

ON THE PLUS SIDE Cards

- 6 Week Unit & Lesson Plans-

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AND HOW TO PLAY VIDEOS

Reframing Perspectives

WEEK 1 <i>Introduction into 'Perspectives'</i>	WEEK 2 Reframing Automatic Negative Thoughts (ANTS)	WEEK 3 <i>The Plus Side of Challenges</i>
<p>Objective: Students learn about perspective and its significance in everyday life and relationships</p> <p>Activities:</p> <ul style="list-style-type: none"> • Plus Side 360 GAME • Rainbow of Perspectives Reflection 	<p>Objective: Recognise and identify how the brain creates belief systems and how to challenge stories in our minds that aren't helpful</p> <p>Activities:</p> <ul style="list-style-type: none"> • Tally the Plus Side GAME • Shifting Perspectives Table 	<p>Objective: Understand how to reframe challenges as opportunities.</p> <p>Activities: Team-based challenges, guided discussion, use of "The Plus Side" cards to reframe the challenges faced in the activities.</p>
WEEK 4 <i>Empathy and Understanding Others' Perspectives</i>	WEEK 5 <i>Community Impact</i>	WEEK 6 <i>Review and Reflection</i>
<p>Objective: Learn how to understand and appreciate different perspectives.</p> <p>Activities: Role-playing scenarios, classroom debates, empathy exercises.</p>	<p>Objective: Extend the concept of perspective to the community and world at large.</p> <p>Activities: Research and presentations on local or global issues, use "The Plus Side" cards to discuss solutions and see the positive sides.</p>	<p>Objective: Consolidate learning and reflect on how perspectives have shifted.</p> <p>Activities: Create vision boards, reflective journaling, final assessment to measure shifts in mindset, use "The Plus Side" cards for self-assessment and reflection.</p>

Suggested Assessment Methods:

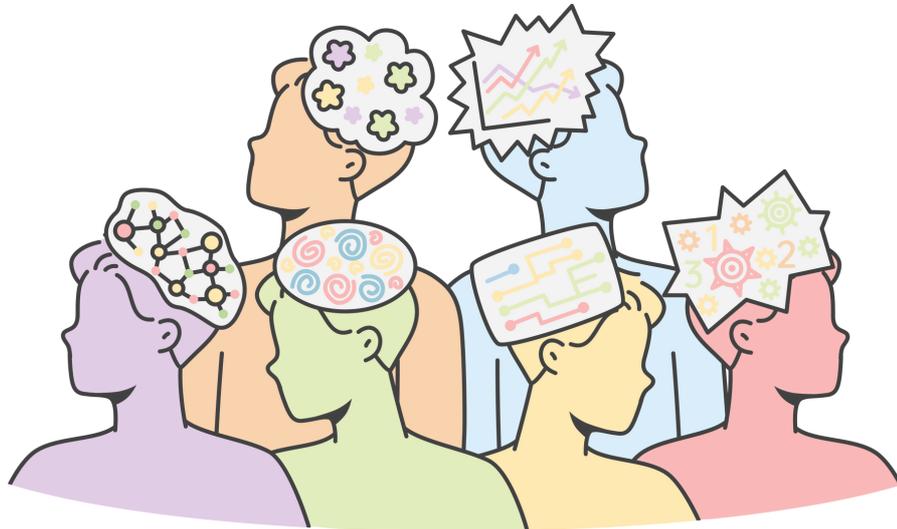
- Baseline and Final Assessments: To measure shifts in mindset.
- Journal Entries: Weekly reflections on learning.
- Group Projects and Presentations: To assess understanding and application of concepts.
- Class Participation: Contributions to discussions and activities.
- Vision Boards: Visual representation of new perspectives and goals.

