



INSTITUTE OF
**POSITIVE
EDUCATION**
GEE LONG GRAMMAR SCHOOL®



**POSITIVE
EDUCATION
ENHANCED
CURRICULUM**
SECONDARY SAMPLE

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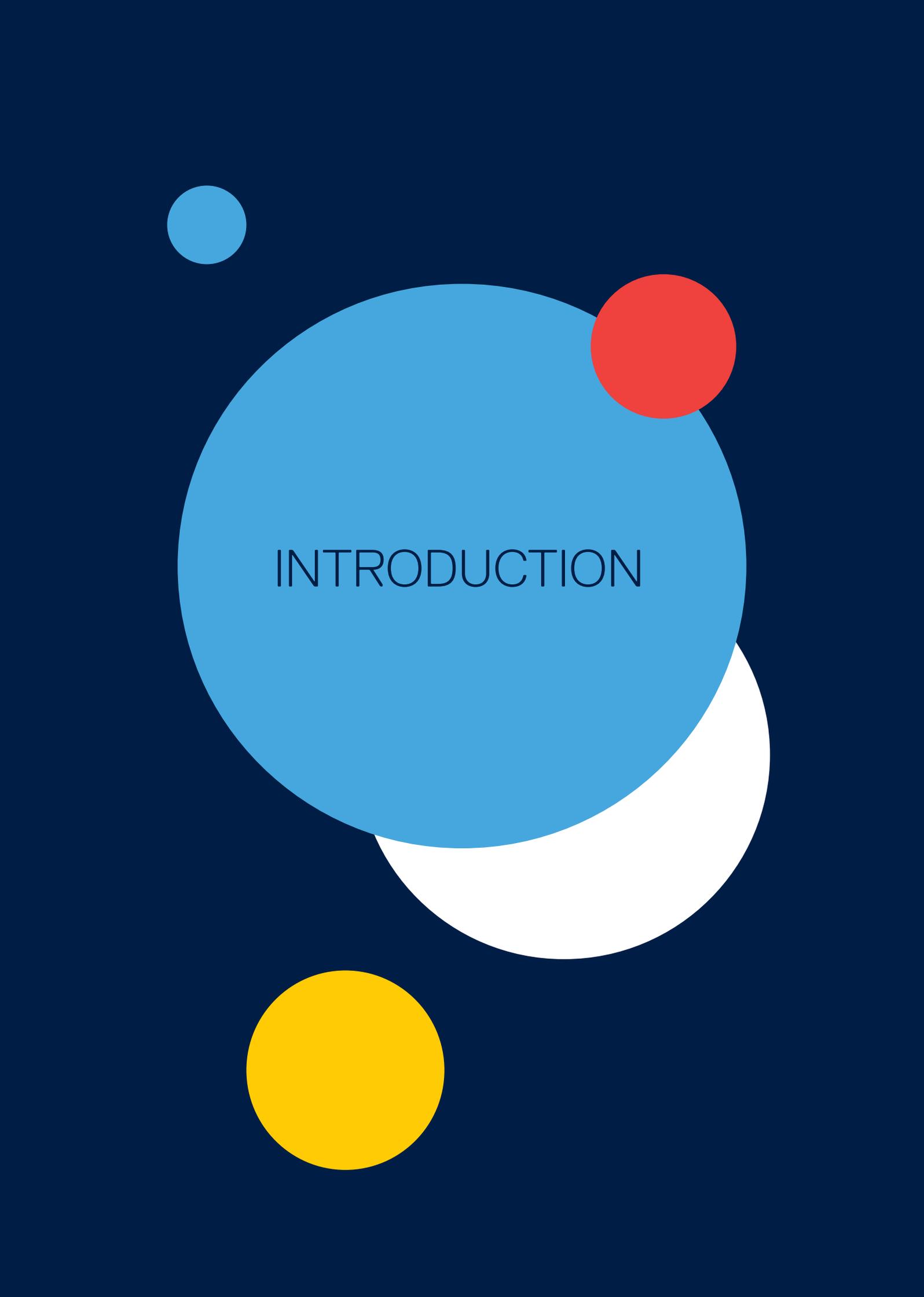
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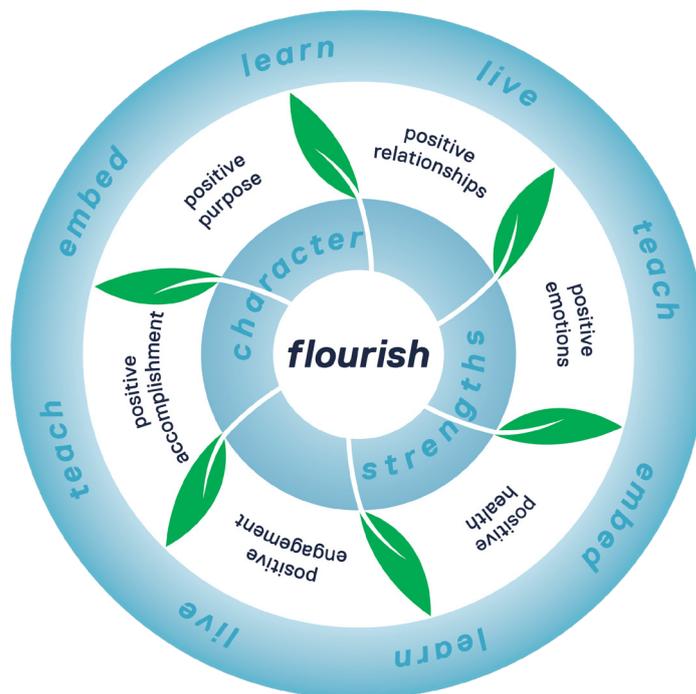
INTRODUCTION



