...” scenario and illustrate it? How would it fit into the world that Sarah Perry has created?

Evaluation

Which “If...” scenario do you think is the most imaginative and why? Do you think such scenarios can make people look at the world differently?

“IMAGINE A PLACE”

Author: Sarah L. Thompson

Publisher: Scholastic

Date: 1996

[YouTube](#)



Discussion Questions:

If you could create your own magical place like the ones in “Imagine a Place,” what would it look like and what special things would you include?

In the book, different places have unique feelings and atmospheres. Can you describe a place that makes you feel peaceful and happy? What sounds and colours would you find there?

The illustrations in “Imagine a Place” are full of imagination and wonder. Which picture in the book is your favourite, and why does it inspire you?

Imagine you can visit any of the places described in the book for a day. Which one would you choose and what adventures would you have there?

The book talks about places where anything is possible. If you could have one superpower in one of these magical places, what would it be and how would you use it?

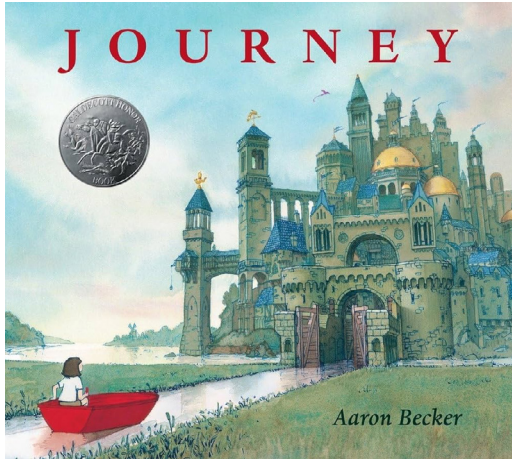
In “Imagine a Place,” some places are cosy and small, while others are vast and open. Where do you feel more at home—in a snug, secret nook, or an endless, wide-open space? Why?

Think about a place from your dreams or imagination that isn’t in the book. Can you describe it in detail? What makes it special and magical to you?

If you could invite a friend to join you in one of the imaginary places from the book, who would you invite and what would you do together in that place?

“JOURNEY”

Author/Illustrator: Aaron Becker
Publisher: Candlewick Press
Date: 2013



[YouTube](#)



Bloom's Taxonomy Questions:

Knowledge

What colours and objects does the girl draw with her magical red marker in the story “Journey”?

Comprehension

Explain how the magical red marker helps the girl travel to different places in the story.

Application

Imagine you had a magical red marker. Where would you go and what would you draw to get there?

Analysis

Why do you think the girl chooses to draw certain things at different points in her journey?

How do the illustrations help tell the story even though there are no words? Can you describe a scene where the pictures made you feel excited or curious?

Synthesis

Create your own adventure story where you use a magical red marker to explore new places. What would happen in your story?

What do you think the author was trying to tell us about imagination and adventure through the girl's journey?

Evaluation

Do you think the girl was brave during her journey? Why or why not?

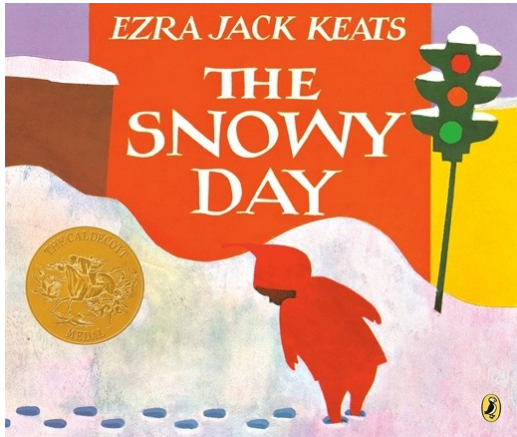
“THE SNOWY DAY”

Author: Ezra Jack Keats

Publisher: Viking Press

Date: 1962

[YouTube](#)



Discussion Questions:

What do you think it would feel like to wake up and find the world outside covered in a thick blanket of snow, just like Peter did?

If you could make any kind of snow tracks, what patterns or shapes would you create, and why?

Imagine you're Peter and you see a tall snowbank for the first time. What kind of adventure would you have climbing it?

Peter found so many exciting things to do in the snow. What is your favourite snowy day/rainy day activity, and how does it make you feel?

What do you think Peter's snowman might say or do if it came to life?

Peter's world is transformed by snow. If you could transform your world in a magical way, what would you change and why?

How do you think Peter felt when he discovered that his snowball had melted in his pocket? Have you ever felt something similar?

The snowy day made Peter's neighbourhood look magical. What would your neighbourhood look like if it were transformed into a winter wonderland, and what would you explore first?

“WHERE THE WILD THINGS ARE”

Author/Illustrator: Maurice Sendak

Publisher: Harper & Row

Date: 1963

WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK

[YouTube](#)



Bloom's Taxonomy Questions:

Knowledge

Who are the main characters in “Where the Wild Things Are”?

Comprehension

Can you describe what happens when Max first arrives in the land of the Wild Things?

Application

Imagine you are Max. What would you do to tame the Wild Things if you were in his place?

Analysis

Why do you think the Wild Things made Max their king? What qualities did he show that made him a good leader?

Synthesis

Create your own Wild Thing. What does it look like, and how does it behave? Draw a picture and describe its personality.

Evaluation

Do you think Max was right to leave the land of the Wild Things and go back home? Why or why not?

What do you think Max learns from his adventure with the Wild Things, and how might it change the way he behaves at home?

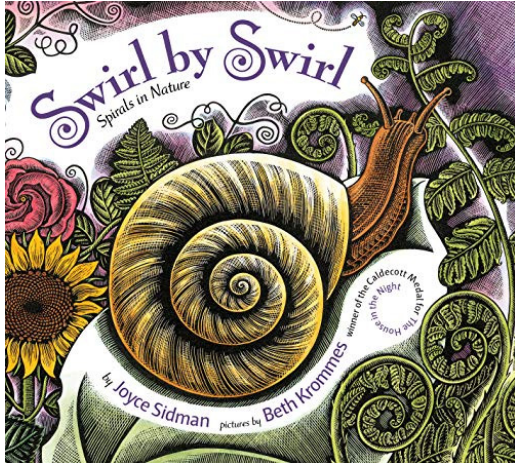
If you could visit any imaginary land like Max, where would you go and what kind of creatures would you meet?

“SWIRL BY SWIRL: SPIRALS IN NATURE”

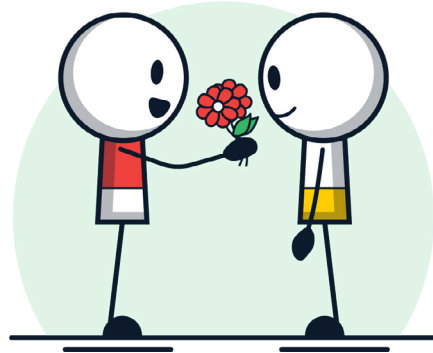
Author: Joyce Sidman

Publisher: Houghton Mifflin Harcourt

Date: 2011



[YouTube](#)



Discussion Questions:

What different kinds of spirals did you discover in nature from reading “Swirl by Swirl: Spirals in Nature”? Can you name a few examples?

