



Version 2.0

POSITIVE EDUCATION ENHANCED CURRICULUM

WORLD MENTAL HEALTH DAY
SAMPLE LESSON

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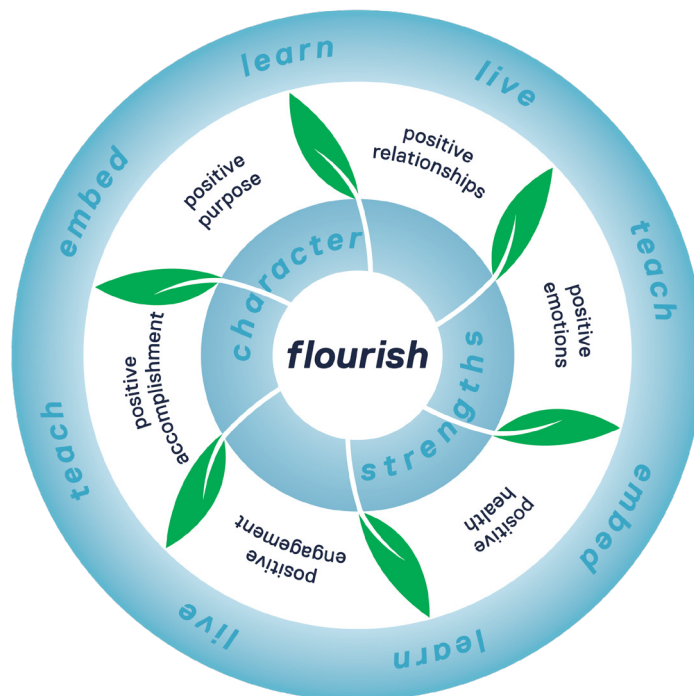
INTRODUCTION



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 every day through pastoral care, coaching, teaching and every interaction that a teacher has with a student. It is an explicit curriculum that is 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 are of paramount importance.

WHY PEEC?

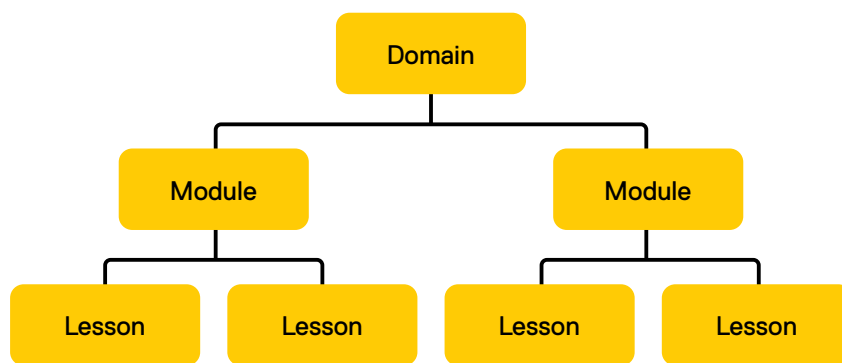
With 26% of young people in Australia experiencing mental health problems, everyone in the field of education would agree that there is need for preventative measures that empower and equip students to deal with the growing complexity of the world today. Our educational institutions are already doing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

Our Developmental Scope and Sequence* provides a 'big picture' perspective to help contextualise the learning that occurs. This document has been developed in consultation with teachers and developmental psychologists, and is based on developmental research. It also aligns with IB, EYLF, SELS and ACARA.

STRUCTURE

The six domains of this curriculum have been determined by the GGS Positive Education model. Under each domain sit four Enrichment Modules and the lessons fit under these modules. Although the lessons have been written so they are discrete, and can be delivered as stand-alone lessons, we have also created a suggested practical sequence* in which the lessons could be implemented.



Structure of PEEC

DOMAINS AND ENRICHMENT MODULES

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

*available as part of the full version of our curriculum

INCLUSIONS IN PEEC

There are a number of resources included in our PEEC Base Package, such as:

- a research-based developmental scope and sequence for Positive Education,
- over 280 lessons from Early Learning (4 years of age) through to Year 12 (18 years of age),
- 'Boost-It' options that extend lessons to over 500 lessons worth of content,
- worksheets and scaffolds,
- a glossary of research-based teaching tools founded on High Impact Teaching Strategies,
- lists of picture books for each topic,
- research summaries for every topic, and
- curriculum mapping for EYLF, ACARA, PYP, MYP, IB and SEL.

