

Experiential Learning

Making Pos. Ed Come Alive through the Explicit + Implicit Curriculum



Have fun with Pos.Ed.!

- **EG:** Play students favourite songs as they enter classroom
 - If their song is on they explain to the class the positive emotion that song elicits, or a story behind it, or do a short class dance!
- Find fun ways to seat students to promote social cohesion and 'drip feed' aspects of Positive Education
 - **EG:** Size order of favourite animals and then get students to consider what their favourite animal's top character strength would be

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Email me for anything!
activity sheets, course docs etc.



Macleod P-12 College

- Small P-12 government school in Melbourne's North
- Around 500 students
- Low SES and migrant families but slowly changing
- Underfunded
- Passionate but semi burned out staff
- Excellent growth data
- Strong wellbeing literacy





Start with WHY

Our Vision

To build healthy communities within and beyond the College where through education all people can create opportunities for themselves and others.

Our Mission

Macleod College empowers and supports every student to realise and reach their full potential; to grow and develop the skills, knowledge and values to build positive relationships, lead creative and productive lives and contribute meaningfully to their local and global community.

Our Purpose

Macleod College is committed to providing high quality education in an engaging, challenging and flexible learning environment underpinned by our core value of RESPECT.



MACLEOD
COLLEGE

We acknowledge the value and
effort in achieving our goals

We believe in ourselves
and others

We aim high and celebrate
growth and achievement

We seek to understand
the experiences of others

Excellence

Purpose

Empathy

Trust

RESPECT

Responsibility

Strength

Community

We recognise and nurture positive
qualities in ourselves and others

We take ownership of our actions
and place in the school community

We create a sense of belonging through
mutual support and shared contribution

Getting started: Context

Staff and students have been involved in shaping physical spaces including our meditation garden



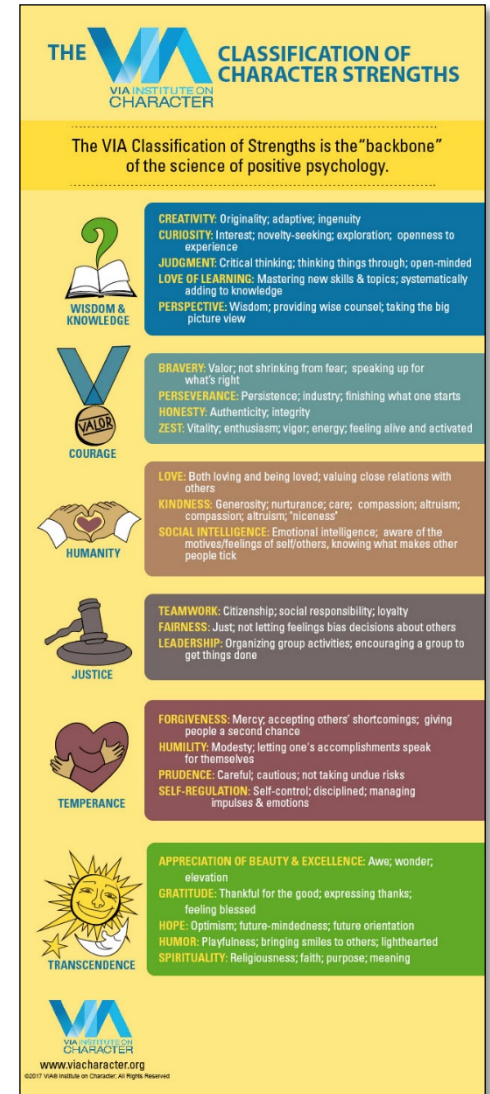
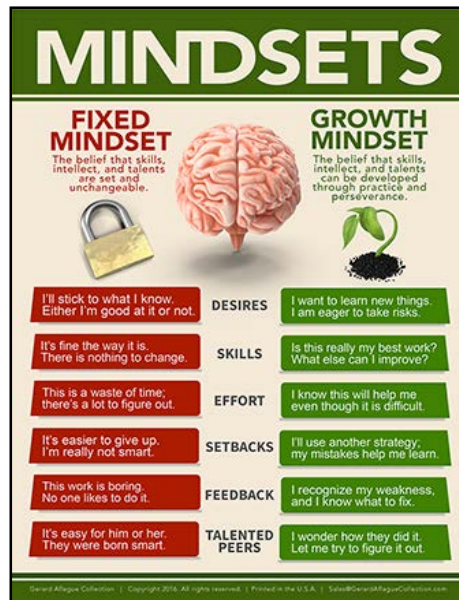
Meditation Garden: Next stage..

