




# Applied Positive Psychology

*Learners who flourish*







Applied Positive Psychology (APP) is a bespoke Year 7 to 11 program that provides students with a range of opportunities to develop their personal, social and leadership capabilities alongside growing their wellbeing through a lens of positive psychology. The APP faculty also delivers the senior curriculum General subject of Psychology.

Applied Positive Psychology is a “discipline that examines the intersections of body, brain, culture and science to develop tools and practices that enhance human flourishing and wellbeing” (University of Pennsylvania).

We aspire to grow students to become “Learners who Flourish” through adoption of a Positive Education approach. APP supports our Wellbeing Vision to allow our students to express themselves as unique individuals who strive to engage in learning that sparks their curiosity, joy, passion, purpose and character strengths.

To enable better understanding of the rationale and approach of Applied Positive Psychology, this document elaborates:

- What is Positive Education?
- What is Wellbeing?
- What is Applied Positive Psychology?
- Applied Positive Psychology Program Outline







## What is Positive Education?

At The Gap State High School (TGSHS) we believe in Learners Who Flourish. Positive Education has been adopted as the approach to achieve this vision. The aim of the school's Positive Education strategy is twofold:

- To *enhance* staff and student wellbeing, and
- To *provide* knowledge and skills so that individuals are motivated to self-implement ways in which they can grow their subjective wellbeing

“Positive Education is the application of the science of Positive Psychology and related fields within an educational setting to encourage students, faculty, schools, universities and communities to flourish. The focus is on enhancing the wellbeing and character development of students and faculty through the teaching and practice of specific skills within a learning ecosystem where the wellbeing of all is a priority” (IPEN-Network.com, 2020).

The genesis of Positive Education came from schools in Adelaide and Victoria, notably St Peters College and Geelong Grammar School. Concerns around high rates of anxiety and depression in youth compelled a search for innovative solutions. Paralleling their search, Professor Seligman had published a work ‘*Flourish*’ that addressed moving people towards living better lives. Previously, while president of the US Psychological Foundation he had persuaded USA psychology to reinvigorate the

study of human thriving rather than pathology. During the early 2000s Seligman worked with both schools, and during this extended collaboration, the notion of Positive Education was born.

Optimal functioning, often described as ‘*flourishing*,’ means that people are able to optimise engagement and accomplishment, build resilience, experience enhanced relationships and enrich their sense of meaning and purpose. Positive education is recognition that wellbeing is central to learning. We learn best when we are feeling good about ourselves and good about how our life is going. Positive Education means that we have practices and processes that help staff and students move towards optimal functioning.

Positive Education is the combination of traditional education principles with the study of happiness and wellbeing using the PERMAH model and Character strengths to place the importance of wellbeing at the core of learning. It provides for clear and consistent practice uniting efforts with a common language and teaches knowledge and skills that promote wellbeing and decrease illbeing. It teaches the use of character strengths for the betterment of self and others, and it nurtures healthy cohesive environs.

*We learn best when we are feeling good about ourselves and good about how our life is going. Positive Education means that we have practices and processes that help staff and students move towards optimal functioning.*





## What is Wellbeing?

- A state in which individuals flourish by realising their own potential
- To possess high levels of wellbeing means to be empowered and supported to meet the future with hope, confidence, resilience and agency (hedonic wellbeing)
- Making positive and meaningful contributions to the community (eudaimonic wellbeing)

Wellbeing is not solely about pleasure in life and being happy, rather acknowledging that a better result is attained when we act in ways that make life meaningful and purposeful. The path to meaning and purpose starts with taking responsibility for our lives and our situations, then acting in ways that justify our being. In short, to build resilience and overcome the challenges we will face, we must take on responsibility and be responsible. To do this effectively we need to be aware of what's going on, that is we need to live in the now. When we do this, we can mindfully act in the most appropriate way.

We believe that wellbeing is twofold:

- It is about the self (hedonic) and is about other people (eudaimonic). Hedonic wellbeing is inherently about pleasure-seeking. Those with high levels of subjective wellbeing are high in hedonic wellbeing. High hedonic wellbeing is synonymous with the experience of positive emotions such as joy, awe, inspiration, elation and general feelings of happiness. In essence, this is about 'feeling good'.