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?

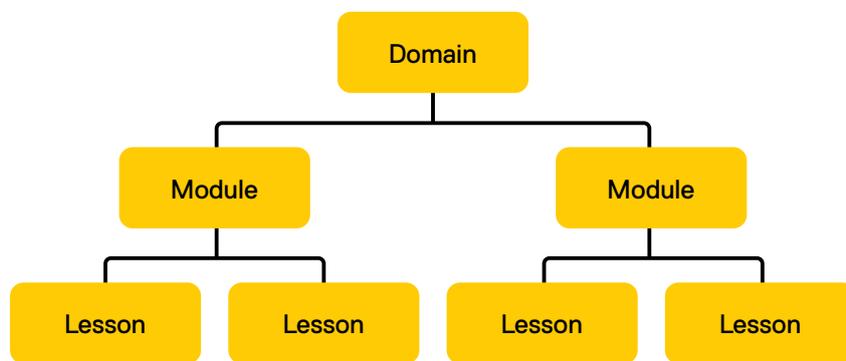
With 26% of young people in Australia experiencing mental health issues, there is a clear need for preventative measures that empower and equip students to handle the increasing complexity of the modern world. Our educational institutions are already doing excellent work to support our young people. 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

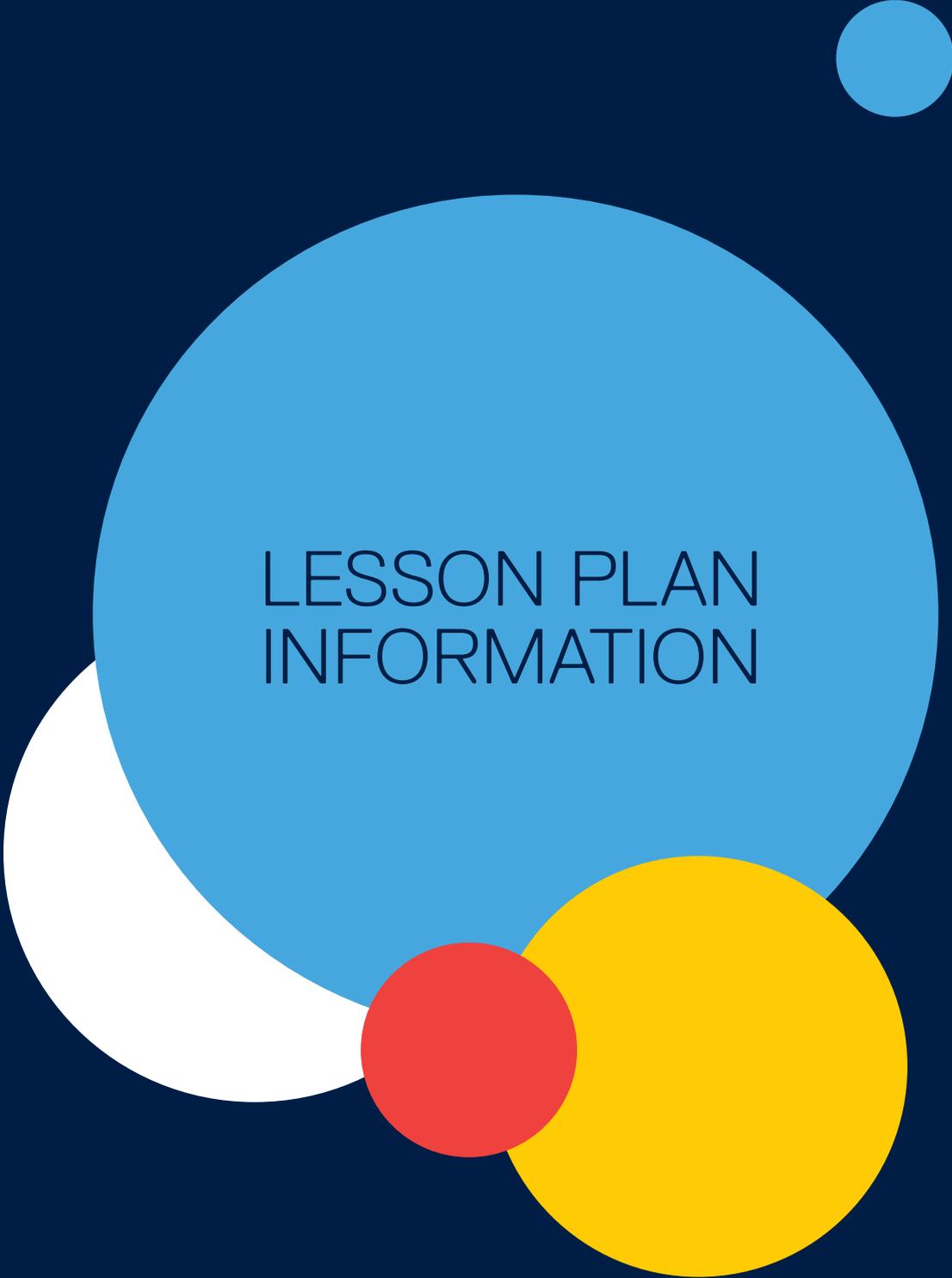
If you would like a closer look at the PEEC website, please visit: teachpeec.com.

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: Positive 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 sentence:
→ 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



GRATITUDE

*'Gratitude to gratitude
always gives birth.'*

– SOPHOCLES

BOOST IT!

Go on a savouring walk, take photos of the things that inspire gratitude then share these.

GRATITUDE WALL

Phase: 6

Domain: Positive Emotions

Module: Gratitude

DEVELOPMENTAL OUTCOME

→ Understands and appreciates the reciprocal effect of expressing gratitude, and the personal benefits of savouring

LEARNING INTENTIONS

→ Express gratitude for the good things around them

→ Experience the benefits of savouring

ASSESSMENT OPPORTUNITIES

→ 'Leaderless Discussion' responses

→ 'So What? Now What?' reflections

→ Contributions to the 'Gratitude Wall'

RESOURCES

→ Audiovisual equipment

→ Paper and pens

MINDFUL MOMENT

BRAIN BREAK

STRATEGIES AND QUESTIONS

 **Optional:** Play 'Be Ok' by Oh Honey as students enter the room, or use it as a lesson transition.

INTRODUCTION – WHERE THE LESSON IS GOING AND WHAT IS EXPECTED

Big questions: What are we learning about? Why?