- Poles around maze with statements and questions designed to ground students and connect them to different wellbeing domains (PERMA)
- Raised platform in middle with in built meditation stools
- **EG of statements/questions:**
 - *Pause and notice three things you can see, hear and smell*
 - *Pause and think about one important relationship you have right now in your life. Think about how that relationship improves your life*
 - *Pause and consider a question you have right now. What are you curious about? What do you want to know more about? How could you find the answers?*
 - *Pause and think about something you love doing. What do you love about it?*



Getting started: Context

- Consider messages in classrooms
- We now have character strengths posters in every room and have swapped anti-bullying posters for posters like the one below



Explicit Curriculum: Overview

- **P-4:** Weekly class + daily routines
- **5-9:** Fortnightly lesson + integrated curriculum + form assembly
 - Each lesson is explicitly based on one (sometimes more) PERMAH domain
- **10-12:** Integrated curriculum (yr10) + seminars + camps
- Email me for PDF's of P-12 curriculum. EG of one on next slide

YEAR 9	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> - Refresh: What/Why Pos. Ed? - Under and over use of strengths (shadow side) - Virtues 	<ul style="list-style-type: none"> - Finding Meaning/purpose - What people say at the end of life - Does money matter? - Self Determination Theory - Hope Theory - Extrinsic vs Intrinsic goals - Approach vs Avoidance goals - GRIT 	<ul style="list-style-type: none"> - Benefit mindset - Ubuntu Philosophy - Altruism - Compassion: For self and others 	<ul style="list-style-type: none"> - Reflect on year - Movie review
Strength/ Virtue Spotlight	Judgement Prudence	Perseverance Hope Honesty Transcendence	Kindness Spirituality Humanity	
Major Activities	A Virtuous Life - Famous Figures	Personal Goals GRIT Interviews	Local Community Service Project R.A.K Project	Pos. Ed @ The Movies Into The Wild
VELS	Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action	Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases	Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought	



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Positive Education Schools Association

Sample Activities: Experiential Learning



- Experiential learning helps students to understand the principles of Positive Education
- As much as possible we try to embed activities into lessons that allow them to experience concepts first hand, or to later put them into practice

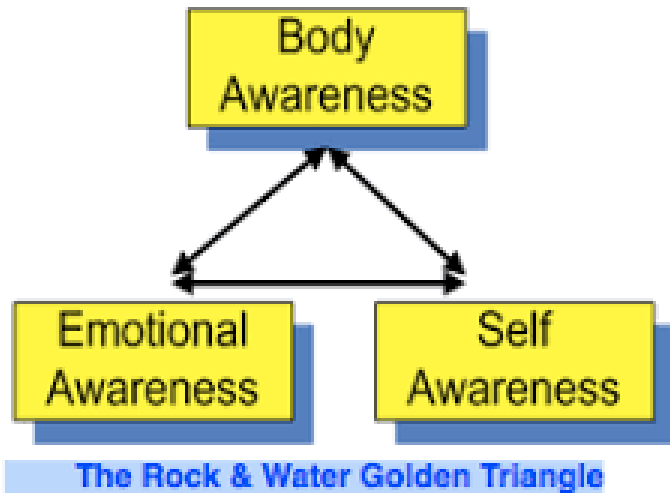
Year 7 Transition



- We have a strong focus on introducing Pos. Ed. during our Year 7 transition days

