



Module 2
Lesson Plan 1



Co-funded by
the European Union

Lesson name	The Power of Positive Moments
Connection to ThrivingSchools Framework	<p>This lesson supports positive emotions and relationships by encouraging students to recognize and share moments of joy, gratitude, and kindness. It strengthens self-awareness and empathy through storytelling and collaborative reflection, and it applies SWPBS routines by teaching and reinforcing expected behaviours such as respectful listening and positive peer interactions. These practices ensure that PERMA principles are embedded in daily classroom life in a sustainable and practical way.</p> <p>PERMA element(s): Positive Emotions & Relationships – students identify and express positive experiences and collaborate to build trust and belonging.</p> <p>SEL competence(s): Self-awareness & Empathy – students practise gratitude, perspective-taking, and positive communication.</p> <p>SWPBS practice(s): Teaching expected behaviour & reinforcement – students co-create and rehearse classroom routines that promote kindness, appreciation, and respectful interaction.</p>
Duration	45 minutes - activities are equivalent to 1 lesson period
Age range	10–12 years
Objectives	<p>Upon completion of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify personal experiences that evoke positive emotions. 2. Describe how positive interactions contribute to respectful relationships. 3. Follow classroom routines that reinforce kindness and appreciation.

<p>Setting</p>	<p>In the classroom.</p> <p>This environment supports:</p> <ul style="list-style-type: none"> ● Group discussions and storytelling ● Role-play and reflection activities ● Co-creation of routines and visual displays ● Use of printed templates and activity sheets
<p>Required material/resources</p>	<p>Positive Moments Reflection Sheet – A worksheet for students to identify and describe a personal positive experience.</p> <p>Classroom Routine Poster Template – A visual template for co-creating and displaying positive behaviour expectations.</p> <p>Role-Play Scenario Cards – Short prompts for practicing respectful communication and empathy.</p> <p>Sticky Notes or Small Paper Slips – For students to write and share kind messages or gratitude notes.</p> <p>Whiteboard or Flipchart – For brainstorming and summarizing group ideas.</p> <p>Markers or Colored Pencils – For decorating posters and expressing creativity.</p> <p>Timer or Clock – To manage activity transitions and keep the lesson on track.</p> <p>Student Journals or Notebooks – For optional reflection and follow-up writing.</p> <p>Positive Interaction Checklist – A simple tool for reinforcing and tracking respectful behaviours during the lesson.</p> <p>Music or Mindfulness Audio (optional) – To support a calm and reflective atmosphere during wrap-up.</p>
<p>Lesson activities</p>	<p>Activity 1: My Positive Moment (10 minutes)</p> <ul style="list-style-type: none"> ● Teaching Method: Reflective journaling and individual sharing

- **Group Size:** Individual work, followed by whole-class sharing
- **Materials:** [Positive Moments Reflection Sheet](#), pens/pencils
- **Description:**
 - Step 1:** Distribute the *Positive Moments Reflection Sheet* to each student.
 - Step 2:** Ask students to think of a recent moment that made them feel happy, proud, or grateful. Encourage them to reflect quietly and write their responses using the prompts.
 - Step 3:** Invite a few volunteers to share their reflections with the class. Emphasize respectful listening and appreciation for each other's experiences.
 - Step 4:** Summarize the shared emotions on the board (e.g., joy, pride, gratitude) and highlight how these contribute to a positive classroom climate.
- **Student Engagement:** This activity encourages self-awareness and emotional literacy. Students actively participate by reflecting on personal experiences and sharing with peers, fostering empathy and connection.
- **Learning Objective Alignment:**
 - ✓ *Identify personal experiences that evoke positive emotions*
 - ✓ *Describe how positive interactions contribute to respectful relationships*

Activity 2: Empathy in Action (20 minutes)

