

Log an act! - Positivity

EXPLANATION:

Positivity is a helpful emotion! When you feel and act positively it is contagious, and others can 'catch' the positive emotions and vibes. Your positivity can support others to feel accepted, acknowledged, and happier. Log an act of kindness acknowledging positive acts of kindness.

YEAR LEVELS: Years 11–12

STUDENT GROUPING: Group discussion and individual log

ACTIVITY LENGTH: 40–60 mins approx.

LINK TO CURRICULUM:

Link to General Capabilities in the English curriculum:

Personal and social capability

Students develop personal and social capability in English by enhancing their communication skills, teamwork and capacity to empathise with and appreciate the perspectives of others. Close study of texts assists students to understand different personal and social experiences, perspectives and challenges. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts. English actively assists students in the development of communication skills needed for analysis, research and the expression of viewpoints and arguments. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

SCOPE OF TASK:

Being positive means expecting good results and success and focusing on doing and achieving. Positivity requires an optimistic outlook. Individual's positive energy and actions can influence other people's emotions and wellbeing.

1. Ask the students about positivity to determine their prior knowledge and experiences.
Questions could include:

- What is positivity?
- What are positive actions?
- Who and how do they influence others?
- Why is positive thinking and actions important?

2. Ask the students to share experiences where they have used positivity to help others or conversely where others positivity has assisted them. Probing questions could include:

- How did other's positivity influence you?
- How did your positivity support others?
- How do you think the other person/s felt?
- How did positive thoughts help you?
- Why do you think positivity was important in this instance?

3. Small acts of kindness and positivity resonate in all our lives and help people to feel acknowledged. These acts enrich the 'giver's' life as well as the recipient - enriching the world. When we practise random acts of kindness, it releases positivity — we feel better and the recipients of our acts feel better, which then makes them more likely to be kind to other people.

4. Ask students to share their knowledge of random acts of kindness. If necessary, conduct an internet search to find out more about the phenomenon. What can students find about the topic?

5. Visit the Kindness Factory and encourage the students to explore the website:
<<https://kindnessfactory.com/>>.

Look at the Kindness Log and review some of the acts that have been logged. Which acts demonstrate positive actions and emotions?

6. Question the students regarding their experiences. Have they have conducted any 'random acts of kindness' that demonstrated positivity?

- What did they do?
- Was it a stranger or someone they knew?
- How did it make them feel?

How do they think the other person felt?

7. Encourage the students to log their own act sharing their actions. Discuss what would they write? Give the students 10–15 mins to log their own act of kindness.

8. Invite students if they feel comfortable to share their log.

9. In conclusion ask students how they felt contributing to the Kindness Log? Over the next few weeks monitor the Kindness Log and see how these grow and what others are contributing. Remind the students that kindness and positivity are potent in strengthening a sense of community creating that powerful ripple-effect for others.



RESOURCES

- Computers and Internet.