Resources Needed:

- "The Plus Side" cards
- Journals / Paper for each student
- Multimedia tools for presentations
- Coloured pencils for activities

WEEK 1

Introduction to Perspectives



Learning Outcomes:

Students will be able to:

- Define 'perspective' and discuss how it relates to our daily lives
- Consider how perspectives can be different for different people and groups
- Provide examples of different perspectives for a range of scenarios and situations
- Explore and create different perspectives (by playing On the Plus Side) that help build resilience, understanding, creativity and gratitude

Materials Needed:

- Whiteboard/Markers
- "The Plus Side" cards or App
- Rainbow worksheet
- Projector for any visual aids (optional)

PART I: Understanding Perspective [20 minutes]



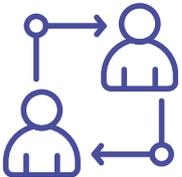
Defining Perspective (10 mins)

- Ask students what they think "perspective" means.
- Students discuss thoughts with each other and then as a class.
- Brainstorm answers on the board and provide a formal definition.

Importance of Perspective (10 mins)

- Students recall examples in their daily lives where their perspective on something might be different to others OR a perspective they have had that has changed
- In pairs students discuss topics or situations that people often have different perspectives on.
- Guide students to consider the possible impacts of ignoring the perspectives of others. Discuss as a class

Part II: Exploring perspectives [20 minutes]



Different Perspective (15mins)

LINK: *Play Plus Side 360*

- In small groups or one large group students form a circle
- One person selects and reads a card from the deck or app.
- Students take turns to quickly come up with one 'plus side'
- Everyone listens to each person's plus side, because...
- Once a plus side is repeated OR there is 10 second delay in creating a new plus side a new card scenario is read and the game continues.

AIM: is to go around a circle 3 times for small groups or once for a large group using as few card scenarios as possible.

Part III: Concluding Activity (20 minutes)

Embracing Perspectives



- Select a scenario / situation that is relevant to the class or group. *You can look through the plus side cards for ideas. The more relevant and current the issue the better.*
- Distribute the worksheet with a template of a blank rainbow (below)
- Write the scenario at the top of the page and then in each spectrum of the rainbow students write down a different plus side or perspective
- Share responses with the class
- Ask students how it FEELS to consider other perspectives for THEMSELVES & OTHERS. Invite students to share their insights and reflections from the lesson.

Extension / Homework

Journaling Activity One



- Have students create a list or brainstorm with the following three sub-headings
 - Look like
 - Sound like
 - Feel like
- Ask students the following question - When considering other people's perspectives what does it...Look like; Sound Like; Feel like
- Create one brainstorm / table for themselves and one for others

Journaling Activity Two

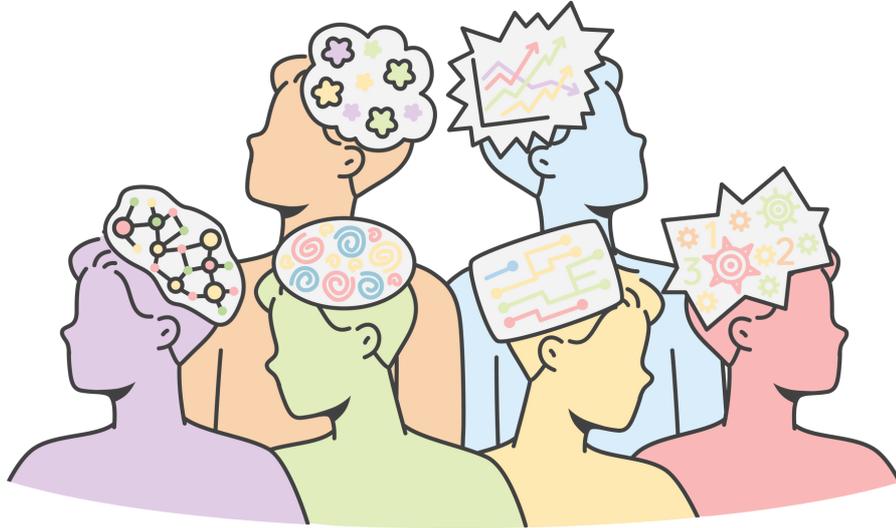
- Reflect on the following quote from Timber Hawkeye. What do you like / dislike about thinking about things from this perspective!

“If someone were to tell me that the sky is green, for example, and I believe it to be blue, I see no need to tell them that they are wrong, nor do I need to feel superior by making them inferior. I simply walk away from that experience with the newfound knowledge that to some people the sky looks green... and that’s okay.”

