

Positive Education for Learning

... first steps in the classroom

Ros Rose

Tentative!!!

- ~ Penn training – transformation
- ~ doubts
- ~ relevance to texts

Character Strengths

In texts – scaffolding for achievement

The Hunger Games

Name: _____



1. In three detailed sentences, describe three of Katniss' qualities that work in her favour in the film. Match to character strengths where appropriate.
- **bravery, persistence, steady hand and eye BRAVERY, PERSISTENCE**
 - **observes others, then uses to her advantage PRUDENCE**
 - **uses a tactical approach, such as removing competitors' food source JUDGEMENT**
 - **good at climbing trees**
 - **deadly aim with bow and arrow**
 - **understands the habitat – uses trees, animals and plants to her advantage JUDGEMENT**
 - **helps others before herself KINDNESS**
 - **chooses not to show her abilities during training; relies on her own resources PRUDENCE, JUDGEMENT**
 - **supporting her mother after father's death, in the harsh environment of a poor district, helped her become a survivor SELF-REGULATION,**
 - **lies in wait for prey rather than rushing forward and blindly attacking JUDGEMENT, SELF-REGULATION**



2. In detailed sentences, describe three of Katniss' qualities that might not, or do not work in her favour in the film.
- **only skilled with one type of weapon – bow and arrow**
 - **not a strong fighter without weapons**
 - **is slow to trust people**
 - **growing close to characters who are destined to die**
 - **is not a team player**
 - **becomes dangerously attached to Rue because of her similarity to Katniss' sister, Primrose, in a game where only one is allowed to survive**

3. What does Katniss learn from each of these characters? Write a sentence or two for each. Add character strengths for each character where relevant.



Rue

- **cuts the branch so wasps land on attackers**
- **new plant uses**
- **the mockingjay call**
- **hints at the possible reality of Peeta's feelings for Katniss**

SOCIAL INTELLIGENCE



Cinna

- **makes an impression on viewers by being different**
- **to be herself and not bend to what people want to see**
- **builds her self-confidence by convincing her she has a chance to win**

PERSPECTIVE, KINDNESS



Peeta

- **how deep his affection for her is**
- **teaches her compassion and how to trust**

LOVE, SOCIAL INTELLIGENCE?



Haymitch

- **sends gifts as praise for satisfying the Capitol**
- **helps her find sponsors**
- **provides medicine for her wound**
- **that she must be nice to people to have a better chance**
- **advises her to run first instead of going straight into Cornucopia to collect weapons**

Character Strengths ... in texts

- Yr 11 students undertake a comparative study where they select two texts that share common elements – character, theme, setting etc. I asked my students to reflect on character strengths when comparing their two individually chosen texts:

Student reflections

Melanie: ‘...Using the protagonists, creators [of texts] are able to show how humans tackle problems through their strengths and weaknesses. As Tom’s court case worsens [*To Kill a Mockingbird*], Jem and Scout watch the case unveil and through the power of Atticus’ beliefs they understand that Tom deserves justice. Scout grows up with integrity, prudence and bravery, whilst keeping her strengths of love and enthusiasm.

Student reflections ... cont

.... What is most admirable about Olive [*Easy A*] is her zest ... Olive and the Finch children have different problems...however they are able to become resilient through the experiences they overcome, [gaining] new skills and ultimately happier lives.'

Student reflections ... cont

Carla: ‘... At first Amelia learns to cope with abuse [*No Bones*]...whilst Harry learns to ...believe what he wants [*The Deathly Hallows Part 2*]. Both characters display Seligman’s character strengths. Amelia becomes resilient to the abuse of her teenage years and uses prudence, perspective and hope that it will be over. However, these skills elude her in her later years and she allows the mental scars of abuse to eat her from inside out.

Differently, Harry uses his strengths to contribute to his quality of life. He uses bravery, judgement, leadership, persistence and social intelligence. It is a combination of these skills that eventually assist him in defeating the Dark Side in the war.’