Year 7 Rock & Water

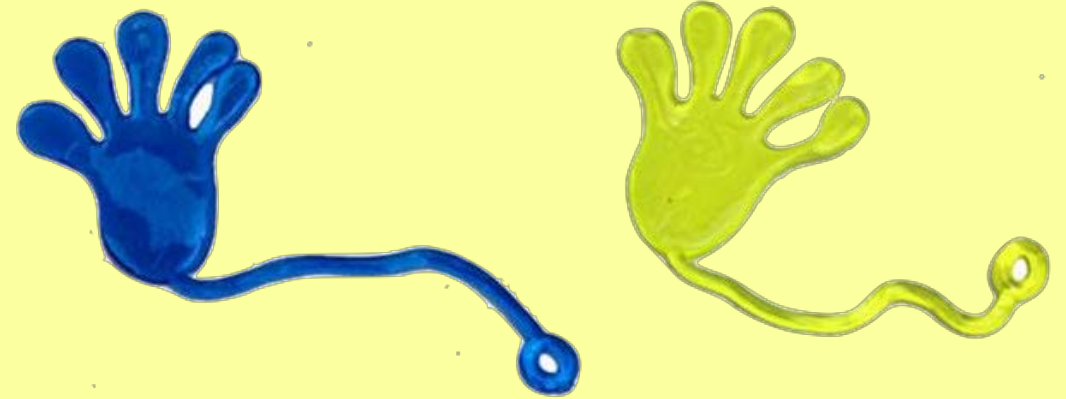
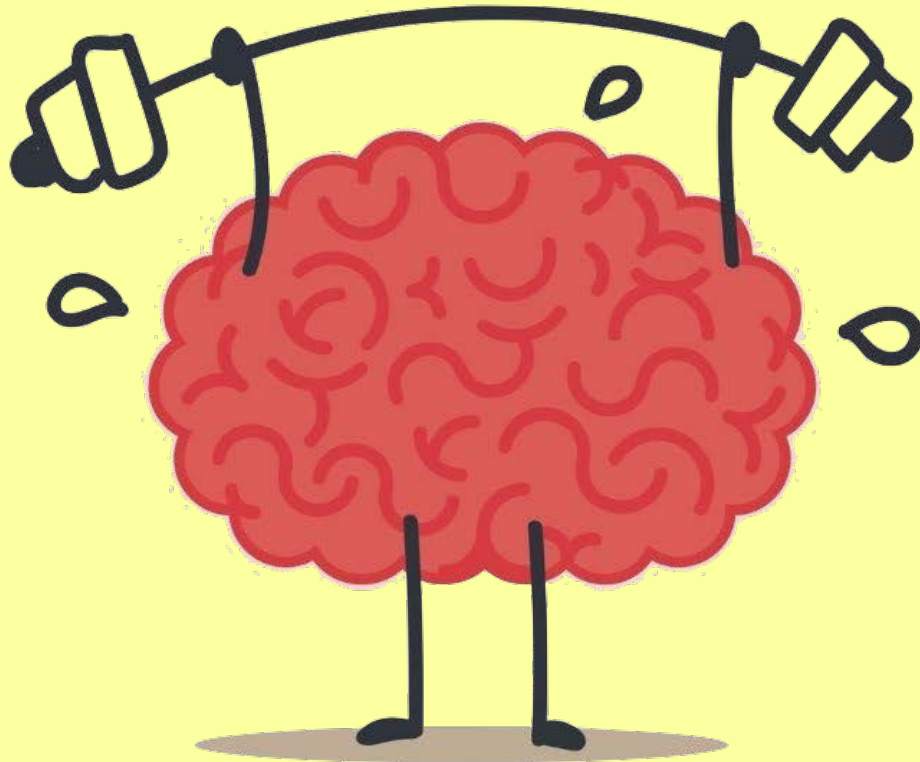
- Based upon a psycho-physical approach
- Contains a large number of experiential exercises that support young people to develop self-awareness through physical exercises – ties in beautifully with Pos. Ed.





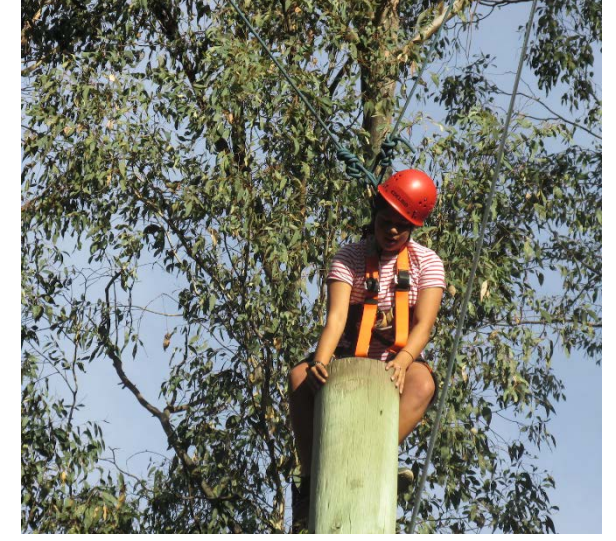
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BRAIN BOOSTER! Sticky Hands



