

Stage 1 - new lessons



Curiosity



Energy



Kindness



Fairness



Forgiveness



Humour

S1 contents



Australian and 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



NSW PDHPE OUTCOMES CONTINUED

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

- Practise strategies they can use to support their own and others' health, safety and wellbeing, for example:(ACPMP030) 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 on: 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 'two-thumbs up' 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. 31• Mix-up activity: Ask the students to change places with someone if they:<ul style="list-style-type: none">- Like to read books, this is an example of the strength curiosity- Like to move around a lot, this is an example of the strength energy- Like to help others, this is an example of the strength kindness- Let others have a turn at going first in games, this is an example of the strength fairness- Can say 'That's okay' when a friend says 'Sorry', this is an example of the strength forgiveness- Can make others laugh when they are sad, this is an example of the strength humour.



3. Learning/ Discussion	<ul style="list-style-type: none">• Place the six strength posters: curiosity, energy, kindness, fairness, forgiveness and humour in the circle facing the students. Ask students if there is anyone in the group who could read a poster. After each poster is read, the teacher clarifies what they mean.• Students are asked to give an example of what this might look like in their life. E.g. Kindness – including a new student in games at lunchtime.
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.• Group the children into six groups. Give each group a poster. Ask each group to role play their strength. The groups then comes back together and each group presents their scenario to the class. The class has to try and guess which strength they are displaying.
5. Reflection	<ul style="list-style-type: none">• Ask the students to think about which strength they think is their best and a strength they may need to work on.• Students share their thoughts with a partner.• 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">• 24 strength posters• Appendix B: Summary of Stage One Character Strengths p.31
Extension Activity	<ul style="list-style-type: none">• Watch The Lion and the Mouse Fable: https://www.youtube.com/watch?v=DKgRHys6bfA 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

- **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 and pass a high five around the circle.
- Mix-up activity: Ask the students to change places with someone if they would like to:
 - Travel in a spaceship
 - Ride a brontosaurus
 - Meet the person who invented the first iPad
 - Discover new animals. These are all examples of the CS curiosity.

3. Learning/ Discussion

- Bring in a small stuffed animal in a bag or box. The class is allowed to ask yes or no questions to try and guess which animal is in the container.
- Share the book *Edward the Emu* by Sheena Knowles or let them watch the reading of this text: <https://www.youtube.com/watch?v=y2ebVxze8qg>. Explain to the students that Edward was curious about other creatures in the zoo and why they were special.
- Explain to the students about a creature you were curious about when you were their age. E.g. I was curious about cockroaches because I was frightened of them!
- Working with the person next to them, students ask their partner what animal they are curious about and why. Swap roles.



4. Group Activity	<ul style="list-style-type: none"> • Divide the class into small groups. Within their small groups, challenge the students to nominate five facts that they already know about their chosen animal. Share these with their small group.
5. Reflection	<ul style="list-style-type: none"> • Discuss how it is important to ask questions and learn new things. • Challenge the students to find a fact they didn't know this week.
Resources	<ul style="list-style-type: none"> • Stuffed animal in a bag or box • Edward the Emu by Sheena Knowles or https://www.youtube.com/watch?v=y2ebVxze8qg
Extension Activities	<ul style="list-style-type: none"> • Research five facts about an animal. Students might use picture books or IPad if available. Record these on a poster. • Allow students to do a Gallery walk, where they move around the room to view other groups' research. Come back together as a class and ask the students what was the most interesting fact that you noticed. • Ask a parent/carer about their favourite animal. • Take a photo of an interesting animal that you see this week. Can you tell its' name.
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: Have the students stand in a circle and do a star jump around the circle.
- Mix-up activity: Introduce the character strength of energy to the class. Ask students to change places with someone if they, in the last week, have:
 - walked their dog, this uses energy
 - done exercise each day for at least thirty minutes, again this requires energy
 - played a board game with their family, this is a good way to relax and reduce our energy
 - read a book for 20 minutes or more, another good relaxation exercise.
- Explain to the class how balancing our use of energy is important. Exercise uses energy. Relaxation reduces energy levels.



