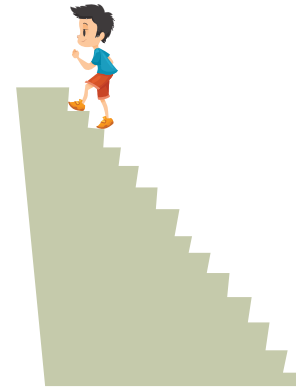


# Stage 2 - original lessons



Love of Learning



Perseverance



Social Intelligence



Teamwork



Humility



Appreciation of Beauty and Excellence

# S2 contents



Australian & NSW Curriculum Outcomes	03
--------------------------------------	----

---

## Stage 2 **ORIGINAL** Lesson Plans

---

- An Introduction to Character Strengths	06
- Love of Learning	11
- Perseverance	12
- Social Intelligence	16
- Teamwork	19
- Humility	22
- Appreciation of Beauty and Excellence	24
- Reflection	28

## Appendix C

---

- Recommended texts for lessons	31
- Lesson 1, Introduction: Summary of Stage 2 Character Strengths	32
- Lesson 8, Reflection: Me At My Best	34
- Lesson 8, Reflection, Extension Activity: Me At My Best interview script	35
- Stage 2 Character Strength Leaves	36

## Stage Two

### NSW PDHPE OUTCOMES

#### **Health Wellbeing and Relationships**

##### **PD2-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe**

- Explore how success, challenge and overcoming adversity strengthens identity, for example: (ACPPS033)
  - Explain how persistence and meeting challenges strengthens identity S
  - Propose ways to respond positively to challenge and overcoming adversity, e.g. positive self-talk, optimistic thinking and help-seeking behaviours, appropriate expression of feelings S

##### **PD2-10 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations**

- Describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships, for example: (ACPPS037)
  - Describe behaviours that show empathy and respect for the rights of others S
- Make positive contributions to group activities, for example:
  - Make contributions to group discussion following agreed rules, e.g..... hand up when wanting to speak I
  - Work in a group to achieve a set task or goal I

#### **Healthy Safe and Active Lifestyles**

##### **PD2-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe**

- Describe how their own and others' skills and strategies contribute to healthy and safe outcomes in a variety of situations, for example:
  - Recognise and practise strategies that nurture mental health and wellbeing, e.g. mindfulness, relaxation S



- Identify and practise strategies to promote health, safety and wellbeing, for example: (ACPPS036)
  - Identify and practise ways of behaving at school that ensure the health, safety and wellbeing of themselves and others, e.g. follow school rules I

**PD2-9 Demonstrates self-management skills to respond to their own and others' actions**

**PD2-10 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations**

- Analyse physical and emotional responses that indicate when they and others feel safe or empowered, for example:
  - Explain how accomplishing challenges makes them feel good about themselves and builds confidence to try new things, e.g. positive risk-taking

## NSW ENGLISH OUTCOMES

**EN2-1A Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts**

**EN2-9B Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts**

**EN2-5A Uses a range of strategies including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words**

**EN2-10C Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts**

**EN2-12E Recognises and uses an increasing range of strategies to reflect on their own and others' learning**



# Years 3 and 4 (Stage Two) Strands and Sub-strands

## AUSTRALIAN HEALTH AND PHYSICAL EDUCATION OUTCOMES

### Personal Social and Community Health

#### **Being healthy, safe and active**

##### **ACPPS033 Explore how success, challenge and failure strengthen identities**

- Suggesting ways to respond positively to challenges and failure, such as using self-talk, early help-seeking behaviours, and optimistic thinking
- Persisting with new activities and examining how success through persistence can have positive outcomes and strengthen identities
- Explaining how meeting challenges makes them feel good about themselves and builds confidence to try new things

#### **Communicating and Interacting for health and wellbeing**

##### **ACPPS037 Describe how respect, empathy and valuing diversity can positively influence relationships**

- Describing behaviours that show empathy and respect for the rights of others
- Predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them



## STAGE 2

## 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](http://www.growingstrongminds.com).**



Lesson Outline	Activities
1. Guidelines	<ul style="list-style-type: none"><li>• <b>These guidelines should be repeated at the start of every lesson. There are three key rules to ensure every child feels safe and included:</b><ol style="list-style-type: none"><li><b>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.</b></li><li><b>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 okay. Put downs are not acceptable.</b></li><li><b>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.</b></li></ol></li></ul>
2. Opening Activity	<ul style="list-style-type: none"><li>• Icebreaker activity: Have the students sit in a circle. Ask the students to pass a smile around the circle, in silence, starting with the teacher.</li><li>• Review the concept of character strengths (CS) with the students. Remind the class that when you are talking about CS you are not talking about characters in a story but about the good things within us. These are different for everyone. Briefly look at the character strengths that have already been covered in earlier years using the visual resources provided.</li><li>• Introduce the next six strengths that the students will be learning about: love of learning, perseverance, social intelligence, teamwork, humility and appreciation of beauty and excellence - refer to Appendix C p.32</li><li>• Mix-up activity: Ask the students to change places with someone in the circle if they:<ul style="list-style-type: none"><li>- Enjoy researching new topics - this is an example of the CS love of learning.</li><li>- Try hard on tasks even when they become challenging - this is an example of the CS perseverance.</li><li>- Know how to comfort someone that is sad – this is an example of the CS social intelligence.</li><li>- Get along well with others -this is an example of the CS teamwork.</li></ul></li></ul>