How do you feel when you see a spiral in nature, like in a seashell or a snail? What do you think makes spirals so fascinating?

Why do you think spirals are a common shape in nature? What purpose do they serve for plants and animals?

Can you draw your favourite spiral from the book and explain why it caught your attention?

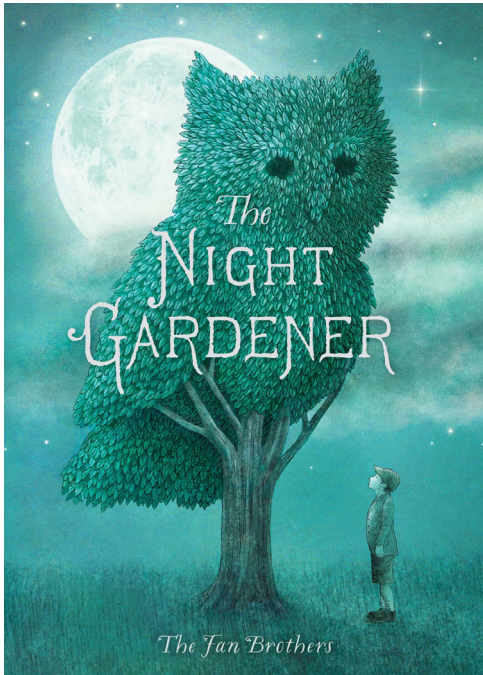
Imagine you’re exploring a forest or the beach. Where might you look to find spirals in nature? What kinds of things would you hope to find?

How do the illustrations in “Swirl by Swirl” help you understand the beauty and complexity of spirals in nature?

Have you ever tried to make your own spiral art? What would you use to create a spiral, and how would you do it?

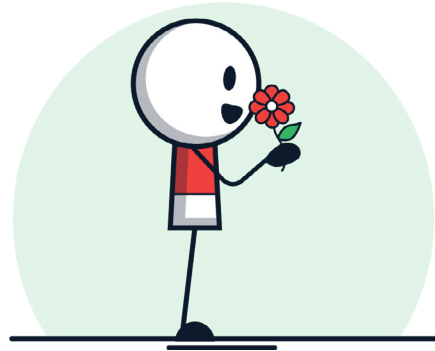
What was the most surprising thing you learned about spirals from the book? Why did it surprise you?

“THE NIGHT GARDENER”



Author/Illustrator: The Fan Brothers
Publisher: Simon & Schuster
Date: 2016

[YouTube](#)



Bloom's Taxonomy Questions:

Knowledge

What kind of shapes and animals did the Night Gardener create out of the trees in the story?

Comprehension

Can you explain how the town changed after the Night Gardener started creating his topiaries?

Application

Imagine you are a gardener like the Night Gardener. What kind of tree shapes would you create in your own neighbourhood and why?

Analysis

How do you think the Night Gardener chose which trees to shape into specific animals or objects? What might have influenced his choices?

Synthesis

Create your own story about a mysterious gardener who comes to your town and transforms it in a unique way. What happens and how does the town react?

Evaluation

Do you believe the Night Gardener's work was important for the community? Why or why not?

What feelings did you experience when you saw the beautiful illustrations of the tree sculptures? Why do you think the illustrations are so impactful?

If you could meet the Night Gardener, what questions would you ask him about his magical abilities and the beautiful creations he makes?

“IF YOU WANT TO SEE A WHALE”

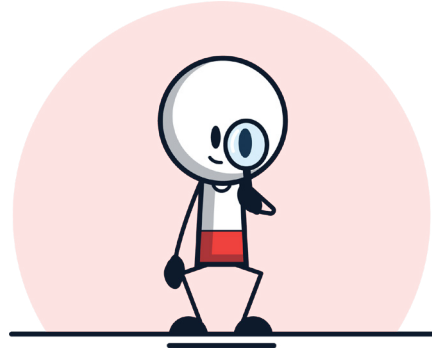
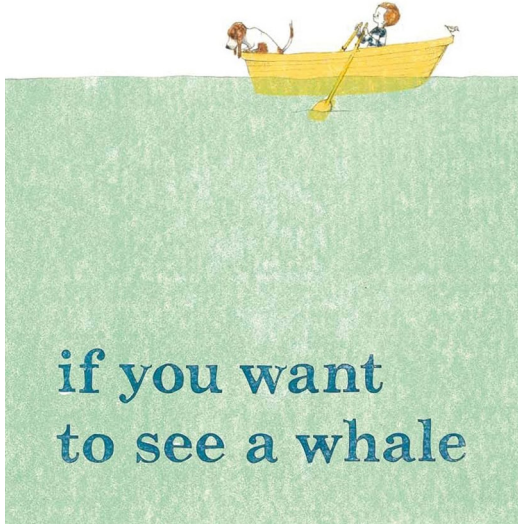
words by **julie fogliano** pictures by **erin e. stead**

Author: Julie Fogliano

Publisher: Roaring Brook Press

Date: 2013

[YouTube](#)



Discussion Questions:

How do you think the boy feels when he is waiting to see a whale? Can you describe a time when you had to wait for something special?

What do you think makes whales so magical and mysterious? What would you do if you saw a whale for the first time?

The boy looks at many different things while waiting for the whale. What is the most beautiful thing you've ever seen in nature?

How do the pictures in the book make you feel? Can you imagine being in the boy's place and looking out at the vast ocean?

Why do you think the boy needs patience to see a whale? What are some other things that require patience to see or experience?

If you could ask the boy one question about his adventure to see a whale, what would it be? What do you think he might say?

What do you think whales do when they are deep in the ocean where no one can see them? Can you imagine what it would be like to swim with them?

The boy imagines many different things while waiting for the whale. What would you imagine or think about if you were sitting by the sea, waiting to see something amazing?

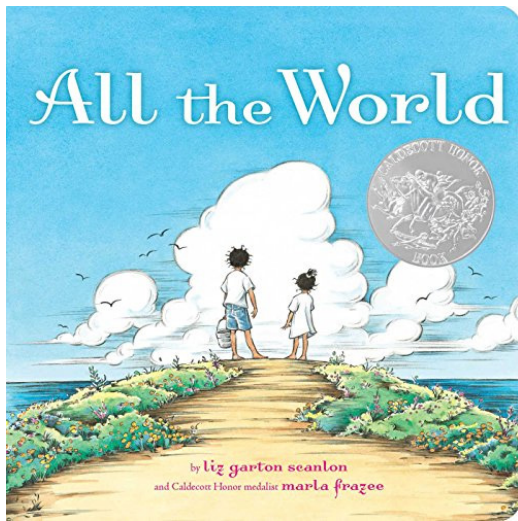
“ALL THE WORLD”

Author: Liz Garton Scanlon

Publisher: Beach Lane Books

Date: 2009

[YouTube](#)



Bloom's Taxonomy Questions:

Knowledge

What are some of the different settings visited by the characters in “All the World”?