3. Learning/ Discussion	<ul style="list-style-type: none"> • Working with the person next to them, children ask their partner to do a high energy level movement e.g. do five jumps and then a relaxation exercise e.g. think of a happy place or take five deep breaths with your eyes closed or looking towards the floor. Swap roles. • Discuss how these two activities made you feel. (High energy tired or re-energised you and relaxation activity reduced your energy levels and calmed you).
4. Group Activity	<ul style="list-style-type: none"> • Class chooses a Go Noodle to participate in: https://www.gonoodle.com/ • Explain that it is important to use your energy and get your energy levels up. • It is also important to relax when you have too much energy. • Children participate in a Guided Meditation. E.g. Guided Meditation for Children Your Secret Treehouse: https://www.youtube.com/watch?v=DWOHcGF1Tmc • Or teachers might like to create their own voice over, based around the 'belly breathing' exercise from the previous Stage 1 Energy lesson, using calm music such as, Relax Music for Children: https://www.youtube.com/watch?v=qFZKK7K52uQ
5. Reflection	<ul style="list-style-type: none"> • Remind the students of the importance of engaging in both energising and relaxation activities during the day.
Resources	<ul style="list-style-type: none"> • Go Noodle https://www.gonoodle.com/ • <i>Guided Meditation for Children Your Secret Treehouse</i>: https://www.youtube.com/watch?v=DWOHcGF1Tmc
Extension Activities	<ul style="list-style-type: none"> • For children needing to find more activity in their lives, look at the <i>Find my Thirty</i> website for suggestions e.g. https://www.sportaus.gov.au/findyour30/challenge/cards?location=inside#challenge-cards • Put on some upbeat, happy music of students choice and allow them to move around the room e.g. <i>Can't Stop That Feeling</i> – Justin Timberlake: https://www.youtube.com/watch?v=oWgTqLCLE8k



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 NEW Lessons p.35) 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:
 - Made someone happy
 - Picked up rubbish at school
 - Played with a new friend
 - Made your teacher smile,
 - Done a meditation, these are all examples of the character strength kindness.






2. Opening Activity Cont'd	<ul style="list-style-type: none">• It is important to be kind to others and kind to yourself. Doing a meditation is one way you can be kind to yourself. Other ways to be kind to yourself are: having fun, saying kind things to yourself – “Keep going, you can do it.” “We all make mistakes.”
3. Learning/ Discussion	<ul style="list-style-type: none">• Share the text: <i>Be Kind</i> by Pat Zietlow Miller and Jen Hill or let them watch the You-Tube version: https://www.youtube.com/watch?v=t6NUJ2JZz50• With the person next to them ask students to share an act of kindness from the story. Swap roles.• As a class, list their favourite acts.
4. Group Activity	<ul style="list-style-type: none">• Divide students into small groups. Ask each group to secretly choose an act of kindness from the list or one of their own and role play their scenario for the class.• After each role play the class identifies the act of kindness performed.
5. Reflection	<ul style="list-style-type: none">• Each student is encouraged to show kindness to others during the rest of the week. Look for random acts of kindness towards others.• Remind the students of the importance of being kind to themselves. Take a moment to lie on the floor and reflect on all the kind things they have done today (for others and perhaps themselves).
Resources	<ul style="list-style-type: none">• <i>Be Kind</i> by Pat Zietlow Miller and Jen Hill or You-Tube version: https://www.youtube.com/watch?v=t6NUJ2JZz50
Extension Activities	<ul style="list-style-type: none">• Draw themselves showing how they can be kind. Refer to the class sheet with Acts of Kindness• Students are encouraged to carry out random acts of kindness at home e.g. walk the dog, set the table, listen to Nan’s stories, water the garden - and all without being asked.

Extension Activities cont...	<ul style="list-style-type: none">• Read and discuss the text: <i>Twelve Days of Kindness</i> by Cori Brooke and Fiona Burrows• Kind Kids. Tell students to be on the lookout other students who are being kind. When they see another student doing something nice for someone else, have them write the student's name on a slip of paper along with the kind deed. Put these in a box and read one out each day.• Students design 'kindness' cards with examples of kind acts. Teacher to refer to these throughout the week to prompt kind acts.
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. • Ice-breaker activity: Have the students in a circle and pass a hand shake around the circle. • Mix-up activity: Ask students to change places with someone if they, in the last week, have: <ul style="list-style-type: none"> - Listened to others when working in groups - Shared their possessions - Played fairly at recess, lunchtime etc - Included others in their games. These are all examples of the character strength fairness 	



