



Expressing yourself: Learning to express yourself is important for building connections with others. We will focus on developing communication skills, initiating conversations, and finding ways to express ourselves thoughtfully even in challenging situations.

L
E
S
S
O
N
S

Are we more alike?

With our range of world views, we can always find things we agree on. As we learn more about ourselves, we'll see how much we're alike, and also how our differences make us unique.

How can I read the room?

Let's learn to pick up on clues that aren't words to better understand where a conversation might be heading. We'll practice paying attention to body language and small changes in chats to get better at understanding how conversations evolve.

What can I do when things get tough?

We'll practice starting tricky or awkward chats and learn tactics to fix and strengthen friendships. Talking things out helps us build trust, have better conversations, and feel like we are connected.



Lesson Plan: Are we more alike?

Lesson support:

- Click on the lesson plan for a detailed guide to each activity.
- There are supporting notes beneath each slide
- Note: Most CfL activities work best when the teacher does them with the students.

Equipment needed:

- Pencil, paper, computer, projector, [pre-learning survey](#), 4 balls (tennis ball/paper), ball of yarn.

Lesson Plan – Are we more alike?

Purpose : With our range of world views, we can always find things we agree on. As we learn more about ourselves, we'll see how much we're alike, and also how our differences make us unique.

Equipment needed: Pencil, paper, computer, projector, pre-learning survey, 4 balls (tennis ball/paper), ball of yarn.

Lesson timings (50 minutes): The timings are just a guide. The lesson can be delivered as a whole, in sections, or if there is a rich discussion in one section, take the time and allow that to develop.

Pre-Work:		
Teachers: Decide whether to print off the pre-learning survey , use it digitally and whether you will keep a record. Bring 4 balls to the class for the warm up and a large ball of yarn for the main activity		
Lesson structure	Lesson Content	Resources / Comments
Class Environment 5C Slide	Share the 5C's of the CfL classroom to create a respectful, safe atmosphere and to build trust with each other. Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas.	Remind learners how a classroom that explores CfL topics needs to look, feel and sound.
Check-In Individual (10 mins) My two words	This activity provides a couple of minutes of space in the day to support students to check in with themselves. <ul style="list-style-type: none"> ● Close their eyes if they wish ● Connect with how they feel ● Choose 2 words to describe their feelings 	Students may choose not to share their 2 words, there is no pressure to do so. Students may find check-in uncomfortable initially, they take practice.
Warm-Up Groups of 8 (10 mins) Common ground	Students are going to start a connecting conversation. <ul style="list-style-type: none"> ● One person will hold a ball and share a story or something they have done recently. ● They will pass to another student who has another story that may be linked (however loosely) ● Continue sharing stories and encourage students to observe how they evolve. 	The stories can be loosely connected E.g. Last week I made a birthday cake, it contained fruit. They pass to a student that says 'speaking of fruit, last week I ...'
Main Activity Whole Group (20 mins) Threading our Community	This whole group activity will demonstrate how we are connected. <ul style="list-style-type: none"> ● The teacher starts by sharing something about themselves, it maybe something light such as 'I have two siblings, I am the middle child' ● Holding the end of the yarn, they throw the ball to someone who wants to share a connection E.g. I have 2 siblings and I am the eldest. 	Once we have gone around the room we can observe how we are all connected through a web of similar circumstances and experiences. Cutting the yarn enables students to take their connecting piece home

Lesson Video Guide: Are we more alike?

Lesson support

Click on the video for a short introduction on how to approach this lesson.



CURRICULUM
FOR LIFE



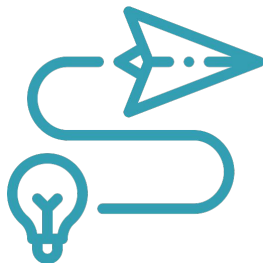
Unit:



The 5 C's



Collaborative



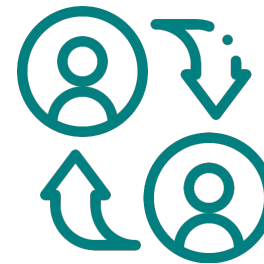
Creative



Caring



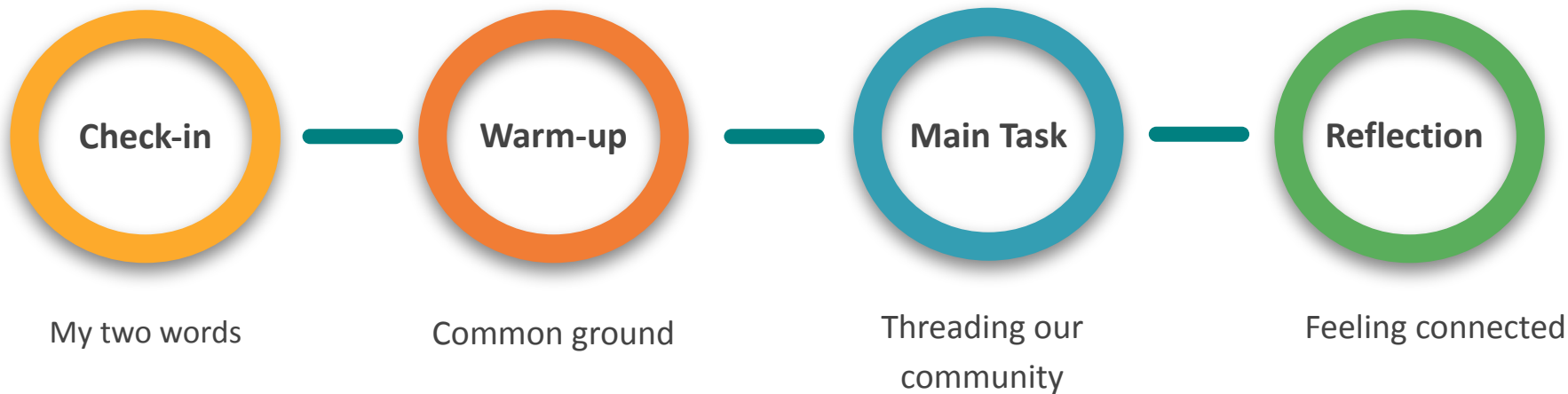
Critical



Communication

Activity guide: Are we more alike?

With our range of world views, we can always find things we agree on. As we learn more about ourselves, we'll see how much we're alike, and also how our differences make us unique.



“Our similarities bring us to common ground, our differences allow us to be fascinated by each other”
- Tom Robbins

Complete this short Self-Expression questionnaire.

- Read and think about each statement.
- Mark the box that best describes how you see yourself.
- You can stop at any time, and higher scores are not better or worse – they're just for your awareness.
- Be true to yourself and choose the response that feels closest to how you think about yourself.
- Ask for more information if needed.

Keep a record of your responses to the questions. You will repeat this at the end and see if your responses change.

	Never	Rarely	Sometimes	Often	Always
<u>Communication (expression)</u>					
I can express my thoughts clearly					
I know when to listen and when to speak					
I can consider the feelings of others before responding					
I can recognise the importance of both similarities and differences					
I can predict a person's response based on their body language.					



Check-in: My two words

Individually

1. Take two deep, calm breaths and relax
2. Close your eyes or soften your gaze
3. Connect with how you are feeling
4. Choose 2 words to describe your feelings

Share your 2 words (or pass) with the class



Adapted from

<https://www.panoramaed.com/blog/two-word-check-in-strategy>

Stand in a circle. One person holds a ball and:

- Shares a memory or experience
- Pass the ball to someone who wants to share an experience along a **related theme**
- Continue passing the ball and sharing
- You can each share lots of connected memories or experiences

What do you notice about your group's experiences?

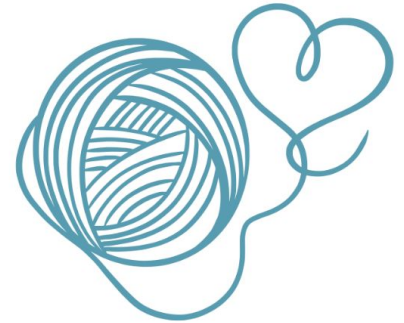


Adapted from:

https://d-impact.org/wp-content/uploads/2017/07/design-impact_common-thread-icebreaker.pdf

Stand in a circle. Facilitator starts by holding the yarn and sharing something about themselves.

