



Thriviving Schools

Teacher Manual

*A Practical Guide for Delivering
Wellbeing & SEL Lessons*



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Glossary of Key Terms

Term	Definition
Well-being	A multidimensional concept including emotional, psychological, social, and physical aspects. In schools, it means teachers and students feel safe, supported, engaged, and able to flourish.
Teacher Well-being	The quality of teachers’ professional and personal lives shaped by workload, resources, relationships, and support. It includes job satisfaction, resilience, and self-efficacy, influencing retention and student outcomes.
Student Well-being	How students feel, function, and engage with learning and peers. It includes emotional safety, belonging, agency, resilience, and the ability to manage stress—both seen as rights and as conditions for learning.
Positive Psychology	The scientific study of strengths and factors that enable individuals and communities to thrive, focusing on flourishing rather than deficits.
PERMA Model	A framework for well-being (Seligman, 2011) consisting of five pillars: Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment.
Whole School Approach (WSA)	A systemic strategy embedding well-being into curriculum, pedagogy, policies, leadership, and family engagement, involving all school community members.
Social and Emotional Learning (SEL)	The process of developing skills for self-awareness, emotion regulation, empathy, relationships, and responsible decision-making, essential for academic and life success.
School-Wide Positive Behaviour Support (SWPBS)	An evidence-based framework for promoting positive behaviours and reducing problem behaviours across the school. Implemented at universal, targeted, and intensive levels, using data to guide decisions.

Table 1. Glossary of Key Terms

1. Introduction

1.1. What is Thriving Schools?

The Thriving Schools project (“A systemic, Whole School Approach to Mental Health and Wellbeing”) is a European initiative (Project Number: 101196057) designed to strengthen the mental health and well-being of teachers and students. The project promotes a **Whole School Approach**, meaning that well-being is supported not only in individual lessons but through shared routines in school and home, staff practices, leadership actions, and school culture.

Specifically, the project seeks to:

- Promote Mental Health and Well-Being Literacy: Educate school staff, teachers, parents and students about mental health, emphasizing the importance of early identification and the adoption of healthy coping strategies.
- Cultivate a Positive School Climate: Develop environments that promote psychological well-being, social & emotional learning, resilience, and personal growth, aiming to prevent mental health issues before they arise.
- Empower Educators with innovative practices and resources for mental health and Well-Being promotion

An evidence-based framework, useful training material and lesson plans have been developed to help you build your own knowledge and skills in mental health and wellbeing and guide you on approaching this topic with your students in class.

1.2. What is this manual about?

Welcome to the ThrivingSchools Teacher Manual! This guide was created to help you confidently deliver the wellbeing lessons that form part of the ThrivingSchools approach. It brings together the core elements of the project’s framework as described in section 2 below and shows you how these ideas come to life in your classroom.

This manual doesn’t repeat the full training content or the lesson materials. Instead, it gives you a clear picture of what you have available, how each module is organised, and how you can use the available PPTs, lesson plans, and activities in a practical and manageable way. Whether you’re getting ready for your first coaching session or planning your next class, this guide helps you understand the focus of each module and how to bring it into your teaching.

1.3. What you’ll find inside

The manual includes:

1. A short, accessible overview of the ThrivingSchools Framework
2. An overview of the Thriving Schools Toolkit
3. A guide to each training module
 - Aim

- Learning objectives
 - Available material
 - Preparation steps
 - Class implementation
4. Suggestions on how to make the lessons meaningful, realistic, and supportive for all learners

2. The Thriving Schools Framework

The ThrivingSchools Framework is the methodology on which the Thriving Schools Toolkit is built. It combines three key elements:

1. **PERMA model** – suggests that the five ingredients of well-being are Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment.
2. **Social & Emotional Learning (SEL)** – everyday skills such as self-awareness, emotion regulation, empathy, and communication.
3. **SWPBS** – clear routines and behaviour expectations that create a safe, predictable, supportive classroom environment.

These three parts sit within a **Whole School Approach**, meaning that well-being is not addressed through isolated activities but through consistent practices across classrooms, staff routines, leadership actions, and family involvement. Together, they strengthen student well-being, teacher resilience, and the overall school climate.

The framework is grounded in strong European research and aligns with EU priorities for inclusion, prevention, and school success. It is recommended that you read it on the project's [website](#).

