

Stage 3 - NEW LESSONS



Perspective



Authenticity



Kindness



Leadership



Prudence



Hope

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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.



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 watch the *Teach It* video on 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 wave 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 this week they have:<ul style="list-style-type: none">- Took someone's good advice - this is one way to show the CS perspective.- Being honest with a friend - this is an example of the CS authenticity.- Showed a random act of kindness to someone - this is one way to show the CS kindness.- Include someone who seems lonely in his or her game - this is one way to show the CS kindness.- Lead a group activity - this is one sign of the CS leadership.- Thought about consequences before they made a decision - this is an example of the CS prudence.- Being optimistic about a particular situation - this is called showing the CS hope.



3. Learning/ Discussion	<ul style="list-style-type: none">• Hand out to students the stage 3 character strength charts.• Explain that perspective is a new strength that they have not learnt about before. This year they will learn about it instead of open-mindedness, which they learnt about last year. They will also do a new lesson on the 5 strengths from last year. Perspective refers to someone who: looks at the big picture rather than narrowly focuses on micro-matters; reacts calmly and sensibly to situations due to their experience; shares their knowledge; is kind, generous and understanding.• 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. Acknowledge that there are similarities between the two.• Working in pairs students choose one of the Stage 3 strengths and explain to their partner what it is and when they have used it. Swap roles. Repeat twice.• Ask for volunteers to share some of their responses with the rest of the class.
4. Group Activity	<ul style="list-style-type: none">• Remind the group that strengths need to be practised to get stronger. E.g. if you constantly practise being optimistic, you will be a more hopeful person.• Number the students off one to six. Hand out the strength posters explored in Stage 3 to the groups according to the number e.g. all ones get the perspective poster.• Give each group a piece of butcher's paper. Each group is to nominate a scribe and together write three strategies of how they could develop or practise this strength.• Ask students to share some of their responses with the rest of the class.
5. Reflection	<ul style="list-style-type: none">• Students watch Know Your Character Strengths: https://www.youtube.com/watch?v=JLUOILRbazA.• Remind students that when we practise and display these strengths we become the best individuals and members of the community that we can be.

Resources	<ul style="list-style-type: none">• CS posters• Stage 3 Charts• Butcher's paper and pencils
Extension Activities	<ul style="list-style-type: none">• Display each of the Stage 3 Character Strength Posters ready to build the unit as each CS is introduced.• Students start a journal to record their thoughts about CS each week.• Have the 6-7 strength leaves available for students to give to each other when they spot others demonstrating the strengths or to build a class tree of strengths. Note: the leaves are at the end of these lessons.
Teacher Reflection	



STAGE 3

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.

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:
 - Think things through before making a decision
 - Offer good advice to others
 - Look at the big picture rather than get bogged down in little details
 - Don’t get overwhelmed when something is hard but look at alternatives
 - Learn from their mistakes. These are all examples of perspective.



3. Learning/ Discussion	<ul style="list-style-type: none"> • In pairs, ask students to discuss different scenarios and come up with three different explanations of how it could be interpreted. For example; <ul style="list-style-type: none"> - A loud noise in the night might be interpreted as a good thing, knowing that someone has arrived home, or as a bad thing by someone thinking that it's a tree's about to land on the house. - Losing a soccer game - Disappointing, and sad, versus we played really well, it was a good practice run, I scored my first goal. - Your swim coach correcting your stroke - 'I'm terrible at swimming' versus 'It's great to be learning all the time.' Emphasise to students that exactly the same event can be viewed very differently by different people
4. Group Activity	<ul style="list-style-type: none"> • Google 'Young girl old woman illusion' and share the image with the class. Don't tell the students the title, or that the image shows both a young girl, and an old woman depending on how you look at it. Ask the students what they see. If they cannot see it, tell them that there are two different images within the one picture. Can they see both pictures? Explain that there is no correct way to view this picture. It demonstrates that we all see things differently. • The strength perspective refers to having different views or looking at things in different ways.
5. Reflection	<ul style="list-style-type: none"> • Volunteers share stories when their perspective of a situation has changed for the better.
Resources	<ul style="list-style-type: none"> • Computer to look up 'Young girl old woman illusion'



