

Stage 1 - original lessons



Curiosity



Energy



Kindness



Fairness



Forgiveness



Humour

S1 contents



Australian & NSW PDHPE Outcomes	03
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Stage One

NSW PDHPE OUTCOMES

Health Wellbeing and Relationships

PD1-1 Describes the qualities and characteristics that make them similar and different to others

- Describe their own and others' strengths and achievements and identify how these contribute to personal identity, for example: (ACPPS015)
 - Recognise characteristics that make them both similar and different to others
 - Describe their unique qualities and strengths and how these can develop resilience S
 - Access stories where characters demonstrate strength and how these help the character achieve positive outcomes (ACPPS001) S
 - Describe how others' strengths contribute to successful outcomes

PD1-10 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

- Describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong, for example: (ACPPS019)
 - Demonstrate cooperation and observe rules in group activities, e.g. taking turns, communicate and respond to others appropriately, express appreciation to others I
 - Recognise how people feel when they are included and excluded from groups and activities I
 - Demonstrate an understanding of what it means to be inclusive and respectful to others, e.g. peers, people with disability S

Healthy, Safe and Active Lifestyles

PD1-9 Demonstrates self-management skills in taking responsibility for their own actions

PD1-10 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong



NSW PDHPE OUTCOMES CONTINUED

- Practise strategies they can use to support their own and others' health, safety and wellbeing, for example:(ACMP030) their classmates about the representational choices they made in their artwork.
 - Develop respectful relationships with peers and other people through interaction and cooperation in organised group activities M
- Explore actions and opportunities to promote and celebrate healthy, safe and active living, for example:
 - Describe how being fair, respectful and inclusive during activities contributes to their own and others' health, safety and wellbeing I
 - Explain how rest, mindfulness and sleep are important actions for their own health and wellbeing S

NSW ENGLISH

EN1-12E Identifies and discusses aspects of their own and others' learning

EN1-10C Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

AUSTRALIAN OUTCOMES

THE ARTS

Visual Art

ACAVAM108 Create and display artworks to communicate ideas to an audience

- Sharing ideas with their classmates about the representational choices they made in their artwork.

Drama

ACADRM029 Present drama that communicates ideas, including stories from their community, to an audience

- Rehearsing and performing sequences of ideas to communicate stories through drama



Years 1 and 2 (Stage One) Strands and Sub-strands

HEALTH AND PHYSICAL EDUCATION

Personal Social and Community Health

Being healthy, safe and active

ACPPS015 Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities

- Accessing stories where characters demonstrate strengths, sharing how these strengths helped the character be successful and recognising which of these strengths they possess

Communicating and Interacting for health and wellbeing

ACPPS020 Identify and practise emotional responses that account for own and others' feelings

- Recognising own emotions and demonstrating positive ways to react in different situations
- Understanding how a person's reaction to a situation can affect others' feelings
- Predicting how a person or character might be feeling based on the words they use, their facial expressions and body language

Contributing to healthy and active communities

ACPPS022 Explore actions that help make the classroom a healthy, safe and active place

- Exploring sustainable practices that students can implement in the classroom to improve health and wellbeing of the class
- Explaining and demonstrating how being fair and respectful contributes to class health and wellbeing



STAGE 1

AN 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 or her 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	<ul style="list-style-type: none">• The guidelines should be repeated at the start of every lesson. There are three key rules to ensure every child feels safe and included. They are:<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's okay. 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. In silence, ask the students to pass a smile around the circle.• Review the concept of character strengths (cs). Remind the class that when you are talking about CSs you are not talking about characters in a story but about the good things within us. These are different for everyone. As a class, quickly revise the strengths learnt about in kindergarten using posters/charts as visual examples: creativity, bravery, love, fairness, self-regulation and gratitude.• Introduce the six character strengths that the students will be learning about: Curiosity, energy, kindness, fairness (again, as it is a hard one for young people), forgiveness and humour – refer to Appendix B p. 30• Mix-up activity: Ask the students to change places with someone if they:<ul style="list-style-type: none">- Like to learn new things, this is an example of the strength curiosity- Get excited about things, this is an example of the strength energy- Pick something up when someone drops it, this is an example of the strength kindness- Wait their turn in games, this is an example of the strength fairness- Give their friends a second chance when they apologise for doing something wrong, this is an example of the strength forgiveness- Like to make people laugh, this is an example of the strength humour.