3. The Thriving Schools Toolkit

3.1. What is in it?

Below (*Table 2*) is the available material for you to study, prepare, and teach the wellbeing topics with confidence. Everything is organised to help you prepare quickly, follow a clear structure, and adapt activities for the needs of your own class. All materials are accessible via the project's [website](#).

Resource	What is it?
Training Modules (1–7)	Seven training PPTs with theoretical background and practical activities to walk you through the following topics: 1. Introduction to Perma Model

	<ol style="list-style-type: none"> 2. Cultivating Positivity (P in PERMA) 3. Fostering Engagement (E in PERMA) 4. Building Positive Relationships (R in PERMA) 5. Finding Meaning and Purpose (M in PERMA) 6. Achieving Accomplishment (A in PERMA) 7. Integration and Sustainability
Lesson Plans (connected to modules 2-6)	Ready-to-use lesson plans connected to modules 2-6 (with a duration of 45 minutes).
PERMA-Based Class Activities Guide	A guide with short and practical classroom activities based on the PERMA model, designed to strengthen students' wellbeing in everyday school life.
Lesson Worksheets & Templates	Reflection sheets, posters, goal-setting tools, kindness cards, and strengths sheets for your class activities.
Training Recordings	Recordings of coaching sessions (if available).

Table 2. Thriving Schools Resources

3.2. How to use the toolkit?

This toolkit gives you everything you need to prepare and deliver each module topic with clarity and ease. It guides you step by step so you can plan, teach, and adapt each lesson with confidence. You can use the resources in the way that best fits your schedule and your students' needs. Below is a suggestion on how to use the resources (*Figure 1*).

Training PPTs (Modules 1–7)

Before or after each monthly coaching session, you can review the module PPT to understand or refresh your understanding of the key ideas, see practical examples, and prepare your lesson with confidence.

Lesson Plans connected to modules 2-6

These lesson plans help you apply the ideas from the training directly to your classroom. You can use them as they are or adapt them to your students' needs.

Lesson Worksheets & Templates

Each lesson plan includes ready-to-use activity sheets, reflection questions and other worksheets to support the class activities.

PERMA-Based Class Activities Guide

A guide with short and practical classroom activities based on the PERMA model, designed to strengthen students' wellbeing in everyday school life.

Training Recordings

Watch the module before teaching if you missed the live session.

Figure 1. Guide on how to use the resources

4. Training Modules' Guide

The Thriving Schools training course is organised into seven wellbeing modules, each with a clear purpose, learning objectives, and practical activities you can use before and/or after your monthly coaching sessions with the wellbeing coach. These modules introduce the key elements of the Thriving Schools Framework and help you understand how PERMA, SEL, and SWPBS work together in everyday teaching. They give you the knowledge and tools you need to prepare for coaching, reflect on your practice, and confidently bring wellbeing strategies into your classroom.

4.1. Module 1: Introduction to PERMA

Below (Table 3), you will find basic information on **Module 1: Introduction to PERMA**.

Section	Description
A. Purpose of the Module	This module helps you understand the core structure of the ThrivingSchools programme and how it will unfold in your school. You get familiar with the three wellbeing models used (PERMA, SEL, and SWPBS) and how they work together to support a positive school climate. You also learn the key steps of the programme, from needs analysis to training and classroom practice, so you know what to expect and how your role fits into the overall process.
B. Learning Outcomes	By the end of this module, you will be able to: <ul style="list-style-type: none"> ● Define the PERMA model (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment) and explain how each element supports student and teacher well-being. ● Describe the five SEL domains (self-awareness, self-management, social awareness, relationship skills, responsible decision-making). ● Recognise the stages of the ThrivingSchools implementation process:– Needs analysis– Teacher training– Classroom and school-wide implementation
C. Materials Included	<ul style="list-style-type: none"> ● Module 1 Training PPT (for your preparation before and after the coaching session) ● Additional Activities from the PERMA-Based Class Activities Guide
D. Teacher Preparation	<ul style="list-style-type: none"> ● Read the PPT carefully. Make sure you understand the three key concepts (PERMA, SEL, SWPBS) and reflect on how they already appear in your class. ● Think about how you can introduce these ideas through small routines and discussions.