- Eudaimonic wellbeing is more transcendent and focusses on meaning, purpose self-realisation and 'doing good'. This type of wellbeing is achieved through kindness, compassion, empathy and service. At TGSHS, we believe in creating 'meaningful moments of connection' and we 'value the dispositions of empathy and compassion'. As a staff, we seek to 'create a positive school culture based on kindness, compassion and empathy'.
- Research regards eudaimonia as being about flourishing. As we believe in learners who flourish, we are advocating for eudaimonic (as well as hedonic) wellbeing.

Evidence suggests that when students are supported to develop their overall wellbeing through autonomy, competence and relatedness, their ability to self-regulate improves. At TGSHS we believe that students who are self-regulated learners are more successful lifelong learners. Those in happy states (hedonic) with purpose (eudaimonic) tend to become more effective self-regulated learners. Self-regulation in turn ensures a calmness that improves learning outcomes. As emotional intelligence expert Daniel Goleman said, "happy, calm students learn best".

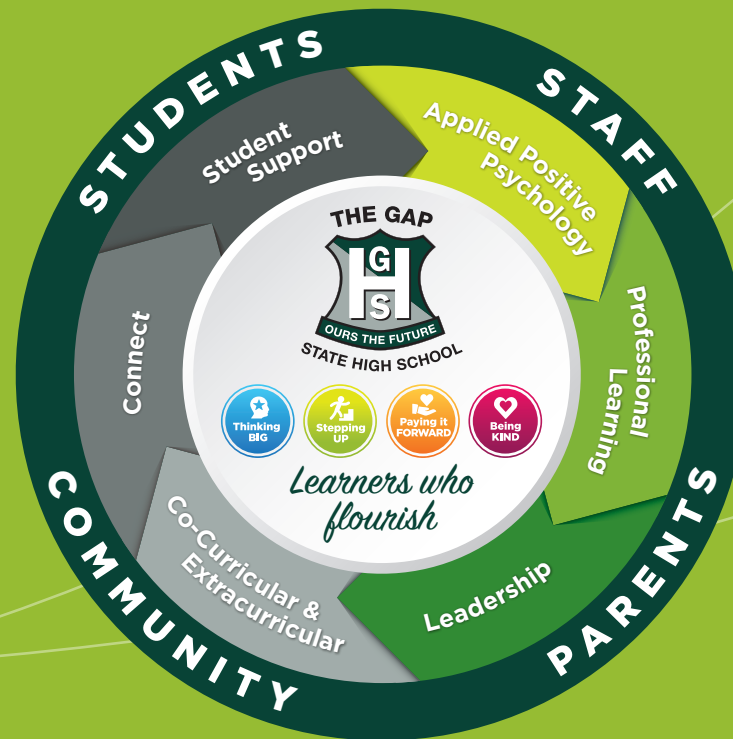
To help our students become effective self-regulated learners we need to focus on their social and emotional learning capabilities. Students who are able to be introspective, mindful and meta-cognitive have higher levels of emotional intelligence which is conducive to being a self-regulated learner. At TGSHS we value 'self-regulated and empowered learners, with a growth mindset, capable of resilience and grit and focussing on growth'.





The Applied Positive Psychology program is a key component of The Gap SHS Wellbeing Framework. In Applied Positive Psychology, students develop knowledge and skills to improve their own subjective wellbeing now and in the future. Although a key focus of APP is enhancing student wellbeing, specific units also contribute positively to the wellbeing of staff and the wider school community.

### The Gap SHS Wellbeing Framework





# What is Applied Positive Psychology?

Applied Positive Psychology (APP) is a bespoke personal development program taught to Years 7 to 11. It differs from other programs in that it is not treated as an adjunct, rather it is integrated into student's daily school life by being scheduled in the weekly timetable as a regular subject.

Year levels are allocated the following time for APP:

- Year 7, 8, 10, 11: 40 x lessons (70 minutes) per year
- Year 9: 60 x lessons (70 minutes) per year

APP units of learning are informed by the General Capabilities from the Australian Curriculum, the science of Positive Psychology (PERMAH).

Spiralling through the program are active, adventurous and experiential learning experiences designed to promote development of student's character, leadership and wellbeing. By extending beyond the confines of the classroom, the APP program provides a variety of engaging learning experiences, which are both challenging and enjoyable, and have the potential to develop resilience through challenge.

## PURPOSE

To develop students personal, social and leadership capabilities alongside growing their wellbeing through a lens of positive psychology.