PEEC RESOURCES

Being part of the PEEC Community also gives you access to a range of free supplementary and complementary materials. These include:

- a series of short professional learning videos about Positive Education,
- animated 'Brain Break' and 'Mindful Moment' videos,
- excerpts for your school newsletters for every PEEC Enrichment Module (topic),
- posters and games to aid your use of yoga in the classroom,
- research summaries about Positive Education,
- 'PEEC Story Time' videos featuring some of our favourite picture books*, and
- printable mindful colouring pages.

* Only available during the COVID-19 pandemic, due to copyright restrictions.

FURTHER INFORMATION

If you would like a closer look at our new PEEC website, please visit: [teachpeec.com](https://www.teachpeec.com).

In case you have not already come across this, the follow link will take you to an [overview](#) of PEEC. Our [FAQs](#) page may also be of assistance. The cost associated with the curriculum can be found [here](#).

In the meantime, we also have some free resources available. In addition to our sample lessons (available via our [website](#)), we have some free Remote Wellbeing Resources that are designed to be of help during this time. Please find the direct links to the Remote Wellbeing Resources below:

Primary: <https://www.teachpeec.com/curriculum/primary/remote-learning-resources/remote-learning-resources/>

Secondary: <https://www.teachpeec.com/curriculum/secondary/free-remote-learning-resources/remote-learning-resources/>

NEXT STEPS

Please click [here](#) if you would like to apply to purchase a PEEC licence for your school.

For further information, please contact: institute@curriculum@ggs.vic.edu.au



LESSON PLAN
INFORMATION

PEEC ICONS

EXPLANATION

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

ICONS AND DESCRIPTION



Collaboration

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



Reading

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



Writing

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



Technology

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



Music

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



Questioning

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

ANNOTATED LESSON PLAN

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

BOOST IT!
 Draw and label family portraits, sharing these with others in the class.


DEVELOPMENTAL OUTCOME
 → Celebrates their unique abilities and attributes

LEARNING INTENTION
 → Identify what is important to your family



ASSESSMENT OPPORTUNITIES
 → 'Family Crests' → 'Sentence Statement' reflections
 → Brainstorm responses




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

MINDFUL MOMENT **BRAIN BREAK**

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=GiRUF7hvWuM> (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 your learning, listen carefully, take turns

Opportunities to enhance, extend or build on lesson content.

From the developmental scope and sequence

For communication to students during the introduction

Opportunities for formative or summative assessment

Equipment needed for the lesson

Choose a Mindful Moment and a Brain Break from the books and write the titles here

The 'why' of the lesson; provides interest and motivation for the students. Contextualise the lesson, and explain its purpose and benefits.

Icon (see icon explanation page)

Measures of quality used to help determine whether students are meeting the learning intentions

Review learning intentions to help synthesise and summarise new knowledge and skills

Information designed to enhance the delivery of the lesson

Item from the glossary of teaching tools (see Appendix)

'Happiness, not money or prestige,
should be regarded as the
ultimate currency - the currency
by which we take measure of our
lives.'

- TAL BEN-SHAHAR



TEACHING
AND LEARNING
OPPORTUNITIES

WORLD MENTAL HEALTH DAY LESSON

EXPLANATION

— This sample lesson is designed to be taught in line with 'World Mental Health Day', held on October 10.

Below is an overview, for planning purposes, as well as the sample lesson plan and associated worksheet.

A special thank you to Kirsty Whitwood from *Kellett School* for collaborating with us to produce these lessons.

DETAILS

— **Day:** World Mental Health Day

Date: 10/10/20

Website: <https://1010.org.au/>

OVERVIEW

— **Age:** Lower Secondary (Phase 5 / Ages 13-14 / Years 7-8)

Learning intention: Explores ways of using social media to generate positive emotions for themselves and for others.

Theme: #Prosocial Media

Research: Prosocial Behaviour – Fowler & Christakis, 2008; Baden, 2017.

BOOST IT!

Students select an idea from the 'Post-it Pile' activity to enact

#PROSOCIAL MEDIA

Domain: Positive Emotions

Modules: Emotional Intelligence/Positivity

Phase: 5

DEVELOPMENTAL OUTCOMES

- Demonstrates competence when using emotions in an adaptive way to promote prosocial behaviour in emotion-eliciting social transactions.
- Understands the responsibility of generating positive emotions, and identifies and implements a range of strategies to do so.

LEARNING INTENTION

- Explore ways of using social media to generate positive emotions for yourself and others.

ASSESSMENT OPPORTUNITIES

- Students' 'Post-it Pile' responses
- Students' 'Headliner' responses

RESOURCES

- Audiovisual equipment
- Post-it™ notes
- 'Positive News' worksheet (provided)
- Optional 'Compass Questions' worksheet (see Appendix)

MINDFUL MOMENT

BRAIN BREAK

STRATEGIES AND QUESTIONS

Note: This lesson is based on research by Fowler and Christakis (2008) and Baden (2017), among others, that suggests sharing positive news is contagious and can counteract the detrimental effects that exposure to negative news stories can have on our mental wellbeing.