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

ACTIVITY 1 – SAYING THANKS

 Watch the following clip: 'Watch kids prank favorite teacher all to set up heartfelt surprise - Video' <https://www.youtube.com/watch?v=0xFkYmLTHk> (5:57).

 Engage in a 'Review and Rip' activity using the following questions:

1. Does showing gratitude benefit the recipient more than the initiator? **'What makes you say that?'**
2. In what ways can savouring or reflecting on gratitude improve your wellbeing?
3. How can showing gratitude change your attitude?
4. Why does gratitude help you to flourish?

Success criteria: Listen carefully, take turns talking

ACTIVITY 2 – LEADERLESS DISCUSSION

 Discuss the words: 'materialistic', 'languish', 'grateful' and 'flourish', to ensure students have a common understanding of key terms. Display the following quote and engage in a '**Leaderless Discussion**': 'Materialistic youth seem to be languishing while grateful youth seem to be flourishing.' Froh, Emmons, Card, Bono & Wilson, (2011).

Success criteria: Listen carefully, take turns talking

ACTIVITY 3 – GRATITUDE WALL

 Students work in groups to brainstorm ideas for creating a Gratitude Wall. This could be created in a display case in the playground or in a classroom. Ideas could include: a collection of '**What Went Wells**', annotated photos, inspirational quotes, gratitude memes, etc. Students could create items for the wall as homework over the following week and the display itself could be created in a subsequent lesson.

 '**60-Second Think**': In what ways is creating a 'Gratitude Wall' a form of savouring?

Visit each group, giving feedback, guidance and encouragement as needed. Students from different classes could reflect on what they have learnt from viewing other classes' Gratitude Walls.

TIP: If needed, extra time could be created for this activity by not engaging in Activity 2.