## OBJECTIVES

- Develop personal, social and leadership capabilities
- Enhance subjective wellbeing
- Develop knowledge and understanding of ways to achieve a flourishing life
- Challenge students to explore their potential via adventure, camps and intercultural travel
- Develop a sense of inclusivity and understanding for all students

## THE APP WAY

Teaching in the APP "classroom" is tailored to the learning experiences offered and the principles below underpin the way lessons are delivered.

- **Outdoor adventure** – experiential techniques combined with classroom work
- **Challenge by Choice** – students are encouraged to step outside of their comfort zones in a safe and supportive environment
- **Learning through reflection** – reflecting on experiences individually and as part of a group
- **Working together** – students learn to combine their strengths with the strengths of others to be more effective as a group.
- **Inclusive** – providing opportunities for all students to benefit from the program



## LEADERSHIP TRAINING CENTRE

The Leadership Training Centre (LTC) is a unique adventure facility featuring 25 challenges including an indoor rock-climbing wall, bouldering walls, high ropes, vertical 'playpen', internal and external abseiling decks, high leaps, and an internal caving system. All LTC staff are nationally accredited outdoor recreation leaders and undergo regular training to keep their qualifications current.

Students work through the LTC activities with a philosophy of "challenge by choice". That is, students are not forced to undertake any challenge activities, rather staff encourage and motivate students to identify an appropriate challenge based on their individual comfort zones. Students then devise strategies to attempt their challenge in a safe and supportive environment.

Each year, students participate in a Challenge unit in the LTC as part of their APP lessons. These units are the core component of the APP program and are sequentially programmed to build on the skills and challenges of the previous year.





## Applied Positive Psychology Foundations

Adventure and outdoor education are the means through which APP engages students in the areas of leadership, personal and social capability and wellbeing. When engaged, these attributes are developed and learned experientially with a more enduring outcome.

### PERMAH

APP has adopted Martin Seligman's PERMA model derived from his scientific analysis of what makes life better and draws on aspects of both hedonic and eudaimonic wellbeing. This separates the interrelated components of subjective Wellbeing into **P**ositive Emotions, **E**ngagement, **R**elationships, **M**eaning and **A**ccomplishment (PERMA). The PERMAH framework incorporates the cultivation of one's Health by eating well, moving regularly, and sleeping deeply (Norris & Seligman, 2015). Hence The Gap SHS has added **H**ealth, to achieve one's optimal positive health state (PERMAH) in order to support *Learners Who Flourish*.

<https://positivepsychology.com/what-is-positive-education/#education>



**PERMAH MODEL (THE GAP SHS)**





## Applied Positive Psychology Foundations continued

### Positive Emotions

- Self-awareness
- Optimism
- Resilience Building
- Perspective
- Gratitude
- Acceptance
- Stress Resilience

Experiencing positive emotions has been found to benefit mental and physical health, social relationships, and academic outcomes (Lyubomirsky, King and Diener, 2005). Studies have shown that positive emotions help us broaden and build the way our brain responds to opportunities and challenges (McQuaid and Kern, 2017). Our emotional world can be greatly enriched by the understanding of emotions and the range of words we can use to describe these feelings. Barbara Fredrickson's Broaden and Build Theory, happiness ratio and our innate negativity bias are unpacked, flagging why we should try to savour the positive emotions we experience in life.

### Engagement

- Motivation
- Commitment
- Leadership
- Using Strengths
- Finding Enjoyment
- Flow
- Goalsetting

Flow is the peak experience of engagement- it is the feeling of being “in the zone”, or “fully immersed in a feeling of energized focus, full involvement, and enjoyment

in the process of the activity” (Csikszentmihalyi, 2013). Much of the work of Positive Psychology involves identifying and cultivating personal strengths, virtues and talents. When we identify our own greatest strengths, we can consciously engage in work and activities that make us feel most confident, productive and valuable. The APP curriculum recognises that each student is different and facilitation of a variety of activities allows students to engage in different ways throughout the program.

### Relationships

- Team Building and Trust
- Perspective Building
- Awareness of Others
- Conflict Resolution
- Feedback

Investing into a healthy support network is one of the best things we can do to enhance our own wellbeing. Helping and being kind to others improves our connectedness and makes us happier (Lyubomirsky, 2008). It is important to build and maintain relationships with the people in your life, but it is equally important to recognise the difference between a healthy relationship and a damaging one. In partnership with the school-based health nurse, the APP program includes learning about Active Constructive Responding, respectful relationships and consent.





