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|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | |
| **Title/Type of Unit: Positive Education - Strengths Program**  **Duration: 9 sessions run of a Tuesday P6** | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage** | *A student:*  4.1 describes and analyses the influences on a sense of self  4.15 devises, applies and monitors plans to achieve short-term and long-term goals  5.2 evaluates their capacity to reflect on and respond positively to challenges  5.1 A student analyses how they can support their own and others’ sense of self.  (You may also find links to English outcomes and arts outcomes dependent on how you adapt the program to suit your individual classroom needs) | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**  Recognise and explore their strengths.  Analyse how a strong sense of self can influence self and others.  Explain how thoughts can affect feelings and behaviour and practice strategies to manage unhelpful and unrealistic ways of thinking.  Be part of school experiences that contribute to the development of individual character traits and positive group dynamics. | | | | **Wellbeing Framework**  ***Connect***  Become self-aware and regulate their own emotions and behaviours.  Develop social and emotional skills to maintain positive relationships and engage in pro-social behaviour.  ***Succeed***  Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.  ***Thrive***  Students are recognised and celebrated | | | | | **Students learn about:**  Their strengths and the strength of others  Emotional health  Self acceptance  The benefits of positive education and thinking on health  Mindful practices  Support self-reframe negative thoughts and statements and positive thinking  Effective stress and anger management  How their sense of self impacts health and wellbeing | | | | |
| **Background and Key Ideas** | This is a new area of learning for the whole school. Students have been exposed to the basic concept of strengths at school assembly.  CHS Staff have unpacked the 24 VIA strengths and determined the following seven strengths that will be focused on at the school.  Forgiveness - Perseverance – Leadership – Perspective -Social Intelligence - Gratitude – Self regulation | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | Aspects of Writing | Aspects of Speaking | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| Student:  Literacy Aspect: Aspects of speaking  Element: Different for each individual student  Teaching activities linked to program to increase learning: Dependent on the individual students level | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | Pattern and Number Structure | | Place Value | | Multiplication and Division | | | Fraction Units | | Length, Area and Volume |
| Student: NA  Numeracy Aspect:  Element:  Teaching activities linked to program to increase learning: | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | **Significance** | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement** | **Session 1- 24 strengths**  **Introduction: Mindfulness task 10min**  To introduce each Pos Ed lesson begin with a mindfulness task. The tasks that your class can choose from including either mindfulness colouring in, adult dot to dots available from Marisa, in class yoga/tai chi or stretching, or an activity that focuses on breathing.  *Teacher to read to students before engaging in a mindful activity:*  Begin this session by a brief brainstorm on mindfulness to determine student knowledge. Then read this explanation: *Mindfulness is consciously focusing your attention and concentrating on 1 thing at a time. It is about focusing on the moment. When you eat, eat. When you are walking, walk. We get so busy in our lives we forget to be in the moment. Being mindful is about letting go of distractions and concentrating your mind. Mindful activities can be anything that links to a sense. It can be mindfully playing an instrument or mindfully tasting your favourite foods. Practising mindfulness helps you to pay attention, become less judgemental, let go of negative thoughts, increase emotional intelligence, become less worried, experience more calm, develop self acceptance and compassion, increase concentration, be more flexible, learn the distinction between you and your thoughts.*  Ask students and any adults in the room to choose one activity that they will do mindfully that day. Write this visually so that it is displayed in the room.  **Body: Explicit strength activity The 24 Strengths 30min**  The concept of positive traits is a good starting point in students identifying what their strengths are and what they do well. This in turn means they are able to understand why others are different and how this helps us get along with other people. Strength is a ‘positive character trait that feels authentic and energising’ (Linley 2008) When people think about their strengths they should feel amazing and empowered.  **Watch the Science of Character (8 mins)**  https://www.**youtube**.com/watch?v=U3nT2KDAGOc  Unpack the 24 Character Strengths – what do they mean to you? Write your class list definitions.  **Conclusion: 10min Pos Ed Survey**  Ask students to fill out answer the following questions;  1.What do you think your Strengths are?  2.What does positivity mean to you?  3.Who do you know that is positive, how do you know?  4.What is one thing you do to help calm you down or relieve your stress?  5.What are you good at?  6.Circle the statement that is MOST true for you:  I am who I am and I cannot change or build on my strengths.  I can change if I choose to and build up my strengths.  Collect responses for each student and send to Kate or Kendell.  **Session 2- Fun day**  This session will be run as a fun activity day. Staff and students will be able to participate in activities set up at individual stations under each of our 7 strengths. Forgiveness - Perseverance – Leadership – Perspective -Social Intelligence - Gratitude – Self regulation  Each class teacher/ SLSO will pair up and take a strength area to run. Ie perseverance may involve some sort of challenge.  **Session 3- Individual strengths**  **Introduction: Mindfulness task**  Mindfulness has a lot of benefits for your mind. It can reduce anxiety and depression, better focus and attention, improved learning ability and memory, increase ability to effectively manage problems  Colouring in, dot to dot or yoga, breathing, stretching 10min  **Body: Explicit strength activity The Web 30mins**  According to research that has been done across many cultures we all have 24 strengths. Every person is a unique combination of these strengths. At different times in our lives different strengths may be used more than others. There are some strengths we may not use as often as others and we can build on these strengths through practice, to develop them. Focusing on our strengths helps us to lead more meaningful and fulfilling lives., no matter what your circumstances.  This is our strength web. Around the web write down all 24 strengths. In the middle colour in how much you feel you own this strength. If you feel like you are very brave colour it all the way to 10. If you feel that you don’t demonstrate a lot of zest perhaps colour it only to 2. This is all about you and how you feel you demonstrate the strengths. After you have coloured in and completed your web laminate it ready to be displayed next week on a strength wall, which will be created in the classroom.  **Conclusion: 10mins**  Ask students to choose a strength that they feel they would like to build on over the next 5 weeks. Work through the appropriate sheet to create a plan on what this might look like.  **Session 4- Strengths wall**  **Introduction: Mindfulness task**  Mindfulness has a lot of benefits for your body. It can improve your immune system, help you get better sleep, improve breathing, lower heart rate, improve circulation, decreases your bodies physical response to stress, better management of pain and lengthen lives.  Colouring in, dot to dot or yoga, stretching, breathing 10min  **Body: Explicit strength activity Strengths wall 30mins**  Building a strengths wall. Choose an area in your classroom that will become your strengths area. Be creative in this space for it’s the area that your class can refer back to and look at as a reminder of their strengths and goals.  To begin your strengths wall take a photo of each member of the class including the teachers and SLSO’s. Ask students to fill out the sheets provided or feel free to create your own. Students and staff will write down what they believe their top 5 strengths are and how they action this strength. One at a time ask a student to participate in a short activity so that the rest of the class can discuss what they believe are the top strengths that student or staff member possesses and how they action this strength. On your new wall space place a photo of each classroom member and their strengths profile.  **Conclusion: 10mins**  Lay your 24 strength cards around the room. Ask each member of the class to choose three strengths. Choose one that they have actioned this week, one that they have noticed someone in the class action this week, and one that they have noticed someone else in their life action this week. Allow each class member the opportunity to explain the strength, why they picked it and what that person did to action that strength.  **Session 5- Strength songbook**  **Introduction: Mindfulness task- Gratitude and forgiveness**  Colouring in, dot to dot or yoga, stretching, breathing 10min  **Body: Explicit strength activity 30mins- Gratitude and forgiveness,**  As a staff last term we participated in professional development. Through that we unpacked our strengths and decided upon 7 strengths that we feel are important to increase school success and life satisfaction. The strengths are forgiveness, perseverance, leadership, perspective, social intelligence, gratitude and self regulation.  This lesson focus on gratitude, perseverance, and forgiveness.  For each of the two strengths give students a definition of what that strength is. Do they agree with that definition or would they like to create their own. For each strength write down what are some associated words or alternative names for this strength. Ie perseverance is also not giving up, keep trying, sticking with it, determination, and commitment. On your strengths wall create a mind map for each strength with its definition and associated words.  **Gratitude exercise**- Gratitude tree. Give each student a blank copy of a tree and 5 cut out leaves. On the leaf write down something that you are grateful for.  **Forgiveness exercise**- Create an acrostic poem for forgiveness. Brainstorm with students before hand words associated with forgiveness.  **Session 6- Unpacking the 7 strengths**  **Introduction: Mindfulness task- Perseverance**  Colouring in, dot to dot or yoga, stretching, breathing 10min  **Body: Explicit strength activity 30mins- perseverance**  For this strength give students a definition of what that strength is. Do they agree with that definition or would they like to create their own. For each strength write down what are some associated words or alternative names for this strength. Ie perseverance is also not giving up, keep trying, sticking with it, determination, and commitment. On your strengths wall create a mind map for each strength with its definition and associated words.  **Perseverance exercise**- Decide on a classroom game that takes time and accuracy to complete. Classroom basketball with a bin and scrunched up paper. Set the target back further and further create a goal and work through the task until its completed.  **Conclusion: 10mins**  Form a circle with a student in the centre. Each class member will have the opportunity to be in the middle. The person in the middle faces someone in the circle. The person in the circle will say one positive thing about that person. The person in the middle then turns to face the next person and will hear another positive message. Work way around the circle and then change.  **Session 7- Unpacking the 7 strengths**  **Introduction: Mindfulness task-**  Colouring in, dot to dot or yoga 10min  **Body: Explicit strength activity self regulation and leadership**  For this strength give students a definition of what that strength is. Do they agree with that definition or would they like to create their own. For each strength write down what are some associated words or alternative names for this strength. Ie perseverance is also not giving up, keep trying, sticking with it, determination, and commitment. On your strengths wall create a mind map for each strength with its definition and associated words.  **Self regulation activity**- Use the below scenarios or develop your own in class to act out. Ask a student to react in a way that would be appropriate and inappropriate and discuss the differences and outcomes of both.  You are not picked for a game of cricket out in the playground  You are not given a glass of water that you are demanding from the staff room  **Leadership activity-** Play the robot drama game that Adrian taught the staff last term. Scatter enough chairs for everyone around the room. Choose someone to be the robot. The robot will walk at a slow steady pace towards the open chair. The idea is for the rest of the group to stop the robot reaching the chair by people moving from their chair to the chair closest to the robot. If the robot sits down they win. This can be done verbally to start with and then move to be a silent activity after practice. No more than one person can be out of their chair at once. If two people stands up the robot wins. Each student will get the opportunity to be the leader and direct the group to achieve success.  **Conclusion: 10mins**  Discuss how you have gone with working on a strength that may not have been in your top 5. Allow each student time to go through their plan and discuss each step they took.  **Session 8- Unpacking the 7 strengths**  **Introduction: Mindfulness task-**  Colouring in, dot to dot or yoga 10min  **Body: Explicit strength activity- Social/ emotional intelligence**  For this strength give students a definition of what that strength is. Do they agree with that definition or would they like to create their own. For each strength write down what are some associated words or alternative names for this strength. Ie perseverance is also not giving up, keep trying, sticking with it, determination, and commitment. On your strengths wall create a mind map for each strength with its definition and associated words.  **Social/emotional intelligence activity**- Using the emotion car game choose one or more of the four activities listed. If you participate in activity one you will be using the emotion word cards and asking class members to tell the class about a time they felt that way. Activity 2 is using the emotion word cards and question cards. The question card gives a problem to solve based on a particular emotion. Activity 3 uses only emotion word cards and asks the person to pull a face or make an action and the rest of the class chooses the emotions. Activity 4 is emotion storytelling. (may need to white out the autism teaching strategy from the bottom of the cards)  **Conclusion:**  For the next 5 days each class member will create a journal. In this journal they are to write one entry. The focus will be on the emotions that we experience throughout the day. Classroom teachers can provide a scaffold to assist students in doing this. It may have different emotional faces that student can circle and write why they felt this way or blank faces for students to draw their own. Next week you will look at the 5 day journal and talk about the range of emotions experienced over the week.  **Session 9- Unpacking the 7 strengths**  **Introduction: Mindfulness task-**  Colouring in, dot to dot or yoga 10min  **Body: Explicit strength activity- Perspective**  For this strength give students a definition of what that strength is. Do they agree with that definition or would they like to create their own. For each strength write down what are some associated words or alternative names for this strength. Ie perseverance is also not giving up, keep trying, sticking with it, determination, and commitment. On your strengths wall create a mind map for each strength with its definition and associated words.  **Perspective activity**- Create a comic strip. Use either the comic strip provided or create your own as a class with the first image the same. Let kids then create the rest of the comic being creative as possible. After discuss what different perspectives people put on their images.  **Conclusion:**  Discussion of emotion journal. A few guiding questions; What emotions came up the most or the least? When did they arrive? Is that a regular pattern of a once off?  Deliver the same pos ed survey that was given out in week 1. Discuss what students have learnt over the last few weeks. | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | **School to Work** | | | | | | | | |
| Students may need verbal cues to assist them to understand the strengths topic.  Scaffold lessons with examples | | | | | | The strengths support students development in communication, emotional and mental health, and a growth mindset. Development in all of the above areas will enable students to build upon their current skills for reasons mentioned in the program and will allow them to better communicate with employers, focus on training and while performing tasks, deal with challenges and changes in the work force and also maintain stronger working relationships. | | | | | | | | |
| **Assessments. Type. Weight. Due Date** | | | | | | | | | | | | | | |
| Assessment as learning- teacher choice. You may like to use the strengths wall or the songbook as a tool for assessing students on the outcomes.  Assessment for learning  Assessment of learning- Positive education survey | | | | | | | | | | | | | | |
| **Resource List** | | | | | | | | | | | | | | |
| Mindful activities- colouring in sheets, dot to dot, or yoga/tai chi video or written steps  Strength cards  Spiders webs  Paints/ water colour pencils, textas  CD Shape  Blank tree and leaves  Thermometer  Worksheets  Emotion card game | | | | | | | | | | | | | | |
| **Roles and Responsibilities** | | | | | | | | | | | | | | |
| **Teacher** | | | | **SLSO** | | | | | **Student** | | | | | |
| Teach Pos Ed lessons  Ensure that materials for lesson are organised  Lead by example in mindfulness activities, strengths language development and classroom discussions  Support all students to be able to access the curriculum by differentiating curriculum and providing alternate ways to access information | | | | Assist in the teaching of Pos Ed lessons  Support students to gain a deeper understanding  Participate in all lessons including mindfulness activities and classroom discussions  Assist with the preparation of materials for lessons | | | | | Engage in learning  Be present in all areas of learning  Participate in mindfulness activities | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |