

# Creative Seeds



Teacher Remark



## UNIT 4: HAPPY SCHOOL

Theme: School Affairs



# Unit 4 Overview: *Happy School*

## Theme: School Affairs

Welcome to Unit 4, Happy School — a unit that celebrates kindness, well-being, and a positive school environment. In this unit, students will explore how acts of care and understanding can make school a happier place for everyone. Through persuasive speaking and reflective writing, they will learn how thoughtful actions and warm hearts help build a supportive school community.

## Speaking Focus: Persuasive Speech

Students will plan and deliver a persuasive speech proposing a new Mindfulness Corner to improve student well-being. They will describe the design of the space, explain its purpose, and suggest what activities students can do there. While sharing their ideas, they will practise using persuasive language, emotive appeals, and clear reasoning to convince their audience. This task helps students learn to speak with empathy, organise ideas logically, and inspire others to take positive action.

## Writing Focus: Diary Entry – The Lunchbox Surprise

Using a four-picture sequence, students will write a heart-warming diary entry about a moment of friendship and inclusion at school. They will tell the story of a student who helps a lonely classmate during lunchtime and brings the class together through kindness. The writing skill focus is Connectives — learning to use time, cause-and-effect, and contrast connectors to make writing smooth and meaningful.

## Learning Objectives

By the end of this unit:

- Students will be able to deliver a persuasive speech with clear reasons and supportive evidence.
- Students will be able to write a coherent diary entry that expresses emotions,

## Teacher Remarks and Instructions

This unit consists of **two lessons**:

**Speaking Lesson – Persuasive Speech: “My Mindfulness Corner”**

**Writing Lesson – Diary Entry: “The Lunchbox Surprise”**

This unit encourages students to appreciate care, kindness, and emotional well-being as essential parts of school life. Students will learn to express empathy through persuasive speech and reflective writing. Through guided practice, they will discover how positive actions and heartfelt communication can help create a happier, more supportive school environment.

# 1. Speaking Lesson: Persuasive Speech — “My Mindfulness Corner”

## Lesson Objective:

Students will plan and deliver a persuasive speech proposing a new Mindfulness Corner to improve student well-being. They will describe the space design, explain its purpose, and suggest calm, restorative activities. The focus is on using emotive language, logical reasoning, and confident delivery to inspire positive change.

## Teacher Instructions:

### 1. Demonstration (Approx. 50% of class time)

Demonstrate how to deliver a persuasive speech effectively.

Model correct **intonation, expression, and body language**—teachers are the students’ role models in speaking style.

Be a role model through your delivery—speak with enthusiasm and confidence to set a performance standard

### 2. Student Practice (Approx. 50% of class time)

Allow students to present their speech in pairs, groups, or to the whole class depending on time and class size.

Observe actively and provide **constructive feedback**—focus on communicating encouragement and clear guidance for improvement rather than simple evaluation.

Reinforce positive aspects such as creativity, pronunciation clarity, and confidence before suggesting one or two specific ways to improve.

### 3. Tips for Teachers:

Encourage creativity and empathy. Each Mindfulness Corner can be unique—allow imaginative designs that show care for others.

Focus **on persuasion, clarity, and confidence**, not just correctness.

Celebrate both creative ideas and environmental awareness to boost engagement.

## 2. Writing Lesson: Diary Entry — “The Lunchbox Surprise”

### Lesson Objective:

Students will compose a diary entry based on a four-picture sequence that tells a story of kindness and inclusion. The skill focus is on Connectives—using time, cause-and-effect, and contrast connectors to make writing smooth, coherent, and meaningful. Students will express emotions, sequence events clearly, and reflect on the value of caring acts.

### Teacher Instructions:

#### 1. Classroom Work Only

All writing should be **completed in class**. This ensures you can guide all students and that the work reflects what they can do independently.

Manage class time carefully—allocate time for planning, drafting, and final review.

#### 2. Balance of Support and Independence

Ensure a clear **balance between teacher support and student independence**.

Provide structured guidance during the planning stage (e.g., brainstorming ideas, reviewing the picture prompts, and modelling one or two sentences that use reported speech).

Gradually step back so students write their own texts independently.

#### 3. Clarifying Teacher Support

Make your teaching involvement visible—students should recognize when and how you’re guiding them. For example:

“Let’s link these two sentences with a connective that shows cause and effect.”