## Applied Positive Psychology Foundations continued

### Meaning and Purpose

- Sense of Purpose
- Goal Setting
- Job Design
- Mindfulness
- Contribution

As humans we desire meaning and purpose in our lives. We want a reason for what we do and we want it to matter. The meaningful life consists of belonging to and serving something that we believe is bigger than ourselves (Seligman, 2011). When we have a sense of meaning and purpose - we are happier, more motivated, more committed and more satisfied. Students are given the opportunity to use their strengths to participate in activities or events and allow them to contribute to others. They also explore the links between hope and meaning as part of our survival unit in Year 9.

### Accomplishment

- Celebrating Success
- Feedback
- Personal Development
- Reviewing Goals

Accomplishment refers to something that has been achieved successfully. When it comes to accomplishing the things that matter to you, more important than your abilities, is the belief that you can improve (McQuaid and Kern, 2017). The reality is, we can all improve our current ability through effective effort. The APP program provides many opportunities for students to feel a sense of accomplishment. Research has found that the happiest people pursue clear goals that are outside their comfort zone (Adams Miller, 2017). Setting goals outside of our comfort zone is a fundamental part of the challenge unit in the LTC.

### Health

- Nutrition
- Lifestyle
- Exercise
- Sleep and Recovery
- Gut Health

Healthy habits lead to a healthy body, this includes eating well, moving often, restful sleep and mindfully restoring our energy. If we eat, move, and sleep well today, we will have more energy tomorrow (Rath, 2013). These behaviours also positively support mental health, relationships and cognitive functioning. Making small, everyday choices to be healthy in what we eat, how much we move, how we sleep and how we restore our minds will lead to our overall flourishing. Much of the APP program involves getting students out of the classroom and moving. There are also units that cover sleep hygiene, risks and safety.







## Leadership and Character

During APP, student's capacity to lead is developed. Leading is the ability to positively influence situations so that groups can positively accomplish. Leadership is developed from the perspective of building character and is built on strong personal and social capabilities. Students are given practical opportunities to demonstrate leadership skills.

### CHARACTER STRENGTHS

Character strengths are taught in all year levels commencing in Year 7. Students learn about the six human virtues, Wisdom, Courage, Humanity, Justice, Temperance and Transcendence and the 24 Character strengths. Character strengths are described as the capacities humans have for thinking, feeling, and behaving.

Character strengths are not what individuals are (*tall, short, strong, sporty, arty etc.*), they are expressed by what individuals do (*Kind, fair, humorous, modest, persistent etc.*). Strengths are stable and dynamic. Strengths can be developed. There can be a shadow side to misusing, underusing and overusing your strengths.

Living your strengths leads to a better life. Individuals are better, in the sense of being more natural when they are using their signature strengths. This may allow opportunities for them to experience more joy, love, engagement, meaning, success and happiness.

When talking about strengths, opportunity is created for people to revel in what is **right** with them, not dwell on what may be wrong. The *self-awareness* of knowing ones character strengths gives individuals the power of self-management, knowing when to use a strength, when it's not appropriate to use it, and what strengths need to be developed in order to grow.

### SIGNATURE STRENGTHS

Identifying signature strengths can be done by completing the [VIA Character Strengths Survey](#). Some strengths will come more naturally and easily than others. Usually people have five **signature strengths**, that seem to define them. The four main criteria for signature strengths are:

- Energise rather than sap energy
- Intrinsically motivated
- Cannot help but use these strengths
- Feel true and genuine to self when used







## Our Character Strengths are in what We Value



**Thinking  
BIG**

**Thinking  
and Wisdom**

*Curiosity*  
*Love of Learning*  
*Creativity*  
*Open-Mindedness*  
*Perspective*  
*Bravery*

*"Change your  
thoughts and you  
change your world"*

NORMAN VINCENT



**Stepping  
UP**

**Courage  
and Action**

*Honesty*  
*Self-Regulation*  
*Perseverance*  
*Teamwork*  
*Zest*  
*Leadership*  
*Bravery*

*"Courage is not the  
absence of fear. It is  
the making of action  
inspite of fear"*