Extension Activities	<ul style="list-style-type: none">• Read The Sandwich Swap by Queen Rania Al Abdullah or you tube: https://www.youtube.com/watch?v=BpGhq4hkYHc. Discuss how the girls changed their view/ perspective.• Write any word on the board and ask students to write what that word makes them think about. Discuss how people have different views of what this means to them. For example, with the word 'ocean', some people think of storms and big waves, others calm water and sunshine. We all have different perspectives on the same thing• Tell students to read a story and ask them which parts they liked/didn't like. This activity highlights diversity, - how we can all have different interpretations or ideas on the same scenario (Fox-Eades, 2010).
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 an action that you could use when you greet someone e.g. a wave or handshake.
- Mix-up activity: Ask students to change places with someone if they:
 - Give honest opinions to friends
 - Are a reliable friend (do what they say they will)
 - Are genuine towards others
 - Like to have their own sense of fashion and not follow trend. 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	<ul style="list-style-type: none"> • What does 'authentic' mean to you? Individually record words and phrases first, then use the 1-3-6 strategy: https://www.edutoolbox.org/rasp/2172 (That is, students write individually questions/understandings about authenticity; then work in groups of 3 to narrow down their ideas to 1 idea or question; 2 groups merge into 1 and come up with 1 statement that they share with the class. Once all statements are heard, groups reflect on the process. • As a class create a definition for authenticity to establish the students' understanding. Display under CS card.
4. Group Activity	<ul style="list-style-type: none"> • Students role play scenarios giving a non-authentic and authentic response. One where characters are not honest and true to themselves and then when they are. <p>Examples of scenarios might be:</p> <ol style="list-style-type: none"> 1. There is a mufti day at school. Students are trying to decide what to wear to 'fit in'. 2. Students are organising groups for the talent quest, trying to take into account the thoughts and needs of everyone. 3. It is your birthday and you want to have a 'Fairy Party' but you are worried your friend's might think it is too childish. 4. You are going on school camp, but you always sleep with your teddy. What should you do? <ul style="list-style-type: none"> • Debrief students after each set of plays reminding 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 that being authentic is sometimes difficult. It is important to weigh up consequences and think, “Am I being true to myself?” Journaling is a great way to do this. • Ask students to write a reflection on today’s lesson choosing one role play that resonated with them. • Students could write about a time when they have not been authentic and what they might do differently next time. • Explain the phrase: “Hindsight is always 20/20.” https://writingexplained.org/idiom-dictionary/hindsight-is-20-20
Resources	<ul style="list-style-type: none"> • “Hindsight is always 20/20.” https://writingexplained.org/idiom-dictionary/hindsight-is-20-20
Extension Activities	<ul style="list-style-type: none"> • Share the book: A Bad Case of Stripes by David Shannon or use the You-tube: https://www.youtube.com/watch?v=UJciBmHJd2A • Use the picture activity suggested on here: http://blog.playdrhutch.com/2013/04/15/be-true-to-yourself-an-activity-to-go-along-with-david-shannons-book-a-bad-case-of-stripes/. Or students draw themselves surrounded by ‘self-truth’ statements. • Write down what you are good at and enjoy e.g. drawing, listening, reading, creating, observing. What character strength are you using when you do this activity? Share with a partner, can they spot any other character strengths? How can you use more of this strength in the next week? Set a SMART goal to use the strength in a different way in the next week. Refer to the appendix in the other set of Stage 3 lessons for SMART goal information. Remind students that the more they use their top strengths the more they are being authentic and enhancing their wellbeing.



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 p. 32) 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. Give the person next to you a compliment.
- Mix-up activity: Ask students to change places with someone if in the last week they have:
 - Helped others
 - Taken time out for themselves
 - Done a chore at home without being asked
 - Said helpful things to themselves when faced with a challenge
 - Picked up rubbish at school. These are all examples of the character strength kindness.



3. Learning/ Discussion	<ul style="list-style-type: none"> • As a class discuss what kindness is. Who can you be kind to? • Display 'Kindness' CS poster. Remind students that it is also important to be kind to themselves. In pairs students discuss what this means and how they might be kind to themselves. e.g. taking time out to read a book, draw a picture, listen to some music, go for a swim, get enough sleep, eat well. • Ask for volunteers to share some of their responses with the rest of the class
4. Group Activity	<ul style="list-style-type: none"> • Share the book 'Shelter' by Celine Claire or You Tube: https://www.youtube.com/watch?v=0yZzaCgfSY. Discuss how this act of kindness came back to the family in the story. • Class investigates 'The Ripple Effect'. Just like stones thrown into a pond ripple the water, simple actions create ripples in the lives of all the people you touch and sometimes people you have never even met. There are hundreds of ways we can positively affect others, when we practise random acts of kindness. • Pose the question, "What is a Ripple Effect"? Allow the students to give their ideas and comments. • Place a bucket or pool in an area where all of the students can witness the results of a pebble thrown in. Talk about the simple act and the effects of tossing an object into the water: it starts with one small stone and the ripples continue to flow out. Pose the question: How is this like kindness?
5. Reflection	<ul style="list-style-type: none"> • Students close their eyes and picture themselves being kind to themselves and others. e.g. helping a teacher carry their bag, spending time with or calling grandparents, using helpful self talk, forgiving themselves for making a mistake, using growth mindset approaches to tasks. • During the week journal your acts of kindness and how they made you and others feel. • You might like to revisit the Kindness Visualisation strategy used last year in the Resources part of the Digital Manual.