Camps

- Build Pos. Ed into your camp program
- *Character strength spotting*
- *Sympathetic vs parasympathetic NS activation*
- *Mindfulness meditation*



#Sample Activity: Mindsets

- We got students to make balloon animals, origami or solve tangram puzzles (depending on age)
- We listened out for things they said during task – “I cant do this, its too hard, I’m getting it” etc.
- We then used this as a springboard for discussion about mindsets

#Sample Activity: Mindsets

- Origami and tangram puzzles



#Sample Activity: Year 7 Neuroplasticity



- Students passes a ball around a 'neural network'
- They repeated it a few times, getting faster every time
- We then reflected on how the brain works the same way – neurons that fire together wire together

#Sample Activity: Year 7 Gratitude Year 8 Forgiveness

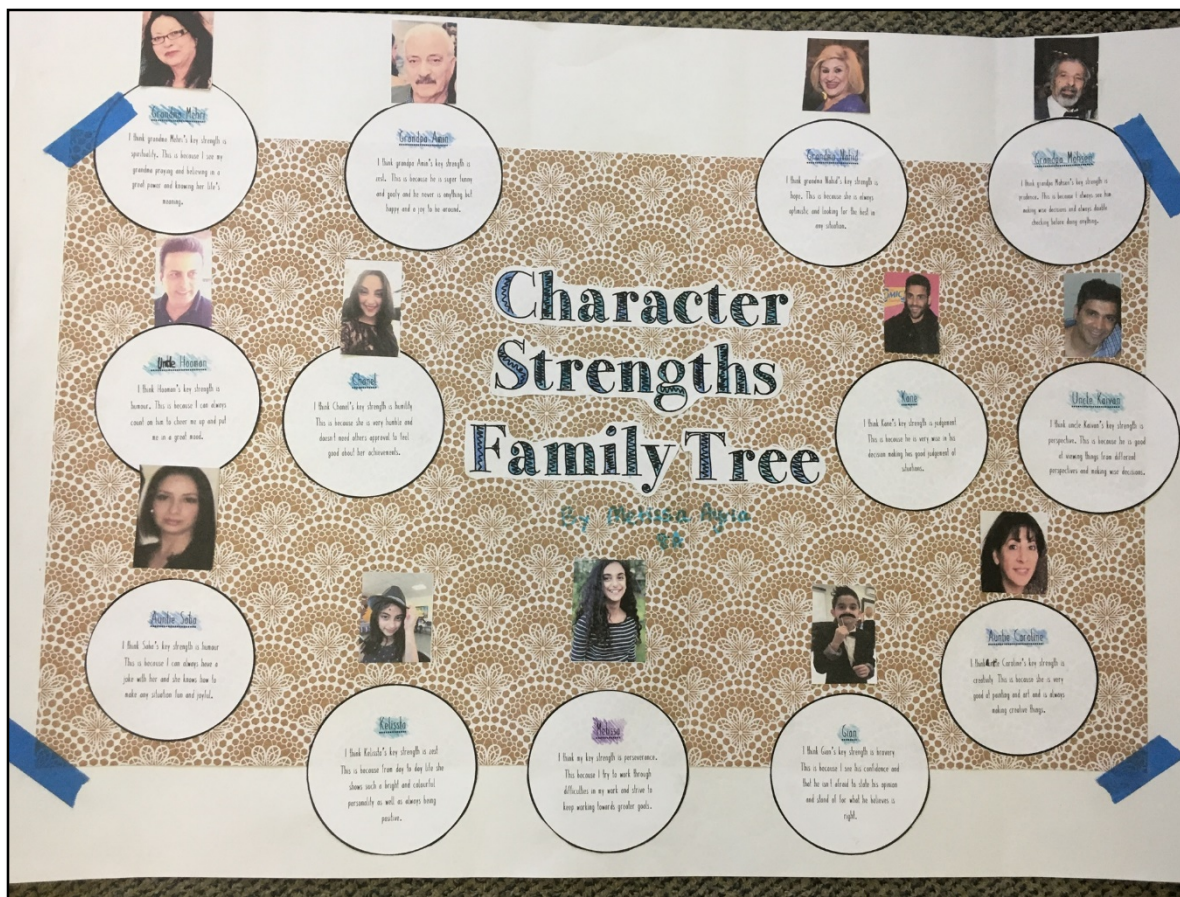
- Year 7s wrote gratitude letters as part of their unit on positive emotions and gratitude
- Year 8s wrote forgiveness letters as part of their unit of relationships (focus on perspective, blame, empathy and forgiveness)