Opening Activity cont..	<ul style="list-style-type: none"> <li>- Don't brag about their achievements - this is an example of the CS humility.</li> <li>- Notice the beauty in nature - this is an example of the CS appreciation of beauty and excellence.</li> </ul>
3. Learning/ Discussion	<ul style="list-style-type: none"> <li>• Place the Stage 2 character strength cards or the six strength posters taught in stage 2 in the middle of the circle and ask the students to choose one that appeals to them.</li> <li>• Working with the person next to them, ask the students to discuss two reasons for choosing their particular card. For example, 'It applies to me because.. or "I'd like to learn more about ...because.."</li> <li>• Ask for volunteers to share some of their responses with the rest of the class.</li> </ul>
4. Group Activity	<ul style="list-style-type: none"> <li>• Tell a story displaying strengths for students to guess based on examples in the playground/classroom. Have the character strength posters on display for them to refer to. Or alternatively read a simple storybook to the class such as <i>Rosie Revere Engineer</i> by Andrea Beaty and ask students to spot the strengths in the story.</li> </ul>
5. Reflection	<ul style="list-style-type: none"> <li>• Call upon volunteers to share some personal stories, representing how they use some of the strengths spoken about in the lesson.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Stage 2 character strength cards or the 6 posters of the strengths taught in stage 2</li> <li>• <i>Rosie Revere Engineer</i> by Andrea Beaty (optional)</li> <li>• Appendix C: Summary of Stage 2 Character Strengths p.32</li> </ul>
Extension Activities	<ul style="list-style-type: none"> <li>• Ask students to choose a strength card that they have observed their partner demonstrating.</li> <li>• Spot character strengths in family and friends.</li> <li>• Ask students what strengths their teacher demonstrates.</li> <li>• Focus on one strength per week. Ask students to spot this strength in themselves, classmates, family, teachers, and books. Have post it notes available for students to write down when they see someone displaying the particular strength - stick these on the wall under the strength poster.</li> <li>• Give out strength leaves to students who demonstrate a particular strength. Refer to strength leaves p.36.</li> </ul>

Teacher Reflection



## STAGE 2

## LOVE OF LEARNING



- Love of Learning refers to an enjoyment in acquiring new information.
- The importance of this strength is evident by the emphasis placed on teachers to instill a life long love of learning in their students.
- Providing a supportive class environment where students are encouraged to ask questions, take risks and make mistakes will help foster a love of learning.
- Knowing students individual strengths and catering to these also enhances engagement and learning.

### 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. Ask students to introduce themselves and say one thing they like to do. For example, 'I'm Ari and I like to cook.'
- Mix-up activity: Ask students to change places with someone if they:
  - Know more now than last year
  - Enjoy learning new things
  - Ask questions when they don't know something
  - Like going to museums. These are all examples of the character strength love of learning.

#### 3. Learning/ Discussion

- Working with the person next to them, ask students to share some interesting facts that they already know about a topic of their choice. As an extension, ask them to discuss three strategies they have each used to learn something new.
- Discuss the responses with the whole class. Including how learning new things can be daunting at times, reminding them of calming techniques in these situations, such as: belly breathing, and helpful self talk –'Everyone finds learning something new hard, but with practise it gets easier.' (Examples of challenges to unhelpful thought are available on p.35-39 in Stage 3 NEW lessons).

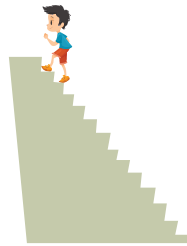


4. Group Activity	<ul style="list-style-type: none"> <li>• Hand out Stage 2 strength cards, omitting spirituality as this is taught in the other set of lessons. Ask students to find others with the same card and sit together. (There will be six groups, with four-five students in each). Or if not using the cards (these were phased out in 2019), divide the class into 6 groups and give each group a Stage 2 strength poster. Together the groups are to create a quick play demonstrating the strength on their card. Divide the class in half to watch the plays, so as two groups can perform at once. The audience has to guess what strength the group is demonstrating. Have the six character strength posters or cards on display to remind students of the strengths to chose from or write them on the board.</li> </ul>
5. Reflection	<ul style="list-style-type: none"> <li>• Ask students what they enjoyed about the lesson, and how this could help them develop a love of learning.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Stage 2 character strength cards or posters.</li> </ul>
Extension Activities	<ul style="list-style-type: none"> <li>• During English lessons, teach the students to spell some new unusual words.</li> <li>• Give students difficult puzzles to complete in small groups. This also incorporates love of learning, perseverance and teamwork.</li> <li>• To create calm before students are to learn something new do a meditation from the free app ‘Smiling Mind’, or a Belly Breathing exercise in the Relaxation Techniques in the Resources part of the Digital Manual.</li> </ul>
Teacher Reflection	