3. Learning/ Discussion	<ul style="list-style-type: none"> • Working with the person next to them, give each pair a Stage 1 strength card (if available, these were phased out in 2019). Alternatively place the 6 stage 1 strength posters in the circle facing the students. Allocate 4-6 students to each poster. Ask them to come up with two examples of how their strength card or poster might be used. • Discuss volunteers' answers together as a class.
4. Group Activity	<ul style="list-style-type: none"> • As a class, discuss how strengths are like muscles. If they use them, they get stronger. For example, if they practice running their muscles in their legs get stronger and they get better at running. If they practice being kind, they get better at it and become kinder. • Put the CS cards in the centre of the circle and have each student take one and try to find one partner with the matching strength. • Ask the students to return the cards to the centre of the circle and sit down with their new partner. Together with their partner, ask the students to guess what they think one of their partner's top strengths is and why. For example, I think you are kind because you share the pencils with me. If not using the stage 1 cards direct students to work with the person next to them, whom they did not work with previously.
5. Reflection	<ul style="list-style-type: none"> • Together as a class, discuss whether their partner was right. Did they think that it was one of their top strengths? If not, what do they think is one of their strengths? • As a homework task, ask the students to get a family member to spot them using that strength and report back to the class.
Resources	<ul style="list-style-type: none"> • Stage 1 Character Strength cards or 24 Strength posters • Appendix B: Summary of Stage One Character Strengths p.30
Extension Activity	<ul style="list-style-type: none"> • Read <i>Oh the Places You'll Go</i> by Dr Seuss and discuss some of the character strengths represented.



Teacher Reflection	
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STAGE 1

CURIOSITY



- The strength curiosity refers to a desire to learn new things. It involves asking lots of questions.
- Curiosity is related to a love of learning and life satisfaction (Fox Eades 2010).
- According to Fox Eades (2010), 'creating a safe and structured environment is one way teachers can facilitate the development of curiosity'. This alleviates stress students may have around trying something new. Circle activities provide such an environment.

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 the students sit in a circle and pass a wink around the circle. • Mix-up activity: Ask the students to change places with someone if they like: <ul style="list-style-type: none"> - Going to the library - Going to museums - Going to zoos - To learn new things, and/or - To ask a lot of questions. These are all examples of the CS curiosity.
3. Learning/ Discussion	<ul style="list-style-type: none"> • Working with the person next to them, ask each other what they are curious about (interested in)? What are some facts that they can share with their partner about that interest? What do they do to learn about that interest? Swap roles.
4. Group Activity	<ul style="list-style-type: none"> • Pass around some toilet paper and ask the students to take one, two or three squares, whatever they think they need. • Divide the class into small groups. Within their small groups, challenge the students to tell one fact about themselves for each piece of paper they have.



5. Reflection	<ul style="list-style-type: none"> • Ask the students about some of the benefits of curiosity? • Challenge students to try and spot examples of curiosity in others over the next week. Curiosity Leaves could be given out, refer to p.33.
Resources	<ul style="list-style-type: none"> • Toilet paper
Extension Activities	<ul style="list-style-type: none"> • Show a small clip from the kid's show <i>Curious George</i> and talk about examples of how George the monkey is curious. • Place some random classroom items in the middle of the circle. Working in small groups, ask the students to come up with three different uses for at least two of the items. • Ask a parent/carer what they are curious about and how they learn more about that interest. • Teach the students about chameleons - an animal that changes colour depending on its surroundings. Discuss why do they think it does this? How does it do this? How could they learn more about it? • Create a class poster on ways to foster curiosity in their school. • Challenge students to try a new food. • Read <i>Imagine</i> by Alison Lester.
Teacher Reflection	



STAGE 1

ENERGY



- The strength energy refers to having enthusiasm for life and committing 100% effort to everything.
- According to the VIA Character website, 'this strength has the strongest ties to overall life satisfaction and a life of engagement.'
- Energy can often be over or underused. It is important that it is used with the right intensity for the situation. This can be challenging for children, given that their brain and ability to self-regulate is still forming.
- As teachers, energy can be harnessed by incorporating physical activity and creative arts into lessons.
- Students can learn to manage their energy by exercising and learning relaxation exercises, such as Belly Breathing and mindfulness.