M. SCOTT PECK



**Paying it  
FORWARD**

**Meaning  
and Purpose**

*Gratitude*  
*Hope*  
*Social Intelligence*  
*Appreciation of Beauty  
and Excellence*  
*Humour*  
*Spirituality*

*"To give life a  
meaning, one must  
have a purpose  
larger than self"*

WILL DURANT



**Being  
KIND**

**Heart and  
Compassion**

*Kindness*  
*Humility*  
*Fairness*  
*Forgiveness*  
*Love*  
*Prudence*

*"In a world where  
you can be anything,  
be kind"*

ANONYMOUS

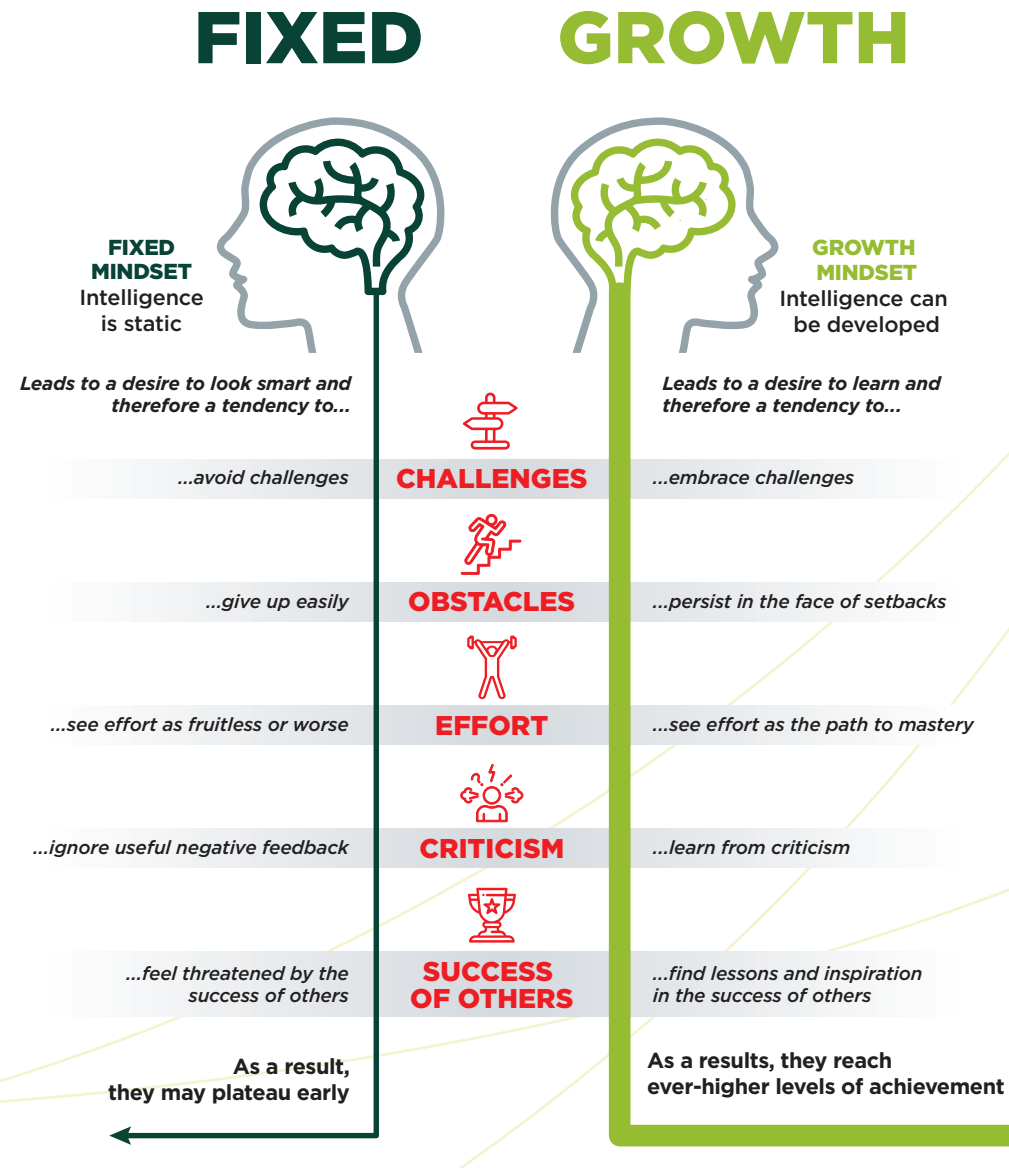


# Growth Mindset

Carol Dweck's theory of Mindset explores the notion of fixed and growth mindset, our deeply held beliefs, attitudes and values shapes the lives we lead and the actions we take and how mindset affects learning, motivation and engagement.