Resources	<ul style="list-style-type: none"> • Shelter by Celine Claire or You Tube: https://www.youtube.com/watch?v=_0yZzaCgfSY
Extension Activities	<ul style="list-style-type: none"> • Google 'kindness to self quotes'. Look at images. Students choose one affirmation to illustrate and display e.g. 30 Inspiring Kindness Quotes That Will Enlighten You: https://www.ftd.com/blog/celebrate/kindness-quotes • Spreading the Love - Have each student write his or her name at the top of a blank piece of paper. Then, tape each student's piece of paper to their back. Have students walk around the room and write one kind thing about each person on their piece of paper. They may like to include strengths they have spotted. At the end, have students partner up and read each other's papers out loud to each other. They will love hearing all of the nice things others have said about them! • Share the book: 'Good People Everywhere' by Lynea Gillen or use a You Tube: https://www.youtube.com/watch?v=QJtSi6TBu7Q. Students write how the community helps us.
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

- **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 students sit in a circle. Ask students to pass a salute around the circle.
- Mix-up activity: Have students change places with someone if they:
 - Like to explain difficult concepts to peers
 - Can lead a group activity
 - Can relate to younger and older peers alike
 - Motivate others. These are all examples of the character strength leadership.



3. Learning/ Discussion	<ul style="list-style-type: none"> • Display the leadership poster. Highlight the three things that leaders do on the CS card i.e. encourage, support and provide direction. • Class adds on sticky notes other key traits of a leader, including character strengths – students may be provided with the Stage 3 charts for this. e.g. treat people fairly (fairness), show care and compassion (kindness) and work well with others (teamwork). • Choose an admired famous leader which students can relate to e.g. Mother Teresa, Barack Obama or other contemporary figure. What strengths do they demonstrate?
4. Group Activity	<ul style="list-style-type: none"> • Participate in the challenge: ‘Lead the Blindfolded’. This game requires a large indoor or outdoor area. Divide the students into two groups and give them enough blindfolds for everyone except two members to put on. The teams are placed at opposite sides of the space. The two children who are not blindfolded are required to lead their team to the other side of the designated space, so that their team does not touch any of the other team, using clear commands. The winner is the team that sees its members successfully cross the finish line first. • Class discusses which leadership qualities were demonstrated by their leader.
5. Reflection	<ul style="list-style-type: none"> • Students journal about their own leadership skills – the qualities they possess and those they would like to develop.
Resources	<ul style="list-style-type: none"> • Stage 3 Charts and leadership poster • Sticky/Post-It notes • Blindfolds



Extension Activities	<ul style="list-style-type: none">• Identify people in your life who are good leaders and the qualities they possess. Do you have any of these strengths? Is there one you could develop?• Share the book: 'Penguin's Hidden Talent' by Alex Latimer or watch the YouTube: https://www.atlantafalcons.com/video/read-with-a-falcon-joe-hawley-7821030. This text highlights the strength leadership and diversity.
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 nod around the circle.
- Mix-up activity: Ask students to change places with someone if they:
 - Take time making decisions
 - Think of ways to solve problems
 - Take time to think things through
 - Consider a wide range of solutions to problems. These are all examples of the character strength prudence.



3. Group Activity 1	<ul style="list-style-type: none"> • Teacher shares a scenario when they had to make a list of pros or cons to effectively make a decision e.g. whether to move houses, change schools, plan a long trip. • Share a list that may have been used that shows how the final choice involved thinking about all the facts and not always doing what's easiest, but what is wisest. e.g. Changing Schools, Pros - promotion, new experiences, meeting new colleagues. Cons – travel time increased, needing to learn a new school routine, no known friends • Students develop a pros and cons list for a particular situation.e.g. whether or not to take a friend on a family holiday. Pros – would have company, cons – hard to choose which friend to take. From their list make a prudent choice. Remind students of the need to take adequate time to consider all options.
4. Group Activity 2	<ul style="list-style-type: none"> • Divide students into groups of three. Explain the following scenario: Your parent has given you permission to visit the local beach, pool or river by yourself. In your group, create a list of things you will need to consider to have a happy and safe day. When making your decisions, students are encouraged to use 'cautious wisdom'. Students should consider consequences carefully. Suggestions might include – not swimming alone, sun safety etc • Come back together as a group and share ideas. Reinforce the need to use prudence when making good decisions. Display the prudence CS poster.
5. Reflection	<ul style="list-style-type: none"> • Students journal a time where they or a friend were impulsive when making a decision and didn't take time to consider the consequences. Write what happened and what you could have done to achieve a better outcome e.g. take time to consider all options. What did you learn from this experience?
Resources	<ul style="list-style-type: none"> • Prudence poster.