E. Class Implementation	Introduce students to the basic idea of well-being using the PERMA model. Explain the five elements in simple language and use simple examples or visuals to help them understand how these ideas will appear throughout the well-being activities in later modules.
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Table 3. Module 1 overview

4.2. Module 2: Cultivating Positivity (P in PERMA)

Below (Table 4), you will find basic information on **Module 2: Cultivating Positivity (P in PERMA)**

Section	Description
A. Purpose of the Module	This module helps you strengthen your own and students’ well-being by practising gratitude, optimism, joy, and hope. These skills support your resilience, reduce stress, and help you model a positive mindset for your students. You also see how Positive Emotions connect to SEL skills and SWPBS routines, such as Respect Yourself and Respect Others.
B. Learning Outcomes	By the end of this module, you will be able to: <ul style="list-style-type: none"> ● Explain why positive emotions improve learning and classroom climate. ● Practise at least one gratitude or optimism strategy. ● Use reframing techniques in classroom challenges. ● Help students notice and express positive emotions. ● Embed routines that strengthen Respect Yourself and Respect Others.
C. Materials Included	<ul style="list-style-type: none"> ● Module 2 Training PPT (for your own preparation) ● Lesson Plan “The Power of Positive Moments” (for classroom use) ● Any printable student worksheets included in the lesson plan ● Additional Activities from the PERMA-Based Class Activities Guide
D. Teacher Preparation	<ul style="list-style-type: none"> ● Go through the Module 2 PPT to understand the key ideas. ● Try one activity yourself (Three Good Things, optimism reframing, joy snapshot). ● Reflect on how these practices already appear in your day. ● Think about simple ways you can model positivity for your students.

E. Class Implementation

The **Lesson: “The Power of Positive Moments”** helps students recognise positive emotions and understand how gratitude and kindness support a positive classroom climate. In class, you will:

- Start with “Positive Moments” sharing or “Three Good Things.”
- Guide students to explore gratitude and kindness through stories and discussion.
- Co-create a Kindness Code with the class.
- Use the worksheets to help students reflect on their emotions.
- Reinforce SWPBS expectations during activities (Respect Yourself, Respect Others).

Table 4. Module 2 overview

4.3. Module 3: Fostering Engagement (E in PERMA)

Below (Table 5), you will find basic information on **Module 3: Fostering Engagement (E in PERMA)**

Section	Description
A. Purpose of the Module	This module helps you strengthen real engagement for yourself and your students using PERMA–E. You explore practical strategies that support focus, curiosity, and active participation. You also learn how to use strengths-based approaches and flow conditions to create lessons that feel motivating and meaningful. The module guides you in understanding what keeps students engaged and how to reinforce these behaviours through SEL and SWPBS routines.
B. Learning Outcomes	<p>By the end of this module, you will be able to:</p> <p>PERMA – Engagement</p> <ul style="list-style-type: none"> ● Identify your own strengths and use them intentionally in teaching. ● Spot student strengths during lessons. ● Design learning activities that promote flow and active participation. <p>SEL Competencies</p> <ul style="list-style-type: none"> ● Notice engagement levels and support students in building focus and persistence.

- Encourage teamwork and positive communication.

SWPBS Alignment – Respect Learning

- Reinforce routines such as listening roles, turn-taking, sharing ideas, and encouraging teammates.

C. Materials Included

- Module 3 Training PPT (for your preparation)
- Lesson Plan: “Together We Thrive: How Engagement Looks Like” (for classroom use)
- Any printable student worksheets included in the lesson plan
- Additional Activities from the PERMA-Based Class Activities Guide

D. Teacher Preparation

- Review the Module 3 PPT to understand the key ideas: strengths, flow, active participation.
- Reflect on your own strengths using the Strengths Starter activity.
- Read the lesson plan and decide how you will facilitate each activity.
- Prepare materials (sticky notes, posters, worksheets).
- Think about where engagement already appears in your teaching.

E. Class Implementation

The **Lesson**: “*Together We Thrive: How Engagement Looks Like*” helps students understand what engagement feels like and how focus, teamwork, and strengths support learning. In class, you will:

- Start with students sharing moments when they felt focused or absorbed and build an **Engagement Wall**.
- Guide students through a simple **Team Challenge** to practise teamwork, focus, and problem-solving.
- Lead a **Reflection Circle** where students discuss what helped them stay engaged.
- Use the “**I Can Stay Engaged!**” worksheet to help students set one small engagement goal for the week. Reinforce SWPBS expectations during activities (**Respect Learning, Respect Others**).