3. Learning/ Discussion	<ul style="list-style-type: none"> • Share the text: <i>Pig the Pug</i> by Aaron Blabey or let them watch the You-Tube version: https://www.youtube.com/watch?v=QoggVWS2e2E • Discuss: <ul style="list-style-type: none"> - How was Pig not being fair? - How do you think Trevor felt? - Why is it important to share and play fairly? - What does Pig now do differently?
4. Group Activity	<ul style="list-style-type: none"> • As a class group compile a list of behaviours that demonstrate fairness e.g. turn taking, playing by the rules, listening to others. • Teacher role plays a game such as Snap where one rule is not followed. Students identify the rule. Discuss how it affected the game. • Give students a chance to play an easy game which involves behaviours such as turn taking, playing by the rules, listening to others, like Snap or I Spy or Thumb Wars
5. Reflection	<ul style="list-style-type: none"> • Discuss how it is important to treat people equally. Being fair means thinking about others and letting others receive what they need.
Resources	<ul style="list-style-type: none"> • <i>Pig the Pug</i> by Aaron Blabey or let them watch the You-Tube version: https://www.youtube.com/watch?v=QoggVWS2e2E
Extension Activities	<ul style="list-style-type: none"> • In groups students read a selection of <i>Pig the Pug</i> books. Each of these involve a time when Pig was not being fair to his friend Trevor and in the end Pig always learns a lesson. Illustrate a time when Pig has not being fair. • Students listen to <i>Classic Sesame Street - Fair is Fair</i>: https://www.youtube.com/watch?v=S3NfwnWJwHw • In groups, students design posters of “Being fair is...” which show concrete examples of what being fair looks like. • Conduct the The Fair Eggs-Periment from this site: http://www.yessafechoices.org/parents/character-education-corner/fairness. This activity revises all the fair behaviours really well and can be adapted to suit any group. Super motivating too!



Extension Activities	<ul style="list-style-type: none">• Divide students into groups and ask them to role play a scenario showing an unfair outcome and the same scenario with a fair outcome.
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.
- Ice-breaker activity: Have the students in a circle and pass a peace sign and say “Peace” around the circle.
- Mix-up activity: Ask the students to change places with someone if in the last week they:
 - Had a problem with a friend
 - Had an argument with someone at home
 - Hugged someone to say sorry
 - Made up with someone after a disagreement/fight. 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"> • Share the text: <i>Molly and Mae</i> by Danny Parker and Freya Blackwood or let them watch the You-Tube version: https://www.youtube.com/watch?v=HOILCkHAAkA • Discuss: <ul style="list-style-type: none"> - How did Molly and Mae feel when they had a disagreement and stopped playing? - Look at the changes in the pictures. How does the illustrator show the girls' feelings? - What words could Molly have used on the 'bridge' page when she wanted to say sorry? - What actions show that Mae did not hold a grudge?
4. Group Activity	<ul style="list-style-type: none"> • Divide children into pairs. Discuss a time when someone hurt you and how you mended the friendship. • Come back together as a class and share how you were able to mend the friendship and not hold a grudge (this is voluntary). • Divide students into small groups to make up a scenario where there was a disagreement and a resolution was achieved. The wrong-doer was given a second chance and there were no grudges held and they were forgiven. • Perform these scenarios. Discuss how they would be effective.
5. Reflection	<ul style="list-style-type: none"> • Discuss how we allow wrong doers a second chance. We don't hold a grudge. (Use the 'forgiveness' Character Strength poster.)
Resources	<ul style="list-style-type: none"> • <i>Molly and Mae</i> by Danny Parker and Freya Blackwood or You-Tube version: https://www.youtube.com/watch?v=HOILCkHAAkA
Extension Activities	<ul style="list-style-type: none"> • Use the Balloon Analogy from Brilliant Star Magazine: https://brilliantstarmagazine.org/parents-teachers/teaching-tools-techniques/lesson-plans-and-activities/forgiveness-a-virtue-building-lesson-plan • Students are given a heart shaped piece of paper (see template on p. 34 in Original Stage 3 Lessons) where they draw themselves showing forgiveness e.g. giving a handshake, sharing a hug, saying 'I'm sorry'. • Watch Rosa Learns Forgiveness: https://www.youtube.com/watch?v=8asjwbF1hnc What did Rosa do to show she was a forgiving friend?

