



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



Version 2.0

POSITIVE EDUCATION ENHANCED CURRICULUM

EARLY LEARNING SAMPLE

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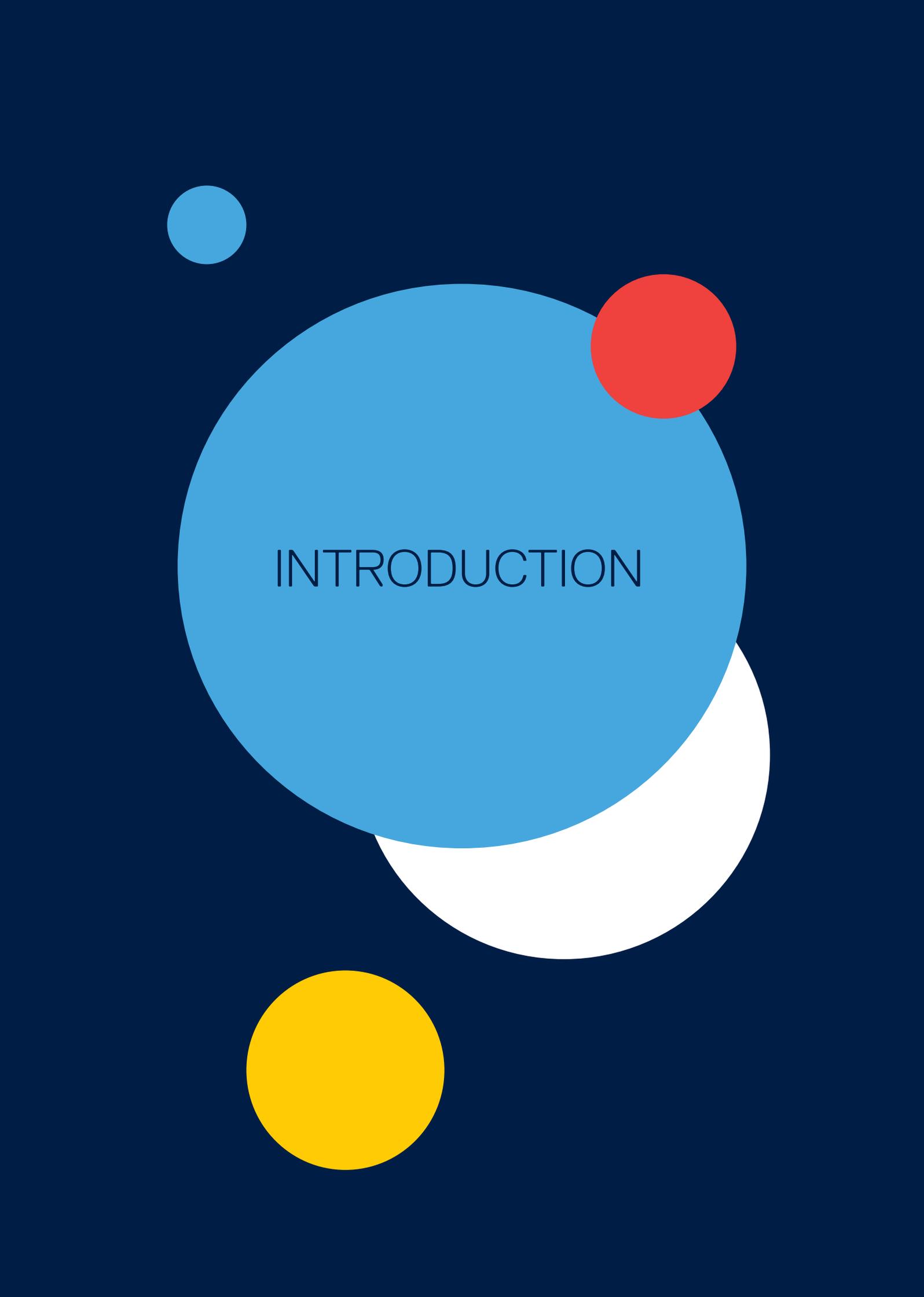
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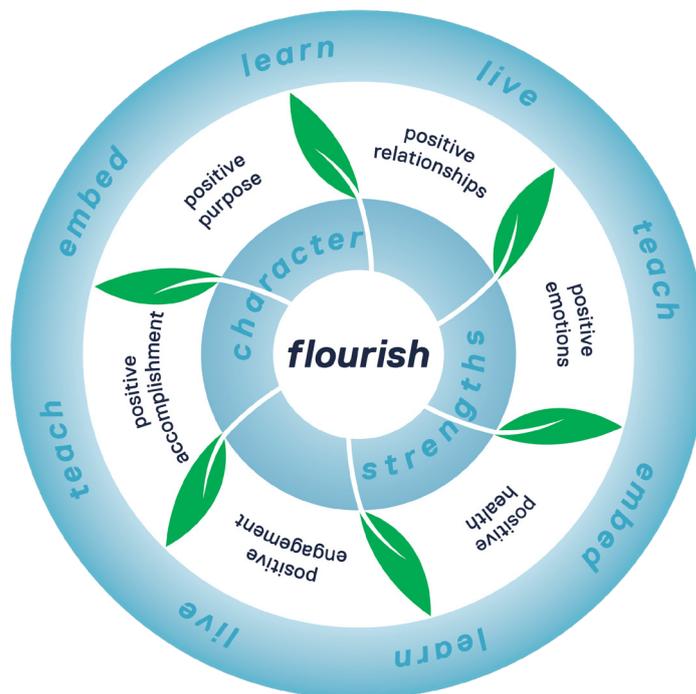
INTRODUCTION



PEEC INTRODUCTION

WHAT IS PEEC?

PEEC stands for Positive Education Enhanced Curriculum. It is a curriculum designed to support teachers, adding value to their expertise and experience in delivering Positive Education.



PEEC addresses the 'Teach' component of the GGS Positive Education model.

PEEC does not replace the implicit Positive Education that occurs daily through pastoral care, coaching, teaching, and every interaction between teachers and students. Instead, it is an explicit curriculum strategically implemented during scheduled lessons.