Who are the main characters in “All the World,” and what are their relationships to each other?

Comprehension

How do the illustrations in “All the World” help you understand the feelings of the characters?

How does the book “All the World” make you think differently about the world around you?

Application

Can you think of a time when you felt connected to nature, like the characters in the book? How did it make you feel?

Analysis

How does the author use language to describe the world in “All the World”? Give examples from the text.

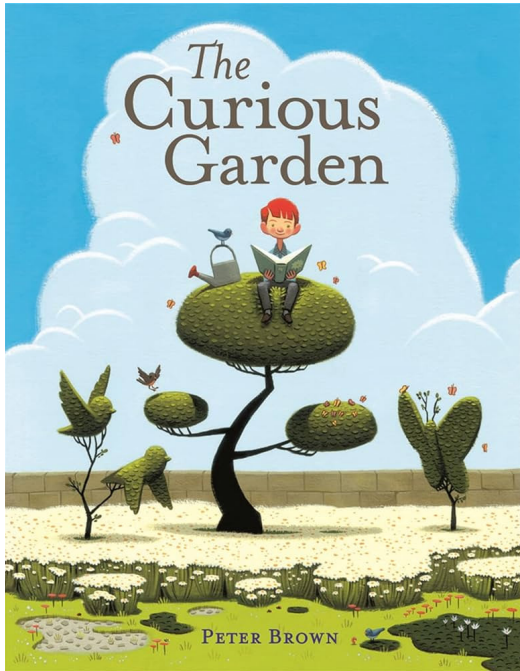
Synthesis

If you were to create a new adventure for the characters in “All the World,” where would they go and what would they discover?

Evaluation

What is the most important lesson you think the characters learn throughout their journey in “All the World”? Why?

“THE CURIOUS GARDEN”

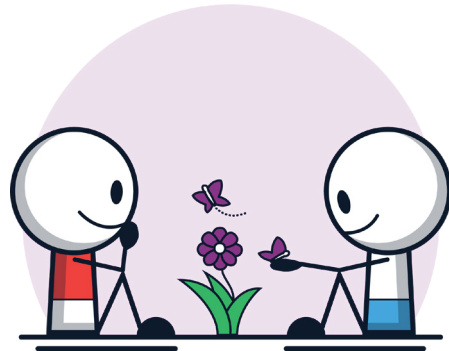


Author/Illustrator: Peter Brown

Publisher: Little, Brown Books for Young Readers

Date: 2009

[YouTube](#)



Discussion Questions:

How does Liam’s discovery of the abandoned railway transform his surroundings in “The Curious Garden”?

What role does nature play in bringing colour and life to the once-grey cityscape in the story?

Can you imagine yourself exploring the secret corners of the city garden, just like Liam? What would you hope to find there?

How does the idea of plants growing in unexpected places spark curiosity and imagination in the story?

What do you think makes the garden in the story so special and different from other gardens you’ve seen?

How does the garden’s growth and vitality affect the people and animals who encounter it throughout the seasons?

Why do you think the people of the city start to join Liam in caring for the garden? What draws them to it?

If you could have a magical garden of your own, what would it look like and what wonders would it hold?

“DREAMERS”



Author/Illustrator: Yuyi Morales
Publisher: Neal Porter Books
Date: 2018

[YouTube](#)



Bloom's Taxonomy Questions:

Knowledge

Can you recall the main characters in “Dreamers” and describe what makes them unique?

Comprehension

How did the illustrations in “Dreamers” help you understand the story better?

Application

If you were one of the characters in “Dreamers,” what kind of dream would you want to pursue, and why?

Analysis

What challenges did the characters face in achieving their dreams, and how did they overcome them? Can you think of any real-life situations where you've had to overcome similar obstacles?

How does the author use language in “Dreamers” to create a sense of magic and wonder? Can you find any examples of poetic language or vivid descriptions?

Synthesis

Imagine you could create your own dream world inspired by “Dreamers.” How would you make it different or similar to the world in the book?

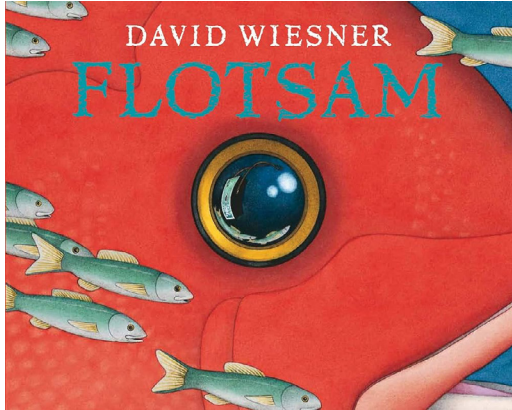
Evaluation

What lessons do you think the author, Yuyi Morales, wants readers to learn from “Dreamers”?

How does “Dreamers” inspire you to dream big and pursue your passions?

“FLOTSAM”

Author/Illustrator: David Wiesner
Publisher: Clarion Books
Date: 2006



[YouTube](#)



Discussion Questions:

How does the magical camera in “Flotsam” capture images from different worlds beneath the waves?

What incredible creatures did the protagonist encounter when they explored the mysterious underwater photographs?

What would it be like to ride on the back of a seahorse like the characters in “Flotsam”?

How do you think the fish in the story feel about having their portraits taken by the underwater camera?

If you discovered a secret message in a bottle like in “Flotsam,” what do you think it would say?

How do the illustrations in “Flotsam” make you feel like you’re really exploring the ocean depths alongside the characters?

What would you wish for if you found a magical underwater telescope like the one in “Flotsam”?

How does “Flotsam” inspire you to imagine all the incredible things that could be hidden beneath the surface of the sea?

“SKY COLOR”

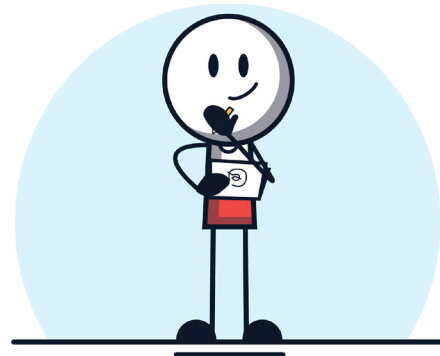
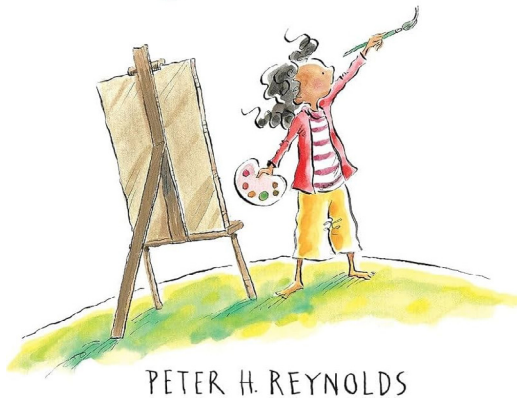
Author/Illustrator: Peter H. Reynolds

Publisher: Candlewick Press

Date: 2012

sky color

[YouTube](#)



Bloom's Taxonomy Questions:

Knowledge

What is the main character's name in the book "Sky Color" by Peter H. Reynolds?