## STAGE 2

## PERSEVERANCE



- The character strength perseverance refers to not giving up when things become challenging. It involves using different strategies and helpful self-talk to get through difficult times. Perseverance necessitates both effort and consistency to complete a task.
- Perseverance requires a ‘Growth Mindset’ ( Dweck, 2006). The growth mindset is a belief that your character and IQ can be developed. Someone with a growth mindset will view mistakes as learning opportunities, will take risks, exert effort, and be inspired by others success.
- A fixed mindset is the belief that your character and IQ are determined at birth. Someone with a fixed mindset will be preoccupied with trying to look ‘smart’ rather than focusing on learning, view failure as being ‘stupid’, avoid challenges, and feel threatened by others’ success. When someone with a fixed mindset fails they generally give up.
- A growth mindset requires effort, the use of good strategies and proactive help seeking. Teachers can support a growth mindset by:
  - Challenging students who might show a fixed mindset. For example, those who don’t seek help when needed, give up easily, and hide their work
  - Demonstrating a growth mindset in their own teaching practice. For example, openly admitting to mistakes and attempting different strategies
  - Praising effort not ability and focusing on the process of learning not just the outcome
  - Stating specific repeatable behaviours they want to see. For example, ‘I like how you persevered on that task - stuck with it even though it was hard. How did you do that?’ ; ‘Good job on showing self-control by...’; ‘I like how you used a different strategy when the first one didn't work.’
  - Rephrasing what students say. For example, If they say ‘I’m not good at maths’ repeat back to them ‘You’re not good at it YET - you may need more practice.’



Lesson Outline	Activities
1. Guidelines	<ul style="list-style-type: none"> <li>• <b>We listen when others are talking</b></li> <li>• <b>We are kind to each other</b></li> <li>• <b>We can choose to pass if we want to</b></li> </ul>
2. Opening Activity	<ul style="list-style-type: none"> <li>• This lesson is long so may need to be taught over two sessions. Lesson 1: Learning and discussion activity, and reflection. Lesson 2: Group Activity.</li> <li>• Icebreaker activity: Have the students sit in a circle. Ask them to pass a high five around the circle.</li> <li>• Mix-up activity: Ask the students to change places with someone if they: <ul style="list-style-type: none"> <li>- Think it's important to make mistakes</li> <li>- Try a different strategy when they get stuck on something</li> <li>- Ask questions when they are unclear about something</li> <li>- Keep trying when something is difficult</li> <li>- Tell themselves 'You can do it!' when they're working something out. These are examples of the strength perseverance - trying hard even when things are difficult. Not giving up.</li> </ul> </li> </ul>
3. Learning/ Discussion	<ul style="list-style-type: none"> <li>• Working with the person next to them, ask students to talk about one thing they are good at. Encourage students to think across domains. For example, dance, drama, sport (bike riding, swimming), teamwork, leadership, bravery, specific KLAs, good with animals, gardening, or musical abilities. If students can't think of anything, ask them what a friend or family member might say they are good at. How did they get good at this?</li> <li>• As a class, discuss some of the student responses. Highlight the skills of perseverance that students used to improve. For example: using different strategies, asking for help, practicing, and helpful self-talk - such as: "Keep going, you're learning" "You will learn this YET'.</li> </ul>



4. Group Activity	<ul style="list-style-type: none"> <li>• Read <i>My Fantastic Elastic Brain</i> by JoAnn Deak</li> <li>• Ask students to write one thing that they learnt from the book on a piece of paper. Have them scrunch the paper in to a ball and throw it into the middle of the circle. Then, ask students each to take a piece of paper from the centre of the circle and read it out, or just five students to save time.</li> <li>• As a class, discuss some of the students' responses.</li> </ul>
5. Reflection	<ul style="list-style-type: none"> <li>• YouTube: Carol Dweck Growth Mindset Video. <a href="https://www.youtube.com/watch?v=EIVUqv0v1EE&amp;list=PL4111402B45D10AFC">https://www.youtube.com/watch?v=EIVUqv0v1EE&amp;list=PL4111402B45D10AFC</a></li> </ul>
Resources	<ul style="list-style-type: none"> <li>• <i>My Fantastic Elastic Brain</i> by JoAnn Deak</li> <li>• Computer for YouTube clip</li> <li>• Small pieces of paper and pencils</li> </ul>
Extension Activities	<ul style="list-style-type: none"> <li>• Have a class display entitled: 'Our goals for developing perseverance:' On this display students can put post it notes with what they are going to do. For example, I will practice violin for thirty minutes after school.</li> <li>• Teach students how to set a SMART goal. Refer to Stage 3 NEW lessons pp. 47-48</li> <li>• Listen to <i>Try Everything</i> by Shakira</li> <li>• Watch the movie Zootopia</li> <li>• YouTube: <i>Anything is Possible</i>- Cherry Jam</li> <li>• You Tube Soccer Dream clip: <a href="http://edupln.com/video/tmb-panyee-fc-short-film">http://edupln.com/video/tmb-panyee-fc-short-film</a></li> <li>• Read <i>Rosie Revere Engineer</i> by Andrea Beaty</li> </ul>
Teacher Reflection	