Growth mindset describes a way of viewing challenges and set backs. People who have a growth mindset believe that even if they struggle with certain skills, their abilities aren't set in stone. They think that with work, their skills and talents can improve overtime (through hard work, good strategies and input from others).

Those with growth mindset tend to achieve more than those with fixed mindset. This is because they worry less about looking smart and put more energy into learning.







A **Benefit mindset** builds on a growth mindset, where we not only seek to fulfil our potential, but choose to do it in a way that serves the wellbeing of all.



## Fixed

### MINDSET

**Resisting** the possibility of growth and change.

Focus on reproducing **what** is familiar.

**Same old same old.**  
Preserving existing structures.

## Growth

### MINDSET

Showing up with an **open mind** to learn and improve.

Focus on **how** we can grow through deliberate effort.

Growing through a process of **incremental change.**

## Benefit

### MINDSET

Showing up with an **open heart** to serve the wellbeing of all.

Focus on **who** we are being and **why** we do what we do.

Being of benefit by **being the transformations.**





## GRIT

GRIT is a strength of character; courage and spirit. It is a trait based on an individual's perseverance of effort combined with their passion for a particular long-term goal or state and the determination to push through situations regardless of any challenges or obstacles in the way.

### COMPONENTS OF GRIT

Persistence

Resilience

Curiosity

Self-confidence

Self-control

### TO HAVE/BUILD GRIT YOU NEED:

- Courage.
- Conscientiousness: Achievement oriented versus dependable.
- Long-term goals and endurance: Follow through.
- Resilience: Optimism, confidence and creativity.
- Excellence versus perfection.

GRIT is affected by the type of feedback we give or don't give....

### *How can we teach GRIT*

1. Foster a Growth Mindset
2. Foster intrinsic motivation
3. Model gritty behaviour

### *Obstacles that impact on GRIT*

1. Overuse/overreliance on extrinsic rewards to motivate
2. A learning environment where students don't feel safe to fail
3. Lack of long-term goals. Over emphasis on immediate gratification.

### RESILIENCE

Resilience is important because it's needed to process and overcome hardship. Those lacking resilience get easily overwhelmed and may turn to unhealthy coping mechanisms.

Resilience is the ability to withstand adversity, cope, bounce back and grow as a person despite difficulty/challenge.

*"A passionate commitment to a single mission and an unswerving dedication to achieve that mission"*

Angela Duckworth



# Assessment in Applied Positive Psychology

The APP curriculum is focused on creating experiential learning experiences where students are engaged, active, and have the opportunity to develop their personal and social capabilities and practise the skills of positive psychology. The units are aligned to the Personal and Social Capabilities from the Australian Curriculum and the assessment criteria and reporting levels are different to other subjects to align to the purpose of the subject.

## PERSONAL AND SOCIAL CAPABILITY - AC

Self-awareness	Self-management	Social Awareness	Social Management
Personal awareness	Goal setting	Empathy	Communication
Emotional awareness	Emotional regulation	Relational awareness	Collaboration
Reflective practice	Perseverance and adaptability	Community awareness	Leadership
			Decision-making
			Conflict resolution

## APPLIED POSITIVE PSYCHOLOGY LEVELS

<b>Level 1</b>	<b>Demonstrating Proficiency</b> – Students have consistently shown a high level of ability in demonstrating the Personal and Social capability elements relevant to the units delivered: Self-awareness, Self-management, Social awareness, or Social management.
<b>Level 2</b>	<b>Demonstrating Capability</b> – Students have demonstrated the Personal and Social Capability elements relevant to the units delivered: Self-awareness, Self-management, Social awareness, or Social management.
<b>Level 3</b>	<b>Working Towards Capability</b> – Students have not yet demonstrated the Personal and Social Capability elements relevant to the units delivered: Self-awareness, Self-management, Social awareness, or Social management.