Comprehension

Can you summarize the main message or lesson that the book "Sky Color" teaches about creativity?

Application

How would you use the concept of "sky colour" in your own artwork or creative projects?

Analysis

How does the author/illustrator use imagery and language to convey the idea of "sky colour" throughout the story?

Synthesis

If you could create your own unique colour for the sky, what would it be like and why?

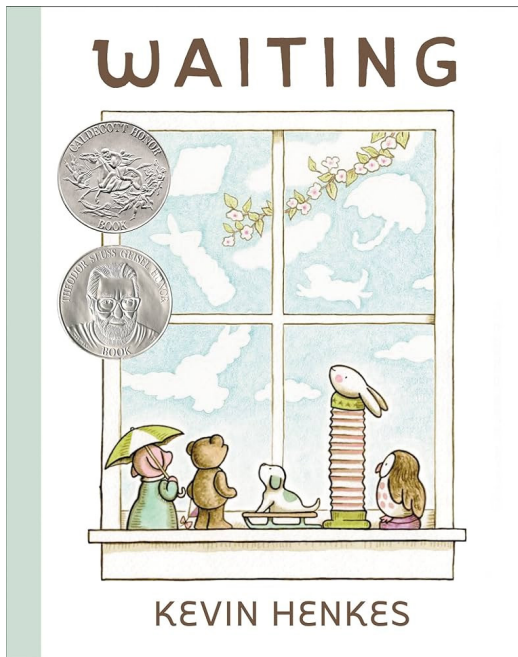
If you were to extend the story "Sky Color," what new adventures or challenges might Marisol encounter as she continues to explore her creativity?

Evaluation

Why do you think the main character, Marisol, feels disappointed at first when she can't find blue paint for the sky? How does her perspective change by the end of the story?

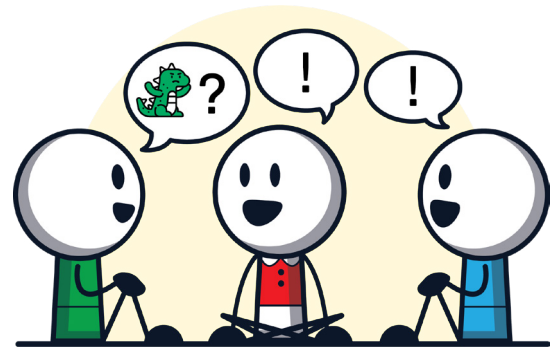
Do you agree with Marisol's approach of mixing colours to create the perfect sky colour? Why or why not?

“WAITING”



Author/Illustrator: Kevin Henkes
Publisher: Greenwillow Books
Date: 2015

[YouTube](#)



Discussion Questions:

What do you think “Waiting” might reveal about the secret lives of toys when humans aren’t around?

How does the author, Kevin Henkes, make waiting seem like an adventure in the book? Can you think of a time when waiting felt exciting for you?

If you could choose one of the toys in the book to be your friend, which one would it be and why?

Imagine you were a toy in the book “Waiting.” What would you do to pass the time while waiting for your turn?

Do you think waiting patiently is always easy? What lessons can we learn from the toys in the story about being patient?

How does the author use colours and illustrations to make the waiting scenes come alive? Can you find any hidden details in the pictures?

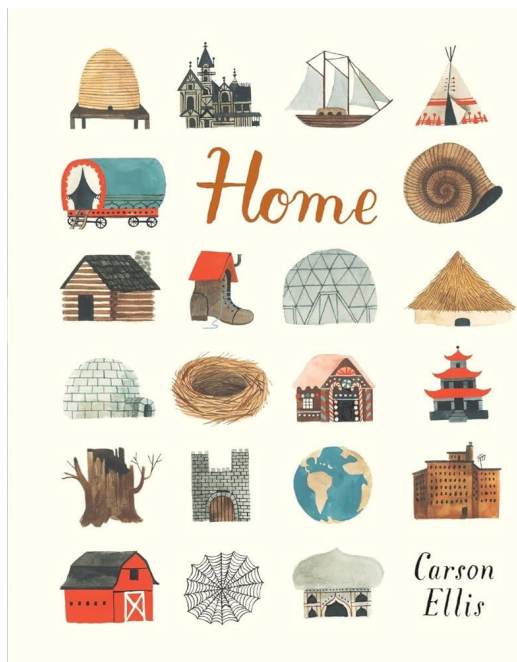
Why do you think each toy in the book has its own unique personality? How does this add to the magic of the story?

If you could create your own toy to join the waiting group, what would it look like and what adventures would it have while waiting?

“HOME”

Author/Illustrator: Carson Ellis
Publisher: Candlewick Press
Date: 2015

[YouTube](#)



Bloom's Taxonomy Questions:

Knowledge

What is the main setting of “Home” by Carson Ellis, and how does it differ from other places?

Comprehension

Can you explain how different cultures and traditions are depicted in the illustrations of “Home”? How do these illustrations help you understand the diversity of homes around the world?

Can you identify any common themes or messages about the concept of “home” that are present throughout the book? How do these themes resonate with you personally?

Application

If you could design your own dream home, what unique features would you include, and why?

Analysis

How does the author use colours, shapes, and patterns to convey different feelings or atmospheres in the illustrations of “Home”?

Synthesis

Imagine you are a character in “Home” exploring different types of homes around the world. Write a short story about your adventures and discoveries.

Evaluation

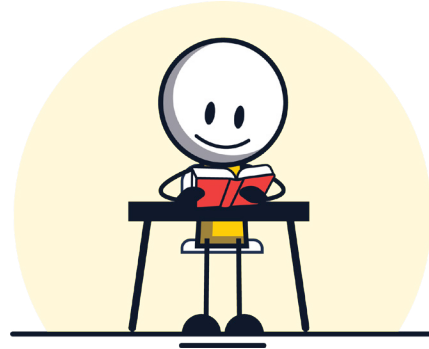
Which illustration from “Home” do you find the most captivating or intriguing, and why?

Do you think “Home” effectively celebrates the diversity of homes around the world? Why or why not?

“THE BIG ORANGE SPLOT”

Author/Illustrator: Daniel Manus Pinkwater
Publisher: Scholastic
Date: 1977

[YouTube](#)



Discussion Questions:

How does the big orange splot magically transform Mr. Plumbean's plain, ordinary house into something extraordinary?

What do you think inspired Mr. Plumbean to embrace creativity and individuality in his neighbourhood?

If you could paint your house any colour or design, what would you choose, and why?

How do the neighbours' reactions to Mr. Plumbean's new house change throughout the story, and why is that important?