Extension Activities	<ul style="list-style-type: none">• Share the text 'Parachute' by Danny Parker or use You Tube - https://www.youtube.com/watch?v=Ekv70e9Mcnk. What other strengths does the text demonstrate (bravery, self-regulation, kindness to self)?• Play some reflective/ meditation music. Teacher talks students through factors to consider when making prudent decisions. For example: time, serenity, privacy, sleep, food, and mentors.• Group students. Ask them to make up two versions of a scenario; one where prudence was used and one where it was not. e.g. cutting vegetables for dinner unsupervised. Highlight how prudence ('cautious wisdom') must be used when making decisions.
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 high five around the circle.
- Mix-up activity: Ask the students to change places with someone if they:
 - See the positives in people
 - Use helpful self-talk
 - Bounce back from making mistakes.
 - Expect the best for the future. These are all examples of the character strength hope.



3. Learning/ Discussion	<ul style="list-style-type: none"> • Ask students what they think hope means? Use the CS hope poster to clarify. Explain that one way to increase hope is to have helpful self-talk • Read some of 'Mind Your Mind: How to Master Your Thoughts and Feelings and Be Happy.' by Julie Johansen and Leigh Hay. This is an excellent book divided into two sections – one for adults and the other for children aged 7-12 years. It refers to unhelpful self-talk as the 'Head Hassler' and helpful self-talk as the 'Mind Master'.
4. Group Activity	<ul style="list-style-type: none"> • Explain to students that: One thing that can stop you from achieving your goals is 'self talk'. If you only have unhelpful thoughts you are less likely to succeed. Sometimes you are not aware of your automatic thoughts (self talk) but will notice a change in your mood. You may think that the way you feel is because of something that has happened. However, your feelings are formed by how you think about an event, not the event itself. You can think more optimistically, and be more hopeful if your thoughts are helpful and realistic." • Show and discuss "Are Your Thoughts Helpful?" in Appendix D. Students could also be given this list to take home and discuss with their family. Ask students to choose two of the thought bubble statements in Appendix D that they could use to challenge their thoughts. Students then write these statements in their own thought bubble to take home.
5. Reflection	<ul style="list-style-type: none"> • Ask for volunteers to share their thought bubbles.
Resources	<ul style="list-style-type: none"> • Character strength Hope poster • 'Mind your Mind: How to Master Your Thoughts and Feelings and Be Happy.' by Julie Johansen and Leigh Hay. • Are Your Thoughts Helpful worksheets in Appendix D



Extension Activities	<ul style="list-style-type: none">• Set up a Bucket Fillers system in the class. Ideas can be found here: https://bucketfillers101.com/• Listen to: Aloe Blacc X David Correy - The World Is Ours – https://www.youtube.com/watch?v=240THRFkCd4. Students respond creatively e.g. in picture or movement.• Refer to last years hope lesson for many more extension activities.
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 funny movement of their choice around the circle e.g. dab, jazz hands, finger click • Mix-up Activity: Change places with someone in the circle if in the last week you have: <ul style="list-style-type: none"> - Owned up to a mistake – this shows authenticity/honesty - Given some good advice - this shows perspective/wisdom (often young people don't have this strength) - Helped someone without being asked -this shows kindness - Encouraged someone - this is one of the traits of leadership - Thought about the pros and cons before making a decision- this shows prudence/caution - Told yourself 'You can do it' when faced with a challenge - this shows hope
3. Learning/ Discussion	<ul style="list-style-type: none"> • Place the 6 Stage 3 strength posters in the circle, with your partner discuss the 2 strengths that are the trickiest for you to understand or that you use the least. Take turns. • Ask for volunteers responses. Help students clarify definitions of tricky strengths. Refer to the Summary of Stage 3 Strengths in Appendix D.