Table 5. Module 3 overview

4.4. Module 4: Building Positive Relationships (R in PERMA)

Below (Table 6), you will find basic information on **Module 4: Building Positive Relationships (R in PERMA)**

Section	Description
A. Purpose of the Module	<p>This module helps you build and sustain positive relationships in your classroom by practising empathy, active listening, kindness routines, and cooperative structures. You learn how to use simple strategies (ACR, kindness rituals, group roles) to strengthen belonging, psychological safety, and respectful behaviour.</p>
B. Learning Outcomes	<p>By the end of this module, you will be able to:</p> <ul style="list-style-type: none"> ● Use at least two relationship-building techniques (e.g., ACR, kindness rituals). ● Model empathy and active listening. ● Guide students to communicate respectfully and work cooperatively. ● Reinforce SWPBS routines linked to Respect Others. ● Apply small, daily practices that strengthen classroom belonging.
C. Materials Included	<ul style="list-style-type: none"> ● Module 4 Training PPT (for your preparation) ● Lesson Plan “Together We Can!” (for classroom use) ● Any printable student worksheets included in the lesson plan ● Additional Activities from the PERMA-Based Class Activities Guide
D. Teacher Preparation	<ul style="list-style-type: none"> ● Go through the Module 4 PPT to understand the key concepts: belonging, empathy, Active Constructive Responding (ACR), cooperative learning. ● Reflect on how you currently build relationships with students. Review the lesson plan and decide which examples or prompts fit your class best. ● Prepare Friendship Cards, Conflict Scenario Cards, and the “My Relationship Goal” worksheet.

E. Class Implementation

The **Lesson: “Together We Can!”** helps students build empathy, communication, and cooperation skills. In class, you will:

- Introduce what positive relationships look like in your class.
- Guide students to explore friendship qualities using **Friendship Cards**.
- Support students in practising conflict resolution using **Scenario Cards**.
- Help students set one personal relationship goal using the **My Relationship Goal worksheet**.
- **Reinforce Respect Others** through kind language, turn-taking, and inclusive behaviour.

Table 6. Module 4 overview

4.5. Module 5: Finding Meaning and Purpose (M in PERMA)

Below (Table 7), you will find basic information on **Module 5: Finding Meaning and Purpose (M in PERMA)**

Section	Description
A. Purpose of the Module	This module helps you explore how meaning and purpose support well-being for you and your students. You reflect on your core values, learn how to link classroom learning to what matters most, and guide students to recognise their own sense of purpose. By connecting learning with values and contribution, you strengthen motivation, engagement, and a deeper sense of fulfilment in class.
B. Learning Outcomes	By the end of this module, you will be able to: <ul style="list-style-type: none"> ● Identify your core teaching values. ● Support students in recognising their own values and purpose. Link classroom activities to meaningful actions and contributions. ● Strengthen SEL self-awareness and responsible decision-making.

- Reinforce Respect Learning and Respect Environment routines.

C. Materials Included

- Module 5 Training PPT (for your preparation)
- Lesson plan: *“What Matters to Me – Discovering Meaning and Purpose”* (for classroom use)
- Any printable student worksheets included in the lesson plan
- Additional Activities from the PERMA-Based Class Activities Guide

D. Teacher Preparation

- Review the Module 5 PPT to understand how meaning and purpose relate to well-being.
- Reflect on your own teaching values — choose 2–3 that guide your work.
- Prepare the materials from the lesson plan (Values Cards, worksheets, Purpose Tree).
- Think about how you already link lessons to broader goals or community contribution.

E. Class Implementation – Summary of Lesson Plan

The **Lesson: “What Matters to Me – Discovering Meaning and Purpose”** helps students explore their values, understand how values guide their choices, and recognise how their actions contribute to the school community. In class you will:

- Guide a **Values Gallery Walk** to help students choose their top values.
- Support students in linking values to daily actions using the **“What Matters to Me” worksheet**.
- Co-create a **Purpose Tree** to show how values (roots) connect to actions (trunk) and goals (branches).
- Reinforce Respect Learning and Respect Environment throughout the activities by highlighting contribution, responsibility, and care for the school community.

Table 7. Module 5 overview

4.6. Module 6: Achieving Accomplishment (A in PERMA)

Below (Table 8), you will find basic information on **Module 6: Achieving Accomplishment (A in PERMA)**.

