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As an advocate for emotional learning in the classroom, I want to enthusiastically encourage you to support the “Ripple Kindness Project” curriculum. This outstanding whole school, whole child curriculum teaches students about their emotion and how their positive and negative interactions impact themselves and others. This positive psychology, social emotional learning curriculum provides opportunities for students to experience first-hand the addictive “feel good” emotions that flood the brain when one acts kindly.

There are many very positive programmatic curricular aspects including the fact that the curriculum is on-going from the earliest years to the final years of schooling, Prep through Year 6. In this curriculum, teaching emotional competency is an instructional priority from early childhood through adolescence. In this curriculum, academic learning and emotional learning is not compartmentalized.

The curriculum is designed to become an integral part of academic development, and so, it assures that kindness is modeled and explicitly taught every day in the same direct and deliberate way that mathematics and reading are taught. The curriculum also includes lessons and activities that involve the school, home, and work communities so that the program not only directly impacts students - it also involves and serves teachers, parents, and the larger community as well.

My own work, [Positive Psychology in the Elementary Classroom](#), recommends positive psychology as an affective taxonomy to teach social emotional learning in school. So I can state, without qualification, that the Ripple Kindness curriculum is an impressive example of how to execute positive psychology to teach social and emotional learning.

There is substantial empirical evidence that systematic, on-going, and fully infused emotional learning programs are essential to nurture mental health and reduce bullying in a sustainable way. There must be a long-term commitment to teaching emotional literacy as a priority in every classroom. The research is clear that teaching kindness, and other emotional content, has significant positive effect on mental health, academic accomplishment, and overall well-being.

The “Ripple Kindness Project” curriculum is exemplary and was rated by *KidsMatter*, the Australian government’s national mental health and well-being program using the esteemed Collaborative for Social and Emotional Learning (CASEL) scoring system. This is the “gold seal” of approval for a positive psychology/psychosocial/social emotional/mental health curriculum.

I am excited that Lisa Currie, and her tireless work to bring positive psychology and social emotional learning curriculum to every student in Australia, is gaining wider recognition.



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