#Sample Activity: Primary PERMA-H

- We made paper planes to teach primary students about PERMA-H
- We then reflected on the activity:
 - *What positive emotions did you feel?*
 - *How engaged were you in the activity?*
 - *Did you help others or did they help you?*
 - *Why were we doing this? What was the purpose?*
 - *How were you able to achieve?*
 - *Why is it good to get up and move during a lesson? Etc.*





Year 9 Community Issues + R.A.K

- Part of their semester on meaning: altruism, compassion
- Students choose an issue and participate in community service

Past examples include:

- *Making soup to raise money for homelessness*
- *Participating in the backpack challenge*
- *Playing music at the local aged care facility*
- *Food fundraisers for chosen causes*
- *Creating stickers for awareness raising*
- *Hosting a disco for mental health awareness*



#Sample Student Activity: Year 9 GRIT Interviews

Prior Knowledge:

- Hope theory
- Motivation: extrinsic vs intrinsic
- Goals: approach vs avoidance
- Grit
- Grit scale
- Reflection of previous goals and goal setting using **hope** and **grit** as a framework

Sample Interview Questions

1. Can you tell me about a goal you have achieved in your life?
2. What steps did you have to take to achieve that goal?
3. What or who inspired you and why?
4. Were there any obstacles that got in your way? If so, how were you able to overcome them?
5. Did you ever think of giving up? If so, what stopped you from giving up and what strategies did you use?

#Sample Activity: Year 9 Goal Setting

Pursuit of Meaningful Long Term Goals

- Identify a goal you achieved in the past

What was the goal?	What type of goal was it? (Approach vs Avoidance – Performance vs Mastery)	What were you motivated by? Extrinsic vs Intrinsic
Why was this goal important to you? (identify the purpose/meaning to you)		

- Now break down how you achieved this goal using the information from the last few Pos. Ed classes.

HOPE: The Will How were you able to be independent and make your own choices? What strategies did you use to achieve your goal?	HOPE: The Way Eg. Grit, strengths

- Now think of a new goal you are working toward or would like to work toward and plan how you will achieve this goal using the information from the last few Pos Ed classes.

What was the goal?	What type of goal was it? (Approach vs Avoidance – Performance vs Mastery)	What were you motivated by? Extrinsic vs Intrinsic
Why was this goal important to you? (identify the purpose/meaning to you)		

