

## Hi 5 - Positivity

### EXPLANATION:

For children to process their emotions and enhance emotional intelligence, they need opportunities to experience positivity. This activity encourages children to share positive statements and vibes with others, contributing to positive feelings and attitudes in the classroom.

**YEAR LEVELS:** Prior to school

**STUDENT GROUPING:** Whole session activity and individual acknowledgements throughout the day/week

**ACTIVITY LENGTH:** Introduction to activity (15mins) and then individual acknowledgement of others – discussions during group time

### LINK TO CURRICULUM:

#### Early Years Learning Framework:

##### **Learning Outcome 2: Children are connected with and contribute to their world**

- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
- 2.3 Children become aware of fairness.

##### **Learning Outcome 3: Children have a strong sense of wellbeing**

- 3.1 Children become strong in their social and emotional wellbeing.
- 3.2 Children take increasing responsibility for their own health and physical wellbeing.

##### **Learning Outcome 5: Children are effective communicators**

- 5.1 Children interact verbally and non-verbally with others for a range of purposes.
- 5.2 Children engage with a range of texts and gain meaning from these texts.

## SCOPE OF TASK

According to positive psychology researcher Barbara Fredrickson, positive thinking is important because it broadens a sense of possibility allowing people to build new skills. Positive thinking, Fredrickson says, “broadens and builds.” The sharing of positivity also has significant benefits. When people get caught up in the same emotion, research suggest there are even greater health impacts than something positive experienced by oneself.

Some points about the “High Five” gesture:



- Positive reinforcement gestures that serve to encourage, congratulate, or suggest a symbol of friendliness
  - The gesture involves a hand up above the shoulders with palm facing towards another person’s hand and a slap. A new version of a “High Five” is the touching of elbows
  - Words accompanying the gesture include “High Five to you” or “Gimme Five”
1. Discuss with children the meaning of a “High Five”. Ask children questions to elicit their understanding:
    - What is a “High Five”?
    - Why would you give someone a “High Five”?
    - What might you say when you give someone a “High Five”?
    - How do you feel when someone gives you a “High Five”?
  2. Inform the children that they are going to spread some positivity in the classroom by giving classmates a “High Five” when they witness their friends persevering or accomplishing in the classroom.
  3. The teacher can model the steps needed to make and give a “High Five” and spread positivity:
    - Get a piece of coloured paper or old painting and trace around your hand – cut out to create a handprint
    - Consider the friend that you want to send a positive statement to in order to express appreciation for what they have done or to congratulate them. Prompts that can be used to structure the positive statement include:
      - Congratulations you...
      - I am proud that you...
      - You are awesome because you tried to...
      - I like that you...
    - Children can write statements or ask the teachers to assist them
  4. Children can give their “High Fives” to their friends during group time each day and share with them why they are sending them positive vibes and thoughts. The other children can cheer their classmates to build collaborative and shared positivity.

The children can take home their “High Five” positive acclamations to share with their families – spreading further positivity into the home. Parents and caregivers can be informed of the activity and the power of shared positivity via classroom or centre newsletters.

## RESOURCES

- Coloured paper or old painting for cut outs of hands
- Scissors
- Markers for writing

Fredrickson B. L. (2001). The role of positive emotions in positive psychology. The broaden-and-build theory of positive emotions. *The American psychologist*, 56(3), 218–226.

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