We understand that every classroom is unique. The relationship and rapport a teacher builds with their students are the most effective Positive Education tools available. Therefore, it is crucial to customise these lessons to meet the specific needs of your students. Our lessons are not scripted and do not include suggested times. They are thoroughly researched, but the personal stories and the safe environment a teacher creates are of paramount importance.

WHY PEEC?

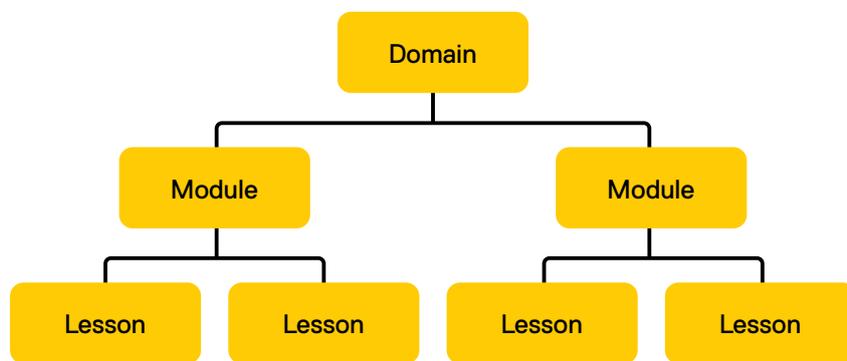
With 26% of young people in Australia experiencing mental health issues, there is a clear need for preventative measures that empower and equip students to handle the increasing complexity of the modern world. Our educational institutions are already doing excellent work to support our young people. However, the time has come to streamline, consolidate, and enhance our educational approaches. Given the growing pressures on teachers, robust, research- and evidence-based support is essential, and PEEC provides this support.

DEVELOPMENTAL SCOPE AND SEQUENCE

Our Developmental Scope and Sequence* offers a 'big picture' perspective to help contextualise learning. This document has been developed in collaboration with teachers and developmental psychologists, and is based on developmental research. It also aligns with the IB, EYLF, SELS, and ACARA.

STRUCTURE

The six domains of this curriculum are defined by the GGS Positive Education model. Under each domain are four Enrichment Modules, and the lessons are organised within these modules. While the lessons are designed to be discrete and can be delivered as standalone sessions, we have also created a suggested practical sequence* for implementing the lessons.



Structure of PEEC

DOMAINS AND ENRICHMENT MODULES

The following table depicts the structure of the Domains and Enrichment Modules within PEEC. The sample lesson provided fits within the highlighted box below.

POSITIVE RELATIONSHIPS	POSITIVE EMOTIONS	POSITIVE HEALTH	POSITIVE ENGAGEMENT	POSITIVE ACCOMPLISHMENT	POSITIVE PURPOSE
Empathy and Compassion	Emotional Intelligence	Mind-Body Connection	Creativity	Decision Making	Caregiving
Forgiveness	Gratitude	Physical Wellbeing	Curiosity and Interest	Goal Orientation	Character Development
Leadership and Teamwork	Positivity	Self-Knowledge	Flow	Grit and Persistence	Core Values
Kindness and Connections	Self-Control	Resilience	Motivation	Mindsets	Sense of Meaning

*available as part of the full version of our curriculum

INCLUSIONS IN PEEC

PEEC memberships include a range of resources, such as:

- A research-based developmental scope and sequence for Positive Education.
- Approximately 300 lessons for Early Learning (4 years) through Year 12 (18 years).
- 'Boost-It' options that extend the content to over 500 lessons.
- Graphic organisers, worksheets and scaffolds.
- A glossary of research-based teaching tools founded on High Impact Teaching Strategies.
- Lists of picture books for each topic.
- Research summaries for every topic.
- Curriculum mapping for EYLF, ACARA, PYP, MYP, IB, and SEL.

PEEC RESOURCES

Membership in the PEEC Community also grants access to various free supplementary and complementary materials, including:

- A series of short professional learning videos about PEEC.
- Animated 'Brain Break' and 'Mindful Moment' videos.
- Excerpts for your school newsletters for every PEEC Enrichment Module (topic).
- Posters and games to aid the use of yoga in the classroom.
- Research summaries on Positive Education.
- 'PEEC Story Time' videos featuring some of our favourite picture books*.
- Printable mindful colouring pages.

* Only available during the COVID-19 pandemic, due to copyright restrictions.