4. Individual Activity	<ul style="list-style-type: none"> • Hand out the Stage 3 Charts. • Students choose a strength they would like to develop. It may be one of the Stage 3 strengths or any of the 24 strengths. It could be a top Signature Strength that they would like to use in a new way or a lesser strength. • Students complete the Growing a Strength Handout in Appendix D. Refer to Developing Character Strengths and SMART Goal information in Appendix D.
5. Reflection	<ul style="list-style-type: none"> • Ask for volunteers to share with the class their SMART goal.
Resources	<ul style="list-style-type: none"> • Character strength posters • Stage 3 Charts • Growing a Strength Handout in Appendix D • Developing Character Strengths in Appendix D • SMART Goals in Appendix D
Extension Activities	<ul style="list-style-type: none"> • Divide the class in half and watch half each of the You Tube - 24 Character Strengths Explained: https://www.youtube.com/watch?v=OmIKBjkwEQU. That is, one group watches the first 4 minutes and the other watches the last 4 minutes. Volunteers then share what they learnt. Ask students to focus on the strengths they find most tricky. • This is the reflection exercise from last year but could be repeated. Students could consider if any of their strengths have changed. Generally our top strengths are stable but may change if we have specifically been working on one or our life circumstances have dramatically altered. For instance you may have developed your leadership if you have had a leadership role in the school or developed your kindness if you have welcomed a new baby into your family. Provide each child with the shield in Appendix D from the previous Stage 3 lessons. 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.



Teacher Reflection



APPENDIX D: Stage 3

RECOMMENDED TEXTS FOR LESSONS

OPTIONAL

Perspective

- *The Sandwich Swap* by Queen Rania Al Abdullah

Authenticity

- *A Bad Case of Stripes* by David Shannon

Kindness

- *Good People Everywhere* by Lynea Gillen

Leadership

- *Penguin's Hidden Talent* by Alex Latimer.

Prudence

- *Parachute* by Danny Parker

REQUIRED

Kindness

- *Shelter* by Celine Claire

Hope

- *Mind Your Mind: How to Master Your Thoughts and Feelings and Be Happy* by Julie Johansen and Leigh Hay.



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.



Are your thoughts helpful?



We all have unhelpful thoughts sometimes. These are called Automatic Negative Thoughts - ANTS. But if we can learn to CATCH these thoughts, then CHALLENGE and CHANGE them, we can feel better.

When you are FEELING sad, angry or frustrated, STOP and notice what you are SAYING to yourself (your ANTS):

- Are you catastrophising - exaggerating the truth?
- Are you focusing on the negative - ignoring your strengths?
- Where is the evidence for your thoughts – look for clues like a detective?
- Are these thoughts helpful- helping you do what you'd like, or stopping you?
- Have you felt like this before? What helped?
- What is the worst thing that could happen? How likely is that?
- How else could you look at it – what would a friend say?
- What is a more helpful thought?



What are you
saying to yourself?
(your ANTS)

Are your thoughts
helpful?

Where is the evidence
for your thoughts?



These thought bubbles can be displayed in the classroom for students to refer to regularly when they notice changes in their feelings or behavior.

Are you catastrophising
- exaggerating the truth?

Are you focusing on the
negative - ignoring your
strengths?

Have you felt like this
before? What helped?



These thought bubbles can be displayed in the classroom for students to refer to regularly when they notice changes in their feelings or behavior.

