

Stage 3 - ORIGINAL LESSONS



Open-Mindedness



Authenticity



Kindness



Leadership



Prudence



Hope

S3 contents



<u>Australian & NSW Curriculum Outcomes</u>	03
<hr/>	
<u>Stage 3 Lesson Plans - ORIGINAL LESSONS</u>	
<hr/>	
- An Introduction to Character Strengths	05
- Open-Mindedness	10
- Authenticity	13
- Kindness	16
- Leadership	19
- Prudence	21
- Hope	23
- Reflection	26
<hr/>	
<u>Appendix D</u>	
<hr/>	
Recommended texts for lessons	28
- Lesson 1, Introduction: Summary of Stage 3 Character Strengths	29
- Lesson 4, Kindness: Butterfly and Star	31
- Lesson 7, Hope: SMART goals	32
- Lesson 7, Hope: Examples of SMART goals for Signature Strengths	33
- Lesson 7, Hope, Extension Activity: Heart Template	34
- Lesson 8, Reflection: Shield	35
- Lesson 8, Reflection, Extension Activity: Drama Scenarios	36
- Stage 3 Character Strength Leaves	37

Stage Three Outcomes and Indicators

NSW PDHPE OUTCOMES

Health, Wellbeing and Relationships

PD3-1 Identifies and applies strengths and strategies to manage life changes and transitions

- Examine how identity and behaviour are influenced by people, places and the media, for example: (ACPPS051)
 - Identify how personal strengths and qualities contribute to identity and inform views S
- Practice skills to establish and manage relationships, for example: (ACPPS055)
 - Demonstrate skills and strategies to establish new relationships, eg set boundaries, effective communication, share power, display empathy S I
 - Describe actions that support caring and respectful relationships S

Healthy, Safe and Active Lifestyles

PD3-7 Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces

- Investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example:
 - Create connections with others to enhance social and emotional health I
 - Investigate actions that support their own mental health and that of others, eg talking to a parent or friend, positive self-talk, regular sleep S

PD3-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

- Recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example:
 - Model behaviour that reflects sensitivity to the needs, rights and feelings of others S I



Years 5 and 6 (Stage 3) Strands and Sub-Strands

AUSTRALIAN HEALTH AND PHYSICAL EDUCATION OUTCOMES

Personal Social and Community Health

Being healthy, safe and active

ACPPS051 Examine how identities are influenced by people and places

- Identifying how personal qualities contribute to identities and inform world views

Communicating and Interacting for health and wellbeing

ACPPS055 Practise skills to establish and manage relationships

- Selecting and practising appropriate ways to share power within relationships
- Assessing the impact of different relationships on personal health and wellbeing

Contributing to healthy and active communities

ACPPS058 Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities

- Investigating practices that help promote and maintain health and wellbeing, such as creating connections with others to enhance social health

ACPPS060 Identify how valuing diversity positively influences the wellbeing of the community

- Exploring ways to create safe and inclusive schools for minority groups

THE ARTS

Visual Arts

ACAVAM116 Plan the display of artworks to enhance their meaning for an audience. Reflecting critically on how effectively their ideas or feelings have been expressed in their own artworks, & that of others.



STAGE 3

INTRODUCTION TO CHARACTER STRENGTHS

Character strengths (CS) are the distinctive qualities that are the best in us. They reflect what's important to us and what we value. Research into character indicates that when we know and apply our specific character strengths our wellbeing and life satisfaction improves.

Strong Minds is based on the VIA Classification of Character Strengths and Virtues. The VIA Classification was the result of three years of study involving fifty-five scientists. It concluded that there are twenty-four character strengths that are valued across cultures, religions, gender, and race (Peterson and Seligman, 2004). The VIA survey provides individuals with their own unique strengths profile. It rates strengths from 1-24, with the top five strengths referred to as signature strengths (SS). Seligman states that when we employ these signature strengths we improve our level of wellbeing, maximising opportunities to flourish. Signature strengths are those that come more naturally to us, they energise us and are often used. Understanding our SS increases our self-acceptance and understanding of self. In addition 'SS have been found to be positively associated with academic performance, motivation and effort' (Lounsbury, Fisher, Levy, & Welsh, 2009).

It is important to note that character strengths are malleable, changing over time and situation, thus lower rated strengths can also be developed. All strengths are important. Not only do we gain from maximising our signature strengths, but also by developing other (socially desirable) strengths such as kindness and forgiveness. Therefore it is important to be mindful of our top strengths as well as other strengths from which we may benefit from enhancing.

Strengths are different from talents or abilities. A talent is something that you do, but not who you are. Whilst it is good to have talents, these are not our character strengths. For example, a professional soccer player obviously has talent, but the strengths that have got him there would include perseverance, love of learning and teamwork. The consequence of a talent might be fame and fortune, but this can be misused and short lived. In contrast character strengths last a lifetime. Used correctly they help guide us to make good decisions.

Understanding and using our own character strengths helps build self worth and self esteem. Likewise, it is very important to notice strengths in others. Spotting strengths in others helps to build communities. It teaches us to look for the good, unique qualities in everyone. Strength spotting also emphasises the importance of diversity, tolerance and inclusiveness.





A simple way to explain CS to students is:

CS are the good parts of us. Everyone has different strengths depending on what's important to them. For instance, some people might think the strength creativity is really important, where as someone else might think the strength leadership is important. Strengths which are important to you, that you use often and make you feel good, are called your 'signature strengths'. These are your top five strengths. Knowing your signature strengths helps you to feel good about yourself. Then practicing these strengths, for instance doing something creative or showing leadership helps you to do good in the world.

We can think of strengths as muscles. Muscles will be different sizes depending on how often you use them, just like strengths, the ones you use often will be stronger. If kindness is one of your top strengths then you value people who are kind, it is an important trait for you. You practice it often and it makes you feel good. Therefore your strength of kindness gets stronger – it grows like a muscle.

Developing muscles and developing character strengths both take perseverance involve, goal setting and sometimes help seeking. But, when you know what your signature strengths are, you know the things that bring you more happiness in your life. You can then think of ways to use these strengths more often and have better wellbeing. These signature strengths make you unique and show you what great qualities you have. They allow you to feel great, and do great!