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: Organise the students into a circle and have them pass a high five around the circle.
- Mix-up activity: Introduce the character strength of energy to the class. Ask the students to change places with someone if they:
 - Rode to school
 - Walked to school
 - Exercise every day
 - Play a sport. These are all examples of the strength energy.
- Explain to the class how exercising is a way of using up their energy, and conversely relaxation exercises can reduce their energy levels if they are too high.



3. Learning/ Discussion	<ul style="list-style-type: none"> • Working with the person next to them, ask the students to discuss what they do when they have a lot of energy? When is energy/enthusiasm helpful? When is energy/enthusiasm not helpful? • Discuss the students' responses with the class. • Explain to the class about the shadow side of energy – This is when it is overused or used in the wrong situation. For example, jumping around in class when everyone is trying to write. Ask the students for ideas on how to manage the shadow side of energy.
4. Group Activity	<ul style="list-style-type: none"> • As a fun energizing activity, play musical statues to some music, such as <i>Happy</i> by Pharrel Williams and <i>I Feel Good</i> by James Brown.
5. Reflection	<ul style="list-style-type: none"> • As a class, guide the students through a Belly Breathing exercise. Explain that this can be helpful if they have too much energy or just want to relax. Students may recall this activity from Early Stage One. • This exercise can be taught with students placing either their hands or a soft toy or small pillow on their belly. • Read the following slowly: <ul style="list-style-type: none"> <i>“When we are worried we take little breaths in our chest (demonstrate). To help us relax we can learn to take deep breaths from our belly (demonstrate taking a slow deep breath in through your nose as your tummy expands and out through your mouth, as your tummy contracts). See as I breathe in my tummy blows up like a balloon and as I breathe out my tummy goes down like a balloon deflating. You can do this sitting, lying or standing, today we are going to practice it lying. Lie down with your hands on your belly so as when you breathe you can feel your tummy rise and fall like a balloon. Close your eyes (if comfortable) so as it is easier to focus. Take a slow breath in through your nose. Feel your belly expand like a balloon blowing up. Breathe slowly out through your mouth and feel your belly go back down, like the balloon deflating. Again breathe slowly in through your nose and slowly out through your mouth. Keep going and feel your belly fill up as you breathe in and go back down as you breathe out. We are going to breathe in to the count of three, and out to the count of three. So breathe in through your nose, two, three and slowly out through your mouth, two, three. Relax your shoulders. Again in as your belly blows up, two, three and out as your belly falls, two, three. In through your nose, two, three, and out through your mouth, two, three.” Repeat 5 more times, then have a quick break</i>



Reflection cont...	<p>– <i>students can have a stretch or roll up in a ball. Commence belly breathing again, breathing in and out to the count of three, ten times. To get the relaxation benefits of this technique it should be conducted for a minimum of two minutes, that is, two sets of ten in and out breaths to the count of three.</i></p> <ul style="list-style-type: none"> • Remind students that they can practice belly breathing anywhere– in bed, watching TV, or standing in line at school. The more they practice it the better they will be able to use it when they are upset or worried.
Resources	<ul style="list-style-type: none"> • <i>I Feel Good</i> by James Brown or <i>Happy</i> by Pharrell Williams • Soft toys or small pillows for each student (optional)
Extension Activities	<ul style="list-style-type: none"> • Statue/rag doll technique releases muscle tension: Ask students to tense up all their muscles and pretend they are a statue. Hold for ten seconds. Then, ask students to relax all their muscles and pretend they are a floppy rag doll and relax for ten seconds. • Build in five-minute energisers into the class day when energy seems low, or belly breathing if energy levels are too high. • Have a chill out beanbag/rug/pillow for students to go to when feeling overwhelmed by their emotions. • Have visual cues in the room showing ways students can manage their emotions. For example, a volcano to identify their feeling, in Early Stage 1 p. 31; a pictures of someone blowing out their frustration; walking away; visualising a calm face; meditating; a rag doll/statue; helpful self talk – for example ‘Let it go.’ Refer to p.35-38 in Stage 3 new lessons, and consider purchasing Calm Corner Cards in www.growingstrongminds.com/shop.
Teacher Reflection	