FURTHER INFORMATION

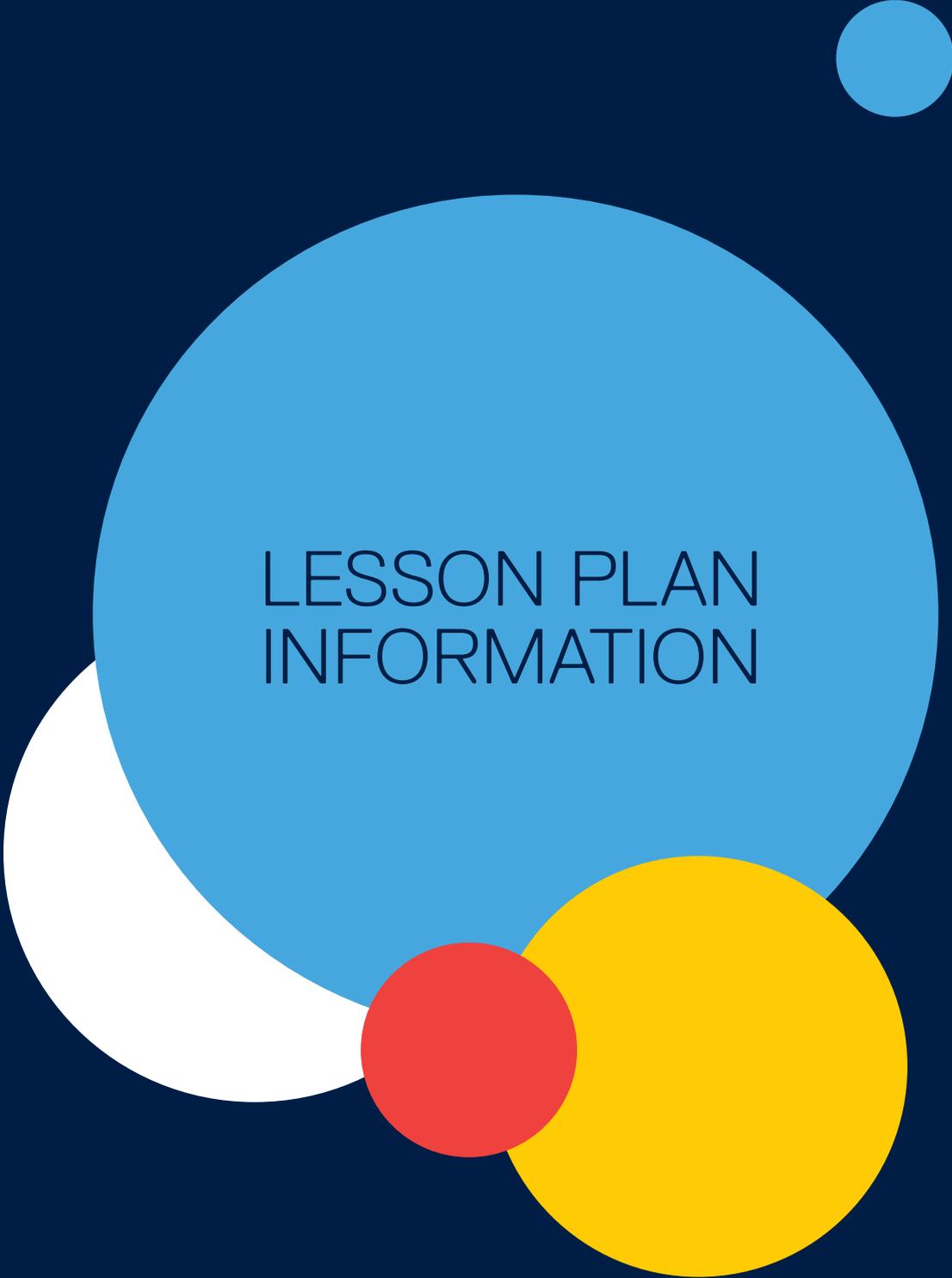
If you would like a closer look at the PEEC website, please visit: teachpeec.com.

In case you have not already come across this, the follow link will take you to an [overview](#) of PEEC. Our [FAQs](#) page may also be of assistance. The cost associated with the curriculum can be found [here](#).

NEXT STEPS

If your school is ready to purchase your first annual PEEC [licence](#), please click on this [link](#).

For further information, please contact: institute@curriculum@ggs.vic.edu.au.



LESSON PLAN
INFORMATION

PEEC ICONS

EXPLANATION

You will notice the PEEC lesson plans include the following icons. They are designed to support teachers' preparation. The icons indicate that some specific equipment may be required and provide a visual gauge of the variety of activity types that appear in each lesson.

ICONS AND DESCRIPTION



Collaboration

An activity that requires students to work in pairs or a small group.



Reading

There is reading to be done by the students (or to the students by the teacher for younger year levels).



Writing

Students are required to write or draw as a part of their engagement in this activity.



Technology

Technology, such as a tablet, computer or laptop, is required for this activity.



Music

Equipment is needed in order to play a song to the class.



Questioning

Open-ended questions that could be asked of the students.

ANNOTATED LESSON PLAN

Opportunities to enhance, extend or build on lesson content.

From the developmental scope and sequence

For communication to students during the introduction

Opportunities for formative or summative assessment

Equipment needed for the lesson

Choose a Mindful Moment and a Brain Break from the books and write the titles here

The 'why' of the lesson; provides interest and motivation for the students. Contextualise the lesson, and explain its purpose and benefits.

Icon (see icon explanation page)

Measures of quality used to help determine whether students are meeting the learning intentions

Review learning intentions to help synthesise and summarise new knowledge and skills

Information designed to enhance the delivery of the lesson

Lesson title

Name of enrichment module

BOOST IT!
Draw and label family portraits, sharing these with others in the class.

MY HERITAGE
Domain: Personal Health
Module: Self-Knowledge

DEVELOPMENTAL OUTCOME
→ Celebrate their unique abilities and experiences

LEARNING INTENTION
→ Identify what is important to your family

ASSESSMENT OPPORTUNITIES
→ Family Crest → "Sentences Statements" sentences
→ Exit/entry responses

RESOURCES
→ Audiovisual equipment → Scissors and glue
→ Paper and pencils → Family Crest sheet (provided)

MINDFUL MOMENT **BRAIN BREAK**

STRATEGIES AND QUESTIONS

OPTIONAL: Play "We Are Family Song" as students enter the room, or use it as a lesson transition. <https://www.youtube.com/watch?v=8IRUF7hWUUM> (1:53)

INTRODUCTION - WHERE THE LESSON IS GOING AND WHAT IS EXPECTED BY
Big Question: **What are we learning about? Why?**
Introduce the learning intention and contextualise the lesson for your class.

ACTIVITY 1 - MY FAMILY
This activity is designed to help students think about what is important to their families. Students should begin by engaging in a "family crest" using the questions below. They could write or draw their ideas as a mind map, letter or picture.
Questions could include: What are some things that you and your family do together? Where are special places for your family? What is special about your family? What are some of your best family memories?
Success criteria: Take turns talking, listen to others

ACTIVITY 2 - FAMILY CREST
Explain that a family crest is an identifying symbol for an important family. These crests were used as part of a coat of arms that would be displayed on the shield of a medieval knight.
Display some pictures of family crests and engage in a brief "See, Think, Wonder" exercise regarding the meaning of the symbols used in the designs.
Explain that a motto was sometimes displayed with the crest and point these out on your visual examples. A motto could be anything students want to say they feel represents their group or family.
Students design pictures or draw symbols that represent the four elements from Activity 1 and use the "Crest" sheet provided to create their own family crest and motto.
Success criteria: Identify what is special about your family, focus on the task, create a crest based on important family values

REFLECTION - RETHINKING AND REVISION
Big Ideas: **What have I learnt about family values?**
Put the following "Sentences Statements" in a hat and randomly ask students to select one and finish the sentences:
→ Today I learnt...
→ What surprised me was...
→ I felt that this lesson was... because...
→ I am going to...
→ I want to find out...
TIP: You might like to display these sentence starters on the board, to give students the opportunity to think about how they could finish each sentence before needing to make a response.
Success criteria: Complete a sentence that reflects your learning, listen carefully, take turns