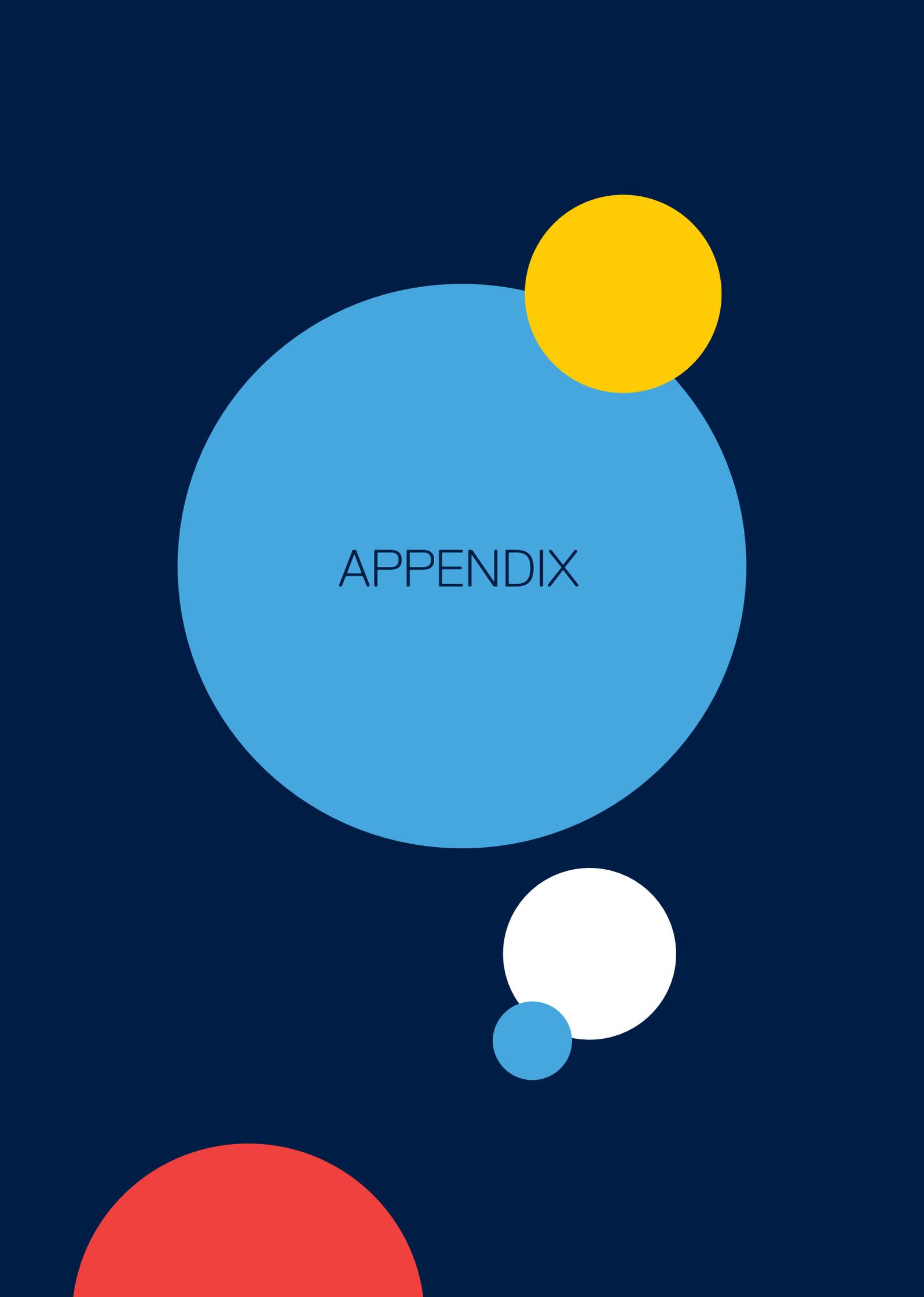
Success criteria: Be creative, be genuine, be honest

REFLECTION – RETHINKING AND REVISING

Big Ideas: What have I learnt about gratitude and savouring?

 Students engage in a '**So What? Now What?**' reflection.

Success criteria: Think carefully, be honest



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.

3-2-1-Go!: This can be used as a scaffold for reflection. Students write three things they have learnt as a result of the lesson, two facts they found interesting and one question they still have, regarding the topic.

60-Second Think: This provides students with time to think before giving a response in class. It can also be used as a moment of contemplation, without sharing responses.

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.

Connect, Extend, Challenge: This helps students connect new information with their prior knowledge, by answering three questions. How are these concepts connected to what you already know? What new ideas extended your thinking in new directions? What ideas do you still find confusing or challenging – what questions do you now have?

Leaderless Discussion: Students take turns raising an issue or question related to the topic under discussion. The person initiating the question calls on a student volunteer to respond. When that student has finished, he or she calls on the next contributor. Students signal their desire to contribute by raising their hands, using their fingers to indicate how many times they have already contributed to the discussion. This ensures that a few students don't dominate the discussion.

Review and Rip: Students form groups of four, kneeling in a circle. The teacher poses four different questions, numbering them as 1, 2, 3 and 4. Students individually fold A4 pieces of paper into four, number each quarter, and write their response to each of the four questions. They then rip the piece of paper along each fold and create four piles of responses based on the question number. Each group member then chooses a question number and summarises their collective views, sharing this with the group.

So What? Now What?: Students complete two statements in order to show what they have learnt and how this will impact future actions, or what they will now do with this new knowledge.

Think, Pair, Share: Allows students time to think, to collaborate and an opportunity to share their response with the class. The teacher gives the students a topic, question, quote or other stimulus, provides time for individual thinking time, prompts students to form pairs and discuss their ideas, then asks pairs to share their ideas with the class.