Section	Description
A. Purpose of the Module	<p>This module helps you build Accomplishment in your teaching by using simple goal-setting tools (SMART, WOOP), celebrating effort, and making progress visible. You strengthen your own growth mindset and support students in developing persistence, organisation, and confidence.</p>
B. Learning Outcomes	<p>By the end of this module, you will be able to:</p> <ul style="list-style-type: none"> ● Apply SMART or WOOP goal-setting strategies. ● Recognise and celebrate student progress consistently. ● Support students in setting and tracking realistic goals. ● Strengthen SEL self-management and motivation. ● Reinforce Respect Learning and Respect Yourself through daily routines.
C. Materials Included	<ul style="list-style-type: none"> ● Module 6 Training PPT (for your preparation) ● Lesson plan: “<i>Step by Step – Setting Goals and Celebrating Growth</i>” (for classroom use) ● Any printable student worksheets included in the lesson plan ● Additional Activities from the PERMA-Based Class Activities Guide
D. Teacher Preparation	<ul style="list-style-type: none"> ● Review the Module 6 PPT to understand SMART/WOOP and why accomplishment matters. ● Think of one personal professional goal to model growth mindset to students. ● Prepare the worksheets in advance (SMART Goal + Progress Tracker). ● Set up materials for the Team Tower Challenge if using the full lesson plan.
E. Class Implementation	<p>The Lesson: “Step by Step – Setting Goals and Celebrating Growth” introduces students to accomplishment through effort, teamwork, and personal goal-setting. In class you will:</p>

- Start with **“The Power of Yet”** to help students see that progress comes from persistence.
- Guide the **Team Tower Challenge** to practise teamwork and cooperative achievement.
- Support students to create one **SMART Goal** and use a **Progress Tracker** to plan their next steps.
- Reinforce Respect Learning and Respect Yourself by celebrating effort, collaboration, and small wins.

Table 8. Module 6 overview

4.7. Module 7: Integration and Sustainability

Below (Table 9), you will find basic information on **Module 7: Integration and Sustainability**

Section	Description
A. Purpose of the Module	This module helps you bring together everything you learned across the PERMA modules and integrate it into your daily teaching. You reflect on what worked well, identify areas you want to strengthen, and explore simple routines that make wellbeing a natural part of everyday classroom life. You also focus on your own wellbeing habits and consider how you can contribute to a long-term, whole-school wellbeing culture.
B. Learning Outcomes	By the end of this module, you will be able to: <ul style="list-style-type: none"> ● Reflect on what aspects of the PERMA framework were most effective and what challenges you encountered in real practice. ● Explore practical ways to embed PERMA and SWPBS values into the daily rhythm of classroom life so they become second nature, not an extra task. ● Strengthen personal and professional well-being rituals to sustain your own mental health as an educator. ● Develop a shared understanding of how to maintain and evolve the school’s well-being culture over time.
C. Materials Included	<ul style="list-style-type: none"> ● Module 7 Training PPT (for your preparation) ● Additional Activities from the PERMA-Based Class Activities Guide

D. Teacher Preparation

- Review the Module 7 PPT to understand how PERMA, SEL, and SWPBS come together.
- Reflect on the well-being routines you have already used this year (gratitude moments, strengths check-ins, calm starts).
- Think about which practices feel realistic to continue daily or weekly.
- Consider where your class routines already meet SWPBS expectations and where they may need reinforcement.

E. Class Implementation

Module 7 does not include a student lesson plan. Instead, this module helps you decide how you want to carry forward the well-being practices you explored across the programme. You will:

- Reflect on which PERMA × SWPBS practices worked best for you during the year.
- Choose 2–3 wellbeing routines you want to keep using (e.g., gratitude moment, strengths check-in, calm start).
- Review how your current routines align with the four SWPBS expectations.
- Plan small habits that support your own wellbeing as a teacher.
- Identify ways to contribute to a consistent wellbeing culture in your classroom and across the school.

Table 9. Module 7 overview

5. PERMA-Based Class Activities' Guide

Teachers may also consult the “**PERMA-Based Class Activities Guide**,” developed as part of the project. The guide provides a set of short and practical classroom activities based on the PERMA model, designed to support students’ well-being and to be easily integrated into everyday classroom routines.