Please read important information regarding guidelines for circles, in the Implementation section of the digital manual and watch the *Teach It* video in the Members Portal at www.growingstrongminds.com

Lesson Outline	Activities
1. Guidelines	<p>These guidelines should be repeated at the start of every lesson. There are three key rules to ensure every child feels safe and included. These are:</p> <ol style="list-style-type: none"> 1. Listen when others are talking. It is important to take turns when talking. Only one person talks at a time. A talking stick can be used to encourage this. 2. Be kind. Students need to encourage one another by listening to what they say. People may have different opinions to them, and that is ok. Put downs are not acceptable. 3. You don't have to speak. If you don't feel comfortable contributing in the group, that is fine. You can always say pass and choose to speak up another time.
2. Opening Activity	<ul style="list-style-type: none"> • Icebreaker activity: Have the students sit in a circle. Ask them to pass a smile around the circle, in silence, starting with the teacher. • Review the concept of character strengths (CS) to the students. Remind the students that CSs do not refer to characters in a story but the good things within everyone. These are different for everyone. Challenge the students to remember the CS that they have already learnt about, using the visual resources. • Mix-up activity: Ask the students to change places with someone in the circle if they: <ul style="list-style-type: none"> - Are open to listening to others ideas- this is an example of the CS open-mindedness. - Offer good advice to others- this is one way to show the CS perspective. - Are themselves most of the time - this is an example of the CS authenticity. - Include someone who seems lonely in his or her game - this is one way to show the CS kindness. - Inspire others - this is one sign of the CS leadership. - Thinks before they act - this is an example of the CS prudence. - Usually expects the best for the future -this is called showing the CS hope.



3. Learning/ Discussion	<ul style="list-style-type: none"> • Place the strength posters or cards in the centre of the circle and explain what each of the seven strengths mean – refer to Appendix D p.29. Note that this year the strength open-mindedness is taught and next year the strength perspective. • Working with the person next to them, ask students to explain to their partner which of the seven new strengths they like the best and why. Remind students to practise active listening. • Ask for volunteers to share some of their responses with the rest of the class.
4. Group Activity	<ul style="list-style-type: none"> • Discuss that strengths are like muscles. If they use them they get stronger. For example, if they practice running, the muscles in their legs will get stronger and if they practice being kind they will become kinder. • Give each student one CS card and ask them to find others with the matching cards and sit together. Or divide the class into 7 groups and allocate each group a strength poster or card. • Give each group a piece of butcher's paper. Each group is to nominate a scribe and together write up three specific examples of the CS that they have been given. Open-Mindedness is more difficult to understand, therefore examples are provided here for additional scaffolding: • Open-Mindedness refers to someone who is: open to listening to different peoples views; curious; not controlling of situations but rather encourages others input; inspires others to be open-minded. • Ask students to share some of their responses with the rest of the class.
5. Reflection	<ul style="list-style-type: none"> • As a class, watch 'The Science of Character' https://www.youtube.com/watch?v=U3nT2KDAGOc. This is an inspiring eight minute film clip that explains the science behind the 24 character strengths, and the benefits of CS for individuals and the community.





Resources	<ul style="list-style-type: none">• CS posters or Stage 3 cards.• Butcher's paper and pencils.• Computer and internet for reflection.• Appendix D – Summary of Stage 3 Character Strengths pp.29-30.
Extension Activities	<ul style="list-style-type: none">• Ask the students to talk about these new character strengths with their family and come up with some ways to use these strengths more in their day-to-day lives.• Students can work together with a partner, helping and encouraging one another to put some of their strengths in to practice using SMART goals (refer to p.32).
Teacher Reflection	

STAGE 3

OPEN-MINDEDNESS



- The strength open-mindedness is also referred to as 'judgment' or 'critical thinking'. Open-Mindedness allows one to think things through and be open to different people and ideas. People with this strength don't follow others blindly but alternatively search for evidence to support their beliefs. They strive for what is fair and true, and are tolerant of others.

Lesson Outline

Activities

1. Guidelines

- **We listen when others are talking**
- **We are kind to each other**
- **We can choose to pass if we want to**

2. Opening Activity

- Ice-breaker activity: Have the students sit in a circle. Ask the students to pass a wink around the circle.
- Mix-up activity: Ask students to change places with someone if they:
 - Are interested in listening and learning from others
 - Encourage others to speak up
 - Like to find out facts before forming an opinion
 - Are open to changing their mind if presented with a good argument. These are all examples of the strength open-mindedness.



3. Learning/ Discussion	<ul style="list-style-type: none"> • Working with the person next to them, ask students to discuss: <ul style="list-style-type: none"> - How are they the same and different, and - What are the benefits of being both similar and different? Remind students to demonstrate active listening. For example, eye contact, appropriate body language, ask questions, paraphrase and use minimal encouragements- 'aha, ok'. • Ask the students to share what they learnt with the rest of the class, and how they felt when someone listened to them in an active way. Highlight the importance of diversity and acceptance of others. This enhances the strength of open-mindedness.
4. Group Activity	<ul style="list-style-type: none"> • Read and discuss <i>If the World Were Blind</i> by Karen Gedig Burnet
5. Reflection	<ul style="list-style-type: none"> • As a class, scribe some of the pros and cons to what the world would be like if everyone shared the same views.
Resources	<ul style="list-style-type: none"> • <i>If the World Were Blind</i> by Karen Gedig Burnet
Extension Activities	<ul style="list-style-type: none"> • Students could write their own imaginary text based on when they have become more open-minded about a situation and it has been for the best or role play a similar situation. • Create a Consider It Cube using a cube template https://www.firstpalette.com/printable/cube.html. Write an idea in the centre eg 'we should elect a class captain' and have students consider five different ways to think about that idea, from different perspectives. Students can use the completed cubes to discuss and debate different ideas. • Create an open-minded poster. Here are some ideas: https://www.tes.com/lessons/SP-amE01gUhehQ/open-mindedness (Suggested slogans: Minds are like parachutes, they function better when they are open. Don't be afraid to be open-minded your brain isn't going to fall out!)



Teacher Reflection



STAGE 3

AUTHENTICITY



- The character strength authenticity is also referred to as ‘honesty’ and ‘integrity’. It relates to being honest and true to oneself. Authenticity falls under the virtue of courage, as it requires bravery. Those with this strength take ownership over their feelings and behaviour.
- In a classroom environment, it is important to be aware that research shows over controlling environments can cause inauthenticity. Conversely choice can encourage authenticity (Fox- Eades, 2010).
- Knowing and using your character strengths is a great way to demonstrate authenticity.

Lesson Outline

Activities

1. Guidelines

- **We listen when others are talking**
- **We are kind to each other**
- **We can choose to pass if we want to**

2. Opening Activity

- Ice-breaker activity: Have the students sit in a circle. Introduce yourself with a positive adjective that starts with your name. For example, ‘I am zany Zahra’
- Mix-up activity: Ask students to change places with someone if they:
 - Usually tell the truth
 - Do what they say they will (are reliable)
 - Consider themselves brave
 - Offer their opinion on topics rather than copy others. These are all examples of the character strength authenticity. This means to show their true self, not what they think others want to see.