Top 5*: Similar to 'Connect 4', students write their 'top 5' responses to a given question. They then pair up with another student and use their two lists to write a combined, agreed-upon 'top 5.' Pairs then form groups of four and repeat the process. Groups of four share their responses with the class and the class uses the collected responses to form a class 'top 5'.

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.

WWW: This reflection activity stands for 'What Went Well.' Students are encouraged to identify, reflect on and describe a successful or positive moment.



SUPPLEMENTARY
RESOURCES

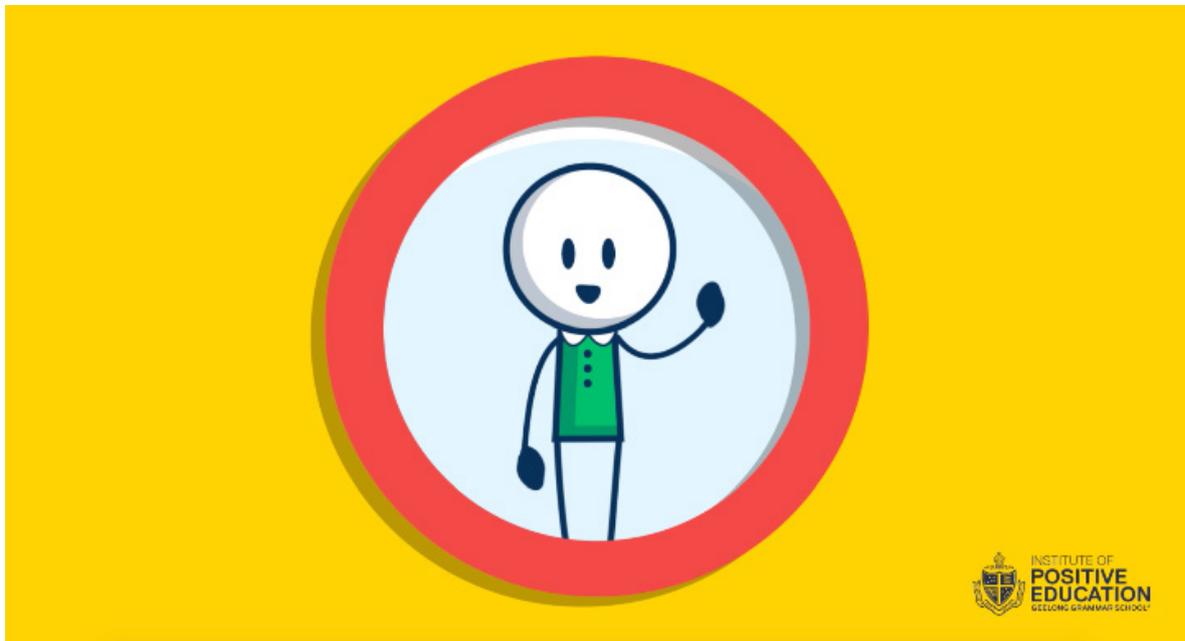
RESOURCES

OVERVIEW

— We are continually expanding our range of supplementary and complementary resources. These resources are available to schools who purchase access to our Positive Education Enhanced Curriculum (PEEC).

MINDFULNESS

— Please click on the image below to view the animation on YouTube. We hope you and your students enjoy this Mindful Moment animation featuring Institute favourite 'Nic the Stick'.



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.

CONVERSATION CARDS

— These printable conversation cards are designed for students of all ages and also adults. You could select age-appropriate cards from the collection for use with your class, or simply use them all as a way to stimulate conversation at a staff meeting, event or dinner party.

Centred Accepting Loving Mindful

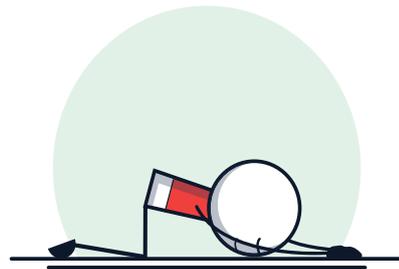
TOP TIPS

- 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.