“Now it’s your turn—try writing the next part on your own.”

This approach prevents the impression that the teacher “doesn’t teach” and ensures students understand the learning process.

#### 4. Feedback and Reflection

Allocate a few minutes for short peer sharing or error correction at the end of the lesson.

Highlight effective use of reported speech and storytelling structure during feedback.

# Part 1: Speaking – Persuasive Speech

## 1.1 Warm-Up: Design Your Mindfulness Space

Imagine our school is creating a Mindfulness Corner for students to relax and recharge. Use the space below to draw your layout plan.

**Step 1 – Plan:** Choose a place in school and think why it's a good spot.

**Step 2 – Sketch:** Draw your design.

**Step 3 – Add:** Use colours and labels to show calming features.

**Step 4 – Reflect:** What's your favourite part, and how will it help students feel calm?

**- Invite students to draw the floor plan.**

## 1.2 Planning Your Speech

Use the outline below to plan your presentation.

### Part 1 – Introduction and Topic

What new idea do you want to propose to make your school a happier place?  
Why do students need a Mindfulness Corner? How will this space help improve student well-being?

### Part 2 – Describing the Environment and an Iconic Furniture

What will the Mindfulness Corner look and feel like? What colours, lighting, or decorations create a calm mood? What is one iconic piece of furniture in the space?

### Part 3 – Activities in the Space

What activities can students do in the Mindfulness Corner?  
How does each activity work, and why does it help?

### Part 4 – Call to Action or Reflection

Finish your speech with a strong and memorable closing.

Encourage them to support your proposal, or share your belief about why well-being matters at school.

1.3 Speech Opening

How to Begin Confidently  
to start your speech

- Demonstrate all possible actions with appropriate intonation, expression, and body language.
- Invite students to fill in the table.
- Full Sample Script for each job is prepared at the end of the Speaking section.

Possible Opening	Good morning, Principal ____ and teachers. I'm here to share an idea to help improve student well-being at school.
	Thank you for giving me this opportunity to present my proposal.
	Today, I'd like to talk about a project that can make our school a calmer, happier place.
	As students, we sometimes face stress and pressure. That's why I'd like to suggest creating a Mindfulness Corner.
	Imagine a quiet place where students can rest their minds for a few minutes — that's what I'm proposing today.

1.4 Describing the Environment and an Iconic Furniture

What kind of feeling do you want the Mindfulness Space to have? What colour tones will help create that feeling? What furniture or decorations will make the space comfortable and relaxing?

Description of the Iconic Furniture

The stress relief squeeze ball is small, colourful, and soft. When students squeeze it, they feel calmer, more relaxed, and ready to focus better during the school day.

Useful adjectives and phrases:

peaceful • calm • quiet • comfortable  
• inviting • bright but gentle • refreshing  
warm-coloured walls • soft lighting • a gentle scent of lavender • a tidy corner away from noise

Furniture and setting vocabulary:

soft floor cushions / bean bags, low wooden table, plants and greenery for a natural feeling, shelves for mindfulness tools, soft mat or rug, relaxing background music player, posters with positive quotes

Design an Iconic Furniture

### **1. Blackboard with Chalk**

The blackboard offers a quiet space for students to draw or write messages with chalk. Writing or sketching slowly helps them release stress and feel more settled during the day.

### **2. An AI Chat Robot**

The AI chat robot is a gentle friend that listens and replies kindly. Students can share thoughts, ask for suggestions, and find calm through friendly, supportive conversations.

### **3. Beanbag Seat**

The beanbag seat is big, soft, and cosy. Students can sink into it while reading or relaxing. Its bright colours make the classroom feel warm, cheerful, and welcoming.

### **4. Mandala Colouring Page**

The mandala colouring page has beautiful patterns and shapes. Students colour it slowly, feeling peaceful and focused. It helps their minds rest after busy lessons or stressful moments.

### **5. Sensory Tray**

The sensory tray holds smooth sand, shells, and soft fabrics. Students explore the textures gently with their hands, helping them feel calm, present, and ready to refocus after busy lessons.



## 1.5 Activities in

What activities can  
pictures. Each picture  
Space. You will see  
correct letter for tw

- Demonstrate all possible actions with appropriate intonation, expression, and body language.
- Invite students to fill in the table.
- Full Sample Script for each job is prepared at the end of the Speaking section.