- **Teaching Method:** Role-play and collaborative learning
- **Group Size:** Pairs or small groups
- **Materials:** Role-Play Scenario Cards, Positive Interaction Checklist
- **Description:**
 - Step 1:** Divide students into pairs or small groups and distribute one [Role-Play Scenario Card](#) to each group.
 - Step 2:** Students read their scenario and discuss how they would respond with empathy and kindness.
 - Step 3:** Each group performs a short role-play for the class, demonstrating respectful communication and problem-solving.
 - Step 4:** Use the [Positive Interaction Checklist](#) to observe and reinforce positive behaviours during the role-plays. Provide verbal praise and feedback.
- **Student Engagement:** Students are actively involved in interpreting real-life situations, practicing empathy, and learning through peer interaction. The role-play format

	<p>makes the learning hands-on and memorable.</p> <ul style="list-style-type: none"> ● Learning Objective Alignment: <ul style="list-style-type: none"> ✓ Describe how positive interactions contribute to respectful relationships ✓ Follow classroom routines that reinforce kindness and appreciation <p>Activity 3: Our Kindness Code (15 minutes)</p> <ul style="list-style-type: none"> ● Teaching Method: Collaborative creation and visual learning ● Group Size: Whole class ● Materials: Classroom Routine Poster Template, markers, flipchart or whiteboard ● Description: <p>Step 1: Introduce the idea of a “Kindness Code” — a set of agreed behaviours that support a positive classroom.</p> <p>Step 2: Facilitate a class discussion to brainstorm behaviours that reflect kindness, respect, and appreciation. Record ideas on the board.</p> <p>Step 3: Use the Classroom Routine Poster Template to co-create a visual poster with the class. Assign students to decorate and write the final version.</p> <p>Step 4: Display the poster in the classroom and refer to it regularly as part of daily routines.</p> ● Student Engagement: Students co-create their own behavioural norms, giving them ownership and accountability. The visual and collaborative nature of the activity enhances engagement and retention. ● Learning Objective Alignment: <ul style="list-style-type: none"> ✓ Follow classroom routines that reinforce kindness and appreciation
<p>Assessment</p>	<p>Step 1: Observation During Activities</p> <ul style="list-style-type: none"> ● What to assess: Student engagement, participation, and demonstration of empathy and respectful communication. ● How: <ul style="list-style-type: none"> ○ Use the Positive Interaction Checklist during Activity 2 (Empathy in Action). ○ Note behaviors such as active listening, kind responses, and collaborative problem-solving. ○ Provide verbal feedback and praise to reinforce positive behaviors.

Step 2: Reflection Sheet Review

- **What to assess:** Depth of personal reflection and emotional literacy.
- **How:**
 - Collect and review the **Positive Moments Reflection Sheets** from Activity 1.
 - Look for:
 - Clear identification of a positive moment
 - Emotional vocabulary (e.g., joy, pride, gratitude)
 - Insight into why the moment was meaningful
 - Use a simple **rubric** (e.g., 1–3 scale) for:
 - Completeness
 - Emotional awareness
 - Personal relevance

Step 3: Role-Play Performance

- **What to assess:** Application of empathy and respectful communication.
- **How:**
 - During Activity 2, assess each group's role-play using the checklist.
 - Focus on:
 - Empathetic responses
 - Use of kind language
 - Problem-solving strategies
 - Optionally, allow peer feedback using a simplified rubric or emoji scale.

Step 4: Kindness Code Contribution

- **What to assess:** Understanding of positive behaviors and classroom norms.
- **How:**
 - Observe student contributions during Activity 3.
 - Note:
 - Relevance of suggested behaviors
 - Willingness to participate
 - Creativity in poster creation
 - Use informal teacher notes or a quick checklist to track contributions.

Step 5: Exit Ticket or Quick Reflection (Optional)

- **What to assess:** Consolidation of learning.

- **How:**
 - Ask students to write or say one thing they learned about positivity or kindness.
 - Use this as a formative check to guide future lessons.

