



INSTITUTE OF
**POSITIVE
EDUCATION**
GEEELONG GRAMMAR SCHOOL®



Version 1.0

POSITIVE EDUCATION ENHANCED CURRICULUM

PRIMARY SAMPLE



POSITIVITY

*'The greatest discovery of
all time is that a person can
change his future by merely
changing his attitude.'*

– OPRAH WINFREY

BOOST IT!

Write and illustrate a '5 Senses' poem about one of the top 10 positive emotions.

BUILDING POSITIVE EMOTIONS

Phase: 3

Domain: Positive Emotions

Module: Positivity

DEVELOPMENTAL OUTCOME

→ Understands the need to generate positive emotions and identifies strategies to do so

LEARNING INTENTIONS

→ Understand the benefits of positive emotions

→ Identify ways in which I can generate positive emotions

ASSESSMENT OPPORTUNITY

→ 'Connect, Extend, Challenge' activity or items in the jar

RESOURCES

→ Audiovisual equipment

→ Lego®/Duplo®/Blocks

→ 'Right in the Feels!' worksheet (provided)

→ Paper

→ Pencils

→ Jar

MINDFUL MOMENT

BRAIN BREAK

STRATEGIES AND QUESTIONS

 **Optional:** Show 'Happy – (Pharrell Williams and the Minions)' <https://www.youtube.com/watch?v=MOWDb2TBYDg> (4:05) as students enter the room, or use it as a lesson transition.


INTRODUCTION – WHERE IS THE LESSON GOING AND WHAT IS EXPECTED?

Big questions: What are we learning about? Why?

Introduce the learning intentions and contextualise the lesson for your class.

Discuss the difference between 'positive' emotions and 'negative' emotions, ensuring students have an understanding of both. Explain the concept of a negative emotional spiral – an activating event triggers a thought, leading to an emotion and then an action. You might like to use your acting skills to engage the class by giving a dramatic example of catastrophising.

ACTIVITY 1 – TOP 10 BRAINSTORM


 Students engage in a small group/class 'brainstorm' regarding what the top 10 positive emotions could be. Explain that Dr Barbara Fredrickson's top ten positive emotions are: joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love (Fredrickson, 2009). Discuss any unfamiliar terms with the class.

Create an analogy for surrounding yourself with positivity by using Lego blocks to build a simple house/shelter stating which emotion each brick stands for.

 **Questions could include:** Why would you like to live in this house? How could being surrounded by positive emotions affect you?

Success criteria: Listen to others, take turns talking, make suggestions of positive emotions

ACTIVITY 2 – RIGHT IN THE FEELS

 Ask students to choose one of the top 10 emotions and answer the following. (You might like to use the 'Right in the Feels!' worksheet provided).

→ When was the last time I felt this feeling?

→ What else gives me that feeling?

→ Where was I?


→ What can I do to in order to enjoy this feeling?

→ What was I doing?

Provide students with an opportunity to share their responses with the class.

Success criteria: Think carefully, answer the questions thoughtfully, take turns talking, listen to others' answers

ACTIVITY 3 – JAR OF POSITIVITY


 Show a humorous clip to generate positive emotions (Fredrickson's research shows positivity increases creativity). For example, 'Roller Skating Babies' <https://www.youtube.com/watch?v=Cvxpe6ZiquI> (0:51).

Explain that the purpose of the next activity is to create helpful items for anyone who is feeling down. Students will be able to place positive statements in the jar, or take them out, whenever they need to. Suggest that items could include encouraging statements and affirmations. (Other suggestions could include: a song that puts a smile on your face, prompting to remember a happy memory, playing a game, eating healthy food, laughing). Students work in small groups to brainstorm ideas. They may choose to include some of the strategies discussed in the previous activity. Visit each group to facilitate discussions, give feedback on progress or encourage students to refocus on the aims of the activity. Each group votes on their 'Top 5' suggestions and writes them on strips of paper, which are folded and placed in a jar.

Success criteria: Listen to others, take turns talking, make suggestions that will help others experience positivity

REFLECTION – RETHINKING AND REVISING

Big Ideas: What have I learnt about building positive emotions?

 If you have time, students could engage in a 'Connect, Extend, Challenge' activity.

Success criteria: Summarise what you have learnt, stay on topic

RIGHT IN THE FEELS!



Name: _____

Date: _____

Circle 1 of the top 10 positive emotions and answer the following questions.

(You could write or draw your answers).

Top 10

joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, love

When was the last time I felt this feeling?

Where was I?

What was I doing?

What else gives me that feeling?

What can I do to in order to enjoy this feeling?