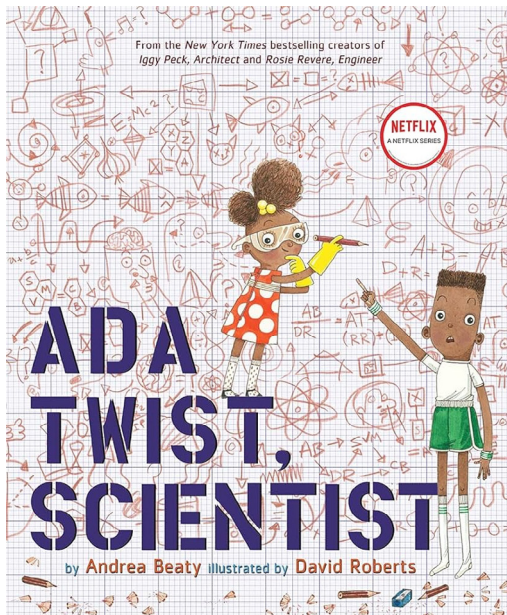
What lessons about acceptance and embracing differences can we learn from the characters in “The Big Orange Splot”?

If you could create your own dream neighbourhood, what unique features would it have?

Why do you think it's important for people to express themselves creatively, like Mr. Plumbean did?

How does the ending of the story make you feel about being yourself and standing out from the crowd?

“ADA TWIST, SCIENTIST”

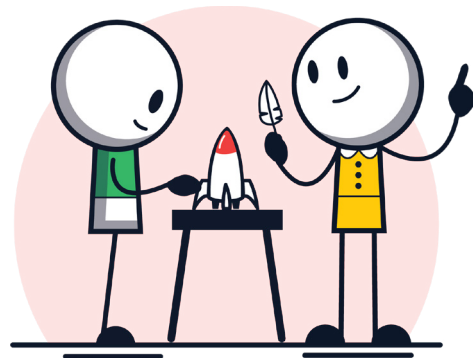


Author: Andrea Beaty

Publisher: Abrams Books for Young Readers

Date: 2016

[YouTube](#)



Bloom's Taxonomy Questions:

Knowledge

What is the main character Ada Twist passionate about discovering in the book “Ada Twist, Scientist”?

What are some of the tools Ada Twist uses to conduct her scientific experiments in the story?

Comprehension

Can you explain why Ada Twist's parents initially have trouble understanding her scientific pursuits?

Can you describe Ada Twist's reaction when one of her experiments doesn't go as planned, and how does she handle it?

Application

How would you apply Ada Twist's curiosity and determination to solve a real-life problem you encounter in your everyday life?

Analysis

How do Ada Twist's experiments and investigations contribute to her understanding of the world around her?

Synthesis

If you were to design an invention to help Ada Twist in her scientific endeavours, what would it be and how would it work?

Evaluation

Do you think Ada Twist's willingness to question and explore without fear of failure is important for scientific discovery? Why or why not?

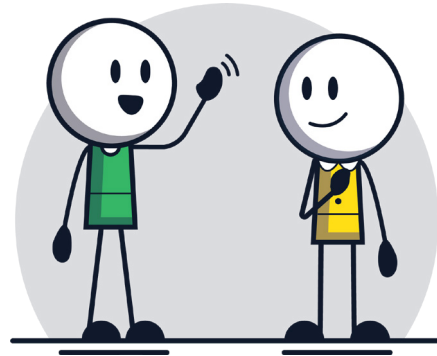
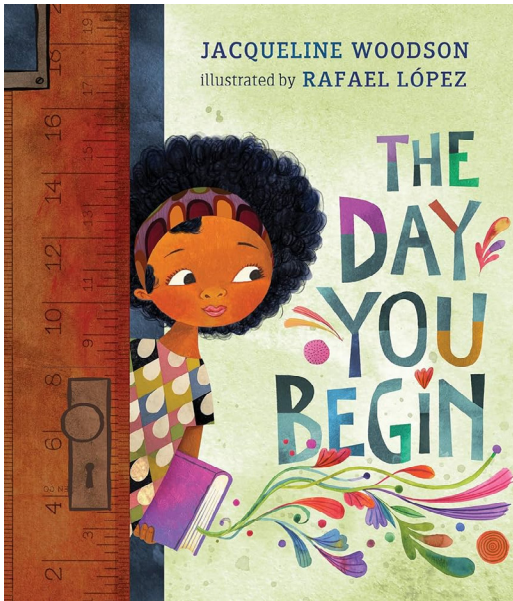
“THE DAY YOU BEGIN”

Author: Jacqueline Woodson

Publisher: Nancy Paulsen Books

Date: 2018

[YouTube](#)



Discussion Questions:

What makes each person's story unique in “The Day You Begin”? How does this diversity contribute to the beauty of the world?

In “The Day You Begin,” why is it important to embrace your differences, even when others may not understand them at first?

How do the characters in the book find courage to share their true selves with others, even when they feel different or alone?

What does it feel like to step into a new place or situation where you might not know anyone, just like the characters in “The Day You Begin”?

How do the illustrations in “The Day You Begin” help you imagine the feelings and experiences of the characters as they navigate new challenges?

What lessons can we learn from the friendships and connections made by the characters in “The Day You Begin” about the power of empathy and understanding?

How do the characters in “The Day You Begin” find strength and confidence in their own identities, despite facing moments of doubt or insecurity?

What do you think the author Jacqueline Woodson wants readers to understand about the importance of embracing diversity and celebrating individuality in “The Day You Begin”?

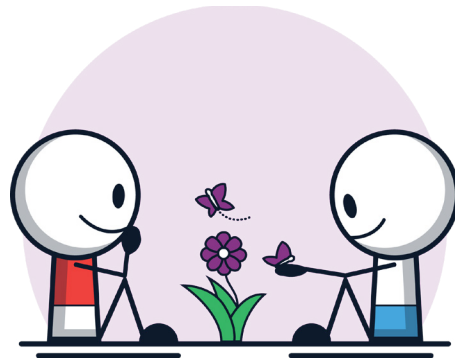
“WILD”

Author/Illustrator: Emily Hughes

Publisher: Flying Eye Books

Date: 2013

[YouTube](#)



Bloom's Taxonomy Questions:

Knowledge

What is the main character's name in “Wild,” and where does she live?

Comprehension

Can you describe how the illustrations in “Wild” help tell the story without using any words?

Application

If you were the main character in “Wild,” how would you navigate through the dense forest and towering mountains?

Analysis

How do the animals in “Wild” contribute to the protagonist's journey and understanding of the wilderness?

Synthesis

Imagine you could create your own magical creature to accompany the protagonist in “Wild.” What would it look like, and how would it help her on her adventure?

If you were to rewrite the ending of “Wild,” how would you want the protagonist's story to conclude, and why?

Evaluation

Why do you think the main character chooses to live in the wild instead of staying in the city?

How does “Wild” inspire you to appreciate nature and the beauty of the world around us?