Additional Resources (if applicable)

Books

1. ***More Activities for Teaching Positive Psychology*** – Edited by Sarah D. Pressman & Acacia C. Parks
A practical workbook with 30 classroom-ready activities.
[APA Bookstore](#)
2. ***How Full Is Your Bucket?*** by Tom Rath & Mary Reckmeyer
A child-friendly book that teaches the impact of positive interactions.
[Scholastic Resource](#)

Websites & Toolkits

1. **PositivePsychology.com**
Offers free worksheets and activities for teaching empathy and kindness.
[Empathy & Kindness Activities](#)
2. **Ripple Kindness Project**
SEL lessons, kindness printables, and emotional regulation tools.
[Ripple Kindness](#)
3. **Greater Good in Education (UC Berkeley)**
Research-based practices and modules on empathy and well-being.
[Empathy Module](#)
4. **CASEL (Collaborative for Academic, Social, and Emotional Learning)**
Evidence-based SEL programs and classroom integration strategies.
[SEL in the Classroom](#)
5. **PERMA+ Spotlight Activities**
Weekly classroom activities aligned with the PERMA+ model.
[ShareMyLesson Resource](#)

Annex

Supporting Materials:

Classroom Routine Poster Template

Use this template to co-create classroom routines that promote kindness, respect, and positive interaction. Work together to define behaviours and how they will be practiced.

1. Our Agreed Behaviours

List the behaviours your class agrees to follow (e.g., listening respectfully, helping others, using kind words):

2. Why These Matter

Explain why these behaviours are important for a positive and supportive classroom environment:

3. How We Will Practice Them

Describe how your class will practice and reinforce these behaviours daily (e.g., reminders, praise, peer support):

Positive Interaction Checklist

Use this checklist to observe and reinforce positive behaviours during classroom activities. Check off each behaviour as it is demonstrated.

Positive Behaviour	Observed (✓)
Used kind words	
Listened respectfully to others	
Included others in group work	
Expressed appreciation or gratitude	
Helped a peer without being asked	
Waited their turn to speak	
Encouraged someone who was struggling	
Resolved a disagreement calmly	
Followed classroom routines	
Showed empathy during role-play	



Positive Moments Reflection Sheet

Think about a moment that made you feel happy, proud, or grateful. Use the prompts below to reflect on that experience.

1. Describe a moment that made you feel happy or proud:

2. What emotions did you feel during this moment? (e.g., joy, pride, excitement, gratitude)

3. Why was this moment important to you?

4. How can you create more positive moments like this in your daily life?



Reflection Sheet Rubric

Completeness

- 1 - Minimal response; key prompts are unanswered.
- 2 - Most prompts answered; some detail provided.
- 3 - All prompts answered thoroughly with clear detail.

Emotional Awareness

- 1 - Limited emotional vocabulary or unclear feelings.
- 2 - Some emotions identified; basic understanding shown.
- 3 - Clear and appropriate emotions identified with insight.

Personal Relevance

- 1 - Moment lacks personal connection or reflection.
- 2 - Some personal relevance; reflection is general.
- 3 - Strong personal connection and meaningful reflection.



Role-Play Scenario Cards – Respectful Communication & Empathy

Use these scenario cards to practice empathy, kindness, and respectful communication. Work in pairs or small groups to act out each situation.

Scenario 1

You notice a classmate sitting alone during break. What can you say or do to include them?

Response: _____

Scenario 2

A friend shares that they are nervous about an upcoming test. How can you respond supportively?

Response: _____

Scenario 3

You and a classmate disagree on how to complete a group project. How can you communicate respectfully?

Response: _____

Scenario 4

Someone accidentally bumps into you and doesn't say anything. What's a kind way to handle it?

Response: _____

Scenario 5

You see a peer being teased by others. What can you do to show empathy and support?

Response: _____

Scenario 6

You feel left out of a game your friends are playing. How can you express your feelings positively?

Response: _____