3. Learning/ Discussion

- Working with the person next to them, have students tell each other three different facts about themselves, making one of the facts a lie. The partner has to guess which is the lie. Swap roles.
- As a class, discuss ways in which they were able to tell if their partner was telling the truth or not.



4. Group Activity	<ul style="list-style-type: none"> • Ask each student to write anonymously on a piece of paper two things they like about themselves (this could include their character strengths). Explain that these things are unique to them. Students are to scrunch up the paper and throw it into the middle of the circle. Then, instruct everyone to collect one piece of paper and read out what is written on it. This technique provides anonymity and encourages more students to actively participate. • Remind students that their character strengths represent who they really are. Utilising these strengths helps to build their authenticity and makes them feel good.
5. Reflection	<ul style="list-style-type: none"> • Explain the concept of mini-breaks: having time to stop and do nothing can provide time to reflect on who they are. During a busy day they can stop and take a mini-break. This helps to calm and relax them. It allows them time to refocus on what is important instead of becoming overwhelmed by trivial day to day events that may consume them. • Mini-Break with calm breathing. Read this slowly: <p><i>“Sit up straight, shoulders relaxed, eyes closed (if comfortable). Focus your attention on your body. Notice how you are feeling in your body (tense/relaxed/neutral). Observe yourself without judgment. Take some slow deep breaths in through your nose, and out through your mouth. Breathe in, two, three and out two, three. Again slowly in, two three, and slowly out, two, three. With each out breath relax your body, let it go loose like a rag doll, say in your head ‘relax’. Focus on your breath, the feeling of it coming in through your nose and out of your mouth, the sound of it. Continue to breathe slowly in, two, three, and out, two, three. Notice any thoughts that you have and picture them as clouds floating away. Watch those thoughts float away and focus on how relaxed you feel breathing slowly. Now I’d like you to wiggle your fingers and toes, stretch your arms up high above you and out to the sides, and down. Then slowly open your eyes.”</i></p> • Remind students that they can take a mini-break throughout the day if they need to calm or refocus.



Extension Activities	<ul style="list-style-type: none">• Read: 'The Honest to Goodness Truth' by Patricia McKissack. Discuss the concept of honesty and how it can be hurtful sometimes.• Discuss how it is often difficult to tell the difference between a lie and the truth. Research some techniques that people can use to detect if someone is lying.• Play Telegraph Whispers. The teacher whispers something to one student then it is whispered around the circle, until the last child reveals what they heard.
Teacher Reflection	



STAGE 3

KINDNESS



- The strength kindness refers to enjoying helping others. Kindness also requires thoughtfulness towards oneself, for instance saying helpful things to yourself (refer to Are Your Thoughts Helpful? in Appendix D in the other set of Stage 3 lessons) and looking after yourself. For example: getting enough sleep, drinking plenty of water, having time to relax and do things you enjoy.
- Children may need explicit instructions as to what kindness looks like.
- The shadow side of kindness is that others may ask too much of someone with this strength and take advantage of them.

Lesson Outline

Activities

1. Guidelines

- **We listen when others are talking**
- **We are kind to each other**
- **We can choose to pass if we want to**

2. Opening Activity

- Icebreaker activity: Have the students sit in a circle. Pass a smile around the circle.
- Mix-up activity: Ask students to change places with someone if in the last week they have:
 - Helped someone
 - Hugged someone
 - Said thank you
 - Invited someone to join their game
 - Praised themselves. These are all examples of the character strength kindness.

3. Learning/ Discussion

- Working with the student next to them, have students complete the following sentences together:
 - Someone would feel welcome in this class if...
 - Three ways that kids our age could be kind to each other are...
- Ask for volunteers to share some of their responses with the rest of the class.





4. Individual Activity	<ul style="list-style-type: none">• Give each student a butterfly printout (p. 31) and explain the 'Butterfly Effect', that is, the idea that one small deed can have a large impact. The name 'Butterfly Effect' is derived from a metaphor to explain how small changes, such as the flapping of butterfly wings, can influence bigger events, like a cyclone. If students perform one kind act, it can inspire others to do likewise and make a big difference to the whole community.• Ask students to write on the butterfly two acts of kindness that they will perform in the next week. Encourage students to think of novel ways to be kind, not easy things they usually do. Remember that to build strengths, like muscles, we must lift heavy weights. The butterflies can be decorated and placed on classroom windows or a wall of kindness. During the week, encourage students to tick off when they have performed their acts of kindness on their butterfly. Alternatively students can complete this exercise on a star (see p.31). This symbolises that performing acts of kindness helps them to shine like a star in the sky. The star can also be used for students to write their 5 Signature Strengths on. Given that knowing and using their Signature Strengths helps them to shine and be their best possible selves.
5. Reflection	<ul style="list-style-type: none">• Guide the students through a Kindness Visualisation with belly breathing. Read this slowly: <i>"We are going to do a relaxation activity. Lie on your back with space around you so as you are not touching anyone. Close your eyes if comfortable- it will be easier for you to focus with your eyes shut. Focus your attention on your breath. Take some slow deep breaths in through your nose to the count of three, and out through your mouth to the count of three, as you did in the mini-break exercise. Breathe in, two, three, and slowly out, two, three. Again breathe slowly in through your nose, and slowly out through your mouth. Picture your belly filling up with air as you breathe in and deflating as you breathe out. Feel your body relax with each out breath."</i> <i>"As you continue to breathe in and out slowly with your eyes closed, you are going to use your imagination to imagine being kind, this is called a kindness visualisation. I'll talk you through it. First, I'd like you to visualise, or imagine yourself being kind to someone – a friend, teacher or family member. (Pause). Think about what you are doing to be kind. For example are you: Hugging someone who is sad? Picking up something someone has dropped? Holding a door open for someone? Helping carry groceries? Saying something kind to someone? (Pause). Think about how you are feeling being kind."</i>