Character Strengths

Student strengths

Student reflection

- ‘Studying poetry has significantly helped me development my **Appreciation of Beauty and Excellence** strength. This is a strength I never saw as useful, as I greatly value my judgement and critical thinking. Studying poetry, as well as Shakespeare’s *Romeo and Juliet*, has opened my eyes to beauty one would not normally see. Shakespeare’s language, though difficult to navigate, has a melodic rhythm that lures the reader into seeing and appreciating the beauty of a tragic love that came to an end centuries ago.’ Casey, Yr 10

Character Strengths

Student strengths

Student reflection

- By completing a self-edit and a peer edit for every draft, I have begun to develop the character strengths of persistence and perspective. The drafting process is long and sometimes frustrating because I make mistakes that I know I shouldn't be making, but persisting with this process helps me develop my writing style, my grasp of language and improves the quality of my work.
- I find it interesting to see how others construct their essays and respond to similar questions. I believe it is essential to find perspective as it teaches things that we sometimes don't learn through our own work. Catherine, Year 11

Students' reflections on their character strengths

Student strengths

The task of coloured and shared editing with the class consists of us as a group finding mistakes in our work. It involves ensuring the class understands how to fix grammatical problems such as incorrect tense, and rewording sentences to make them more complex. After commencing this activity numerous times, I am able to self-regulate and edit my work as I create it. The activity has helped my judgement of my work; I am capable of identifying major or small mistakes and have now become curious as to how I can improve my skills and help others. This activity is good because it helps the class learn in a friendly care-free environment and develop skills as a group, not in a boring textbook scenario.

Sarah, Year 11

<i>Item</i>	<i>Examples</i>
<p>Present tense is consistent</p>	<p>The most likely reason as to why Mr Donoghue ignores Tom is...that he feels depressed every time he sees Tom because he is reminded....[He] eventually comes to terms...</p> <p>Tom needs the river to guide him....but the river never responds. It is no longer...</p> <p>The main problem with Mrs Cath living on her own was that she suffered...</p>
<p>Avoid overused words</p>	<p>... make the book unrealistic...</p> <p>...working together to pull through the flood. Survive</p>
<p>Avoid repetition</p>	<p>Tom has a personal connection to the land and to Old Mother especially, who 'speaks' to him...</p> <p>...emphasis on the flaws... of its characters', some of which are disabled... although some are</p>
<p>Quotes are correctly incorporated into the text</p>	<p>The following is a good example: ...she finds his imagination <i>a lack of concentration and this makes him retarded</i>. Tom feels he cannot <i>fit into Swan Reach...he's the odd boy with foster parents...</i> He believes that his <i>only escape...is leaving on his Harley</i>. OR Jeffrey has given the river human qualities: <i>she talks. Not real talk. It's her pulse.</i></p>
<p>No contractions to be used</p>	<p>..it doesn't mean that they aren't capable of... does not are not ..wouldn't disappear.. ...weren't outcasts would not were not</p>
<p>Do not address the reader in an essay</p>	<p>Tom has shown that ...it takes time to gain your self esteem but once you have it you can achieve... anything. his or one's</p> <p>Unless you really think about it... one or we or the reader</p>

Building Resilience

... and fostering achievement

*PERMA – positive emotion, engagement, relationships,
meaning, accomplishment*

Year 10 novel - The Story of Tom Brennan by J C Burke
- focusing on positive emotion and achievement