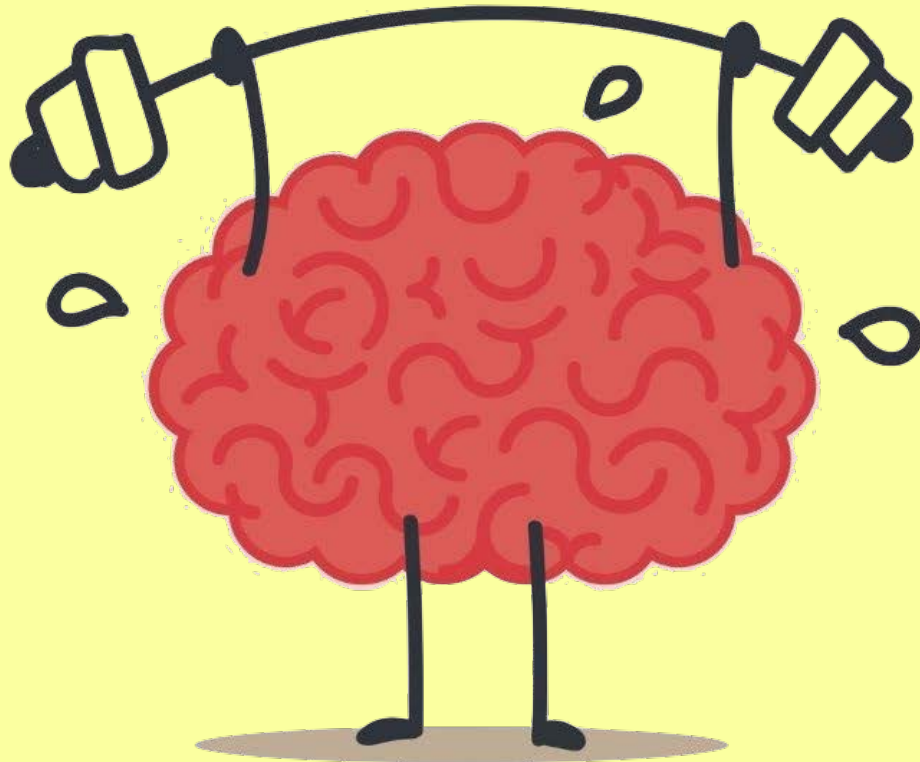
- Now break down how you will try to achieve this goal using the information from the last few Pos. Ed classes.

HOPE: The Will How were you able to be independent and make your own choices? What strategies did you use to achieve your goal?	HOPE: The Way Eg. Grit, strengths



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BRAIN BOOSTER! Character Strength Peg Wars



Other Examples

10 HEALTH

Nutrition

Food Makes Mood
Gut Health
Neurotransmitters

10 HEALTH

Stress

What stress does to
your body + mind
Values Based Stress
Reduction

10 HEALTH

Sleep

Stages of sleep
Sleep hygiene
Effects of sleep
deprivation

10 HEALTH

Relationships

Love Bites –
Respectful
relationships

9 HEALTH

Community issues

Community service
projects

9 HEALTH

Teens in Society

The teen brain



Implicit Curriculum

- Integrated curriculum
- Mindful Mondays – *Guided meditation*
- Wellness Wednesdays – *Yoga*
- Fun Fridays – *Games*
- End of Term Celebration Days
- Focus on relationships – Respectful Relationships Framework



School Policy

- Positive Education Policy (overview, rationale, implementation + review)
- Respectful Relationships Framework inc. Reflection Tool – Created with students using Design Thinking
- Homework Policy
- Phone and Email Policy - in discussion

Respectful Relationships Reflection Tool

Respectful Relationships – Reflection Tool

Immediate calming strategies:



Take 5 deep breaths



Have a glass
of water



Do a body
Scan



Blow into
your hands

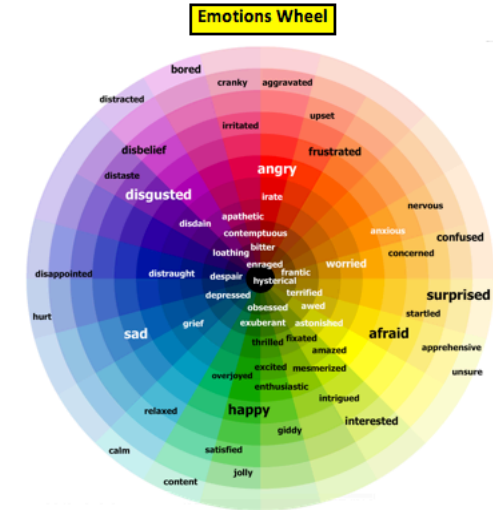


Make a fist
then release

Outline of Event	What happened? Just state the <u>facts</u> (no reasons or blame) <i>E.g. What did you do/say? What did someone else do/say?</i>
	What emotions did you feel? (refer to emotion wheel on back)
Expand and Explore	Why did you do/say what you did? Suggest possible reasons.
	What character strengths were you <u>underusing</u> OR <u>overusing</u> ? (Refer to strengths on back)
	Why did they do/say what they did? Suggest possible reasons.
	What might the other person have been feeling? (refer to emotion wheel)
	What character strengths were they <u>underusing</u> OR <u>overusing</u> ?
Action Plan	What needs to happen now?