Reflection cont...	<p><i>“Now we are going to think about being kind to ourselves. Think about how you could be kind to yourself. Some examples might be: Praising yourself for trying something new (being brave) or for trying hard at something (showing the strength perseverance). (Pause) Or forgiving yourself for making a mistake, remembering that we all make mistakes and this is how we learn. (Pause) Or smiling and recalling your strengths and how unique and valuable you are. (Pause). Think about how good it is to be kind to yourself. It is important to do this throughout your life. Now you are going to finish the visualisation by wiggling your fingers and toes, stretching your arms up above your head, and slowly opening your eyes. Remember that you can do this belly breathing and kind visualisation anytime to help you relax.”</i></p>
Resources	<ul style="list-style-type: none"> • Butterfly and Star (Appendix D) p.31
Extension Activities	<ul style="list-style-type: none"> • Watch You Tube Inspirational Video Pay It Forward (5 mins). Ask students how this video makes them feel - Imagine living in such a community. • As a class, discuss what a kind school would be like. • Read <i>Growing Up with a Bucket Full of Happiness</i> by Carol McCloud. • Perform random acts of kindness. For ideas and kindness cards see www.ripplekindness.org. • Complete an activity on being kind to all living things, including the environment.
Teacher Reflection	



STAGE 3

LEADERSHIP



- The character strength leadership refers to encouraging, supporting and providing direction to others.
- Leadership is not about power and strength, but rather offering practical assistance, inspiration and motivation.
- Teachers can be good role models of what appropriate leadership looks like: “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”- William Arthur Ward.

Lesson Outline

Activities

1. Guidelines	<ul style="list-style-type: none"> • We listen when others are talking • We are kind to each other • We can choose to pass if we want to
2. Opening Activity	<ul style="list-style-type: none"> • Icebreaker activity: Have students sit in a circle. Ask students to pass a handshake around the circle. • Mix-up activity: Have students change places with someone if they: <ul style="list-style-type: none"> - Like to run a group - Encourage others - Are a good listener - Are inclusive - Inspire others. These are all examples of the character strength leadership.
3. Learning/ Discussion	<ul style="list-style-type: none"> • Working with the person next to them, have students use the character strength charts and discuss what makes a good leader? What character strengths are needed to be a leader? If not using charts have the 24 strength posters or cards on display for reference. • Ask for volunteers to share some of their responses with the class.



4. Group Activity	<ul style="list-style-type: none"> • Divide students into groups of four to six people and designate a leader for each group (ideally someone that you would not usually associate with leading, in order to build their skills). • Each group will need to try and form a given machine with their bodies. For example, if forming a 'car' the leader might instruct four students to become the wheels, another student might lie down to be the car's body and one might even sit on top as the driver. Other examples could include a truck, plane, toilet or dishwasher. • Secretly tell the leaders the machine and have them instruct the group.
5. Reflection	<ul style="list-style-type: none"> • Discuss what skills the leaders used in the group activity.
Resources	<ul style="list-style-type: none"> • Stage 3 Charts or 24 strength posters or cards.
Extension Activities	<ul style="list-style-type: none"> • Identify people in the community who are good leaders and the strengths they use. • Peer support or buddy programs allow students opportunities to lead. • Ask students to brainstorm what leadership roles there are at school for students. For example, school prefect, captain, sports captain, house captain, or SRC representatives. What character strengths do these roles require? Have students consider if they have some of these strengths, although they might not think of themselves as a leader. • Learning more about paragons is useful for demonstrating the strength of leadership. For example, Gandhi or Nelson Mandela.
Teacher Reflection	



STAGE 3

PRUDENCE



- The character strength prudence refers to exerting caution over decisions. This can also be called ‘cautious wisdom.’
- In general, young people find impulse control more challenging, due to their underdeveloped brain. As such, practicing prudence is an invaluable strength to develop.
- Prudence involves thinking about all the facts and doing not what is easiest, but what is wisest. Students should be taught to consider the consequences of their actions before actually taking action. Good decisions require adequate time to consider all of the options.
- There can be more than one prudent choice to a problem.

Lesson Outline

Activities

1. Guidelines

- **We listen when others are talking**
- **We are kind to each other**
- **We can choose to pass if we want to**

2. Opening Activity

- Introduce the character strength prudence to the class using visual resources.
- Ice-breaker activity: Have the students sit in a circle. Ask students to pass a body wave around the circle (lifting their arms up and down together, one child at a time).
- Mix-up activity: Ask students to change places with someone if they:
 - Usually think before acting
 - Consider the long term consequences of their behavior
 - Follow through on their decisions
 - Usually make wise choices. These are all examples of the character strength prudence.

3. Learning/ Discussion

- Working with the person next to them, have students discuss a time when they considered the pros and cons before making a decision, reflecting on whether they made a wiser decision by going through this process. If students find it difficult to think of personal examples, they can also discuss examples of decisions that they think need to be considered carefully.



3. Learning/ Discussion cont...	<ul style="list-style-type: none"> • Ask for volunteers to share some of their responses with the rest of the class.
4. Group Activity	<ul style="list-style-type: none"> • Tell the students that they are going on a pretend trip in to Space. The challenge for the class is to create a prudent list of what to pack, and to use a process of sharing designed to encourage self-control. Ask volunteers to raise their hand when they have an idea. Choose one of the students and say their name before rolling a ball to them, allowing them to speak. This student then chooses another student from the class with his/her hand up by saying their name and rolling the ball to them, upon which they can then share their ideas.
5. Reflection	<ul style="list-style-type: none"> • Explain to students that pausing in a busy day can give them an opportunity to think more clearly and make more prudent/sensible decisions. They can do this by practicing belly breathing, taking a mini-break, or doing a visualization exercise, all in the Resources part of the Digital Manual. It is good practice to incorporate one of these into their daily lives.
Resources	<ul style="list-style-type: none"> • A ball.
Extension Activities	<ul style="list-style-type: none"> • As a class, discuss what helps them make good decisions. For example: time, serenity, privacy, sleep, food, and mentors. • Students can learn prudence by remembering to: <ol style="list-style-type: none"> 1. Think carefully (weigh up the pros and cons), 2. Decide wisely (make a choice), and 3. Act accordingly (follow through on their decision). Present students with different scenarios and ask them to undertake a cost benefit analysis. • Listen to 'Dear Prudence' by The Beatles.
Teacher Reflection	



STAGE 3

HOPE



- The character strength hope refers to expecting the best for one's future.
- Research shows that 'optimistic children show more persistence in tasks and achieve more academic success than children lacking in optimism' (Fox Eades, 2010).
- According to Seligman (2011), optimism can be learned. Strategies to improve optimism include practicing gratitude (refer to gratitude lesson in ES1), and adopting helpful self talk (see reflection below).
- Optimists differ in their explanatory styles to pessimists. They generally see setbacks as 'temporary, changeable and local' where as pessimists view them as 'permanent, internal and global.' (Seligman, 2011).