## STAGE 2

## SOCIAL INTELLIGENCE



- The character strength social intelligence refers to the ability to understand how others are feeling, and to adapt well in different settings. People with good social intelligence can read social situations well, empathise with others, and have good interpersonal skills.
- Teaching children to identify emotions in themselves and others, and learn effective communication skills can help them develop their social intelligence.

### 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. Ask students to pass a non-verbal hello around the circle. For example, wink, wave, and/or high five.
- Mix-up activity: Ask students to change places with someone if during a conversation they:
  - Look at the person
  - Ask questions
  - Copy facial expressions. For example, look concerned if they are sad; nod if they agree.
  - Clarify what someone is saying if they are confused.
- These are all active listening skills, which build the strength social intelligence. Social intelligence refers to understanding others feelings and knowing how to behave in different settings.







3. Learning/ Discussion	<ul style="list-style-type: none"><li>• Introduce the concept of active listening to the class and discuss some ways they can put this skill in to practice. For example, eye contact, body language, no devices/ distractions, ask questions such as: ‘Then what happened’, ‘That sounds great, tell me more’, paraphrase and empathise. For example, ‘ You must have been excited when you got a new puppy.’; use minimal encourages. For example, ‘aha’, ‘mm.’</li><li>• Working with the person next to them, ask students to share a quick story (For example a funny thing that happened to them), whilst the other person does NOT show active listening. Swap roles.</li><li>• Ask for volunteers to recount the story that their partner shared. This should be difficult, as they haven't listened attentively.</li><li>• Debrief with students how they felt when their partner behaved in this way. Challenge students to tell their story again but this time practice active listening.</li></ul>
4. Group Activity	<ul style="list-style-type: none"><li>• As a class, discuss the meaning behind the phrase “You have been given two ears and only one mouth”</li></ul>
5. Reflection	<ul style="list-style-type: none"><li>• Explain to students that they are going to do a calming mindful listening exercise. This is when they give all their attention to listening, which improves their capacity to listen. Being a good listener helps build relationships. Explain that you will make a sound (demonstrate hitting: a Tibetan singing bowl –these sounds are available on meditation apps.; or a triangle; or use a rain stick). Students will sit with their eyes closed listening intently and when they can no longer hear the sound put their hands on their head.</li></ul>
Resources	<ul style="list-style-type: none"><li>• Something that makes a prolonged sound, for example a triangle, rain stick, or Tibetan singing bowl (this sound is available on meditation apps).</li></ul>
Extension Activities	<ul style="list-style-type: none"><li>• Ask students how they can show active listening in the classroom. Create a poster for display.</li><li>• Lesson on empathy: Role play having a new person join the class and discuss how they might demonstrate social intelligence – Empathise that they may feel shy, uncomfortable, lonely; Ask them to play with them; Compliment them; Show them where things are; Introduce them to their friends.</li></ul>

Extension Activities Cont'd	<ul style="list-style-type: none"><li>• Watch a TV show on mute and write down the emotions you notice people demonstrating.</li><li>• Self-Awareness Challenge: Ask students to write/draw/discuss what leaves them feeling happy, sad, angry etc. What might cause someone else to feel that way?</li><li>• Read <i>How to be a friend: A Guide to Making Friends and Keeping Them</i> by Laurene Brown.</li></ul>
Teacher Reflection	



## STAGE 2

## TEAMWORK



- The character strength teamwork refers to working well with others. It refers to being hard working for the benefit of the common good, the team.
- Teamwork involves loyalty and citizenship.

### 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. Ask students to pass a Mexican wave around the circle.
- Mix-up activity: Ask students to change places with someone if they are high on the strength:
  - Creativity
  - Fairness
  - Curiosity
  - Perseverance
  - Self-Regulation
  - Social Intelligence.
- These are just some of the strengths that are beneficial in teams.

#### 3. Learning/ Discussion

- Divide students into small groups and have each group nominate a scribe.
- Provide each group with paper and pencil and have them come up with five guidelines for working in a team. Model for the students how to frame these guidelines positively. For example, instead of 'Don't interrupt others when talking' say 'Listen to all members of your team'. As an extension, ask the students to decorate their page with the character strengths that they believe are helpful in teams. Provide the Stage 2 Character Strength Charts or posters for reference.