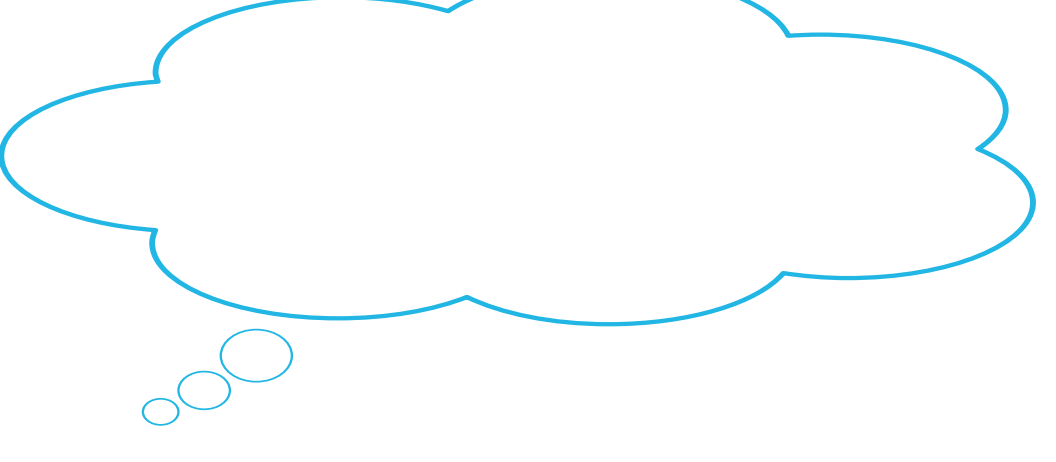
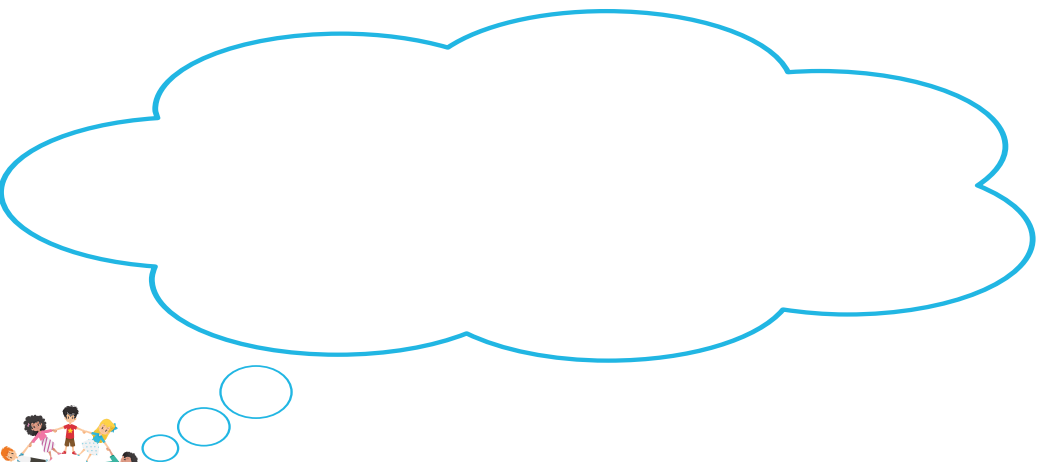
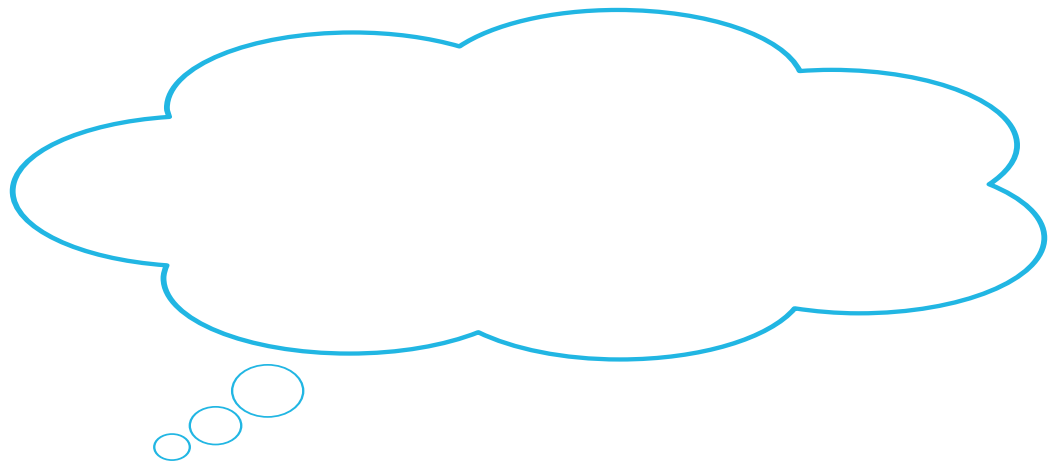
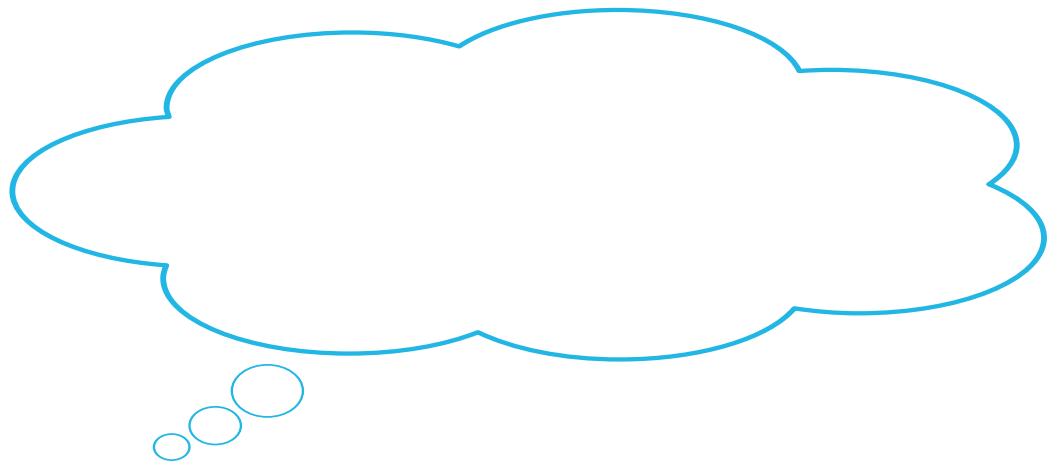