<p>Internal (My fault)</p>	<p>External (Others are responsible)</p>
<p>p.8 <u>But</u> that was the thing, it was like she had done something wrong. Like we all had. p.64 ... some silence for our private guilt.</p>	<p>p.183 <u>No-one</u> pointed, no-one whispered behind their hand, or worse still, shouted, 'There they are.' p. 238 ... for the first time it helped me to look at everything with a bit of distance. p.248 <u>Keep your head up...</u> You've done nothing wrong. p. 277 I felt my eyes scrunch and my cheeks stretch, I was grinning so hard.</p>
<p>General (Something being true for one thing means that it is true for everything.) p.7 See what people like us look like p.8 Like we all had [done something wrong] p.124 ...I felt like his oldies kind of blamed me for the way he'd become...so I stopped going.</p>	<p>Specific (While it might be true for one thing, it isn't true for everything.) p. 26 We were too good. Final score, 12-3. p.165 It was a good hurt because it wasn't in vain. p.231 ...we'll never be the same, but that doesn't mean it has to be bad. Just different. p.245 Now I knew differently. Bennie's first fifteen had taught me plenty. p.267 You get sick of feeling bad all the time. p.269 Maybe one day he [Daniel] would be there [running alongside us being cheeky and playful].</p>
<p>Permanent (It will always be like this) p.5 <u>We'll never get our home back.</u> p.8 <u>It was like she had done something wrong, like we all had.</u> p.15 <u>...trying to shut down the bad thoughts that always surfaced and suffocated any hope I had of getting my life back.</u> p.16 <u>There was no hope. There was nothing.</u> p.26 I felt my heart slip to the ground...there would be a tomorrow, and a day after that, and a day after that. p.51 <u>Knowing ... that things would never be the same.</u> p.52 ...trying to ... find the exit door to that dark tunnel. But</p>	<p>Temporary (Things will change) p.32 Finally there something good about being the new kid. p.60 <u>Maybe</u> tomorrow I could try again. p.150 ... some hope that on Daniel would get out a free man. p.182 <u>Maybe</u> I was finding my ticket out of the past. p.185 I no longer had the burden of carrying a secret. p.230 I can see ahead now, if you know what I mean...life being okay again. p.238 I'd get through Saturday and my life would go on. p.261 I missed me, Tom Brennan, and that's why now I</p>

Topic: Write detailed comments about what well-being looked, sounded and felt like for a character in *The Story of Tom Brennan*. You may include any of the elements of well-being: Positive emotions, Engagement, Relationships, Meaning or Achievement.

<u>Looks like</u>	<u>Sounds like</u>	<u>Feels like</u>
<p>Positive emotions Tom is happy when running with Brendan. He enjoys playing pool with the footy team.</p>	<p>Positive emotions Tom cheers for his team, no longer withdrawn, at grand final. Tom's voice is more animated by the end of the book.</p>	<p>Positive emotions Tom felt relieved once he knew Daniel was OK. Tom feels better when he fits into his new home, team, school and town.</p>
<p>Engagement</p>	<p>Engagement</p>	<p>Engagement</p>
<p>Relationships Tom realises that <u>Chrissy</u> likes him. He blushes whenever he talks to her.</p>	<p>Relationships <u>Gran's advice is tough love.</u></p>	<p>Relationships Gran's care feels like tough love to Tom and Theresa – a love-filled authority.</p>
<p>Meaning Tom is able to use his skill to lead his new team to success. Tom and as a result plans to trek in the Himalayas. He cares for his <u>unwell</u> mother. And later for his sister: <i>It's OK Kylie, we'll get through this.</i> Tom creates a book for Daniel.</p>	<p>Meaning <u>Brendan encourages Tom to recover – footy, running, going to the Himalayas.</u> <u>Gran has strong religious beliefs; relates comments about situations to various saints.</u></p>	<p>Meaning</p>
<p>Achievement Tom rediscovers his love of rugby. His leadership leads</p>	<p>Achievement</p>	<p>Achievement</p>

PLANNING YOUR EXPOSITION

Begin collecting some information in the following boxes. You may use dot points for this planning stage.



Do you think the story is suitable for Yr 10 study? Are the themes and issues suitable? Consider themes such as family breakdown, drink-driving and its consequences, anger management, mental health, risk-taking behaviour, being uprooted from the community, and having to start again. What have you learned about some of these?

Why is the novel suitable? You may be able to include a quote or two to support your opinion.



Are the characters suitable? You should discuss two of them. Think about the way they speak and how they behave in certain circumstances. Why might the author have made them like this? What might she be saying about real people in such circumstances?

Include a quote or two to support your opinion.



Wellbeing What have you learned from Tom's positive and negative self-talk? Could you or others you know apply it to their lives? How valuable a tool is this for people to use in times of stress?