STAGE 1

KINDNESS



- The strength kindness refers to enjoying helping others. Kindness also requires thoughtfulness towards oneself, for instance saying helpful things to yourself (refer to Stage 3 p.157) and looking after yourself (for example, getting enough sleep, drinking plenty of water, having time to relax and do things you enjoy).
- Kindness can be demanding, as it involves doing the right thing, for instance providing students with boundaries, over an easier option.
- Performing acts of kindness can release the hormone oxytocin, which makes us feel good and decreases stress. Acts of kindness can also activate endorphins 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).
- 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

- Introduce the character strength of kindness using a visual cue.
- Icebreaker activity: Have the students sit in a circle and pass a smile around the circle.
- Mix-up activity: Ask students to change places with someone if they, in the last week, 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	<ul style="list-style-type: none"> • With the person next to them, ask the students to come up with: <ul style="list-style-type: none"> - Two ways to be kind to others? For example, sharing, giving compliments, or helping. - Two ways to be kind to themselves? For example, saying kind things to themselves, such as “Keep trying, good effort. I don’t know it yet, but with practice I will improve.” “My character strengths are...”; meditating; doing something fun; having a bath. • As a class, discuss some of the students’ responses.
4. Group Activity	<ul style="list-style-type: none"> • Watch the five minute YouTube clip <i>Pay It Forward</i> https://www.youtube.com/watch?v=X3ld9_p2bS0&t=31s or do Bucket Filling below.
5. Reflection	<ul style="list-style-type: none"> • Discuss the YouTube clip. How did it make you feel? What would a world like this be like?
Resources	<ul style="list-style-type: none"> • Computer for YouTube clip
Extension Activities	<ul style="list-style-type: none"> • Read <i>Have You Filled a Bucket Today?</i> by Carol McCloud. Bucket Filling: Explain to the students how they all have feelings, which they can pretend are like a bucket inside of them. <p><i>“When someone does or says something kind it fills up our bucket. When someone does or says something mean it dips into our bucket. We can put a pretend lid on our bucket so as mean things cannot dip into it, and not hurt us so much. When you dip into someone’s bucket it dips your own bucket as it makes you feel bad too. When you fill someone’s bucket it also fills your own bucket, as it makes you feel good too.”</i></p> • Put a bucket into the middle of the circle. Give the students a name of a classmate and ask them to write something to help fill that particular student’s bucket. (Students can help those that need assistance with their writing filling their bucket). Students may want to give an example of a character strength someone has demonstrated. Ask all the students to scrunch up their paper and put it in the bucket. Then, give each student the chance to collect one piece of paper and read out what is written. • Give students the name of a classmate and have them write a note of kindness (two kind things about them) and give it to them.



Extension
Activities cont...


- Make kindness cards to give to friends and family – refer to: <http://ripplekindness.org> for ideas.
 - Have a Kindness wall in the classroom or hall, and encourage students/teachers/parents to put notes when strengths are spotted, or notes of gratitude.
 - Perform a drama activity that focuses on being kind to others. For example, greeting someone kindly, perhaps a new student in the school.
 - Listen to the lyrics of songs about kindness: *Count On Me* by Bruno Mars; *Lean On Me* by Bill Withers.
 - Teach the students a relaxing activity that they can use as a way to be kind to themselves at home. You will need a gentle bell/chime (nothing too startling). These can be found on meditation apps or use a Tibetan Singing Bowl.
- Loving Kindness Meditation: Read the following slowly:

“Lie down and close your eyes (if comfortable). Breathe slowly in and out. In through your nose to the count of three, then out through your mouth to the count of three. Breathe in, two, three, and out, two, three. Again in, two, three, and out, two, three. As you breathe slowly in and out we are going to do a Loving Kindness Meditation. This means we are going to think kind thoughts to relax. I will guide you. Keep breathing slowly in through your nose and slowly out through your mouth. As you do this think about sending yourself kind thoughts. (Pause) Think about what your strengths are – are you curious, full of energy, kind, grateful, fair, loving, brave, creative or do you have other strengths ? (Pause) Now we are going to think about someone else. Think about someone that you care about, it might be a family member, a teacher, a pet, or a character from a book or TV. Someone that makes you feel good inside when you think about them. (Pause) As you breathe slowly in and out think about sending love and kindness to them. Think about capturing all your love and kindness into a rock and giving it to them. In your mind say to them: ‘May you be happy and peaceful, (Pause) and filled with love and kindness.’ (Pause) Now take two more deep breaths in and out. (Pause) When I chime my bell we are going to finish. You are going to wiggle your fingers and toes, stretch your arms up above your head, and slowly open your eyes”



Extension Activities cont...	<ul style="list-style-type: none">• Remind students that another activity to show kindness to themselves is Belly Breathing. Once students have practised this lying down they can try it sitting, refer to the Relaxation Techniques in the Digital Manual.
Teacher Reflection	



STAGE 1		FAIRNESS	
		<ul style="list-style-type: none"> • The strength fairness refers to treating people equitably. • Fairness requires empathy for others. • Students need to understand that fairness involves everyone receiving what they need, not necessarily everyone receiving the same. Role modeling this is important. 	
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"> • Introduce the character strength fairness to the class. • Icebreaker activity: Organise the students into a circle and have them pass a Mexican wave around the circle. • Mix-up activity: Ask the students to change places with someone if they have: <ul style="list-style-type: none"> - Shared with someone in the last week - Waited their turn in a game or in a queue - Played a game by the rules - Been a good listener - Allowed others to join their game. These are all examples of fairness. 	
3. Learning/ Discussion		<ul style="list-style-type: none"> • Read <i>Share and Take Turns</i> by Cheri Meiners • As a class group, discuss what was unfair in the text and how they could make it more equitable. 	
4. Group Activity		<ul style="list-style-type: none"> • As a class, complete a large Y-Chart in the middle of the circle. What does fairness look like, sound like and feel like at school? 	



5. Reflection	<ul style="list-style-type: none"> • Discuss how sometimes fairness is not necessarily giving the same to everyone, but rather meeting different people's needs. For example, an elephant would need more food than an ant; a student struggling with a task would need more help from the teacher than others.
Resources	<ul style="list-style-type: none"> • <i>Share and Take Turns</i> by Cheri Meiners • Cardboard for large Y-Chart
Extension Activities	<ul style="list-style-type: none"> • As a class group, have the students imagine a playground where everyone is always fair and kind. Challenge the students to explain in detail what this would look and feel like. • In small groups, give students a scenario and ask them to act out for the class what behaving unfairly and fairly looks like. • Divide a page in half with fair on one side and unfair on the other. Ask students to draw what each looks like.
Teacher Reflection	



STAGE 1

FORGIVENESS



- The strength forgiveness refers to giving people a second chance and not holding a grudge.
- Forgiveness means:
 - Letting go of anger and sadness when someone has made a mistake
 - When ready to, saying ‘that’s okay’ when someone apologises, and not remaining upset
 - Understanding that we all make mistakes and being able to move on.
- It is necessary to honour the hurt/grief caused by an action before you can then forgive yourself or others. Forgiveness does not mean forgetting or accepting someone’s behaviour. You don’t have to agree with what has happened to forgive.
- Forgiveness increases self-esteem and builds relationships.
- Empathy assists people to forgive. It is important that children witness others role modeling forgiveness.

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 forgiveness using a visual resource.
- Icebreaker activity: Organise the students into a circle. Demonstrate a game where by they say their name and perform an action. Complete this game using a build-on format, repeating the actions before adding their own.
- Mix-up activity: Ask students to change places with someone if they have ever:
 - Made a mistake
 - Felt bad for something they did
 - Said sorry when they did the wrong thing
 - Given someone a second chance after they have wronged them
 - Accepted an apology and moved on. These are all related to the strength forgiveness. Someone who has the strength forgiveness gives people a second chance when they make mistakes.