A. Stretching or simple yoga



B. Listening to peaceful music or nature sounds



C. Quiet reading



D. Writing thoughts



- A Gentle body movements that help you feel loose and comfortable
- A Helps your body feel calm and ready to focus
- B Soft sounds like birds or music help your brain slow down
- B Creates a gentle atmosphere that soothes anxious feelings
- D Putting ideas and feelings down on paper.
- C Reading quietly
- D Encourages calm reflection
- C Helps students understand themselves better



1.6 Possible Activities

Think about the activities that will help you refocus. In the table below, list the activities and the materials needed.

- Demonstrate all possible actions with appropriate intonation, expression, and body language.
- Invite students to fill in the table.
- Full Sample Script for each job is prepared at the end of the Speaking section.

Possible Activities and their Effects

Activity	How it works	Why it helps	Materials needed
e.g. <b>Mindful breathing</b>	<i>Close your eyes, inhale slowly, exhale gently.</i>	<i>Helps clear the mind and steady the heartbeat.</i>	soft floor cushions / bean bags, relaxing background music
1.			
2.			
3.			

1.7 Closing Speech

What final message do you want your teachers and classmates to remember? What action or support do you want them to take? How do you feel about this project personally? What positive change will happen if your proposal becomes real?

Possible Closing Lines

	Let's work together to build a school where everyone feels calm, cared for, and ready to learn.
	A Mindfulness Corner is more than a quiet space — it's a reminder that mental health matters for every student.
	I truly believe this small change can make a big difference in school happiness.
	Please support this idea, so we can create a peaceful corner that helps us all recharge and refocus.
	When our minds are calm, our hearts are open to learning and kindness.
	Thank you for listening. I hope you will join me in making our school a calmer, kinder place.

## 1.8 Form a Group and Practice

Form groups of two to share your presentation. Each group member will take turns presenting to improve learning at school. He/she will explain its key features, explain their impact on the environment, and make a strong call to action to inspire others to use technology wisely.

- Go over the list with the students.
- Invite students to present their dream job in pairs.
- Walk around the classroom to ensure all groups are on the right track.

Referring to the Performance Checklist below, provide feedback to each other.

My classmate:	
Did my classmate speak clearly and loudly enough?	
Did my classmate maintain a steady pace without rushing?	
Did my classmate use proper body language?	
Did my classmate make eye contact?	
Did my classmate smile and appear friendly?	
Did my classmate speak confidently?	

## 1.9 Class Showcase

Present your speech to the class.

- Invite all students to present in front of the class.

Performance Checklist: Do a self-evaluation and tick the right box.

	Myself
Did I speak clearly and loudly enough?	
Did I maintain a steady pace without rushing?	
Did I use proper body language?	
Did I make eye contact?	
Did I smile and appear friendly?	
Did I speak confidently?	

## **Sample Script 1**

### **Part 1 – Introduction and Topic**

Good morning, everyone. Today, I'd like to share an idea that can make our school a happier and calmer place — a Mindfulness Corner. Many students feel tired or stressed during lessons, so this space will help everyone take short breaks, relax, and regain focus.

### **Part 2 – Describing the Environment and Iconic Furniture**

The Mindfulness Corner will be a cosy and peaceful area with soft lighting, gentle music, and plants that bring a touch of nature indoors. The most iconic feature will be a large, colourful beanbag seat where students can sit comfortably, breathe deeply, and unwind.

### **Part 3 – Activities in the Space**

Students can do quiet activities such as drawing on the blackboard, colouring mandalas, or using a small sensory tray filled with sand and shells. They could also touch a soft squeeze ball while practising slow breathing. These activities calm the body and mind, helping everyone feel balanced and ready to learn again.

### **Part 4 – Call to Action or Reflection**

I truly believe every school needs a calm space like this. By supporting the Mindfulness Corner, we can care for both our studies and our emotions. Let's work together to create a school where everyone feels calm, connected, and cared for. Thank you.

## **Sample Script 2**

### **Part 1 – Introduction and Topic**

Hello, everyone. My idea is to have a Mindfulness Corner in our school. We all get busy and sometimes feel worried or tired. This space will help us relax and feel happy again.

### **Part 2 – Describing the Environment and Iconic Furniture**

It will be quiet and bright, with green plants, soft lights, and warm colours. There will be a big beanbag chair where pupils can sit and breathe slowly to feel calm.