Building Resilience

... and fostering achievement

The Personal Project

.... applying students' character strengths

..\PERSONAL PROJECT\2013 PROCESSES\ASSESSMENT TASKS\TASK 1\ASSESSMENT 1 MY PROJECT PLAN 2013.doc

\PERSONAL PROJECT\2013 PROCESSES\ASSESSMENT TASKS\TASK 2\TASK 2 JOURNAL 1.doc



Character Strengths

After doing the Character Strength test, list your top 5 (signature) strengths:

-
-
-
-
-

Which of these CHARACTER STRENGTHS will be useful for your project, and in what way/s?

Which character strength is lower down your list, but would be great when applied to some aspect of your project, and why?

Describe two ways you could practise using this strength in other aspects of your life, such as school, sport, social activities, family life etc.

Activity diary How many hours have you listed already and what did you do?

Mentor You will find your mentor's name listed on a noticeboard in the Hall foyer. Do you know this teacher? You

HOTS – give at least **two detailed examples** of how you have used each of the **Higher Order Thinking** skills so far. Which of **your character strengths** has been most useful?

<i>Creating</i>	<i>Analysing</i>	<i>Evaluating</i>
<p>eg. So far I have made 16 frames using the Microsoft animation package. The little stick figures do amazing things, like run rapidly over the tops of buildings.</p>	<p>eg. It soon became clear from my first soil sample that I would need to add more fertiliser before planting the seedlings.</p>	<p>eg. When I compared my first two layouts with the scrap booking designs in the latest magazine, I realised that I should use the rule of thirds so that the layouts would look more appealing.</p>

Character Strengths

Mapping character strengths

[CHARACTER STRENGTHS\RESPONDING TO THE GRAPH PLOTTING CHAR STRENGTHS YR 12 FEB 2013.doc](#)

[CHARACTER STRENGTHS\Ros Part 2 YR 12 PERSEVERANCE, GRIT GOALS T1 2013.doc](#)

INDUSTRY
PERSEVERANCE

LOVE OF LEARNING

ZEST

1			
2	👍		
3	👍		👍
4		👍👍	
5		👍👍	
6	👍		
7			
8			
9			👍
10			👍👍
11		👍	
12			👍
<hr/>			
13		👍	
14	👍	👍	
15			👍
16			👍
17	👍👍		
18	👍👍		👍👍
19	👍👍		👍👍👍
20	👍	👍👍	👍
21	👍👍👍👍	👍	👍
22	👍👍	👍👍	👍👍👍
23	👍	👍👍👍	👍
24		👍👍👍👍	

TASK 1

Which 3 character strengths do you think we can most improve over the nine-month period you have left at school?

- 1.
- 2.
- 3.

TASK 2

What do the collated stats tell us on the graph on page 2?

TASK 3

Plan 2 or 3 specific strategies that will help you to develop the character strength of perseverance

-
-

Yr 12 Individual Perseverance goal & achievement record.

NAME

<i>Subject Grade</i>	<i>Term 1 Subjects</i>	<i>Term 2 Subjects</i>	<i>Term 3 Subjects</i>
A			
B			

Our goals for developing PERSEVERANCE

use my study lessons wisely to complete and all work

revise (read notes, practice questions) at least three times in the week before any test.

leave my social life until all my homework is done.

do my homework on the spot before I do anything else.

I WILL:

ask for help when I need it, and to not waste lessons.

write all my assignments and their due dates on a sheet of paper to help me see what I have to do before the due date.

I will not take my phone and iPod [to class] as I get too distracted, and won't talk to my friends as much as I do, so I can concentrate much better.

stop playing too many videogames, do assignment when they are given and remove Facebook while doing homework.

use my free time to study instead of mucking around.

not allow other people get in the way of my learning; if I am sitting next to someone who is distracting me I'll remove myself from the situation and keep listening to what is being said.

keep up to date by more time doing homework on week days and we reduce the pressure

motivate myself by being more enthusiastic about my work. I'll believe in myself.

multiple assignments due

leave my phone