## PERSONAL AND SOCIAL CAPABILITY

Personal and Social Capability is differentiated into four sub-areas of self-awareness, self-management, social awareness and social management. Capabilities within each of the four areas form the desired learning outcome of APP lessons. These capabilities link well with the elements of PERMAH from Positive Psychology.





# Applied Positive Psychology Units of Work & Camp Program

Students in Years 7-11 are encouraged to attend their year level camp. Camps at The Gap SHS provide an intensity and continuity of learning into a practical context that proves invaluable for the development of peer relationships, develop resilience, GRIT, leadership, and character strengths.

Year Level	Unit	Purpose	PERMAH
<b>YEAR 7</b> Sense of Belonging	Challenge (LTC)	Identifying risks and developing trust between peers to achieve common goals.	<ul style="list-style-type: none"> <li>• Engagement</li> <li>• Achievement</li> <li>• Health</li> </ul>
	Character Strengths	Developing an understanding of your character strengths and how to use and strengthen them to enhance a sense of belonging in yourself and others.	<ul style="list-style-type: none"> <li>• Positive</li> <li>• Emotions</li> <li>• Relationships</li> <li>• Meaning</li> </ul>
	Navigation	Collaborating with peers to solve problems and understand their environment and sense of place.	<ul style="list-style-type: none"> <li>• Engagement</li> <li>• Relationships</li> <li>• Health</li> </ul>
	Best Me	Adopting a growth mindset within a team, leveraging neuroscience and positive psychology, to learn a new skill and enhance a sense of belonging.	<ul style="list-style-type: none"> <li>• Positive</li> <li>• Emotions</li> <li>• Engagement</li> <li>• Meaning</li> <li>• Achievement</li> </ul>
	Camp – 3 Days	Creating a sense of belonging	PERMAH





Year Level	Unit	Purpose	PERMAH
<b>YEAR 8</b> Independence and Initiative	Challenge (LTC)	Communicate with peers while learning to climb and belay, in order to achieve goals and meet safety requirements.	<ul style="list-style-type: none"> <li>• Positive Emotions</li> <li>• Engagement</li> <li>• Relationships</li> <li>• Achievement</li> <li>• Health</li> </ul>
	Tournaments	Plan and facilitate a class tournament and reflect on the experience.	<ul style="list-style-type: none"> <li>• Positive Emotions</li> <li>• Engagement</li> <li>• Relationships</li> <li>• Achievement</li> </ul>
	Resilience	Persevere when faced with unexpected or challenging contexts using problem solving skills.	<ul style="list-style-type: none"> <li>• Engagement</li> <li>• Meaning</li> <li>• Achievement</li> </ul>
	Navigation	Use critical thinking & decision-making processes in practical navigation contexts.	<ul style="list-style-type: none"> <li>• Engagement</li> <li>• Achievement</li> <li>• Health</li> </ul>
	Camp - 4 Days		PERMAH
<b>YEAR 9</b> Awareness of how my Actions Impact Others	Challenge (LTC)	Managing emotional responses while applying strategies to persevere in challenging situations.	<ul style="list-style-type: none"> <li>• Positive Emotions</li> <li>• Engagement</li> <li>• Achievement</li> <li>• Health</li> </ul>
	Pioneering	Devise collaborative strategies to plan and build structures in teams.	<ul style="list-style-type: none"> <li>• Engagement</li> <li>• Relationships</li> <li>• Achievement</li> </ul>
	Instructing	Conduct a skill instruction session for peers and reflect on the effectiveness of the session.	<ul style="list-style-type: none"> <li>• Engagement</li> <li>• Meaning</li> <li>• Achievement</li> </ul>
	Strategy Games	Devise and adapt collaborative strategies in teams to achieve a common goal.	<ul style="list-style-type: none"> <li>• Positive Emotions</li> <li>• Relationships</li> <li>• Health</li> </ul>
	Survival	Understanding hope and resilience through practical application of survival skills.	<ul style="list-style-type: none"> <li>• Engagement</li> <li>• Meaning</li> </ul>
	Camp - 3 Days	Develop a sense of identity and purpose through experiencing new responsibilities, embracing challenges and cooperating within a group environment.	PERMAH