-  **Optional:** Play 'Good News' by Ocean Park Standoff https://youtu.be/TX9ODx2_Vqk (3:10) 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.

Share a personal story about some good news you have heard, read or received recently and how it made you feel.

Ask students if they have any pieces of good news to share with the class.

ACTIVITY 1 – DIE DIALOGUE

-  Students form small groups and engage in a 'Die Dialogue' discussion, to encourage them to start examining this topic and considering different points of view.


Questions could include:


1. Do you think there is more 'good' or 'bad' news? Why?
2. What impact does the news have on our mental health?
3. Are there more 'positive' or 'negative' messages on social media?
4. How does watching or reading the news make you feel?
5. What sort of things do you/others share on social media?
6. What impact can social media have on our mental health?

Success criteria: Take turns, listen carefully to others and respond thoughtfully


ACTIVITY 2 – POSITIVE NEWS

Explain to students that research shows watching, reading and listening to negative news can increase stress and worry and have an adverse effect on our wellbeing. On the other hand, feel-good stories about the positive qualities in human nature can counteract the negativity of bad news, promoting happiness and a positive mood.

-  Show 'Why this woman created a newspaper that only reports happy stories' <https://youtu.be/IGwBW978EO4> (4:09). Give students some time to go online and find a positive news story that they particularly like. They could explore <https://thehappynewspaper.com/>, another similar good news resource or look for good news on a local/national news website.

-  Students should write down a short summary of their news story on their 'Positive News' template before engaging in a 'Positive News Party'. Ask students to stand up and find a partner to verbally share their positive news with. Once they have both shared, they should swap their positive news and move on to find a new partner and share their new piece of positive news. This should be repeated a number of times until you bring the party to an end.

Students should end up with a new piece of positive news to take away with them.

-  **Questions might include:** How do you feel after hearing all these examples of good news? What impact do you think hearing these positive stories has on us? Do you think that witnessing stories of kindness in others, makes us want to be kinder too?

Success Criteria: Summarise online information and communicate it effectively, listen and respond to others.

ACTIVITY 3 – PROSOCIAL MEDIA

Explain to students that a study has shown that reading other people's positive posts on social media triggered happiness in 64% of people. They also found that these positive emotions are contagious, spreading through 3 degrees of separation. In other words, your good news positively influences your friends, who in turn positively influence their friends. Positivity is contagious!



Students engage in a 'Post-it Pile' activity regarding ideas for using social media to spread positivity and create prosocial ripples. They form groups and cluster the Post-its according to any similarities, identifying a range of different strategies they could use.



Optional: Students then engage in a 'Compass Questions' discussion about the idea of spreading positivity via social media, either as a class or in small groups.

Success Criteria: Formulate creative ideas, listen to each other, consider other people's opinions, take turns to talk

REFLECTION – RETHINKING AND REVISING REFLECTION – RETHINKING AND REVISING

Big Ideas: What have I learnt about the impact of positive news on wellbeing?



Students engage in a written 'Headliner' to summarise what they have learnt about negative and positive news and the role of social media in spreading positivity.

Success criteria: Be succinct, summarise the main points, define the most important information learnt

POSITIVE NEWS

Read all about this Positive News!

#Prosocialmedia #Spreadpositivity

Read all about this Positive News!

#Prosocialmedia #Spreadpositivity

Read all about this Positive News!

#Prosocialmedia #Spreadpositivity

Read all about this Positive News!

#Prosocialmedia #Spreadpositivity



APPENDIX

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.

Compass Questions*: This can help students flesh out and evaluate an idea or suggestion by considering different sides or facets. It operates in a similar manner to De Bono's Thinking Hats.

- E = Excited. What makes you excited about this idea? What are the positive points?
- W = Worrisome. What do you find worrisome or concerning about this proposition? What are the negative points?
- N = Need to Know. What information do you need to find out? What information would help your evaluation?
- S = Stance or Suggestion for Moving Forward. What is your current opinion or stance? How might you move forward, making progress in your appraisal of this idea?

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.

Headliner: This activity requires students to write a headline that summarises the main concept learnt in the lesson, or to describe a given concept in a succinct manner.

Post-it Piles: Similar to the 'Hexagons' activity, students are given a few Post-its each on which to write their ideas and strategies. The students then form groups and cluster their Post-its according to any similarities. Each 'pile' or cluster may then be summarised by students using a title or heading.