### **Part 3 – Activities in the Space**

We can do colouring, play with a soft squeeze ball, or listen to gentle music. These things help us slow down and think clearly.

### **Part 4 – Call to Action or Reflection**

I hope our school can make this idea real. When we feel calm, we learn better and treat others kindly. Let's build a happier school together.

## **Sample Script 3**

### **Part 1 – Introduction and Topic**

Hello, teachers and friends. I want to introduce a new idea that can support our well-being and concentration — a Mindfulness Corner. Many of us feel pressure from schoolwork, so having a quiet, comfortable place to clear our thoughts will help us manage stress better.

### **Part 2 – Describing the Environment and an Iconic Furniture**

The space will feature calm colours like light green and cream, gentle background music, and plants that bring nature indoors. The iconic furniture will be a relaxing sensory tray table where pupils can move sand, shells, and stones in quiet patterns — a simple, soothing activity for the mind.

### **Part 3 – Activities in the Space**

Students can write kind messages on the blackboard, colour mandala pages, or chat briefly with an AI robot that gives friendly encouragement. These activities help us slow down, refocus, and build positive energy.

### **Part 4 – Call to Action or Reflection**

I believe a Mindfulness Corner can remind us that emotional health matters as much as academic success. Let's support this idea and create a school where caring for our minds is part of every day.

## **Sample Script 4**

### **Part 1 – Introduction and Topic**

Good morning, everyone. I would like to share my idea for a Mindfulness Corner at our school. Sometimes schoolwork and tests make us feel worried. We need a space to relax our minds and feel calm again.

### **Part 2 – Describing the Environment and an Iconic Furniture**

The corner will have light blue walls, soft carpet, and a warm lamp. There will be a sensory tray with smooth stones, sand, and soft fabric. It looks peaceful and feels nice to touch.

### **Part 3 – Activities in the Space**

In this corner, students can listen to calm music, draw or colour, and take slow breaths. These activities will help everyone feel quiet and ready to learn again.

### **Part 4 – Call to Action or Reflection**

I think the Mindfulness Corner will make school life happier and calmer. Let's bring this idea to our school so we can all enjoy peaceful moments each day.