This guide is a practical activity repertoire developed within the Thriving Schools EU Project. It includes short, classroom-ready wellbeing activities inspired by the five elements of PERMA, designed specifically for everyday use in school settings.

All activities in this guide are intentionally brief (approximately 5–20 minutes) and are designed as simple routines that can be integrated smoothly into the school day. Teachers can use them as lesson starters, transition moments, short reflection pauses, or quick classroom check-ins. Most activities require little or no preparation and use basic materials already available in the classroom. A small number of activities are longer (30–60 minutes) and are intended for SEL blocks, wellbeing lessons, or dedicated class community time.

The purpose of this guide is to support schools in strengthening wellbeing through consistent, low-effort practices that are realistic for teachers and meaningful for students. Rather than requiring large-scale programmes, the guide focuses on small actions that can be repeated over time and embedded into normal classroom life.

By using this repertoire, teachers will be able to:

- introduce simple wellbeing routines without disrupting teaching time
- support a more positive classroom climate through small, repeated practices
- strengthen student participation and connection in everyday interactions
- build consistency in wellbeing practices across the school week

6. General Tips

This section offers practical guidance to help you deliver the ThrivingSchools lesson plans with confidence. The Modules you receive in the training help you understand the theory; the tips below support you in bringing the activities to life in your classroom. You can use what fits your teaching style and your students’ needs.

6.1. Create a Positive and Supportive Classroom Climate

- Arrange the room in ways that encourage participation (circle, small groups, pairs).
- Keep materials ready and visible: posters, sticky notes, markers, worksheets.
- Use simple visual reminders, such as PERMA posters or your Class Values.
- Support students with warm, clear communication and positive non-verbal cues.

6.2. Facilitate Learning — Don't Lecture

The ThrivingSchools activities work best when students are active.

- Give short instructions and allow students to try the activity.
- Use open questions to guide discussion, not long explanations.
- Encourage participation by asking students to share examples or stories.
- Add a short reflection at the end of each task to help students connect the activity with the lesson's purpose.

6.3. Support Collaboration and Inclusion

- Assign simple roles during group tasks (timekeeper, encourager, recorder).
- Reinforce respectful listening, taking turns, and kind language.
- Pair quieter students with supportive peers.
- If difficulties appear, gently guide the group back to the class values and SWPBS expectations.

6.4. Manage Challenges in the Classroom

You may notice low energy, difficulty focusing, or challenges in teamwork. Some practical strategies include:

- Breaking activities into smaller, manageable steps.
- Using visual aids such as charts, sentence starters, or examples.
- Giving students a moment to think or discuss with a partner before sharing.
- Redirecting with simple questions (“What could help your group work better right now?”).

6.5. Support Diverse Learners

Every class has different needs. You can adapt activities by:

- Providing alternative ways to participate (drawing, writing, speaking).
- Using simple, concrete examples for abstract ideas like values or emotions.
- Offering choice when possible to increase comfort and engagement.
- Adjusting time or instructions depending on the group.

6.6. Keep Lessons Engaging

Small elements can keep students motivated:

- Include quick energisers or movement breaks when needed.
- Celebrate effort and progress with short acknowledgements (“I noticed your teamwork”).
- Use visual tools such as Engagement Walls, Kindness Codes, or Purpose Trees.
- Maintain a steady rhythm — not too fast, not too slow.

6.7. Build Reflection into Every Lesson



Reflection helps students understand what they learned about themselves and others.

Use short questions such as:

- “What did I learn about myself today?”
- “How did we practise Respect Learning?”
- “What helped our group work well together?”
- Keep the tone simple and supportive.

6.8. After the Lesson — Your Own Quick Check-In

Take a moment for yourself:

- What worked well today?
- Which activity engaged students the most?
- Who might need extra support next time?
- What small adjustment will I try in the next lesson?

These tips give you a preview of the type of guidance you will also find in the Teacher Notes of each lesson plan. They prepare you for the practical realities of delivering wellbeing lessons and help you create a classroom environment that supports PERMA, SEL, and SWPBS in everyday practice.

7. Conclusion

The Thriving Schools’ Teacher Manual is your guide to more resilient schools! As you explore the modules, experiment with the activities, and adapt the routines to your own classroom, remember that small, consistent actions can create the biggest impact. By modelling optimism, empathy, curiosity, and respect, you are building a classroom culture where every student feels safe, valued, and ready to learn—and where your own wellbeing can flourish too!