"A pessimist sees the difficulty in every opportunity: an optimist sees the opportunity in every difficulty." - Winston Churchill.

Lesson Outline

Activities

1. Guidelines

- **We listen when others are talking**
- **We are kind to each other**
- **We can choose to pass if we want to**

2. Opening Activity

- Ice-breaker activity: Have the students sit in a circle. Ask them to pass a nonverbal greeting of their choice around the circle.
- Mix-up activity: Ask the students to change places with someone if they:
 - Usually look on the bright side of life
 - Expect things to generally work out
 - Think favourably about the future
 - Don't let mistakes get them down, but view them as learning. These are all examples of the character strength hope.

3. Learning/ Discussion

- Working with the student next to them, ask students to discuss three things they are looking forward to at school this year.
- Ask for volunteers to share some of their responses with the rest of the class.





4. Group Activity	<ul style="list-style-type: none">• Introduce Goal Setting to the class: Having a goal helps to instill hope. Generally people are good at setting goals but not at working towards them (goal striving) and achieving them. This is usually because the goals are too vague. One way they can work more effectively towards a goal is to set SMART goals. SMART goals are a great tool to help set people up for success.• Explain the SMART goal acronym to the class: Refer to Appendix D on p.32.• Working with their partner again, challenge students to each develop a SMART goal to use more of a particular strength in the next week (refer to Appendix D for examples, p.33). Provide Stage 3 Charts or the 24 strength posters or cards to help with this process.
5. Reflection	<ul style="list-style-type: none">• Ask for volunteers to share some of their goals with the class.
Resources	<ul style="list-style-type: none">• SMART Goals explanation - Appendix D p.32• Examples of strength goals - Appendix D p.33• Character strength charts or 24 strength posters or cards.
Extension Activities	<ul style="list-style-type: none">• Look at www.goodnewsnetwork.org/ to read good news stories. Ask students to discuss, write, or give a speech about their favourite good news story. Start or end the day with a quick good news story.• Students write a letter to their future self, imagining what they would like their life to be like when they are at their best in two- five years time. Ideally students put this into a sealed envelope addressed to them, and the teacher sends it to them once the time has elapsed. Or they can give it to a parent to keep until such time.• Students can create posters: 'When I dream of the future I dream of..'• Listen to <i>Over the Rainbow</i> by Judy Garland• Read the text <i>The Heart in the Bottle</i> by Oliver Jeffers or watch the you tube: https://www.youtube.com/watch?v=8FSuy-J_Pzk. This is a story about loss, grief and trusting yourself to love again after experiencing loss. Ask students to look for the message of hope in the story. After reading the text, share their ideas.

Extension Activities cont...	<ul style="list-style-type: none">• There are many idioms around the heart e.g. To wear your heart on your sleeve – to openly express your feelings. With a heavy heart – with sorrow and regret. Ask students to identify what they think an idiom might be for this story, and how it applies to the CS of hope e.g. To lose heart – to give up, to feel discouraged, to lose hope. Students think about a time when they have 'lost heart'-given up. Share with a partner. Ask for volunteers to share. After listening to each others responses, students discuss how they could, like the girl in the story, regain hope for the future. Using the heart template in Appendix D, students write about a time when they were able to become hope-filled people. Display these on a tree like the Character Strength Tree.
Teacher Reflection	



STAGE 3	
Lesson Outline	REFLECTION Activities
1. Guidelines	<ul style="list-style-type: none"> • We listen when others are talking • We are kind to each other • We can choose to pass if we want to
2. Opening Activity	<ul style="list-style-type: none"> • Ice-breaker activity: Have the students sit in a circle. Ask students to do a movement with their hands. As they go around the circle each student has to do their own original movement, as well as repeating two movements shown by students before them. • Mix-up Activity: Place character strength cards in the middle of the circle. Ask the students to take one CS card from the middle that they like, then find someone else with the same card. Sit next to this person back in a circle. (There will be several people with the same card, so instruct students to sit with the first person they find with the same card as them). Or have the 7 strengths from Stage 3 on display and ask students to choose the one they like.
3. Learning/ Discussion	<ul style="list-style-type: none"> • Working with their partner, ask students to tell them why they chose that particular card. Practise active listening. Swap roles. • Ask for some volunteers to tell the class what their partner shared. This is a chance for students to demonstrate the benefits of active listening skills.
4. Activity	<ul style="list-style-type: none"> • Working back at their desks, handout charts to the class. Ask students to reflect on what their top five strengths are. If they are not sure of their top strengths they can ask a classmate what they think some of their strengths are. If not using charts have the 24 strength posters or cards on display. • Provide each child with a shield (from Appendix D) . Students can decorate this using their top five strengths, also known as their signature strengths. Encourage students to use I statements when writing about their strengths to foster ownership of them. Explain that a shield is being used because their signature strengths help to protect them during difficult times, building resilience.



5. Reflection	<ul style="list-style-type: none">• Ask for volunteers to share with the class what some of their signature strengths are. Was anyone surprised by some of their strengths?
Resources	<ul style="list-style-type: none">• Character strength cards or posters• Shield - Appendix D p.35• Charts (optional)
Extension Activities	<ul style="list-style-type: none">• Act out problem scenarios - Appendix D, p.36• Complete a Maths lesson tallying up the different signature strengths of the class
Teacher Reflection	



RECOMMENDED TEXTS FOR LESSONS

REQUIRED

Open-Mindedness:

- If the World Were Blind by Karen Gedig Burnett

OPTIONAL

Authenticity

- The Honest to Goodness Truth by Patricia McKissack

Kindness

- Growing Up with a Bucket Full of Happiness by Carol McCloud

Hope

- The Heart in the Bottle by Oliver Jeffers



SUMMARY OF STAGE 3 CHARACTER STRENGTHS

Perspective

- The strength perspective is also known as ‘wisdom’. It refers to knowing what’s important in life and offering good insights. Perspective requires the ability to look at the big picture rather than be narrowly focused on micro matters.
- Perspective does not relate to intellect but to knowledge. Everyone has different perspectives as it is based on our own life experience.

Open-Mindedness

- The strength open-mindedness is also referred to as ‘judgment’ or ‘critical thinking’. Open-Mindedness allows one to think things through and be open to different people and ideas. People with this strength don’t follow others blindly but alternatively search for evidence to support their beliefs. They strive for what is fair and true, and are tolerant of others.

Authenticity

- The character strength authenticity is also referred to as ‘honesty’ and ‘integrity’. It relates to being honest and true to oneself. Authenticity falls under the virtue of courage, as it requires bravery. Those with this strength take ownership over their feelings and behaviour.
- Knowing and using your character strengths is a great way to demonstrate authenticity.