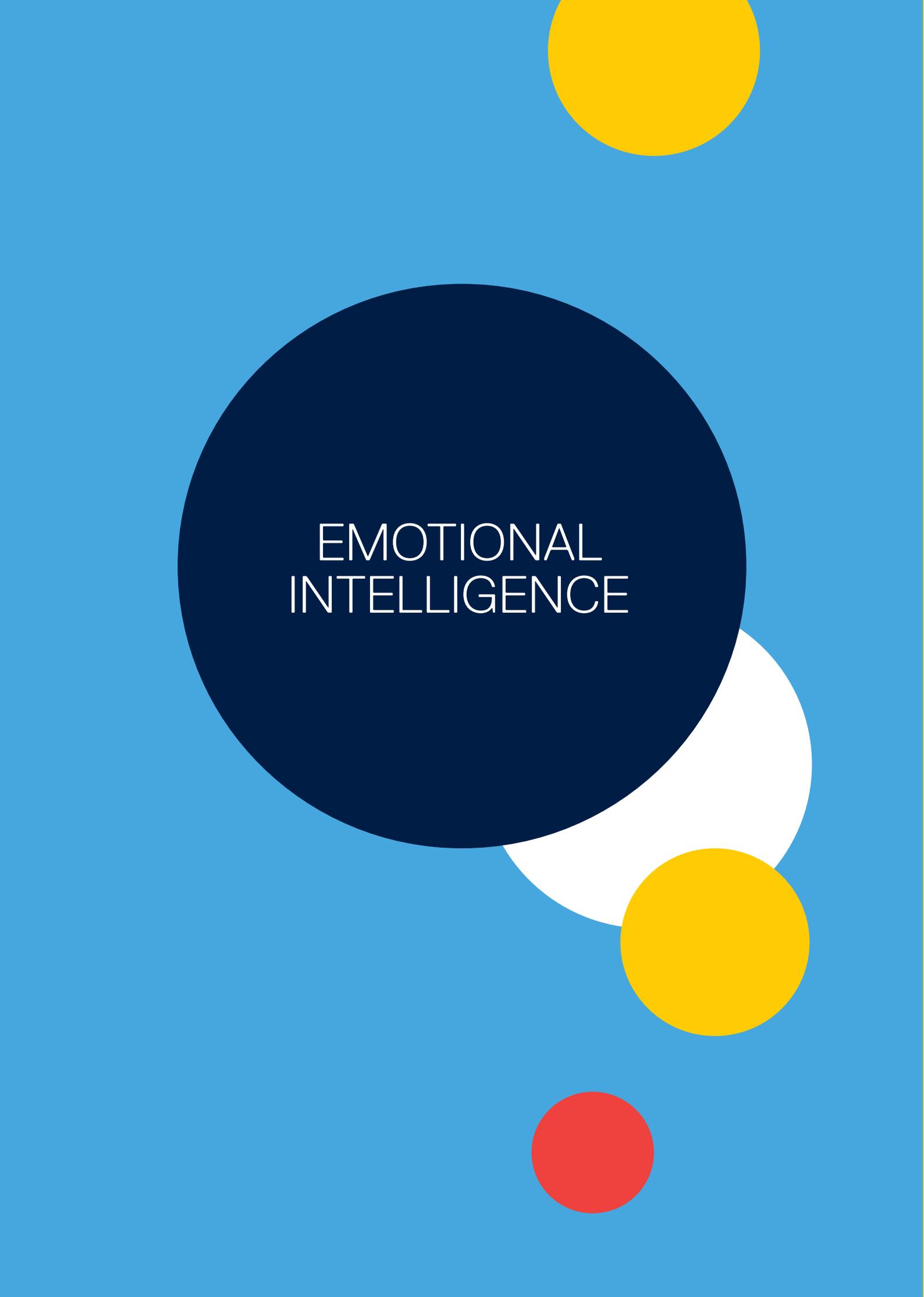
Item from the glossary of teaching tools (see Appendix)

'Happiness, not money or prestige,
should be regarded as the
ultimate currency - the currency
by which we take measure of our
lives.'

- TAL BEN-SHAHAR



TEACHING
AND LEARNING
OPPORTUNITIES



EMOTIONAL
INTELLIGENCE

*'Let's not forget that the
little emotions are the great
captains of our lives and we
obey them without realising it.'*

– VINCENT VAN GOGH



TEACHING IDEAS

Domain: Positive Emotions
Module: Emotional Intelligence

DEVELOPMENTAL OUTCOME

→ Displays an awareness of their own emotional state and an ability to identify others' emotions using situational or expressive cues

MINDFUL MOMENT

BRAIN BREAK

STRATEGIES AND QUESTIONS

ACTIVITY 1 – THE FEELINGS SONG

Resources: Audiovisual equipment

-  Play 'The Feelings Song' <https://www.youtube.com/watch?v=UslSd1AMNYU> (3:12). Students use their facial expressions, body language and posture to demonstrate each of the feelings.
-  **Questions could include:** What other feelings do you know of? What do they look like? What do they sound like? What do they feel like? What makes you feel this way?
- Success criteria:** Listen carefully, take turns talking

ACTIVITY 2 – EMOTIONAL ART

Resources: Pencils, paint, brushes, water, smocks and paper

-  Ask students what they think the term 'emotion' means. What kinds of emotions do we experience on a day-to-day basis?
TIP: Use the terms 'emotions' and 'feelings' interchangeably.
-  Ask students how certain colours make them feel and why. Ask students what kinds of lines they can see or draw (e.g. straight, jagged, squiggly, zig-zag, etc.) Prepare students by asking them to draw lines based upon certain feelings, e.g. draw happy lines, angry lines, etc. Once everyone is ready, begin working with the paint. Everyone can then decide on an emotion or feeling, which they will express using various paint colours, lines, textures and shapes.
Once everyone has finished their artworks, students could view and appreciate each other's work.
-  **Questions could include:** Can you find someone's work that expresses the same emotion that you chose? What are the similarities and differences? Can you guess what emotions other people chose to paint?
- Success criteria:** Watch and listen carefully, be creative