Timber Hawkeye, Faithfully Religionless

WEEK 2

Reframing Automatic Negative Thoughts (ANTS)



Learning Outcomes:

Students will be able to:

- Name the reticular activating system (RAS) and describe its function in the brain
- Reflect on how the reticular activating system relates to perspectives / beliefs people have about themselves
- Explore strategies that encourage the brain to focus on thoughts that are helpful to improve mindset and wellbeing

Materials Needed:

- Whiteboard/Markers
- "The Plus Side" cards or App
- Picture of the Reticular Activating System
- Projector for any visual aids (optional)

PART I: Thoughts and our brain [25 minutes]



The 'tracks' we play (10 mins)

- Asks students to answer the following
 - *Do you listen to music on your devices?*
 - *Are there songs you enjoy listening to more than others?*
 - *Are there any songs you love listening to so much that you play them on loop?*
 -
- Explain the following to students...
 - *Our brains work in a similar way, there are 'tracks' or beliefs we say in our head (and a lot of the popular tracks we say can be often be negative towards ourselves). While we continue to press 'play' (in our heads) on tracks/beliefs that aren't helpful we are training our brain to be limited in its ability to move through challenges. This is largely due to the part of the brain called 'The Reticular Activating System'*
- Show or distribute an image of the RAS

The Reticular Activating System (15 mins)

- Students view *Reticular Activating System* video
- Optional: Around an image of the RAS students brainstorm main points
- Class or group discussion points:
 - *'How does the RAS relate to everyday situations and perspectives people have about themselves and others?'*
 - *Why would it be important to train the brain to focus on helpful thoughts / tracks?'*
 - *How can 'On the Plus Side' be helpful?'*

Part II: Brain Training [20 minutes]



LINK: Tally the Plus Side

- One person selects and reads a card from the deck or app.
- Each player takes turns suggesting a plus side to the given scenario with one person keeping a tally as they go
- Play again with a new scenario and see if you can increase the tally

AIM: Come up with as many Plus Sides as possible to 1 scenario in 1 minute

Part III: Concluding Activity (15 minutes)

Shifting Perspectives - Reframing our thoughts



- Create a table with two columns
- One side write *Original thought* and on the other side *On the Plus Side*
- Provide an example of an original thought that someone might say or think about themselves (in their own head) e.g. *I am not good at...*
- Provide an example of how someone could complete the sentence 'On the Plus Side...' in relation to that thought in the second column. For example, *On the Plus Side, I am good at Science* or *On the plus side with practice I can get better*
- Encourage students who feel comfortable to share an example in small groups or with a class because! saying the reframed thought outloud helps the RAS to focus on that!

Extension / Homework

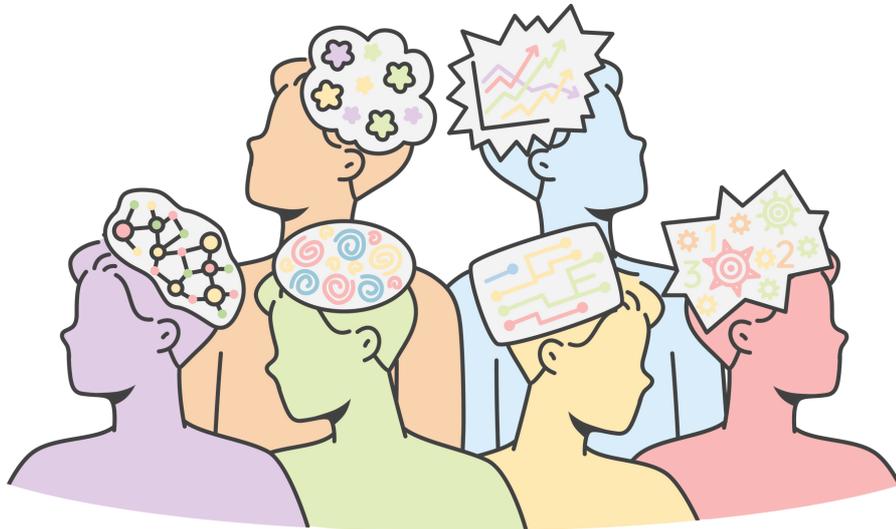


Journaling Activity One

- Reflect on the following
 - Was it difficult to create reframed thoughts / Plus Sides
 - Did the activity help shift perspectives?
 - How did you feel before, during and after the activity was completed?