Kindness

- The strength kindness refers to enjoying helping others.
- Kindness also requires thoughtfulness towards oneself, for instance saying helpful things to yourself (refer to p.157) and looking after yourself. For example: getting enough sleep, drinking plenty of water, having time to relax and do things you enjoy.
- Performing acts of kindness can release the hormone oxytocin, which makes us feel good and decreases stress. Additionally endorphins are activated in areas of the brain associated with pleasure,



social connections and trust. These feelings inspire further acts of kindness causing a ripple effect (Aknin, Dunn & Norton, 2012).

- The shadow side of kindness is that others may ask too much of someone with this strength and take advantage of them.

Leadership

- The character strength leadership refers to encouraging, supporting and providing direction to others.
- Leadership is not about power and strength, but rather offering practical assistance, inspiration and motivation.

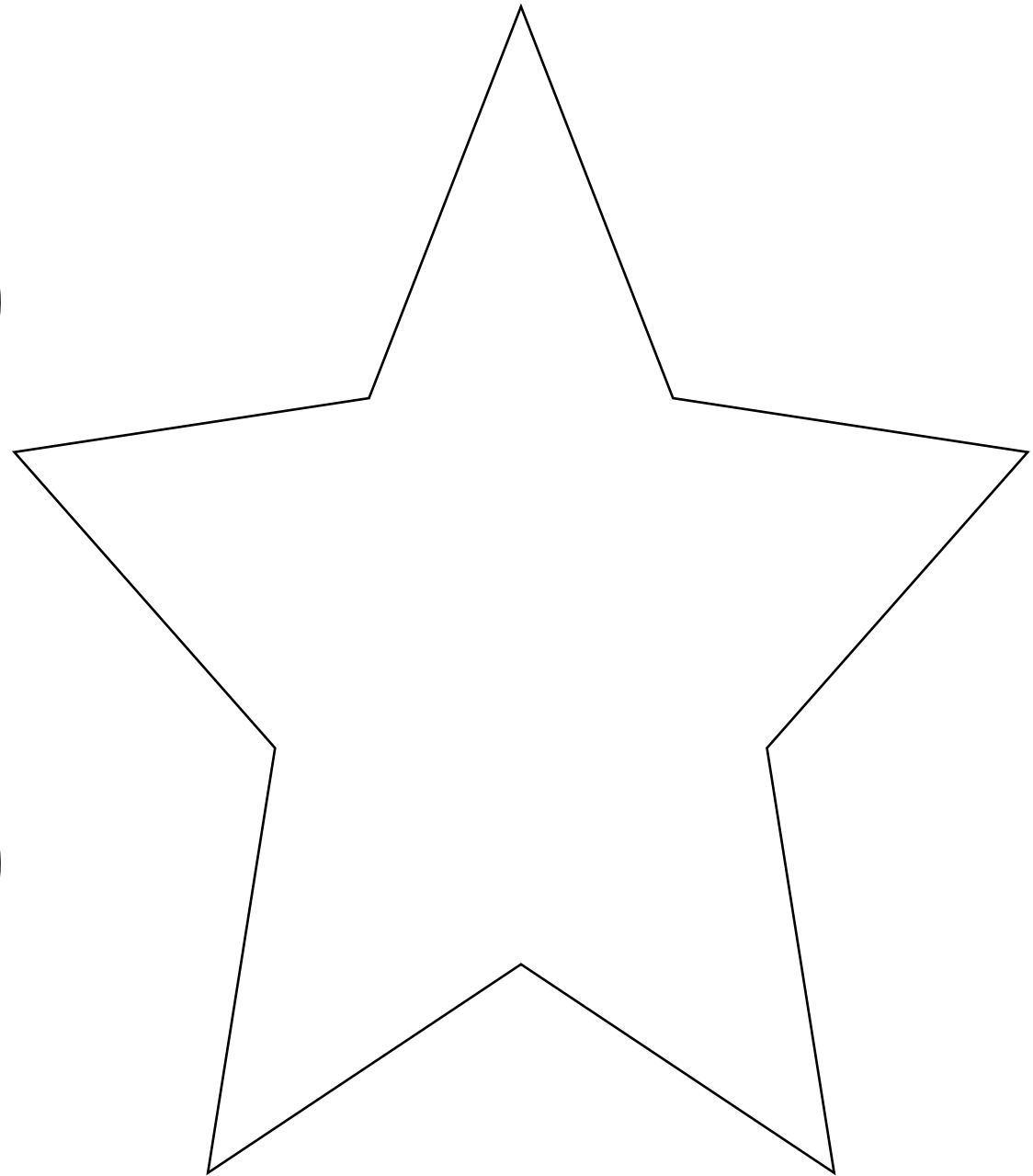
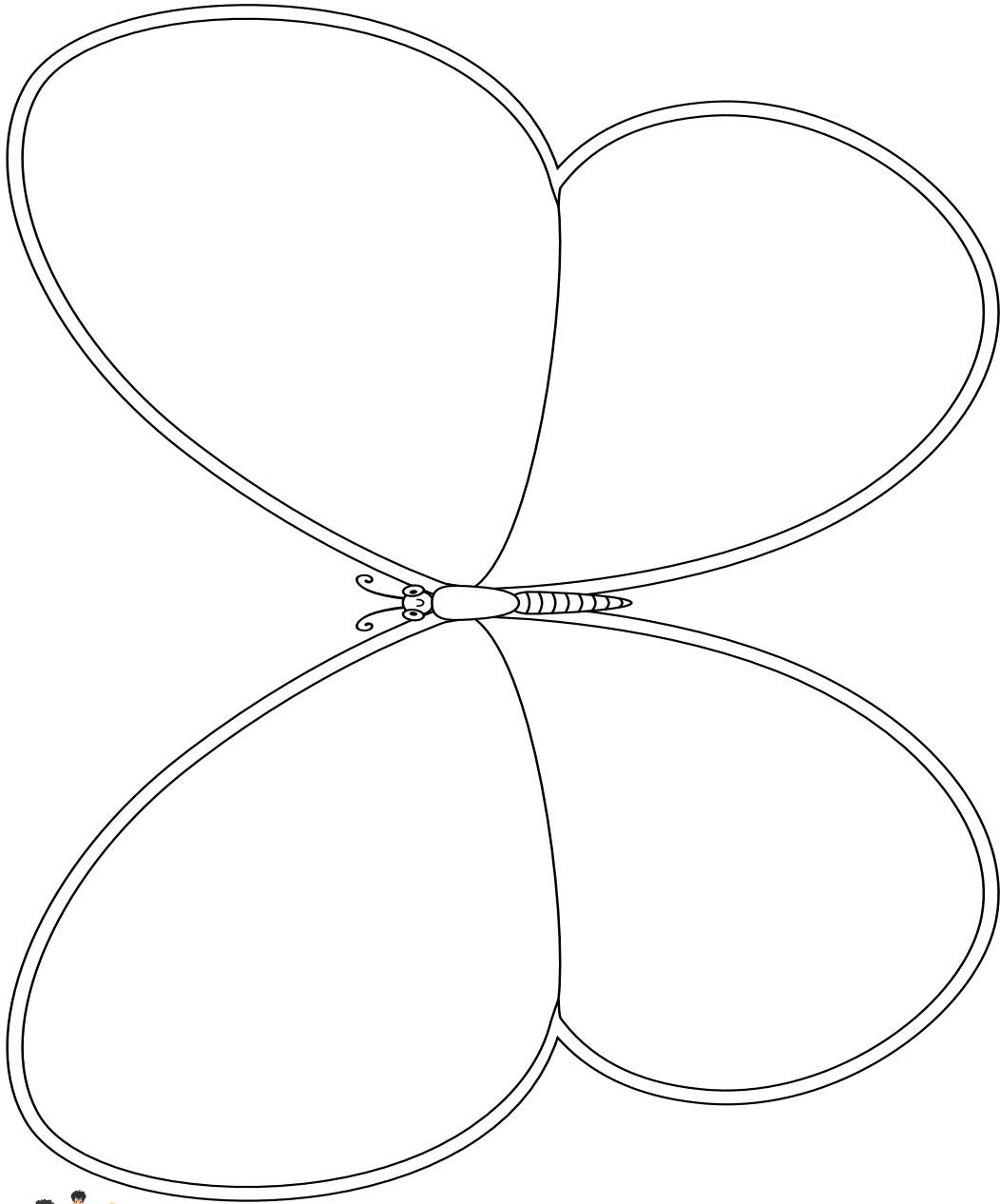
Prudence