ACTIVITY 3 – NAME THAT EMOTION

Resources: Audiovisual equipment, magazines or newspapers, scissors, paper, glue

-  Play 'Sesame Street: Name That Emotion with Murray!' <https://www.youtube.com/watch?v=ZxfJicfyCdg> (5:21). Use pictures, words and facial expressions to explain the terms: happy, sad, excited, angry, anxious and grouchy. Ask students to demonstrate what these emotions look like.
-  For the next part of the activity, it's best to simplify the task to two emotions (but you could include more). Ask students to go through magazines and newspapers and cut out pictures of people who look happy and people who look sad. In small groups, students can stick their pictures on two collaborative posters – one for happy pictures and one for sad pictures.
Success criteria: Listen carefully, choose pictures that match the emotions

ACTIVITY 4 – NERVOUS DRUMMING

Resources: Audiovisual equipment

-  Play 'We're Going on a Bear Hunt | Popular Song for Preschoolers | The Kiboomers' https://www.youtube.com/watch?v=5_ShP3fiEhU (3:19). Have students sit in a circle on the floor and drum on the floor to mimic their heartbeat. Ask the students to help you retell the 'Bear Hunt'. Start by asking how their heart would beat if they were relaxed, then happy, then excited. Discuss that these emotions make us feel good and usually something good has happened to make us feel this way. Now ask the students to 'drum' a scared, nervous or anxious heartbeat. Discuss the physical changes in their bodies, and how they can use this energy to create a something positive - in this case, a really cool drumming sound.
Success criteria: Watch and listen carefully, be creative

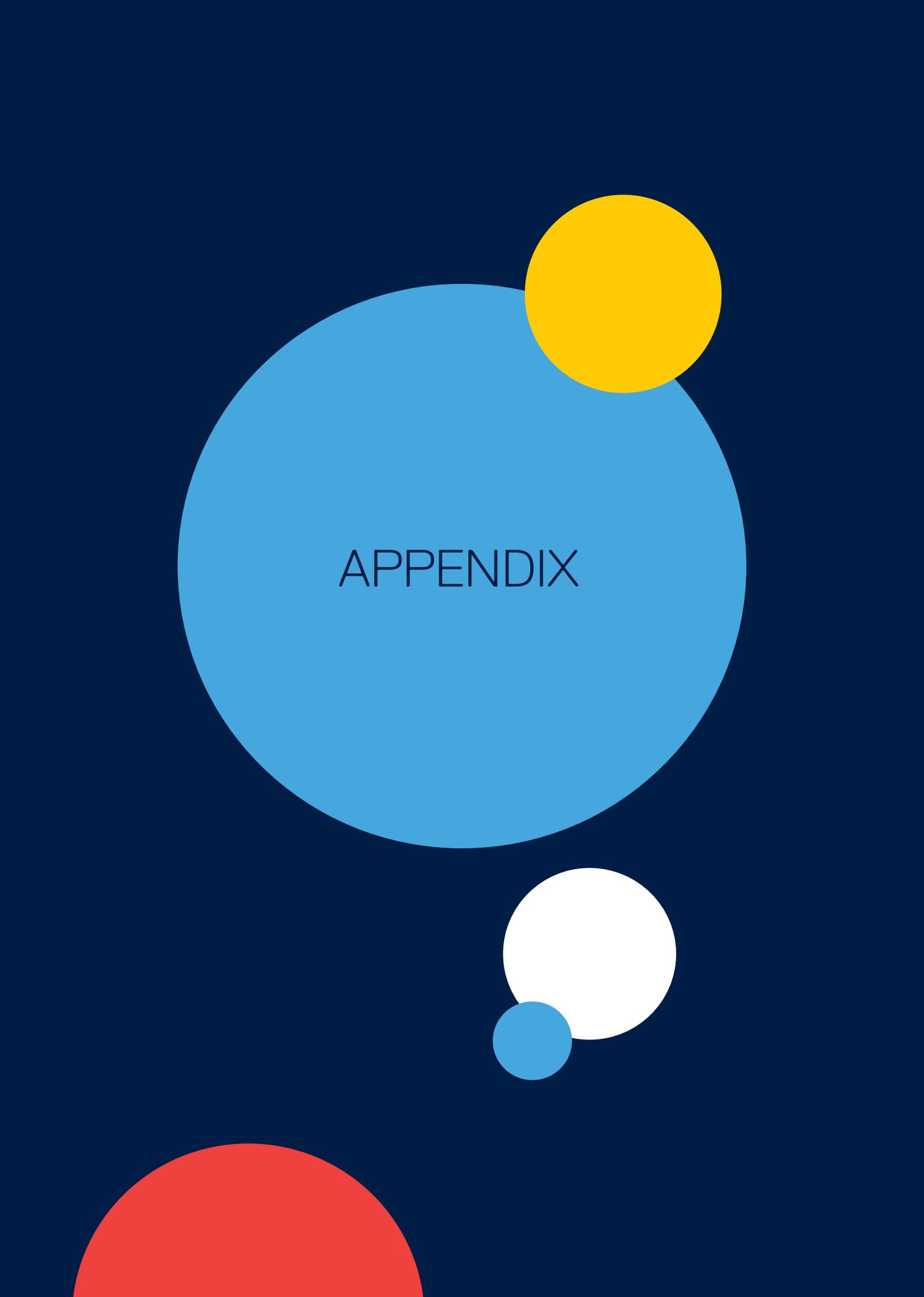
ACTIVITY 5 – WHAT MAKES YOU HAPPY?

Resources: Magazines, scissors, glue, paper and pencils

-  This can be a discussion or a drawing activity. Students should form pairs and tell each other what makes them happy. They then need to share with the class, or draw what makes their partner happy. These drawings could be used to make a collaborative display.
Success criteria: Listen to others, be creative

*'It's impossible to make your
eyes twinkle if you aren't
feeling twinkly yourself.'*

– ROALD DAHL,
DANNY THE CHAMPION OF THE WORLD



APPENDIX

GLOSSARY OF TEACHING TOOLS

Below is a sample of the research-based teaching tools included in our full glossary.