4. Group Activity	<ul style="list-style-type: none"> <li>• Human Knot: Still working in their small groups, ask students to stand in a circle facing each other. Each student reaches his or her right hand toward the centre of the circle and takes someone else's hand (not the person next to them). Repeat with the left hand. Students must untangle themselves without letting go of one another's hands!</li> </ul>
5. Reflection	<ul style="list-style-type: none"> <li>• Facilitate a class discussion on the strategies used to work effectively in a team. For example, good communication, kindness, patience, and inclusiveness.</li> <li>• Ask students why teamwork is important. For example, to get things done quicker; to build friendships; to learn from others; to learn to value differences in others; to help achieve common goals.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Stage 2 character strength charts or posters</li> <li>• Cardboard and pencils</li> </ul>
Extension Activities	<ul style="list-style-type: none"> <li>• Working in pairs, ask students to discuss which strength they would bring to a team- provide the Stage 2 character strength charts. Ask the students to share some of their responses with the rest of the class.</li> <li>• Have students write on a piece of paper what teams they are a part of, scrunch it up and throw it into the circle. For example the class, sporting teams, music, choir, drama, debating, environmental or book clubs. Each student then takes a random paper and reads it to the class. Ask what they enjoy about being part of their particular team.</li> <li>• Listen to <i>You Can Count On Me</i> by Bruno Mars</li> <li>• Students stand in a circle. The teacher has a ball of string, holds one end tightly then throws the ball to a student, saying their name. They then hold the string and throw the ball to another student, continuing until everyone is holding the string. Discuss how everyone needs to contribute otherwise the web will break (Roffey, 2014).</li> <li>• Students stand in a circle facing each other. Place a hula-hoop over one students arm. All students join hands. Without letting go of hands the class has to pass the hoop around the circle.</li> </ul>



Teacher Reflection



## STAGE 2

## HUMILITY



- The character strength humility refers to knowing what you are good at without having to brag about it.
- Humble people do not have low self-esteem, but rather an accurate appraisal of themselves. This does not mean that they are not proud of their achievements, but that they are mindful of others and avoid being smug.
- Humility facilitates growth, learning, and assists interpersonal relationships. It encourages people to focus on others.
- Unfortunately social media discourages this strength. The need to gloat about one's achievements and escapades is now the norm. As such, it is important to teach students the importance of humility.
- Paragons of humility include the Dalai Lama and Nelson Mandela
- "True humility is not thinking less of yourself; it is thinking of yourself less" – C.S. Lewis

### 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. Challenge the class to count aloud to twenty by having one student begin the count and allowing any student to join in by saying the next number in sequence out loud. If two students speak at the same time, they need to start from one again.
- Mix-up activity: Ask students to change places with someone if they:
  - Apologise when they make a mistake
  - Thank others for a game that they have won
  - Don't boast when they do well on a test
  - Don't like to be the centre of attention
  - Let others speak in a conversation. These are all examples of the strength humility. Humility refers to knowing what you are good at without having to brag about it.



3. Learning/ Discussion	<ul style="list-style-type: none"> <li>• Facilitate a discussion with the class about how humility can enhance friendships and relationships. For example, it promotes kindness and good communication; encourages teamwork; allows people to make mistakes and apologise; and shows self-control.</li> </ul>
4. Group Activity	<ul style="list-style-type: none"> <li>• Ask for volunteers to role-play simple scenarios in the middle of the circle. With each scenario, have students model how one might respond with and without humility. For example, winning a soccer match, or doing well in an exam.</li> </ul>
5. Reflection	<ul style="list-style-type: none"> <li>• Discuss with your partner how you might show humility.</li> <li>• Volunteers can share their responses with the class.</li> </ul>
Extension Activities	<ul style="list-style-type: none"> <li>• Stretching Tree is a good activity to do first thing in the morning to calm and focus students. This is in the Relaxation Techniques in the Resources part of the Digital Manual.</li> <li>• Read <i>Humble Pie</i> by Jennifer Donnelly</li> <li>• Read <i>The Tortoise and the Hare</i> - Aesop's fables</li> <li>• Organise students in to pairs and hand out character strength charts. Discuss with their partner the character strengths that humility reminds them of. For example, kindness, fairness, social intelligence, teamwork, and self-regulation. Discuss some of the student responses as a class.</li> </ul>
Teacher Reflection	



## STAGE 2

## APPRECIATION OF BEAUTY AND EXCELLENCE



- The character strength appreciation of beauty and excellence refers to noticing and enjoying the beauty in nature and life. For instance, appreciating sunrises, amazing mountains or just the singing of a bird, the feeling of grass or the sight of blue skies. It includes valuing the skills of others, such as musicians, actors, and scientists.
- Appreciation of beauty and excellence often leaves one with a feeling of awe and inspiration.
- Recent research into 'awe' has found that it increases pro-social behaviour, including increasing kindness, humility, patience, as well as decreasing a sense of entitlement and self focus.
- It is important that people in urban environments access nature. Research in this field has found that people who live in areas with green space have less crime, more trust, less stress and aggression than those in urban centres without flora.