- The character strength prudence refers to exerting caution over decisions. This can also be called 'cautious wisdom.'
- Prudence involves thinking about all the facts and doing not what is easiest, but what is wisest. Students should be taught to consider the consequences of their actions before actually taking action. Good decisions require adequate time to consider all of the options.
- There can be more than one prudent choice to a problem.

Hope

- The character strength hope refers to expecting the best for one's future.
- Research shows that 'optimistic children show more persistence in tasks and achieve more academic success than children lacking in optimism' (Fox Eades, 2010).
- According to Seligman (2011), optimism can be learned. Strategies to improve optimism include practicing gratitude (refer to gratitude lesson in ES1), and adopting helpful self talk (see Reflection lesson).





SMART GOALS are:

1. SPECIFIC

What is your exact goal? (How? When? Where?)

2. MEASURABLE

How will you know when your goal is achieved? How will you measure if you are successful?

3. ATTRACTIVE

Is your goal something YOU really WANT to achieve? Are you willing and able to pursue this goal?

4. REALISTIC

Do you have the resources required, including the attitude, skills and support necessary?

5. TIMELY

Have you got a specific timeframe for when you will complete each step of your goal?



APPENDIX D: Stage 3

Lesson 7: Hope

EXAMPLES OF SIGNATURE STRENGTH GOALS

Love of Learning

My goal is to 'read 15 pages of a non-fiction book on cars every night over the next two weeks. Have mum sign off when I do it. Show (my teacher) Mum's note in our next session and tell her one fact that I learnt about cars.'

Leadership

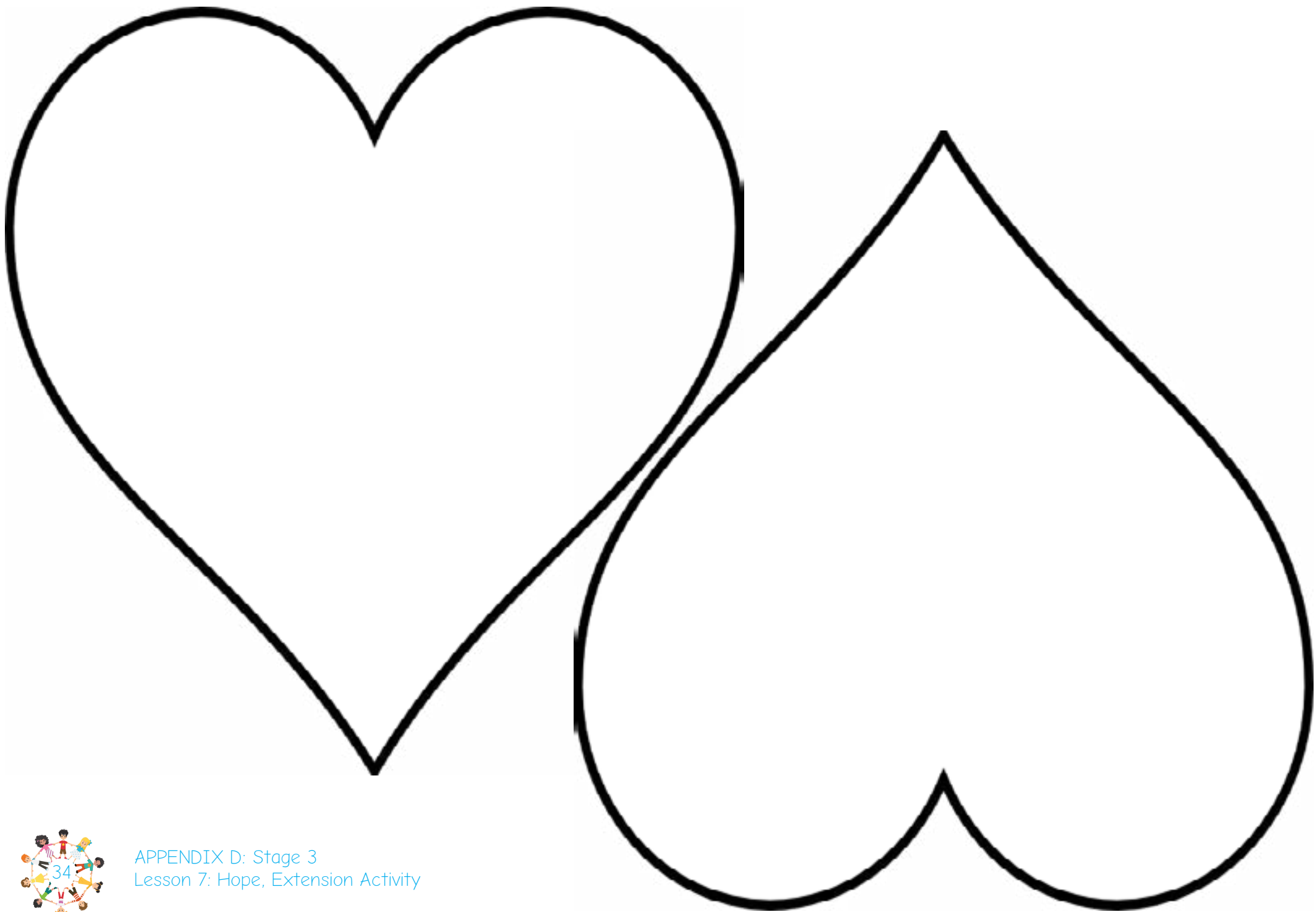
My goal is to 'organise a jellybean competition with two friends to raise money for the school. Get approval from the principal and my parents. Set up the store outside the canteen at lunchtime. Aim to raise at least \$100. Bring the money raised to our next session.'