WEEK 3

The Plus Side of Challenges



Learning Outcomes:

- Students will learn to recognise challenges as opportunities for growth and development.
- Students will practise reframing challenges into positive experiences.

Materials Needed:

- "The Plus Side" cards
- Whiteboard and markers
- Journals or notebooks for each student
- Pens/pencils
- Timer or clock

PART I: Understanding Challenges (15 minutes)



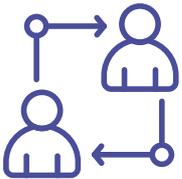
Group Discussion: What is a Challenge? (5 mins)

- Encourage students to share their understanding and examples of challenges.
- Discuss different types of challenges: personal, academic, social, etc.

Exploring the Impact of Challenges (10 mins)

- Lead a conversation about how facing challenges can lead to growth.
- Use real-life examples to illustrate how challenges have led to positive outcomes.

Part II: The Plus Side of Challenges Activity (25 minutes)



Scenario Activity (15 mins)

- Divide students into small groups.
- Give each group a Plus Side Card with a challenging situation.
- Task groups to discuss and list possible positive outcomes or “plus sides” to these challenges.

Group Presentations (10 mins)

- Each group presents their scenario and the positive perspectives they've identified.
- Encourage the class to contribute additional positive angles.

Part III: Personal Reflection (10 minutes)



Journaling Exercise (10 mins)

- Ask students to reflect on a personal challenge they have faced or are facing.
- Instruct them to journal about how they can or have found the plus side in that situation.

Extension / Homework (5 minutes)



Homework Assignment (2 mins)

- Students are to identify a current challenge and apply the day's learning to find a positive perspective. They should prepare to share this in the next class.

Summary & Final Thoughts (3 mins)

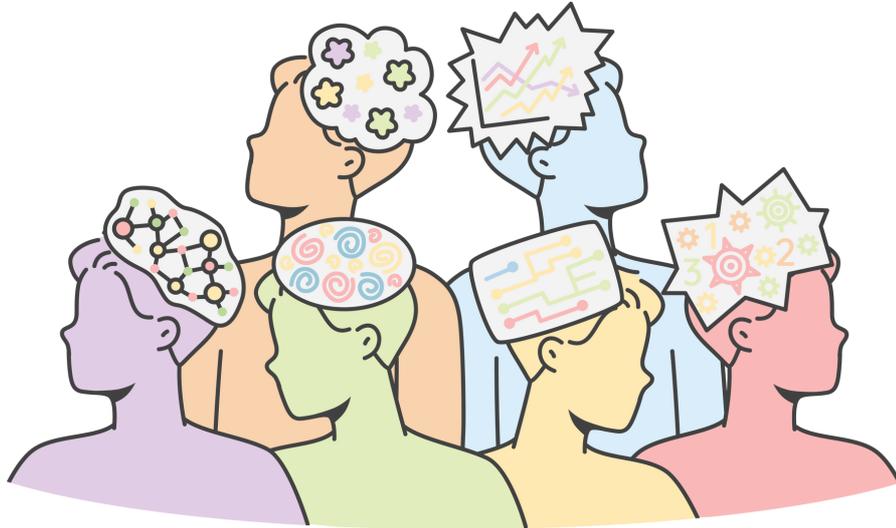
- Summarize the key takeaways about the value of challenges.
- Encourage students to approach future challenges with a positive mindset.

Additional Notes

- **Encourage Openness:** Foster a supportive atmosphere where students feel comfortable sharing personal experiences.
- **Highlight Resilience:** Emphasise the role of resilience in overcoming challenges.
- **Teacher's Role:** Guide discussions, ensuring they stay positive and constructive.

WEEK 4

Empathy and Understanding Others' Perspectives



Learning Outcomes:

- Students will learn the concept of empathy and its importance in understanding others.
- Students will practise seeing situations from perspectives other than their own.