We would like to acknowledge and thank Ritchhart and Perkins (2008) for inspiring some of the teaching tools listed below. Ritchhart, R. & Perkins, D. (2008). Making Thinking Visible, 65(5), *Educational Leadership*, 57-61.

Items denoted with an asterisk (*) have an accompanying worksheet in the full version of our curriculum that can be used as a helpful scaffold.

Brainstorming: Teachers begin by introducing a topic, theme question or problem. Students then take turns to offer relevant answers and ideas, which are written so that everyone can see them. After brainstorming, students then typically engage in a discussion regarding the different contributions. Note: it is important that ideas are received without criticism.

I used to think...but now I think: This reflection activity helps students to reflect on and express how their thinking has changed as a result of a lesson. Students write a sentence starting with 'I used to think' that expresses their previous opinion. They then begin a second phrase starting with 'but now I think' in order to outline their current, changed thinking.

Values Continuum: This helps students clarify their values and explore the reasoning behind students' opinions. Label each corner of the room as: 'Strongly Disagree', 'Disagree', 'Agree' or 'Strongly Agree'. The middle of the room is labeled as 'Neutral'. Students move to the space in the room that represents their belief regarding certain statements. After students have gone to their respective spaces, students can spend time discussing opinions with other group members regarding their reasons for standing where they are. Each group could then report the reasons for their beliefs, and students are allowed to 'switch' to a different space if they have changed their minds.

What makes you say that?: By asking students this question, students are prompted to analyse and justify their opinions and responses. This can be used as part of group or individual discussion.

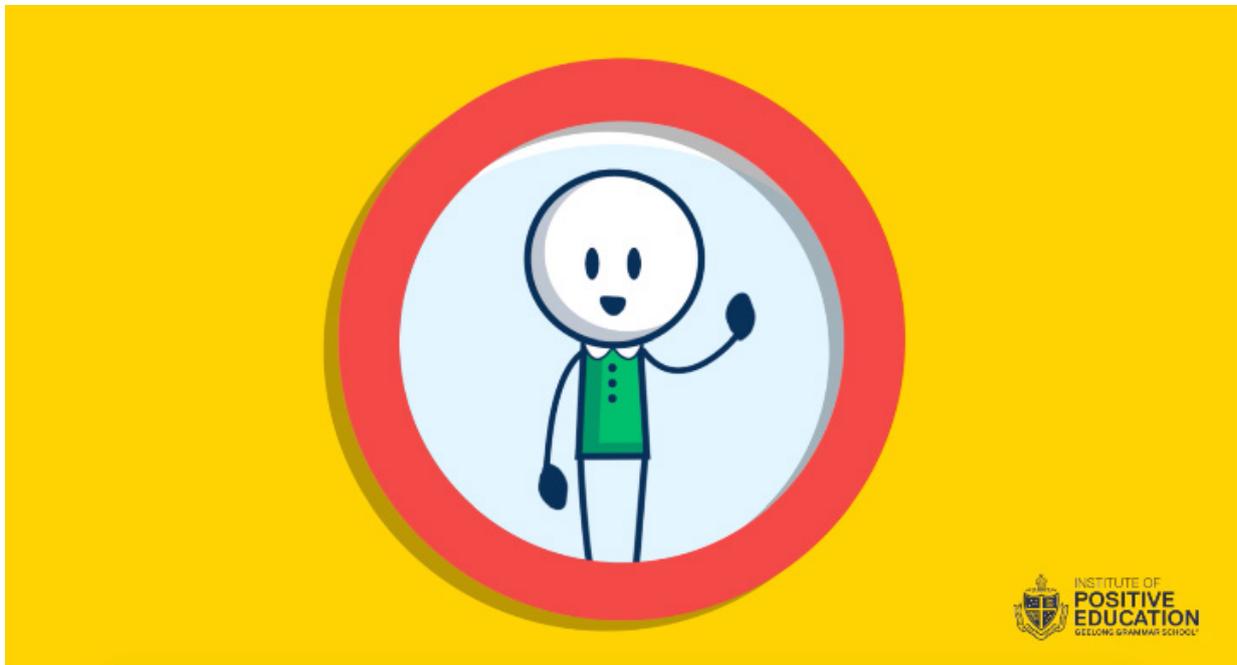


SUPPLEMENTARY
RESOURCES

MINDFUL MOMENTS ANIMATION

EXPLANATION

As part of PEEC 2.0, we are expanding our range of supplementary and complementary resources. These resources are available to schools who purchase access to our Positive Education Enhanced Curriculum (PEEC). Please click on the image below to view the animation on YouTube. We hope you and your students enjoy this Mindful Moment animation.



YOGA POSTER

Our downloadable yoga posters are designed for you to print and display in your classroom. Each poster includes some top tips for practising yoga with your class, as well as a description of each pose and suggested timings.

Centred Accepting Loving Mindful

TOP TIPS

- Use the illustrations and descriptions below as a guide.
- Don't worry about practising perfectly aligned poses.
- Focus on using movement to invite a sense of calm.
- Make sure there is enough space to practise the poses without anyone bumping heads or stubbing toes.
- Ensure children are safe with their bodies. For example, they shouldn't be trying to wrap themselves into a pretzel or doing deep back bends.
- Ask children to focus on gentle movement that feels comfortable.



Tree Pose – Vrksanana

Stand on your right leg. Bend your left leg. Place the sole of your foot on the opposite inner thigh or calf, (not on your knee), and balance. Keep your gaze fixed on something in front of you to help keep your balance. Pretend to be a tree with strong roots that go deep into the ground. Hold this for 1 minute. Switch sides and repeat.



Melting Heart – Anahatasana

Place your hands and knees on the ground. Reach your hands forward and melt your chest toward the ground. Keep your hips stacked above your knees. Gently rest your forehead on the ground. Observe any feelings that you have. Think about 3 things that you love, such as a family member, friend or a pet. Hold this pose for 3 minutes.



Crescent Lunge – Anjaneyasana

Step your left foot forward. Bend the left knee to 90 degrees, stacking the left knee over the left foot. Keep your right leg strong. Make sure your feet are hip-width apart to help you balance. Sweep your arms out to the side until they are above your head with palms facing each other. Bring your shoulder blades down. Breathe deeply. Hold this for 1 minute. Switch sides and repeat.