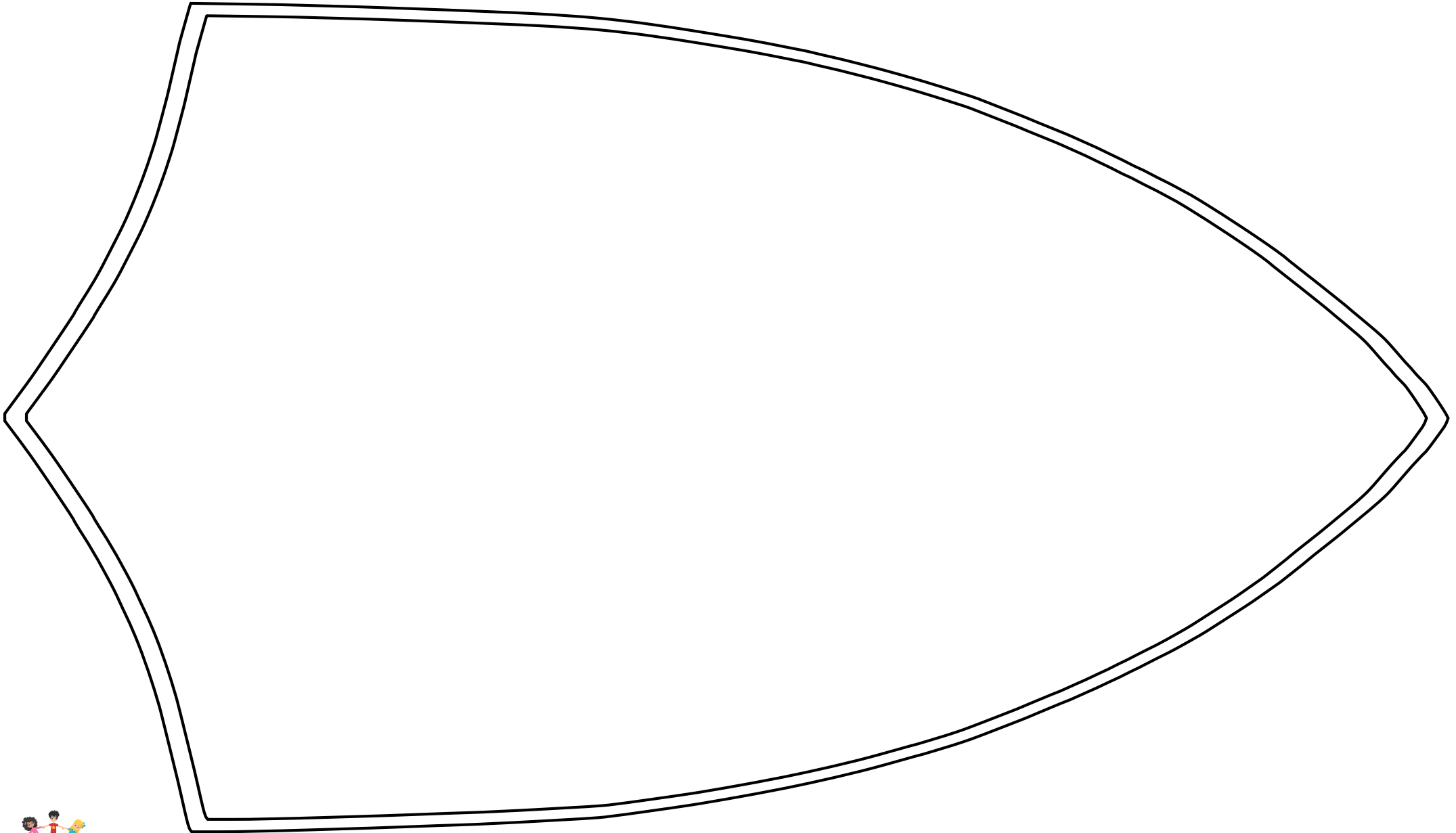
Kindness

My goal is to 'help Mum out at home by making both mine and my little brother's beds every morning before school. Ask Dad to sign off that I do it, but don't tell Mum I am doing it for an assignment. Show (my teacher) the note in our next session.'

NOTE: These examples are all real life examples provided by Year 5 students who participated in a pilot study, using SMART goals to put their signature strengths in to practise (Madden, Green & Grant, 2011).







APPENDIX D: Stage 3
Lesson 8: Reflection, Extension Activity

DRAMA SCENARIOS

Choose one of the scenarios below - A, B, C or D.

Discuss with your group how this problem could be dealt with by using at least two character strengths.
Act the scenario out for the rest of the class. At the end of your role-play ask the class to guess what character strengths you were demonstrating.

A	There is a test coming up at school and you are nervous about it. You are feeling really stressed and don't think that you will do well, although you have been studying hard.
B	A group of children are playing a game/talking. You would like to join them but are not sure what to do or say
C	The teacher tells you to start your work but you have forgotten the instructions. You have been daydreaming, but would like to be more focused in class.
D	Your friends want to play one game but you want to play another. How can you reconcile so as everyone's needs are met?

Answers:

A: Hope; Self-Regulation; Perseverance; Bravery.

B: Social Intelligence; Kindness; Hope; Bravery.

C: Self-Regulation; Perseverance; Social Intelligence.

D: Teamwork; Open-Mindedness; Self-Regulation; Social Intelligence; Hope.



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