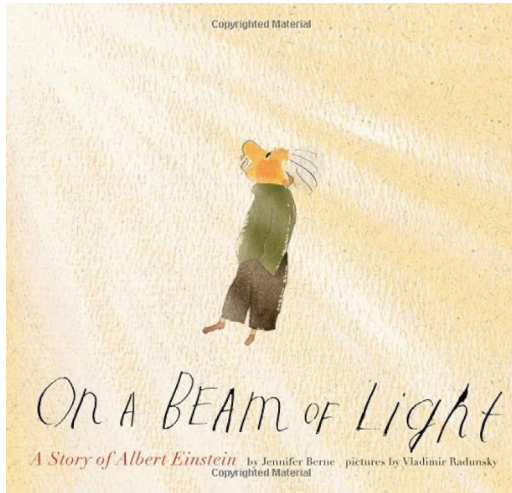
“ON A BEAM OF LIGHT: A STORY OF ALBERT EINSTEIN”

Author: Jennifer Berne

Publisher: Chronicle Books

Date: 2013

[YouTube](#)



Discussion Questions:

How did Albert Einstein's imagination help him understand complex ideas about the universe?

What inspired Albert Einstein to wonder about the nature of light and time?

Can you describe one of the “thought experiments” Albert Einstein used to explore his ideas about space and time?

How did Albert Einstein's unique way of thinking change our understanding of the universe?

What does it mean to “ride on a beam of light,” and why was this idea important to Albert Einstein's discoveries?

Can you imagine what it would be like to travel through space at the speed of light, like Albert Einstein thought about?

How did Albert Einstein's curiosity about the world around him lead him to become one of the most famous scientists in history?

What lessons can we learn from Albert Einstein's life about the power of imagination and persistence in exploring the mysteries of the universe?

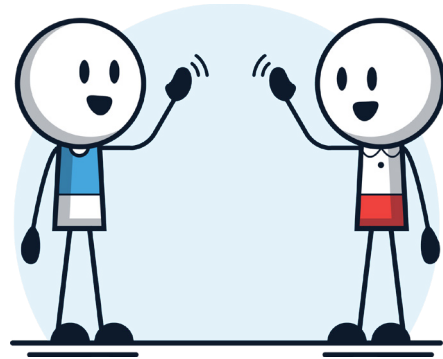
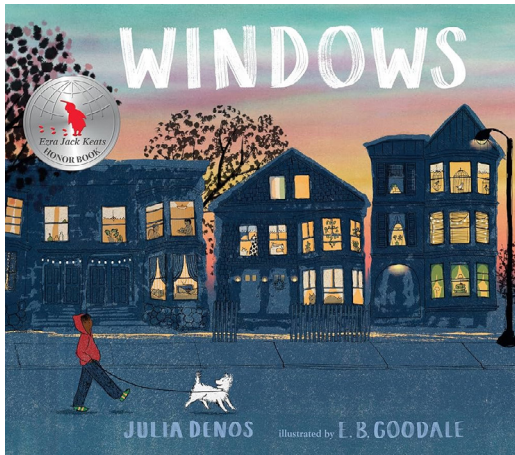
“WINDOWS”

Author: Julia Denos

Publisher: Candlewick Press

Date: 2017

[YouTube](#)



Bloom's Taxonomy Questions:

Knowledge

Can you identify the main characters in “Windows” by Julia Denos and describe what makes each of them unique?

Comprehension

How do the illustrations in “Windows” contribute to understanding the story’s setting and mood?

Application

Imagine you’re one of the characters in “Windows.” What would you see and feel as you explore the neighbourhood depicted in the book?

Can you think of a time when you felt curious about something outside your window, like the characters in “Windows”? What did you do to explore that curiosity?

Analysis

How does the author use language and imagery to convey the passage of time throughout the story?

Synthesis

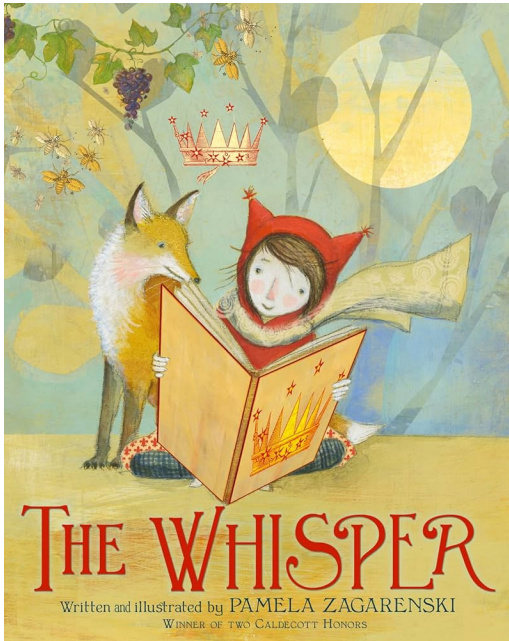
If you were to create your own “Windows”-inspired story, what kind of neighbourhoods or community would you depict, and what would be happening outside the windows?

Evaluation

Reflect on the themes of curiosity and imagination in “Windows.” How do these themes impact the characters’ experiences and the overall message of the book?

How does “Windows” inspire you to view your own neighbourhoods or community with a sense of wonder and discovery?

“THE WHISPER”



Author/Illustrator: Pamela Zagarenski
Publisher: Houghton Mifflin Harcourt
Date: 2015

[YouTube](#)



Discussion Questions:

How does the magical world in “The Whisper” come alive through Pamela Zagarenski’s enchanting illustrations?

Can you imagine yourself embarking on a journey like the characters in “The Whisper”? What wondrous adventures might you encounter?

What do you think the whispered secrets in the book symbolise? How do they add to the mystery and magic of the story?

How does the author use both words and pictures to create a sense of wonder and curiosity in “The Whisper”?

If you could step into one of the illustrations from “The Whisper,” which one would you choose and why?

How do the animals and objects in “The Whisper” seem to come to life with their own unique personalities and stories?

What emotions did you feel as you followed the journey of the girl and her magical book in “The Whisper”? How did the story inspire your imagination?

What do you think is the most important lesson we can learn from “The Whisper” about the power of imagination and storytelling?

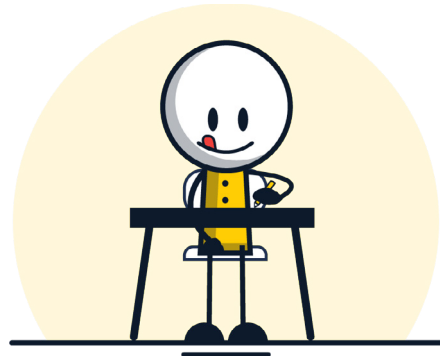
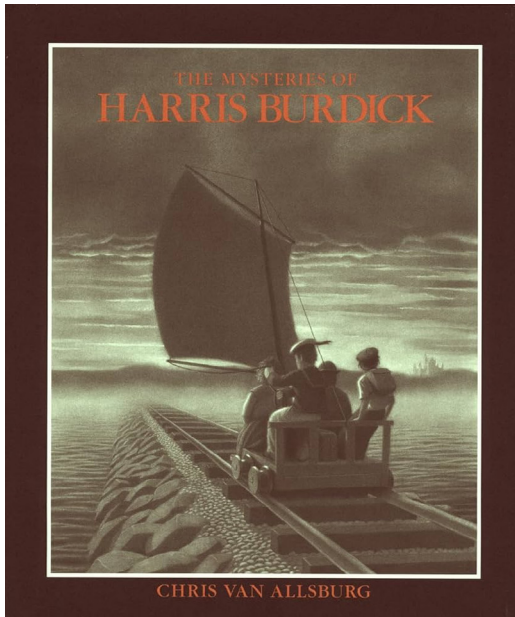
“THE MYSTERIES OF HARRIS BURDICK”

Author/Illustrator: Chris Van Allsburg

Publisher: Clarion Books

Date: 1984

[YouTube](#)



Bloom's Taxonomy Questions:

Knowledge

Can you name the different stories or images presented in “The Mysteries of Harris Burdick”? Which one was your favourite and why?