Materials Needed:

- "The Plus Side" cards
- Whiteboard and markers
- Role-play scenarios (prepared in advance)
- Journals or notebooks for each student
- Pens/pencils
- Timer or clock

PART I: Exploring Empathy (15 minutes)



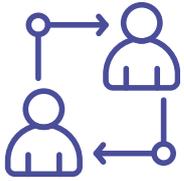
Group Discussion on Empathy (5 mins)

- Engage the class in a discussion about what they think empathy means and why it's important.
- List their ideas on the whiteboard.

Empathy in Action (10 mins)

- Share real-life stories or examples where empathy made a positive difference.
- Discuss how empathy can change personal interactions and perspectives.

Part II :Role-Playing Exercise (25 minutes)



Setting Up Role-Play Scenarios (5 mins)

- Divide students into small groups.
- Hand out different role-play scenarios to each group, ensuring a mix of perspectives.

Role-Playing Activity (15 mins)

- Instruct each group to act out their scenario, focusing on expressing and understanding different perspectives.
- Encourage them to put themselves in the shoes of the characters in their scenario.

Group Reflection (5 mins)

- After each role-play, ask the group and observers to reflect on what perspectives were shown and how empathy was or could be applied.

Part III: Reflection and Journaling (10 minutes)



Journaling Exercise (10 mins)

- Students reflect in their journals about a time when they had to see a situation from someone else's perspective.
- Students discuss / journal how playing 'The Plus Side' the past few lessons has supported their ability to be empathetic (e.g. promotes gratitude and encourages hearts and minds to think of situations from a different perspective)

Extension / Homework



Homework Assignment (2 mins)

- Ask students to observe a situation in their life or community where empathy could change the perspective. Journal the experience.

Summary & Reflection (3 mins)

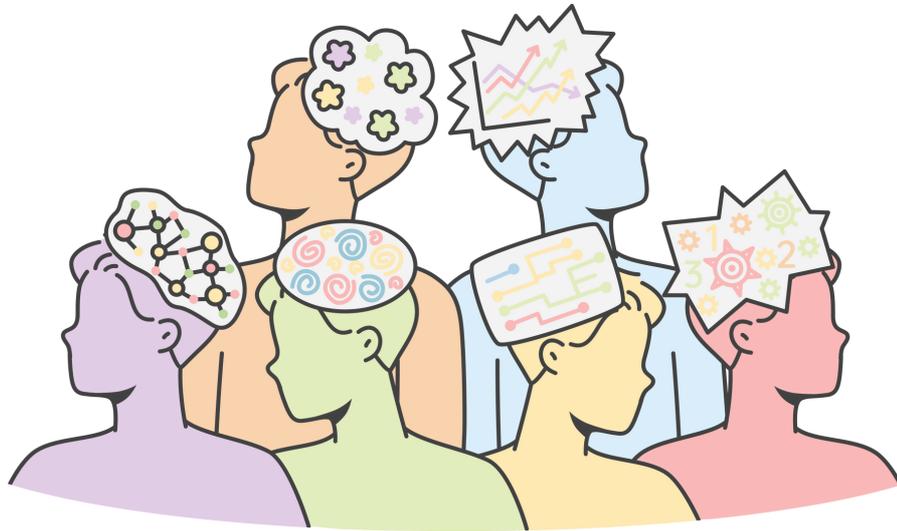
- Summarise the day's learning on empathy and understanding others.
- Emphasise the importance of empathy in diverse social interactions.

Additional Notes

- **Supportive Environment:** Ensure that the classroom is a safe space for sharing and role-playing without judgement.
- **Diverse Scenarios:** Include a variety of scenarios to cover different social, cultural, and emotional contexts.
- **Teacher's Role:** Facilitate the discussions and role-plays, guide reflections, and provide constructive feedback.

WEEK 5

Community Impact



Learning Outcomes:

- Students will explore how perspective and empathy apply to broader community and global issues.
- Students will learn to identify positive aspects and potential solutions to these issues.