### 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 students to share one of their favourite things in nature. For example, trees, flowers, rivers, and birds.
- Mix-up activity: Ask students to change places with someone if they like:
  - Bushwalking
  - Whale watching or dolphin spotting
  - Smelling flowers
  - Admiring a view (of a mountain, lake, sunrise)
  - Listening to music
  - Watching a play. These are all examples of appreciation of beauty and excellence. Admiring something impressive.





3. Group Activity

- Read 'The Lorax' by Dr Suess and discuss what the world would be like without trees.
- Explain to students that one way of learning to appreciate things more is to be mindful. Mindfulness refers to focusing all of their attention on something, for instance nature in a park, utilizing all of their senses. When their mind wanders to something else they kindly, gently redirect it back to the activity. Mindfulness brings calmness. If possible take students outside and ask them to lie under a tree. Ask them to focus all their attention on what they can see, hear, and smell. Ask if they noticed things that they hadn't before. Ask students how being in nature makes them feel. For example, calm, grounded, and/or curious.
- Alternatively complete the Stretching Tree exercise below.

4. Reflection

- Mindful Stretch - Stretching Tree: Read this in a slow calm voice:  
*"We are going to do an activity that can be used to calm and relax you, or to wake you up and rejuvenate you. To get the most benefit from this activity you need to do it mindfully. That means that you focus all your attention on what you are doing, and do the actions slowly. Everyone stand in silence with plenty of space around you, and we will begin. Slowly sweep your arms up from the side of your body, palms facing forward stretching up to the sky. Think of yourself as a beautiful tree growing really high aiming for the clouds. Hold this stretch on tippy toes and feel the stretch in your back. Slowly lower your arms parallel to your shoulders, stretching your arms away from your body, like branches of the tree. Hold this stretch. Now slowly lower your arms down beside your body. Notice how your body feels. Give your arms and legs a little shake before we do this again. This time as you raise your arms you will take a slow deep breath in through your nose imagining revitalizing energy coming into the tree. Then as you lower your arms you will breathe slowly out through your mouth, feeling calm washing over you. This breathing is the same as you do in the belly breathing exercise (p58). Lets begin. Slowly breathe in and sweep your arms up from the side of your body, stretching up to the sky. Imagine energy coming into your body, waking it up. Hold this stretch on tippy toes and feel the stretch in your back. As you breathe out picture your body relaxing, slowly lower your arms parallel to your shoulders, stretching your arms away from your body, like branches of the tree. Now slowly lower your arms down beside your body, feeling calmness wash over the tree. Notice how your body feels." Repeat again if student would like to.*



Reflection Cont'd	<i>"Remember that you can use this as a relaxation strategy when you are stressed, or a rejuvenation strategy when you feel a bit sleepy or low on energy. It gets your blood flowing and wakes the body up, plus focusing on the stretch and breath calms your mind. You may like to do it first thing in the morning when you wake up."</i>
Resources	<ul style="list-style-type: none"> <li>• <i>The Lorax</i> by Dr Suess</li> </ul>
Extension Activities	<ul style="list-style-type: none"> <li>• Play examples of classical music and ask students how it makes them feel</li> <li>• Research Nobel Prize winners – an international award for academic, cultural, or scientific advances. This helps to develop an appreciation of excellence.</li> <li>• YouTube amazing nature pictures and share with the class. How do these pictures make them feel?</li> <li>• Ask students to turn to their partner and discuss aspects of nature they appreciate in our big beautiful world. E.g. sunsets, waterfalls, bush trails, beach waves etc.</li> <li>• Organise a nature walk, e.g. bush, park, beach, aboriginal heritage site. Students take iPads and record pictures of beauty in nature that they notice. On return, students add these images to a Google Slide show. The teacher displays these and students share why they chose the images. Remind students of the importance of appreciating the vastness and beauty of our world; and furthermore preserving this beauty.</li> <li>• Students complete a nature sketch. Choose some relaxing music and ask them to draw a nature scene or write a poem or other creative piece about how it made them feel. Teacher reinforces appreciation of beauty and excellence in nature and life. These are displayed under the strength card.</li> <li>• Listen to <i>Moana – How far I'll Go</i> and watch You tube. What examples of nature and beauty can you see and hear?</li> </ul>



Teacher Reflection



STAGE 2 Lesson Outline	REFLECTION Activities
1. Guidelines	<ul style="list-style-type: none"> <li>• <b>We listen when others are talking</b></li> <li>• <b>We are kind to each other</b></li> <li>• <b>We can choose to pass if we want to</b></li> </ul>
2. Opening Activity	<ul style="list-style-type: none"> <li>• Have the students sit in a circle.</li> <li>• Icebreaker activity: Handout CS Charts or display the six stage 2 strength posters. Ask students to state one of the CS that they like and why. Keep charts for the reflection exercise, but place to the side.</li> <li>• Mix-up Activity: Place Stage 2 CS cards in the middle of the circle. Ask the students to take one CS card that they like ( excluding the one that they mentioned in the previous activity) and find someone else with the same card. Sit next to this person back in a circle. There will be several people with the same card, so instruct students to sit with the first person they find with the same card as them. Omit this activity and the Learning/Discussion if not using the stage 2 cards (these were phased out in 2019).</li> </ul>
3. Learning/ Discussion	<ul style="list-style-type: none"> <li>• Working with the person next to them, ask students to explain why they chose that particular strength card. Remind the students about active listening. Swap roles.</li> <li>• Share some of the responses as a class.</li> </ul>