Comprehension

How would you describe the mood or feeling that the pictures and captions in the book create? What do you think is happening in the story of “The Seven Chairs”?

Application

If you could step into any one of the pictures from the book, which one would you choose and what would you do once you were there?

Analysis

Look at the image and caption of “Mr. Linden’s Library.” What details in the picture make it seem mysterious or magical? How do the details in the picture support the caption?

Synthesis

Imagine you are a detective trying to solve the mysteries of Harris Burdick. Create your own story for the image “The Harp,” including a beginning, middle, and end.

Evaluation

Do you think the open-ended nature of the pictures and captions in “The Mysteries of Harris Burdick” makes the book more interesting or more confusing? Explain your opinion.

Synthesis

Create a new caption for one of the illustrations in the book. How does your new caption change the way you interpret the picture?

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

– BEAR GRILLS



POSITIVE EDUCATION ENHANCED CURRICULUM

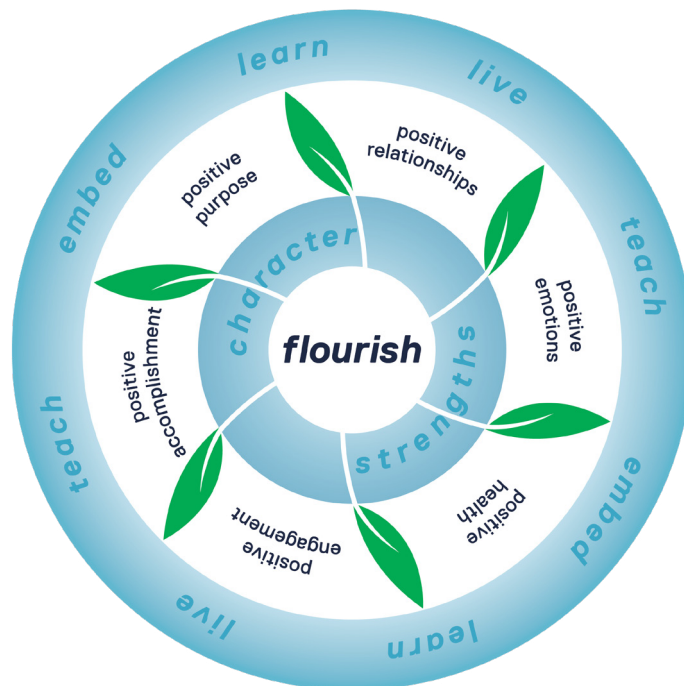
SAMPLE LESSONS AND
RESOURCES



WHAT AND WHY: PEEC INTRODUCTION

WHAT IS PEEC?

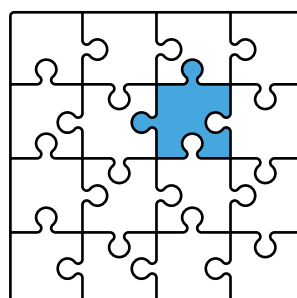
PEEC is an acronym for Positive Education Enhanced Curriculum. It is a curriculum that has been designed to support teachers, and value-add to their practice wisdom and experience in delivering Positive Education.



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?

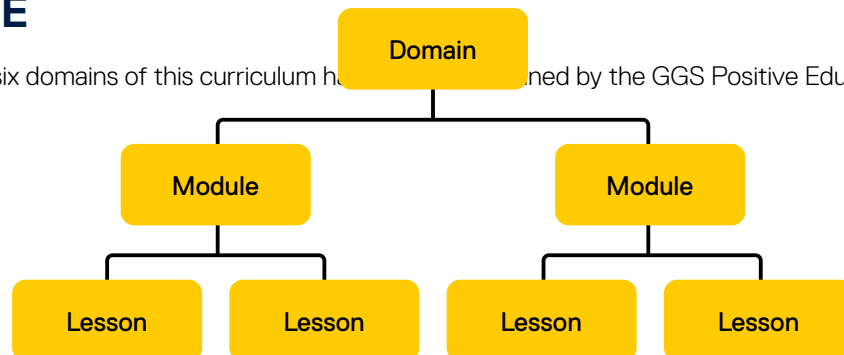
With 26% of young people in Australia experiencing mental health problems, everyone in the field of education would agree that there is need for preventative measures that empower and equip students to deal with the growing complexity of the world today. Our educational institutions are already doing 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.

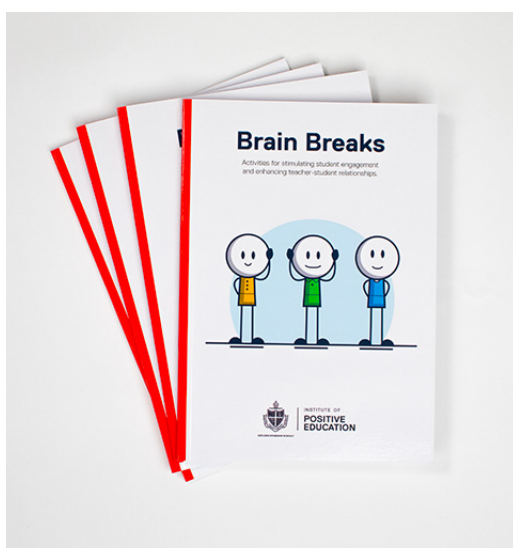
How do I find the time?

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

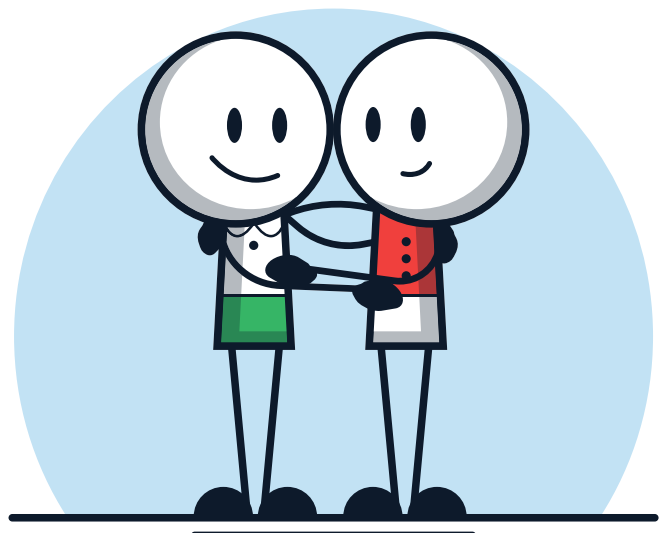
Need a great picture book on the topic of 'Mindsets'? Our curriculum appendix includes a number of helpful resources, including an extensive list of children's literature that can be used across our different Enrichment Modules.