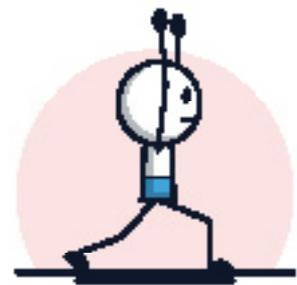
Easy Pose – Sukhasana

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

Which teacher had the biggest influence on your life?



What would you title the autobiography of your life?



If you could meet anyone famous who would it be?



What's the most spontaneous thing you've ever done?



What kind of car did you wish you had when you were a kid?



If you could go back in time, what year would you travel to?



What was the first thing you bought with your own money?



What's something about yourself that you hope will never change?



What subject do you wish you had paid more attention to in school?



What was your favourite toy or game growing up?



If you could breed two totally different animals together, what new animal would you create?



What books have you read that have had a big influence on you?



If you could spend an hour doing anything, what would it be?



What do you think is the most important invention in history?



If you were a painter, what picture would you paint first?





COMPLEMENTARY
RESOURCES

Need a Brain Break?

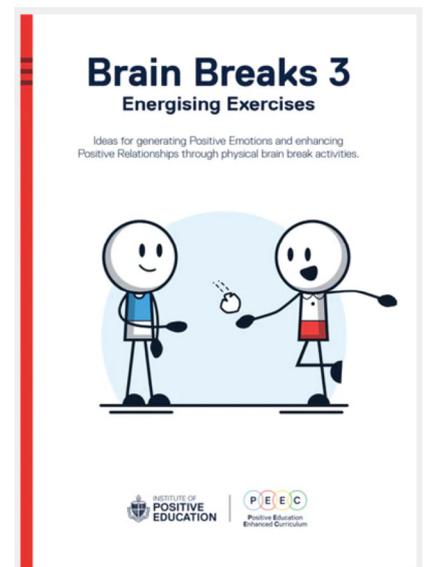
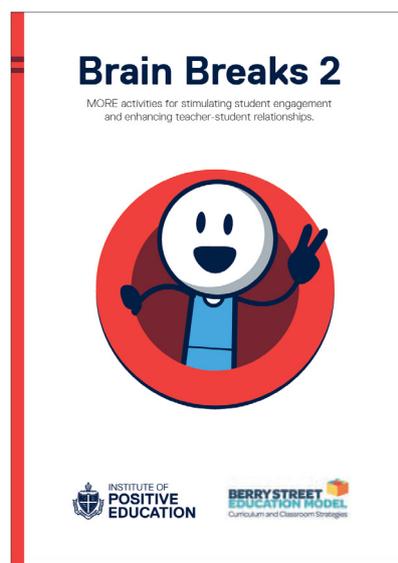
For Brain Breaks resources and other Positive Education materials, head to the Institute of Positive Education's [online shop](#).

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?

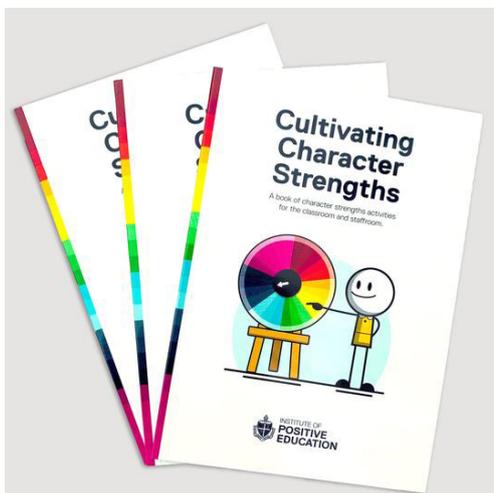
For additional character strengths resources, visit the Institute of Positive Education's [online shop](#).