Year Level	Unit	Purpose	PERMAH
<b>YEAR 10</b> Taking Responsibility for my Choices	Challenge (LTC)	Devise strategies withing your belay group to develop skills and stretch your comfort zone.	<ul style="list-style-type: none"> <li>• Positive Emotions</li> <li>• Engagement</li> <li>• Relationships</li> <li>• Achievement</li> <li>• Health</li> </ul>
	Respectful Relationships	Analyse healthy and challenging relationships to develop strategies to support healthy relationships.	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Health</li> </ul>
	Wellbeing	Propose, implement and evaluate a strategy to improve wellbeing of students in other year levels.	PERMAH
	Quo Vadis - Careers	Identify possible career pathways to develop a sense of purpose and make informed subject selection.	<ul style="list-style-type: none"> <li>• Engagement</li> <li>• Meaning</li> <li>• Achievement</li> </ul>
	Camp - 4 Days	Taking responsibility for your actions and how they impact your community.	PERMAH
<b>YEAR 11</b> Contributing to Community	Challenge (LTC)	Work collaboratively with peers to complete group challenges.	<ul style="list-style-type: none"> <li>• Positive Emotions</li> <li>• Engagement</li> <li>• Relationships</li> <li>• Achievement</li> <li>• Health</li> </ul>
	First-aid	Use decision-making processes to apply basic first aid and CPR skills.	<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Health</li> </ul>
	Project	Develop and enact a project that will enhance wellbeing within the school or part of the school community.	PERMAH
	Ethics	Analyse ethical or moral dilemmas to develop arguments.	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Meaning</li> </ul>
	Camp - 4 Days	Empower students to have confidence in embracing outdoor adventures beyond school.	PERMAH





# Extension Opportunities

Years 10 and 11	Kepler Track – NZ (or alternative destinations)	Challenge and Leadership
Years 10 and 11	International expeditions to eg. India, Laos, Indigenous Communities	Service and Leadership
Years 9 and 10	Duke Of Edinburgh – Bronze	Challenge and Leadership
Years 10 and 11	Duke Of Edinburgh – Silver	Challenge and Leadership
Years 11 and 12	Duke Of Edinburgh – Gold	Challenge and Leadership

## KEPLER TRACK – NEW ZEALAND

Students travel as a group to complete the Kepler Track, a 60 km circular hiking track, which travels through the landscape of the South Island of New Zealand, situated near the town of Te Anau. The track passes through many landscapes of the Fiordland National Park such as rocky mountain ridges, tall mossy forests, lake shores, deep gorges, rare wetlands and rivers. It is a moderate walking track that takes three to four days to complete.

## EXPEDITIONS

Inspiring leadership through student-led expeditions, to complete service projects within countries such as Vietnam, Laos and India. These expeditions help students tap into their own leadership potential, whether it’s within the group or leading it (usually both). The expeditions focus on leadership, resilience, teamwork and service.







# Duke of Edinburgh Award

## ABOUT THE AWARD

The Award is a leading structured (non-formal education) youth development program, empowering all young Australians aged 14 to 24 to explore their full potential and find their purpose, passion and place in the world, regardless of their location or circumstance. The Award is a fully inclusive program and has no social, political, or religious affiliations.

## HOW IS AN AWARD ACHIEVED?

To achieve an Award, each young person must learn a skill, improve their physical wellbeing, volunteer in their community and experience a team adventure in a new environment. All Participants are supported by school staff or DoE Award Leaders, Assessors, and Supervisors.

## THE KEY ELEMENTS OF THE PROGRAM ARE:

- Open to all young people aged 14 to 24.
- Three levels: Bronze, Silver, and Gold – each progressively more challenging.
- Four Sections: Physical Recreation, Skills, Voluntary Service, Adventurous Journey plus Gold Residential Project (Gold Level only).
- Achieving an Award recognises individual goal setting and self-improvement through persistence and achievement.
- Time requirements:
  - Bronze – minimum 6 months
  - Silver – minimum 6 months if completed Bronze otherwise 12 months for direct entrants
  - Gold – minimum 12 months if completed Silver otherwise 18 months for direct entrants



## WHAT IMPACT DOES THE AWARD HAVE ON A YOUNG PERSON?

*Through this challenging journey of self-discovery, participants:*

- Are equipped and empowered to achieve their personal best
- Learn to take responsibility for their goals and choices
- Become connected to and actively engaged within their immediate community
- Make a real difference to society through their positive contributions and involvement
- Learn to persevere and overcome barriers to success
- Learn important life skills
- Increase their career opportunities