## Part 2: Writing – The Lunch Surprise

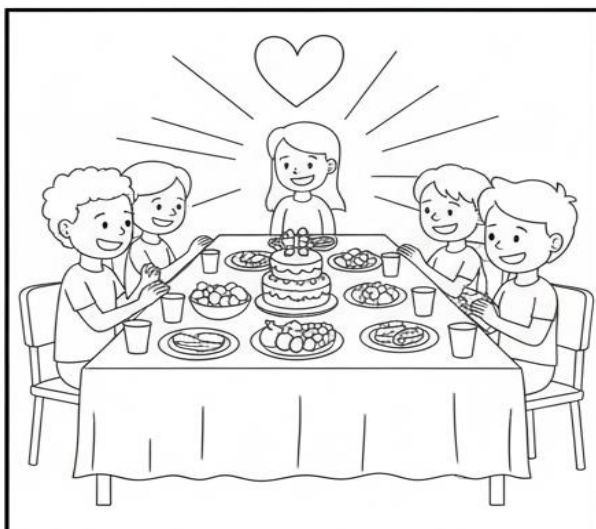
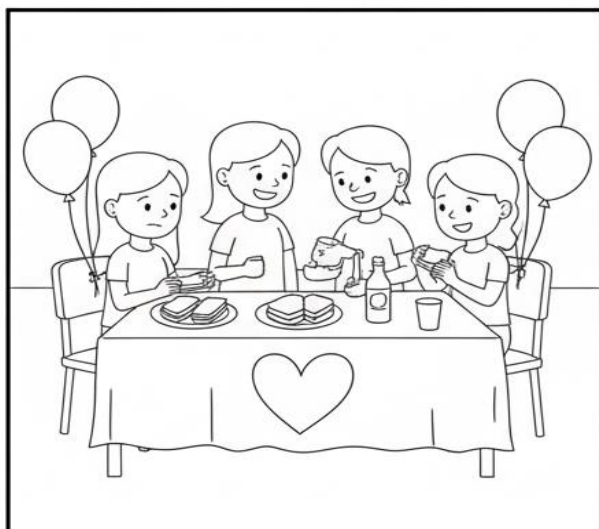
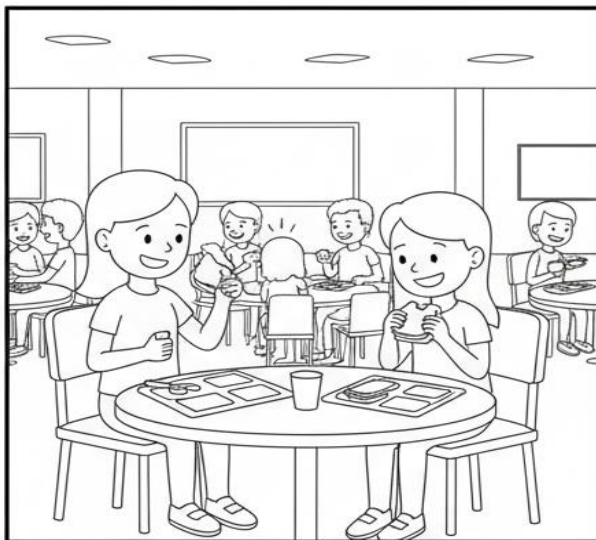
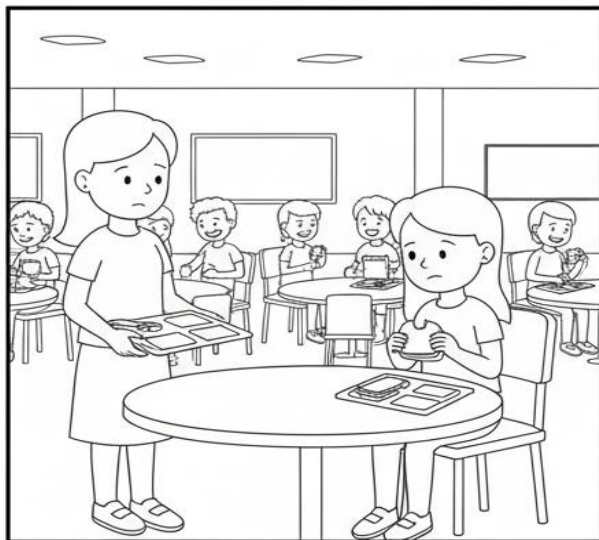
### 2.1 Picture Sequence

Look at the four pictures and describe what happens.

**- Go over the topic and pictures with the students.**

During lunchtime, a student notices a classmate sitting alone, looking sad. She decides to have lunch with her. The next day, the student plan a surprise “Friendship Lunch” to cheer up her new friend. Everyone eats together happily.

### The Lunch Surprise



### 2.2 Let's Discuss!

Let's talk about kindness and friendship before you start writing your diary entry!

- How would you feel if you saw a classmate sitting alone during lunch?
- What small act of kindness can make someone feel included?
- Have you ever shared something or helped a classmate who was feeling sad?
- Why do you think kindness and teamwork can make school a happier place?

**- Encourage discussion and sharing**

## 2.3 Connecting Ideas

Connectives link ideas, show cause and effect.

Learn their meanings and practise using them.

**- Introduce the application of this writing technique in expressions.**

- **Although - shows contrast between two ideas**
  - Although it was raining, we still played outside.
  - Although we were tired, we finished the group project.
- **Since - gives a reason or starting time**
  - Since it's your birthday, I'll buy you lunch.
  - Since it was late, they decided to take a taxi home.
- **Therefore - shows a result or conclusion**
  - The road was closed. Therefore, we took another way..
  - He studied hard. Therefore he passed the exam.
- **Until - shows how long an action continues**
  - Wait here until I come back.
  - She studied until midnight.
- **So - shows a result (cause → effect)**
  - It was hot, so we opened the window.
  - He forgot his book, so he borrowed one.
- **So that - shows purpose (why something is done)**
  - I left early so that I could catch the bus.
  - She spoke quietly so that no one else could hear.

## 2.4 Diary Entry Format

Match the diary parts with the correct letters. Write the letter from the list below to the box that shows the part of the diary.

( E )	( F. )
( A. )	
( B. )	
( C. )	
( D. )	

A: Greeting: *Dear Diary*

B: Body Paragraph(s)

C: Closing: *Love, / Yours,*

D: Signature

E: Date and Day

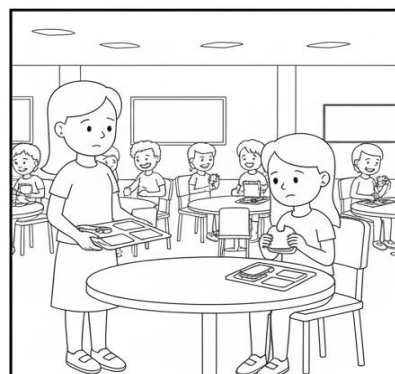
F: Weather

## 2.5 Story Planner

Write one paragraph for each picture. Use reported speech where possible.

### Paragraph 1 – Notice a Classmate Sitting Alone

- Who did you see during lunch?
- Where were you when you noticed her?
- How did that classmate look or feel?
- What were you thinking when you saw her?
- Why did you decide to do?



Sunny

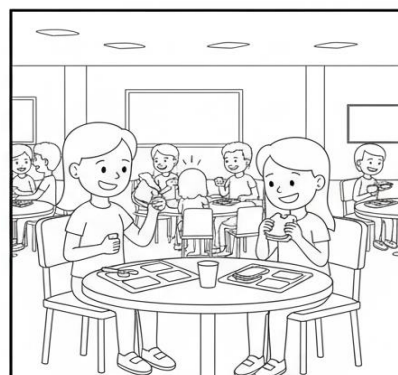
10 December 2025, Friday

Dear Diary,

During lunch, I saw Mia sitting alone at the corner table. I was standing in the canteen when I noticed her. She looked sad and quiet, as if she had no one to talk to. Although I felt a little shy, I decided to go to her because I didn't want her to eat alone. Since I had some extra sandwiches, I thought it would be kind to share them with her so she would feel happier.

### Paragraph 2 – Share Lunch and Invite the Classmate

- What did you say when you approached your classmate?
- How did the classmate react when you offer to join her?
- What did you talk about while eating together?
- How did your classmate react to show her feeling?
- How did you feel after having your lunch?



When I approached Mia, I smiled and said, "Would you like to sit with me?" She looked surprised at first, but then she smiled softly and nodded. We started eating together and talked about our favourite cartoons and pets. After a few minutes, she began to laugh more. She said thank you many times, and I felt warm inside so that I could hardly stop smiling after lunch.



### Paragraph 3 – Prepare the Friendship Lunch

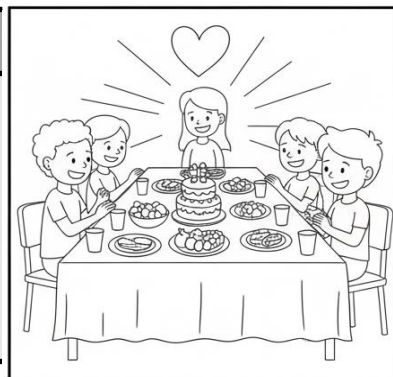
- What idea did you and your friends come up with later?
- When and where did you plan the surprise?
- Who helped you prepare for the Friendship Lunch?
- What food, decorations, or small gifts did you prepare?
- How were you feeling while planning it?



Later that day, my friends and I talked about Mia. We decided to plan a Friendship Lunch for her. We met at my house before school the next day to organise everything. Everyone helped. Emma made fruit salad, Leo brought biscuits, and I made a small card with bright colours. We decorated our table with balloons and napkins. We felt excited until the moment came to surprise her.

### Paragraph 4 – The Surprise

- What happened during the Friendship Lunch?
- How did the classmate react to the surprise?
- What was the atmosphere like at the table?
- What did you learn or realise from this experience?
- How did you feel at the end of the day?



When lunchtime arrived, we called Mia to our table, and she gasped with joy when she saw the decorations and food. The atmosphere was full of laughter and smiles. Although it was only a small celebration, it meant a lot to all of us. I learnt that one act of kindness can change someone's whole day. Therefore, I want to keep helping others so that our school stays a happy place. At the end of the day, I felt proud and peaceful.

## 2.6 Final Checklist

Proofread the story and check the box.

- ☐ Sentences begin with a capital letter.
- ☐ Full stops are where they should be.
- ☐ Past tense (simple past, past continuous and past perfect) is used correctly.
- ☐ All words are spelt correctly.
- ☐ Passive voice is used where possible to describe actions.
- ☐ Sentences are complete — no fragments or run-on sentences.
- ☐ Connectors are used to show sequence and cause-and-effect relationship.