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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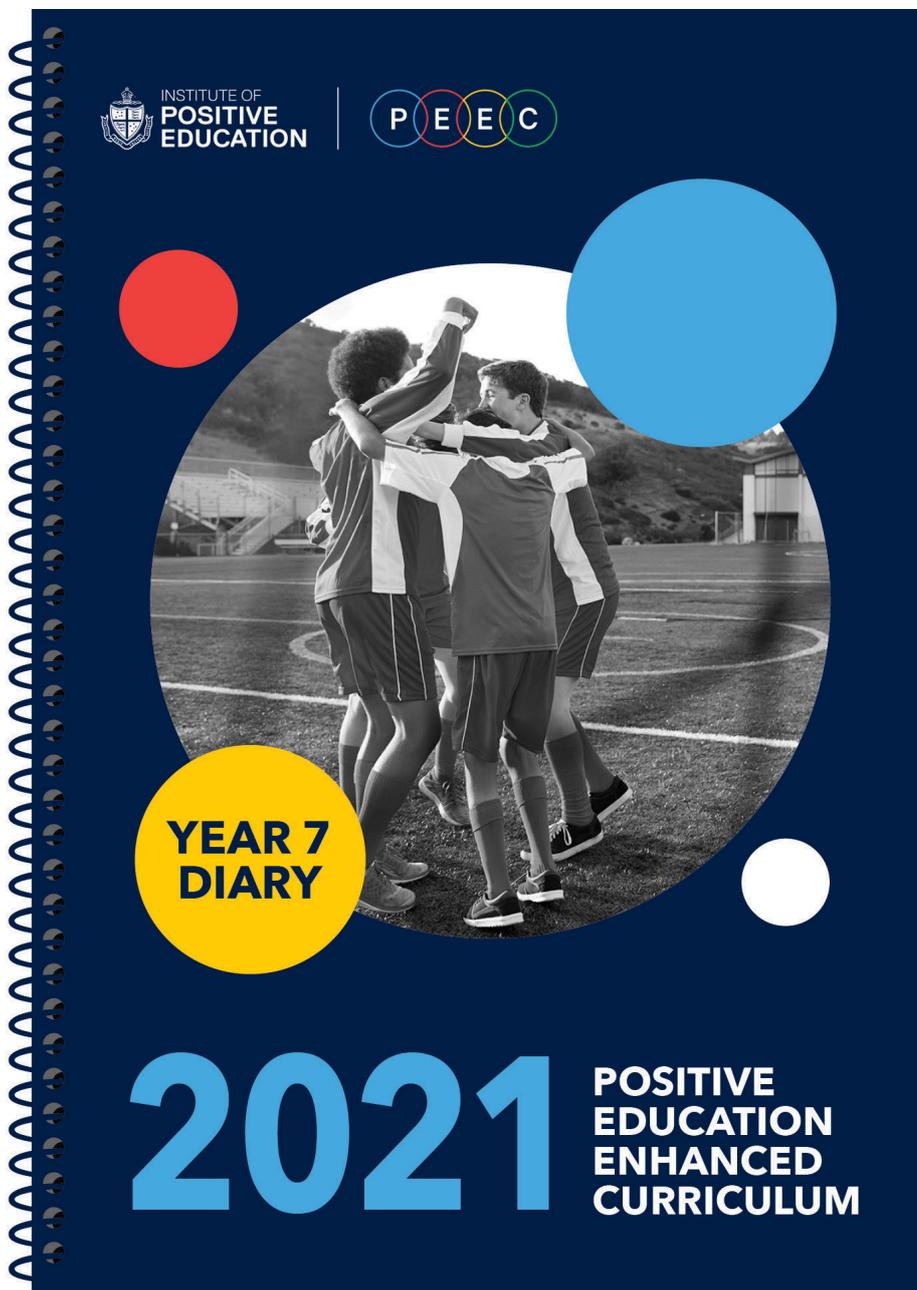
Positive Education
Enhanced Curriculum



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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.