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"> - Are ticklish - Tell funny jokes - Laugh a lot - Can pull a funny face. These are all related to the character strength humour. 	



3. Learning/ Discussion	<ul style="list-style-type: none"> • Working with the person next to them, ask students to share their favourite joke from a joke book in the school library or tell one of their own. • Ask for some volunteers to share their joke with the class. • Discuss what other things can make us laugh. e.g. Someone else laughing, a funny show etc.
4. Group Activity	<ul style="list-style-type: none"> • Watch <i>Captain Underpants: The First Epic Movie</i> (2017) – for the first 3 minutes. https://www.youtube.com/watch?v=UciEiYZ-Eos Discuss how laughing feels good. Discuss how George and Harold have a great friendship. They love to laugh a lot. They are funny and playful and enjoy making others laugh. • Discuss the importance of laughing and having fun with friends just like George and Harold. • Students write/draw fun things they like to do that make them laugh
5. Reflection	<ul style="list-style-type: none"> • Lead the students through a visualisation activity (this is the same one done in the Original Stage 1 Lessons). 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"> • The First Epic Movie (2017): https://www.youtube.com/watch?v=UciEiYZ-Eos
Extension Activities	<ul style="list-style-type: none"> • Sit opposite a friend. One tries to make the other laugh. Swap places. • Sit opposite a partner and laugh. See how long it takes before they join in. Swap places. • Share the humorous book by Dave Hughes <i>‘How (not) to Annoy Dad’</i> or YouTube: https://www.youtube.com/watch?v=og00fsKVZ68. It was written by a comedian – a person whose job it is to make people laugh. Ask students to discuss the parts that made them laugh.



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"> • Strengths are like “Superpowers” They help us in life. Working with the person next to them, ask the students to talk to their partner about which strength is their “Superpower”. Use the Stage 1 strength charts as a visual resource for this task. This will give students 12 strengths to choose from. When was a time when you used your “Superpower”? • Share some of the volunteers’ responses with the class.
4. Group Activity	<ul style="list-style-type: none"> • Ask students to write their “Superpower” strength on the worksheet provided in Appendix B, p.33. Ask them to draw or write one way that they use their “Superpower” strength.
5. Reflection	<ul style="list-style-type: none"> • As a class, ask for volunteers to share their “Superpower” strength. Display these under a heading: We are Superheroes because we use Strengths like Superpowers. • As a class, talk about the benefits of using a strength. Why are they like “Superpowers”?

Resources	<ul style="list-style-type: none"> • Stage One Charts • Character Strength Posters • “Superpower” strength worksheet - in Appendix B, p.33
Extension Activities	<ul style="list-style-type: none"> • Working with the person next to you, pretend you have this strength. Act out the strength and ask your partner to guess which strength you are role playing. The teacher should role play first e.g. “I could run forever today. Look, I can do three star jumps, without stopping. Can you jump as high as me?” This would obviously be the strength ENERGY. • Lay strength cards or posters in the middle of the circle. Ask students to choose a strength and tell of someone that they admire/know who possesses that strength and what they do to make you think that. Teacher might like to give the first one, e.g. Anh Do’s would be HUMOUR, because he writes funny books. • Read <i>Ten Rules of Being a Super Hero</i> by De Pillutti or watch here: https://www.youtube.com/watch?v=WyzHDKa0a3M. What strengths can you see? You might like to use the strength posters to help you.
Teacher Reflection	



APPENDIX B: Stage 1

RECOMMENDED TEXTS FOR LESSONS

REQUIRED

Curiosity

Edward the Emu by Sheena Knowles

Kindness

Be Kind by Pat Zietlow Miller and Jen Hill

Fairness

Pig the Pug by Aaron Blabey

Forgiveness

Molly and Mae by Danny Parker

OPTIONAL

Kindness

Twelve Days of Kindness by Cori Brooke and Fiona Burrows

Humour

How (not) to Annoy Dad by Dave Hughes

Reflection

Ten Rules of Being a Super Hero by De Pllutti



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





I use my 'Superpower'
strength of.....
to.....
.....

CURIOSITY

TO:

FOR:

CURIOSITY

TO:

FOR:

CURIOSITY

TO:

FOR:

CURIOSITY

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ENERGY

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ENERGY

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HUMOUR

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