4. Group Activity	<ul style="list-style-type: none"><li>• Me At My Best: Explain to students that you are going to get them to think about a time when they were at their best and then write a couple of sentences about it. Read this slowly and calmly: <i>“First we are going to do a visualisation – this means we will use our imagination to picture something in our mind. Lie down quietly and close your eyes. Imagine a time when you were at your best. A time when you felt did something that made you feel that you were a good person. Like you showed good teamwork, bravery or kindness. It might be when you learnt something new or helped someone. This was a time when you felt most yourself and happy. Think about what you did. (Pause). This is a time when you felt proud. (Pause). Imagine that feeling – feeling proud of yourself. Imagine it as a bubble that you are trying to hold onto”. (Pause). (Check that all students can visualise this. If not ask them to recall a time when they were praised by someone - a teacher, family member, coach etc. This is probably a time when they were at their best). Think about how you can write about what you did in a couple of sentences. (Pause). When I ring the bell we are going to finish the visualisation. You are going to wiggle your fingers and toes, stretch your arms up above you, slowly open your eyes, and then slowly sit up.”</i></li><li>• Ask for volunteers to share some of their examples with the class (only if comfortable).</li></ul>
5. Reflection	<ul style="list-style-type: none"><li>• Ask students to return to their desks with the CS Charts or have the 6 strength posters on display, and write a couple of sentences explaining Me At My Best on the handout provided p.34. Encourage students to identify what character strengths they showed at their best and write these around the leaf.</li><li>• Debrief with students that they can remember ‘Me At My Best’ when they are feeling down and recall what CS made them feel good. They can then consider doing something that uses one of these strengths to make themselves feel better.</li></ul>
Resources	<ul style="list-style-type: none"><li>• CS charts or posters</li><li>• CS cards</li><li>• Leaf handout - Appendix C, p.34.</li><li>• A gentle bell/chime (nothing too startling). These sounds are available on meditation apps or use a Tibetan Singing Bowl</li></ul>

Extension Activities	<ul style="list-style-type: none"><li>• Arrange students in to pairs and have them interview each other about them at their best. The interviewee identifies any other CS demonstrated in their narrative. Swap roles. (Refer to Me At My Best script in Appendix C, p.35). Volunteers can act this out for the class.</li><li>• Researching Me: Students ask people who know them well what strengths they have noticed them displaying. Provide the Strength Audit in the Strong Minds members section of the website: <a href="http://www.growingstrongminds.com">www.growingstrongminds.com</a>. This offers students different perspectives of themselves.</li><li>• Spot strengths in classmates.</li></ul>
Teacher Reflection	



## APPENDIX C: Stage 2

### RECOMMENDED TEXTS FOR LESSONS

#### REQUIRED

##### Introduction

- 'Rosie Revere Engineer' by Andrea Beaty

##### Perseverance

- 'My Fantastic Elastic Brain' by JoAnn Deak

##### Appreciation of Beauty and Excellence

- 'The Lorax' by Dr Suess

#### OPTIONAL

##### Perseverance

- 'Rosie Revere Engineer' by Andrea Beaty

##### Social Intelligence

- 'How to be a friend: A Guide to Making Friends and Keeping Them' by Laurene Brown
- 'Molly and Mae' by Danny Parker

##### Humility

- 'The Tortoise and the Hare' Aesop's fables
- 'Humble Pie' by Jennifer Donnelly



## APPENDIX C: Stage 2

### Lesson 1: Introduction

## SUMMARY OF STAGE 2 CHARACTER STRENGTHS

### Love Of Learning

- Love of Learning refers to an enjoyment in acquiring new information.
- The importance of this strength is evident by the emphasis placed on teachers to instill a life long love of learning in their students.

### Perseverance

- The character strength perseverance refers to not giving up when things become challenging. It involves using different strategies and helpful self-talk to get through difficult times. Perseverance necessitates both effort and consistency to complete a task.
- Perseverance requires a ‘Growth Mindset’ (Carol Dweck, 2007). The growth mindset is a belief that your character and IQ can be developed. Someone with a growth mindset will view mistakes as learning opportunities, will take risks, exert effort, and be inspired by others success.

### Social Intelligence

- The character strength social intelligence refers to the ability to understand how others are feeling, and to adapt well in different settings. People with good social intelligence can read social situations well, empathise with others, and have good interpersonal skills.

### Teamwork

- The character strength teamwork refers to working well with others. It refers to being hard working for the benefit of the common good, the team.
- Teamwork involves loyalty and citizenship.