Student signature: _____ Teacher initials & signature: _____

School Values	
R esponsibility	We take ownership of our actions
E xcellence	We aim high and celebrate growth and achievement
S trength	We recognise positive qualities in ourselves and others
P urpose	We acknowledge the values and effort in achieving our goals
E mpathy	We seek to understand the experience of others
C ommunity	We create a sense of belonging through support and contribution
T rust	We believe in the goodness of ourselves and others



Spirit Strengths
Transcendence

Appreciation

Appreciating beauty, excellence and/or skilled performance in various domains of life

Self Strengths
Temperance

Spirituality	Forgiveness + Mercy
Having coherent beliefs about the higher purpose, the meaning of life and the universe	Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance

Character Strengths

<u>Team Strengths</u> <i>Justice</i>	<u>Us Strengths</u> <i>Humanity</i>
Teamwork Working well as a member of a group or team; being loyal to the group	Love Valuing close relationships with others; in particular those where sharing and caring are reciprocated

Bravery	Curiosity
Not shrinking from threat or challenge, acting on convictions even if unpopular	Taking an interest in ongoing experiences for its own sake; exploring and discovering

Persistence	Open-Mindedness + Judgment
Finishing what one starts; persisting in a course of action despite obstacles	Thinking things through and examining them from all sides; weighing all evidence fairly

Honesty	Love of Learning
Presenting oneself in a genuine way; taking responsibility for one's feelings and actions	Mastering new skills, topics and bodies of knowledge, whether on one's own or formally

Zest	Perspective
Approaching life with excitement and energy; feeling alive and activated	Being able to provide wise counsel to others; having ways of looking at the world that makes sense to oneself and others

Celebration Days



- Last day of each term
 - Student led assembly
 - Fun activities: videos of student achievement, team building, sports, trivia etc.
 - Character strength spotting 'awards' – students receive awards and then are tasked to spot a strength in someone else for the following terms assembly
- Please note: Good way to drip feed c.strength language into your school but also worth looking at research on use of rewards (Alfie Kohn)*

Reporting on Pos. Ed.

- Student reflection process at end of each semester
- Insights on compass – if your school uses it
- Ongoing reporting on compass – Effort + personalised comments
- Google classroom – For sharing major tasks and discussions
- Avoid grades – Or if you cant, consider student developed rubrics and self assessment

This semester students have explored the topics of character strengths, mindfulness, mindsets, positive emotions and gratitude.

This semester in Positive Education I completed the VIA character strengths survey and discovered that my top strengths are:

Creativity		Curiosity	
Judgment		Love of learning	
Perspective		Bravery	<input checked="" type="checkbox"/>
Perseverance		Honesty	
Zest		Love	<input checked="" type="checkbox"/>
Kindness		Social intelligence	
Teamwork	<input checked="" type="checkbox"/>	Fairness	<input checked="" type="checkbox"/>
Leadership		Forgiveness	
Humility		Prudence	
Self-regulation		Appreciation of beauty and excellence	
Gratitude	<input checked="" type="checkbox"/>	Hope	
Humour		Spirituality	

I also explored gratitude by writing a letter to a person I am grateful for and recognizing the following things I am grateful for:

loving family and friends
school
sports

Mindfulness is an ongoing part of the Positive Education Course and I would like to continue to explore mindfulness by:

Practicing formal meditation at school and at home	
Noticing where my attention is throughout the day and redirecting it back to the present moment	
Noticing whether thoughts are helpful or unhelpful	<input checked="" type="checkbox"/>
Pausing and taking some slow, deep breaths throughout the day	
Using my senses to ground me in the present moment such as noticing what I can see, hear and smell	

I explored mindsets and would like to strengthen my growth mindset by:

Recognising that failure helps me to grow	
Regularly reflecting on my learning	
Recognising effort over talent in myself and others	
Taking risks and challenging myself more in my learning	
Not giving up if I don't succeed in the first attempt at something	<input checked="" type="checkbox"/>

I explored positive emotions and would like to increase the amount of the following emotions I experience:

Joy		Hope		Gratitude		Love	<input checked="" type="checkbox"/>
Awe		Serenity		Pride		Inspiration	<input checked="" type="checkbox"/>
Amusement		Interest					

Thank You