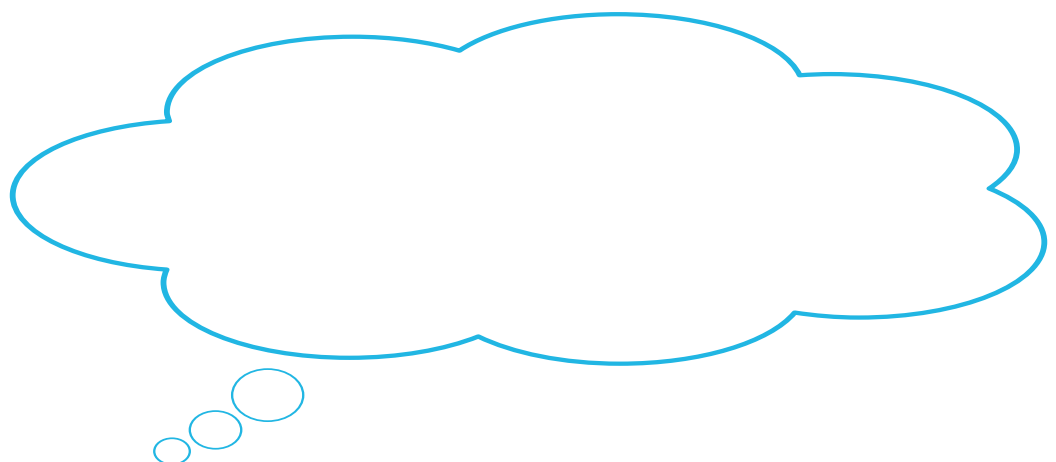
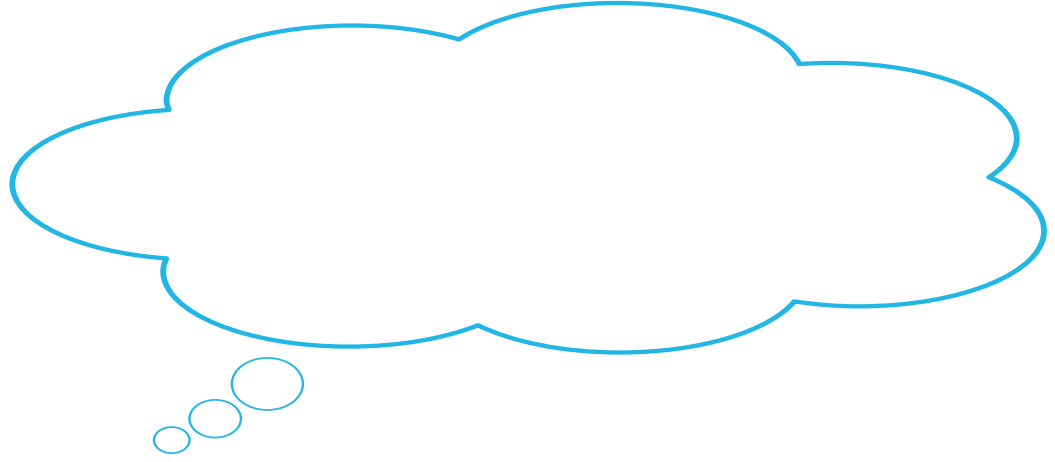
How else could you look at it? What would a friend say?