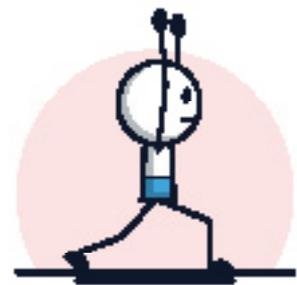
Easy Pose – Sukhasana

Sit comfortably in a cross-legged position, resting your hands on your knees or bringing them to your heart centre. Notice any sensations in your body. Take 3 or 4 deep belly breaths, breathing in and out through the nose. Hold this pose for 1 minute.

Centred Accepting Loving Mindful



Tree Pose – Vrksanana



Crescent Lunge – Anjaneyasana



Melting Heart – Anahatasana



Easy Pose – Sukhasana



COMPLEMENTARY
RESOURCES

Need a Brain Break?

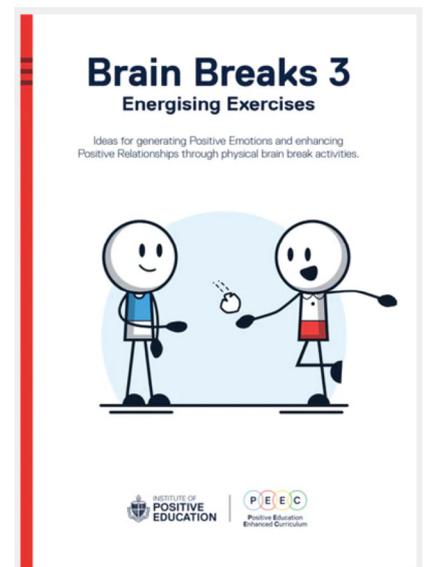
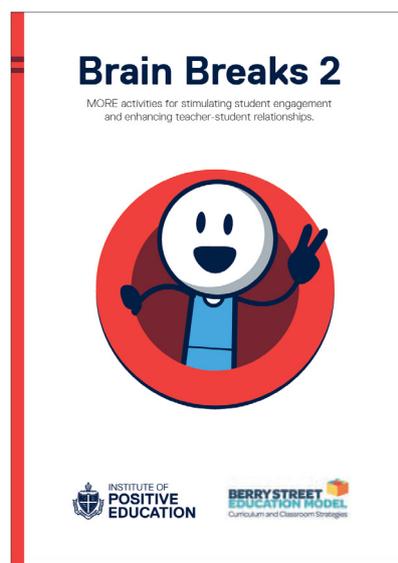
For Brain Breaks resources and other Positive Education materials, head to the Institute of Positive Education's [online shop](#).

Brain Breaks

These booklets are a helpful Positive Education resource for any teacher wanting to start or expand their Positive Education classroom supplies and resources.

They are not a specific programme, but rather a starting point for thinking about how to integrate physical movement into classrooms and educational environments.

The activities are a creative, fun and easy way to break up a lesson and allow students and teachers to build a connection whilst improving happiness and gratitude as well as refreshing their brain to optimise for learning.



Want to explore character strengths?

For additional character strengths resources, visit the Institute of Positive Education's [online shop](#).



Character Strengths Posters (A3)

Keep the character strengths at the forefront of your students' minds with these colourful and engaging displays. The posters for each of the six virtues and 24 character strengths have their own unique figure that depicts the essence of this strength, as well as a student-friendly definition. You could hang all 30 A3 posters along the walls of your classroom or use one at the front of the room to highlight a specific strength.

Sold in sets of 30 posters, this resource is sure to capture the imagination of your students and provide inspiration when exploring the concept of character strengths.



Cultivating Character Strengths Pocketbook

A useful resource for individual interventions, small group or classroom activities, this research-based pocketbook provides engaging, hands-on ways to improve wellbeing.

This book contains:

- student-friendly strengths definitions
- illustrations for every character strength and virtue
- suggested books, movies and examples for every strength
- inspiring quotes for every virtue

This pocketbook also includes a range of activities for each of the 24 character strengths that are designed to help children and adults of all ages to cultivate these strengths.

Have you seen our new digital resources?

For more downloadable Positive Education materials, head to the Institute of Positive Education's [online shop](#).



Character Strengths Cards

Research shows that activating your strengths in new and different ways can enhance wellbeing. This resource provides hundreds of suggested ways in which to use your strengths every day.

The activities could be carried out as whole-class, small-group or individual exercises. For example, you could ask students to:

- pick an activity from a reduced list of age-appropriate options,
- select any of the activities based on their character strengths profile, or
- choose any of the activities for a given character strength.



Grow your Character Strengths Board Game

Designed for ages 10-14, this board game encourages students to explore definitions, examples and scenarios involving all 24 Character Strengths, in order to help further their understanding of these concepts.

The vibrant design featuring Institute favourite 'Nic the Stick' is fully downloadable and printable. You could even print it on cardboard and laminate the game pieces, using them for years to come.

This game aligns with our Phase 4 PEEC 'Character Development' lessons, but is also designed be used as a stand-alone resource.