### Humility

- The character strength humility refers to knowing what you are good at without having to brag about it.
- Humble people do not have low self-esteem, but rather an accurate appraisal of themselves. This does not mean that they are not proud of their achievements, but that they are mindful of others and avoid being smug.

### Appreciation Of Beauty & Excellence

- The character strength appreciation of beauty and excellence refers to noticing and enjoying the beauty in nature and life. For instance, appreciating sunrises, amazing mountains or just the singing of a bird, the feeling of grass or the sight of blue skies. It includes valuing the skills of others, such as musicians, singers, actors, and scientists.
- Appreciation of beauty and excellence often leaves one with a feeling of awe and inspiration.

### Spirituality

- The character strength spirituality refers to thinking deeply about life and having faith in something that reassures you.
- Spirituality includes having a belief in something bigger and more meaningful than ourselves.
- All cultures have a sense of spirituality.
- People demonstrate their spirituality in different ways – for example, walking in nature, meditating and praying.



Me at my best

Strengths I used were...

APPENDIX C: Stage 2  
Lesson 8: Reflection

### Me At My Best

- Introduce yourself: For example, "I'm Ms Adams reporter for the ABC. I'm super excited to be speaking with ..... live from..... School. We are discussing a very important topic this evening, Me At My Best!"
- "Now tell me, when were you at your best? This is not necessarily a time when you did something really well, it is a time when you felt like a good person, happy and true to yourself?"
- "How did you feel? What were you thinking?"
- "What were the 5 main strengths you used when you were at your best ?" (Explain in detail).
- "It sounds like you also used the strengths of....." (Refer to Stage 2 Chart).



### Me At My Best

- Introduce yourself: For example, "I'm Ms Adams reporter for the ABC. I'm super excited to be speaking with ..... live from..... School. We are discussing a very important topic this evening, Me At My Best!"
- "Now tell me, when were you at your best? This is not necessarily a time when you did something really well, it is a time when you felt like a good person, happy and true to yourself?"
- "How did you feel? What were you thinking?"
- "What were the 5 main strengths you used when you were at your best ?"(Explain in detail).
- "It sounds like you also used the strengths of....." (refer to Stage 2 Chart).



### Me At My Best

- Introduce yourself: For example, "I'm Ms Adams reporter for the ABC. I'm super excited to be speaking with ..... live from..... School. We are discussing a very important topic this evening, Me At My Best!"
- "Now tell me, when were you at your best? This is not necessarily a time when you did something really well, it is a time when you felt like a good person, happy and true to yourself?"
- "How did you feel? What were you thinking?"
- "What were the 5 main strengths you used when you were at your best ?"(Explain in detail).



**LOVE OF  
LEARNING**

TO:

FOR:

---

---

---

---

**LOVE OF  
LEARNING**

TO:

FOR:

---

---

---

---

**LOVE OF  
LEARNING**

TO:

FOR:

---

---

---

---

**LOVE OF  
LEARNING**

TO:

FOR:

---

---

---

---



**PERSEVERANCE**

TO:

FOR:

---

---

---

---

**PERSEVERANCE**

TO:

FOR:

---

---

---

---

**PERSEVERANCE**

TO:

FOR:

---

---

---

---

**PERSEVERANCE**

TO:

FOR:

---

---

---

---



**SOCIAL  
INTELLIGENCE**

TO:

FOR:

---

---

---

---

**SOCIAL  
INTELLIGENCE**

TO:

FOR:

---

---

---

---

**SOCIAL  
INTELLIGENCE**

TO:

FOR:

---

---

---

---

**SOCIAL  
INTELLIGENCE**

TO:

FOR:

---

---

---

---



**TEAMWORK**

TO:

FOR:

---

---

---

---

**TEAMWORK**

TO:

FOR:

---

---

---

---

**TEAMWORK**

TO:

FOR:

---

---

---

---

**TEAMWORK**

TO:

FOR:

---

---

---

---



**HUMILITY**

TO:

FOR:

---

---

---

---

**HUMILITY**

TO:

FOR:

---

---

---

---

**HUMILITY**

TO:

FOR:

---

---

---

---

**HUMILITY**

TO:

FOR:

---

---

---

---





**APPRECIATION OF  
BEAUTY AND EXCELLENCE**

**TO:**

**FOR:**

---

---

---

---

**APPRECIATION OF  
BEAUTY AND EXCELLENCE**

**TO:**

**FOR:**

---

---

---

---

**APPRECIATION OF  
BEAUTY AND EXCELLENCE**

**TO:**

**FOR:**

---

---

---

---

**APPRECIATION OF  
BEAUTY AND EXCELLENCE**

**TO:**

**FOR:**

---

---

---

---



**SPIRITUALITY**

TO:

FOR:

---

---

---

---

**SPIRITUALITY**

TO:

FOR:

---

---

---

---

**SPIRITUALITY**

TO:

FOR:

---

---

---

---

**SPIRITUALITY**

TO:

FOR:

---

---

---

---