Materials Needed:

- "The Plus Side" cards
- Whiteboard and markers
- Internet access for research (if possible)
- Journals or notebooks for each student
- Pens/pencils
- Projector for presentations (optional)

PART I: Understanding Community Issues (15 minutes)



Group Discussion on Community Issues (5 mins)

- Initiate a discussion about various community and global issues the students are aware of.

The Role of Perspective in Community Issues (10 mins)

- Discuss how different perspectives influence the understanding and handling of these issues.

Part II: Research and Presentation (30 minutes)



Research Activity (20 mins)

- Divide the class into small groups.
- Each group researches a specific community or global issue, focusing on understanding various perspectives and identifying positive aspects or solutions.

Group Presentations (10 mins)

- Groups present their findings, highlighting different perspectives and potential positive outcomes or solutions.

Part III: Reflection (5 minutes)



Journaling Exercise (5 mins)

- Students journal about how changing perspectives can impact their approach to community and global issues.

Extension / Homework



Homework Assignment (2 mins)

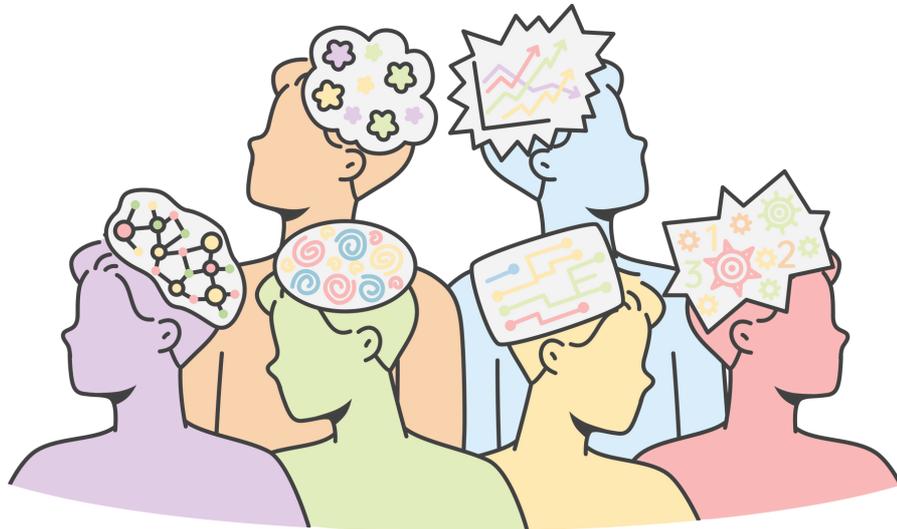
- Students are to identify a community issue and think of creative ways to approach it positively.

Summary & Final Thoughts (3 mins)

- Summarise the importance of perspective in understanding and addressing community and global issues.

WEEK 6

Review and Reflection



Learning Outcomes:

- Students will review and reflect on the key concepts learned throughout the unit.
- Students will present their personal growth and understanding of the course material.

Materials Needed:

- "The Plus Side" cards
- Whiteboard and markers
- Journals or notebooks for each student
- Art and craft supplies for vision boards
- Pens/pencils

PART I: Review Activities (25 minutes)



Group Discussion and Recap (10 mins)

- Lead a discussion reviewing the key lessons from each week.

Interactive Review Game (15 mins)

- Play a review game (like a quiz or charades) using concepts from the unit.

Part II: Personal Reflection and Sharing (20 minutes)



Vision Board Creation (15 mins)

- Students create vision boards representing their understanding and personal growth from the unit.
- They can use images, quotes, and symbols to represent their new perspectives.

Vision Board Sharing (5 mins)

- Invite students to share their vision boards and explain the significance of the elements they chose.

Part III: Final Reflection and Course Closure (10 minutes)



Final Reflection (5 mins)

- Students write a final reflection in their journal, summarising what they have learned and how they plan to apply it.

Course Closure (5 mins)

- Summarise the unit, emphasising the importance of perspective, empathy, and positive thinking in personal and community growth.

Additional Notes

- **Celebrating Growth:** Make the final class a celebration of learning and personal growth.
- **Encouraging Continuation:** Encourage students to continue applying these concepts beyond the classroom.
- **Teacher's Role:** Provide guidance and positive reinforcement, emphasising the journey the students have undergone.