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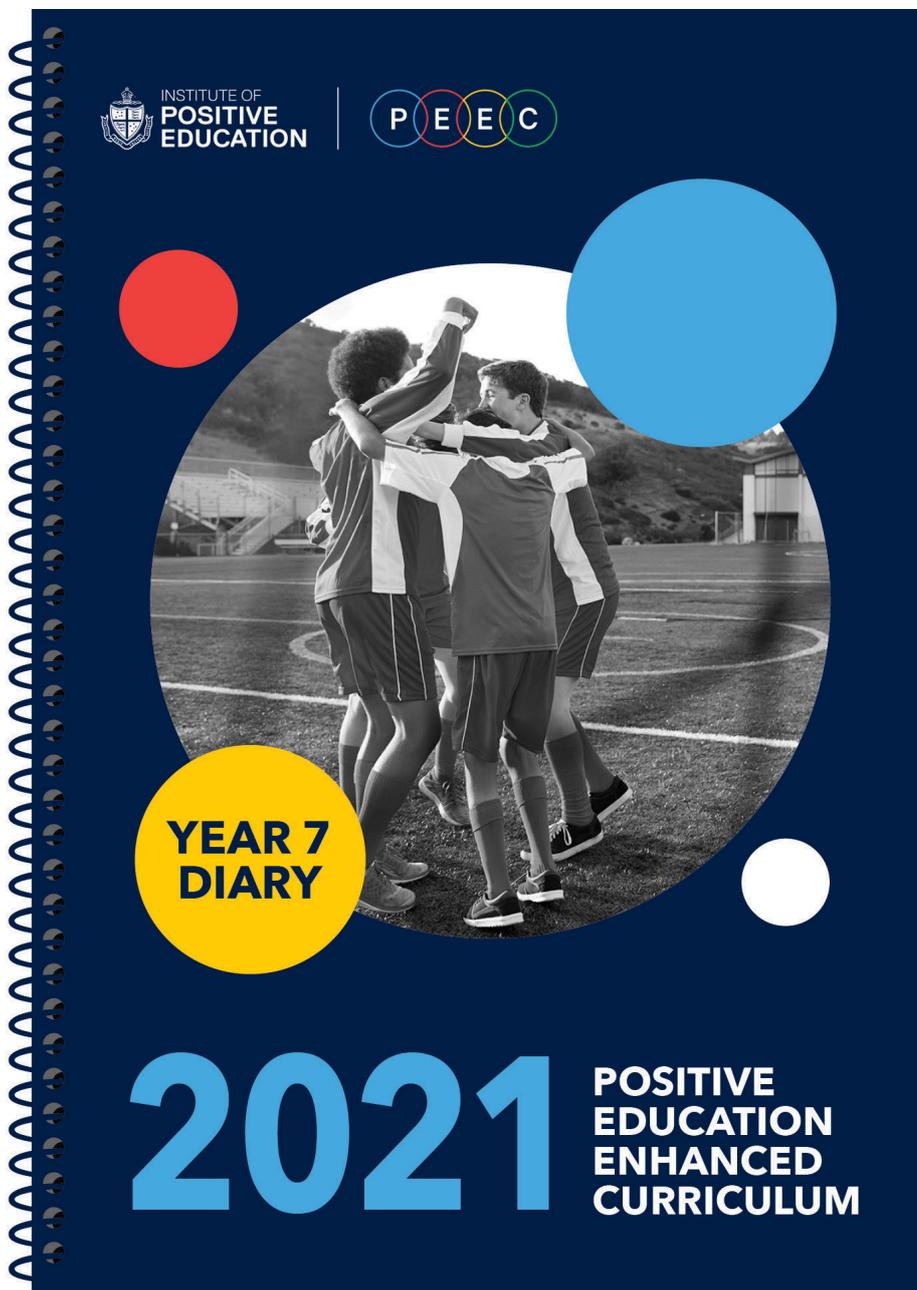
Positive Education
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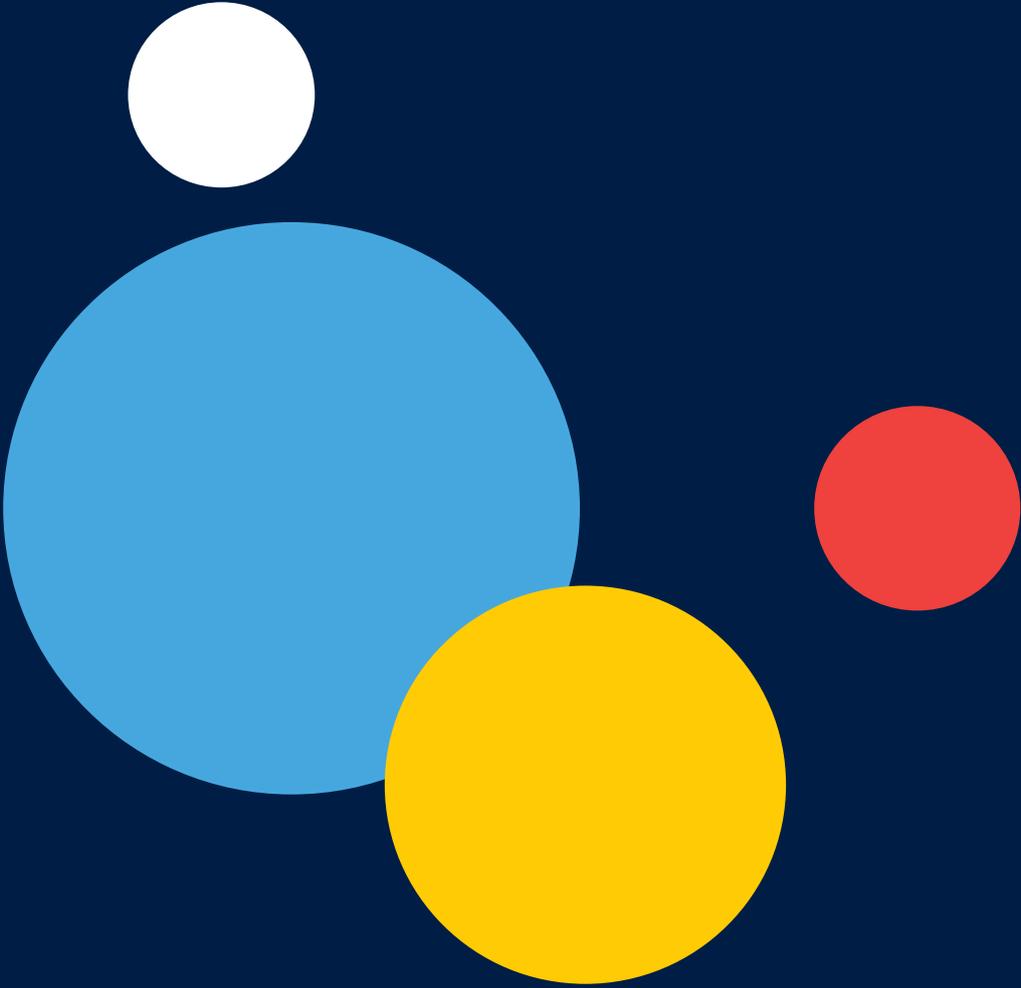
NEW PEEC Student Wellbeing Diaries



Fully customisable
for your school!

Diaries
available for
all year levels
Foundation-
Year 12.

Teacher diaries
available with
purchase of
student diaries.



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