3. Learning/ Discussion	<ul style="list-style-type: none"> • Working with the person next to them, ask students to describe an example of when they have forgiven someone. • Share some of the students' responses with the class (if comfortable).
4. Group Activity	<ul style="list-style-type: none"> • In groups, students role play forgiveness in the following scenarios: <ul style="list-style-type: none"> - Your sister accidentally breaks your Lego building - Your friend takes your toy without asking - Another student pushes ahead in the line
5. Reflection	<ul style="list-style-type: none"> • Listen to <i>Let it Go</i> Idina Menzel (from Frozen)
Extension Activities	<ul style="list-style-type: none"> • You Tube <i>Singa and the Kindness Cubbies (Ep 4) Forgiveness</i>. • Write a forgiveness letter (to give or keep). Explain how just writing a letter can make them feel better. • 'Wishing Others Well' (WOW): Ask students to visualise themselves giving a present to someone, or saying something kind to them (Fox Eades, 2010). Discuss how this made them feel. • As a class, discuss: <ul style="list-style-type: none"> - How students know when they have been forgiven what does it look and feel like? (Not just an apology but moving on, not holding a grudge). - Why we should forgive people? (We all make mistakes; it's not healthy to stay angry; and forgiveness makes you feel good).
Teacher Reflection	



STAGE 1		HUMOUR	
		<ul style="list-style-type: none"> • The strength humour refers to enjoying laughter and trying not to take life too seriously. • Genuine laughter increases the production of oxytocin in the body, the ‘feel good’ hormone. When done with others it makes us feel more connected to them and can help build relationships. • Positive emotions broaden people’s perception (literally increasing their peripheral vision), allowing them to think of more solutions to problems and thus be more creative (Fredrickson & Branigan, 2005). • Humour helps us deal with adversity. 	
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"> • Introduce the character strength humour to the class using a visual resource. • Icebreaker activity: Organise the students in a circle and have them pass a funny face around the circle, a funny sound, and/or a funny greeting. • Mix-up activity: Ask students to change places with someone if they: <ul style="list-style-type: none"> - Like to tell jokes - Like to laugh - Are funny - Like to watch funny TV shows/movies - Like playing funny games. These are all examples of the character strength humour. 	



3. Learning/ Discussion	<ul style="list-style-type: none"> • Working with the person next to them, ask students to tell their partner about something funny that has happened to them. If they can't think of anything, then something funny they have seen in a book or on TV. • Share some of the students' responses with the group.
4. Group Activity	<ul style="list-style-type: none"> • Read <i>Walter the Farting Dog</i> by William Kotzwinkle & Glen Murray. • As a class, discuss how laughing makes them feel? Why is this important? (Highlight that it reduces their stress levels, and helps them get through hard times).
5. Reflection	<ul style="list-style-type: none"> • Lead the students through a visualisation activity: Read this slowly. <i>“Lie down and close your eyes (if comfortable). Recall a happy memory. It might be a holiday, fun with friends, or playing with a pet (Pause). Use all your senses (Pause). Think about what you can see (Pause). What can you hear (Pause). What you can feel (Pause). What you can smell (Pause). Step inside it and relive it (Pause). Store this in your memory box (in your mind) to help you smile when feeling down” (Fox Eades, 2010).</i>
Resources	<ul style="list-style-type: none"> • <i>Walter the Farting Dog</i> by William Kotzwinkle & Glenn Murray
Extension Activities	<ul style="list-style-type: none"> • As a class create a 'Fun Factory' – A box with things to elicit positive emotions. For example jokes, beautiful scenery, funny lines from stories you have read, crazy puppets, wigs, glasses, and kind words about classmates. (It can be particularly useful to pull something out of the box before doing an activity that requires creativity, as positive emotions assist creativity). • Take the time to share personal funny stories (dress up if you like). • Sing silly lyrics to songs, such as <i>Wash Your Face in Orange Juice</i> by Peter Combe. • Pretend to fall asleep in the middle of a sentence and start snoring, repeat. • Read <i>Wacky Wednesday</i> by Dr Seuss. • Play/sing <i>If You're Happy and You Know It</i> with the students choosing their own funny/unusual actions. • You Tube 'Animal voice overs.'