What is the worst thing that could happen?
How likely is that?

What is a more helpful thought?



These thought bubbles can be displayed in the classroom for students to refer to regularly when they notice changes in their feelings or behavior.



The thought bubbles are to photocopy, so as each student can have one to write two of the questions above, that resonate with them.

GROWING A SIGNATURE STRENGTH

Strength: _____

Choose a signature strength that you would like to grow/have more of in your life. It might be the Signature Strength you practised using last week. Or it might be a different strength.

How do I benefit from having this strength in my life? How does it help me? How does it impact my mood?

How do others benefit from me having this strength?

What happens if I overuse this strength (use too much of it)?



What happens if I underuse this strength (don't use enough of it)?

What can I do to develop this strength more (nurture it)? Are there new ways I can use this strength?

What is a SMART goal I can make, to have more of this strength in my daily life over the next 2 weeks?

Specific Measurable Attractive Realistic Timely



DEVELOPING CHARACTER STRENGTHS

CHARACTER STRENGTH	HOW TO DEVELOP THIS STRENGTH
<p>SELF-REGULATION Manage your own emotions and behaviour. Happily follow instructions and rules.</p>	<p>Think about a catastrophe thermometer. The worst thing that could ever happen is a 10 - the world exploding, death - a catastrophe, then you rank what would be a</p> <p>9 - maybe your house burning down 8 - perhaps your dog running away 7 - maybe breaking your leg 6 -measles 5 - bike stolen 4 -fight with a friend 3 -a flat tyre 2 - a paper cut 1 - a blunt pencil</p> <p>When something happens that you think is absolutely awful - 'worst day ever', check in with your thermometer and think is it really a catastrophe? Or more like a two or three – Perhaps annoying and irritating, but not going to ruin your whole day, something that you can put up with. Can you take a few deep breaths, relax your shoulders and let it go?</p>
<p>HOPE Belief that good things are more likely to happen than bad.</p>	<p>Focus on your strengths. When you are feeling down, stop and listen to your thoughts- Are you catastrophising? Are your thoughts realistic? What would be a more helpful way to think?</p>



<p>PERSISTENCE Finish what you start, don't give up.</p>	<p>Try different strategies; Ask for help; Make mistakes - This is one of the best ways your brain learns and grows.</p>
<p>FORGIVENESS This does not mean agreeing with what someone has done. It does not mean forgetting what they did, and it does not mean making up with the person and becoming friends. It is a strength we use to protect ourselves from feeling hatred towards others. It gives us a sense of peace instead of wanting revenge.</p>	<p>Try being kind and compassionate instead of mean and angry. Sometimes if we put ourselves in the other person's shoes it can allow us to understand why they acted a certain way. Think about how holding a grudge makes you feel. Think about a time when you have been forgiven.</p>
<p>SOCIAL INTELLIGENCE Understanding your own feelings and that of others. It involves knowing how to behave appropriately in different social settings. People with this strength are thoughtful in social settings, ensuring that others are comfortable and included in the activity or conversation.</p>	<p>Be a good listener - Ask questions and really listen to the answer without referring to yourself; Smile and look at the person, focus on them, not your phone or TV; Empathise for example, 'That sounds difficult, it must have been frustrating.' Take turns in talking and playing games. Include someone that might seem left out - Ask for his or her input/opinion.</p>





<p>OPEN-MINDEDNESS</p> <p>Think things through considering all the evidence.</p>	Brainstorm different ways of doing things.
<p>HUMILITY</p> <p>Does not enjoy being in the spotlight. Lets their success talk for itself.</p>	Try not to be the centre of attention. Admit when you are wrong and apologise. Remember that we all make mistakes.
<p>FAIRNESS</p> <p>Treats others equally, and as their needs demand.</p>	Think about how you would like to be treated and treat others accordingly.
<p>ENERGY</p> <p>Has a lot of enthusiasm for life.</p>	Exercise increases your energy levels. Do more exercise, especially any outdoor activity that you enjoy.
<p>TEAMWORK</p> <p>Works well with others.</p>	Instead of being competitive, try to work with others and cooperate. Ask how you can help as well as making suggestions.
<p>CREATIVITY</p> <p>Comes up with original ideas.</p>	Think of a new way of doing something. For example, walk a different route on your way to school. Think of something funny before doing something that requires creativity - positive emotions increase our creativity.
<p>CURIOSITY</p> <p>Interested in learning new things.</p>	Ask questions; Think of at least two solutions to a problem.
<p>LOVE OF LEARNING</p> <p>Likes learning new things.</p>	Learn a new fact about any topic that is of interest to you.
<p>PERSPECTIVE/WISDOM</p> <p>Knows what is important and can offer good insights.</p>	Learn from your mistakes and do things differently in the future. Look at the big picture rather than focus on micro-matters. Challenge unhelpful thoughts, see p 32.

<p>BRAVERY Shows courage and stands up for what is right.</p>	<p>Ask a question in class; Ask if you can play with someone new; Stand up for someone who may be having a hard time.</p>
<p>AUTHENTICITY Honest, and true to his or her true self.</p>	<p>Be reliable and honest. For example, if you agree to meet up with a friend, stay true to your word.</p>
<p>KINDNESS Offers care and compassion to themselves and others.</p>	<p>Compliment someone; Hug someone; Bake a cake for someone; Put a nice note in someone's lunchbox; Treat yourself to something you enjoy.</p>
<p>APPRECIATION OF BEAUTY AND EXCELLENCE Notices and values the beauty in nature and life.</p>	<p>Walk through a park and admire the nature around you.</p>
<p>HUMOUR Enjoys laughing and making others laugh.</p>	<p>Don't take life too seriously all the time. Enjoy playful games with others.</p>
<p>SPIRITUALITY Has faith in something that provides reassurance.</p>	<p>Set time aside to 'just be' – Pray; Meditate; Be amongst nature.</p>



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?



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 practice (Madden, Green & Grant, 2011).



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