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

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

Lesson title

Name of enrichment module



**PHASE 2
YEAR 2**

MY HERITAGE

Domain: Positive Health
Module: Self-Knowledge

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=GIRUF7hwWuM> (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

Item from the glossary of teaching tools (see Appendix)



TEACHING
AND LEARNING
OPPORTUNITIES



EMOTIONAL
INTELLIGENCE

*'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



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=UslSd1AMNYU> (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



GRATITUDE

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

- A.A. MILNE

BOOST IT!

Students use magazines to create a class 'gratitude collage'.

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

BOOST IT!

Go on a savouring walk, take photos of the things that inspire gratitude then share these.

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.

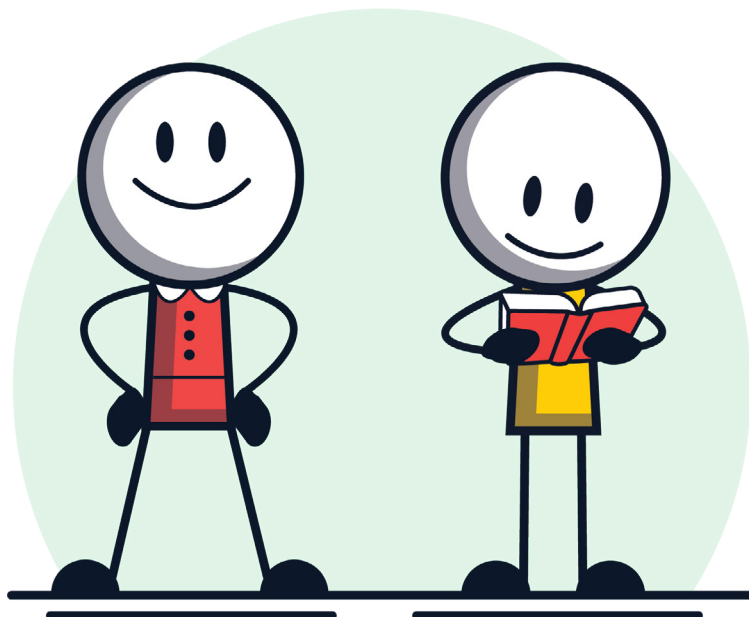
Think, Pair, Share: Allows students time to think, to collaborate and an opportunity to share their response with the class. The teacher gives the students a topic, question, quote or other stimulus, provides time for individual thinking time, prompts students to form pairs and discuss their ideas, then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

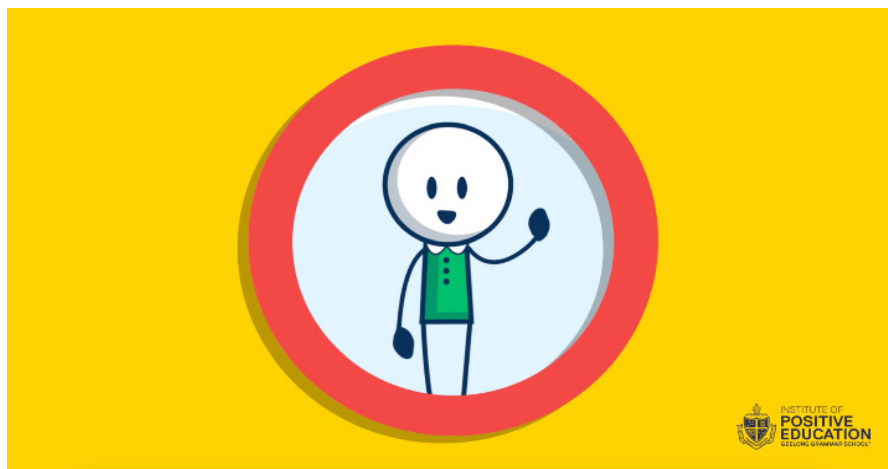
RESOURCES

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.

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

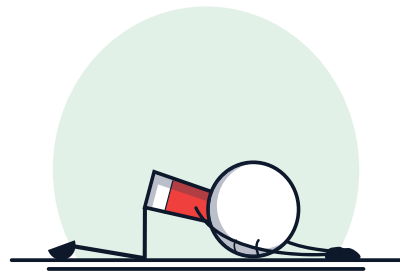
TOP TIPS

- 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.

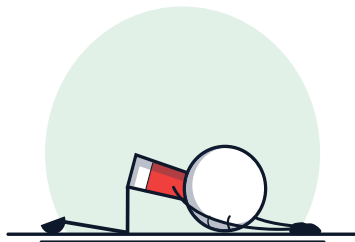
Centred Accepting Loving Mindful



Tree Pose – Vrksanana



Crescent Lunge – Anjaneyasana



Melting Heart – Anahatasana



Easy Pose – Sukhasana



COMPLEMENTARY
RESOURCES

Need a Brain Break?

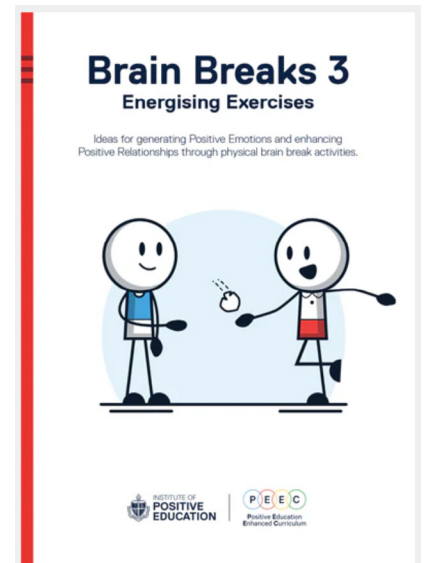
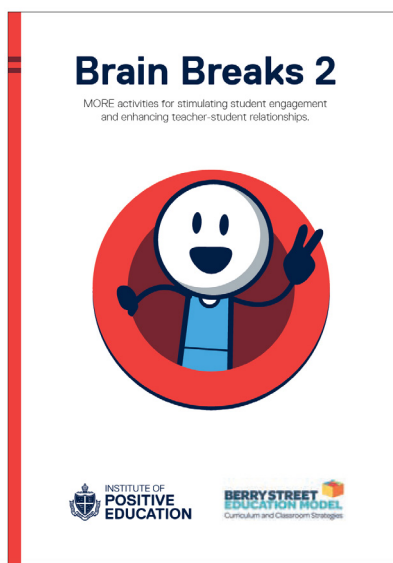
For Brain Breaks resources and other Positive Education materials, head to the Institute of Positive Education's [online shop](#).

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 be used as a stand-alone resource.



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