Teacher Reflection





STAGE 1	
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"> • Icebreaker activity: Organise the class into a circle and have students pass a wink/blink around the circle. • Mix-up activity: Ask students to change places with someone if their favourite strength is: <ul style="list-style-type: none"> - Curiosity - Energy - Kindness - Fairness - Forgiveness or - Humour.
3. Learning/ Discussion	<ul style="list-style-type: none"> • Working with the person next to them, ask the students to talk to their partner about which strength best represents them and why. Use the strengths charts as a visual resource for this task or place the strength posters in the circle for reference. As an extension task, students might also like to think of a time when they felt happy/excited, and explain what strengths they were using. • Share some of the volunteers' responses with the class.
4. Group Activity	<ul style="list-style-type: none"> • Ask students to write their favourite strength on the worksheet provided e.g. 'I am curiosity' (Appendix B, p.32). Ask them to draw or write one way that they will use that strength in the next week
5. Reflection	<ul style="list-style-type: none"> • As a class, ask the students to share their ideas on how they are going to use their strength in the next week. Where necessary, modify these ideas to ensure they are realistic and achievable for the students. • As a class, talk about the benefits of using a strength.

Resources	<ul style="list-style-type: none">• Stage One Charts or posters• Circle Worksheet p.32 in Appendix B
Extension Activities	<ul style="list-style-type: none">• Working with the person next to you, have students guess what the top strength is of their partner. Tell them and give an example. For example, I think gratitude is one of your strengths as you always say thank you.• Lay strength cards or posters in the middle of the circle. Ask students to choose a strength they have noticed in someone else and explain how they demonstrated this.• Relaxation activity: Have students practice belly breathing sitting with eyes closed. Once they have mastered this, practice with eyes open to simulate real life situations when it may be required.
Teacher Reflection	



APPENDIX B: Stage 1

RECOMMENDED TEXTS FOR LESSONS

REQUIRED:

Humour

Walter the Farting Dog by William Kotzwinkle & Glen Murray

Fairness

Share and Take Turns by Cheri Meiners

OPTIONAL:

Introduction

Oh the Places You'll Go by Dr Seuss

Kindness

Have You Filled a Bucket Today? by Carol McCloud Forgiveness

Curiosity

Imagine by Alison Lester

Humour

Wacky Wednesday by Dr Seuss



SUMMARY OF STAGE 1 CHARACTER STRENGTHS

Curiosity

- The strength curiosity refers to a desire to learn new things. It involves asking lots of questions.
- Curiosity is related to a love of learning and life satisfaction (Fox Eades 2010).

Energy

- The strength energy refers to having enthusiasm for life and committing 100% effort to everything.
- Energy can often be over or underused. It is important that it is used with the right intensity for the situation. This can be challenging for children, given that their brain and ability to self-regulate is still forming.
- Students can learn to manage their energy by exercising and learning relaxation exercises, such as Belly Breathing and mindfulness.

Kindness

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

Fairness

- The strength fairness refers to treating people equitably.
- Students need to understand that fairness involves everyone receiving what they need, not necessarily everyone receiving the same.



Forgiveness

- The strength forgiveness refers to giving people a second chance and not holding a grudge.
- Forgiveness means:
 - Letting go of anger and sadness when someone has made a mistake
 - When ready to, saying 'that's ok' when someone apologises, and not remaining upset
 - Understanding that we all make mistakes and being able to move on.
- Forgiveness increases self-esteem and builds relationships.

Humour

- The strength humour refers to enjoying laughter and trying not to take life too seriously.
- Genuine laughter increases the production of oxytocin in the body, the 'feel good' hormone.
- Humour helps us deal with adversity



APPENDIX B: Stage 1
Lesson 8: Reflection

Draw or write one way you will use one of these strengths in the next week:

- Creativity • Humour • Love • Self-Regulation • Curiosity • Kindness • Bravery • Fairness • Gratitude • Energy • Forgiveness

I am:



CURIOSITY

TO:

FOR:

CURIOSITY

TO:

FOR:

CURIOSITY

TO:

FOR:

CURIOSITY

TO:

FOR:



ENERGY

TO:

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ENERGY

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HUMOUR

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