- Hold on to the end of the yarn and throw the ball to someone else
- The catcher should share a similarity or connection to what was shared by the thrower
- Continue around the circle until everyone has shared something



Notice the web that connects you all

Optional: cut the yarn so everyone can take their connecting piece home and take care of the connection.



Reflections: Feeling Connected

Whole
group

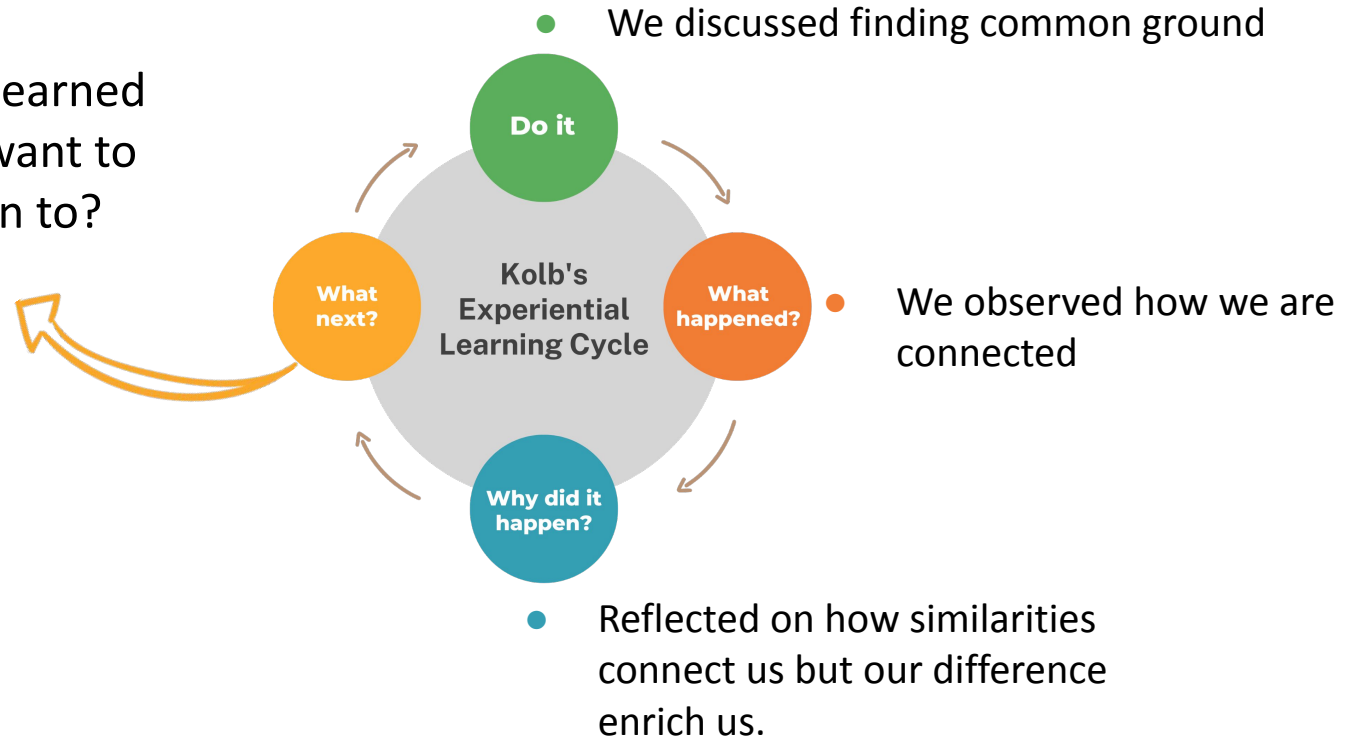
Discuss:

- How did it feel to see the web of connections?
- What does it tell us?
- How are differences as important as similarities?
- How do we each enrich this classroom?





- What have you learned today that you want to keep and hold on to?



How was this lesson produced?

This lesson was co-created with youth, educators and topic experts from around the world.

Together, we:

- Discussed what, why and how we'd like to learn
- Curated resources
- Created experiential learning activities
- Weaved in evidence-informed approaches
- Built-in opportunities for reflection and contextualisation



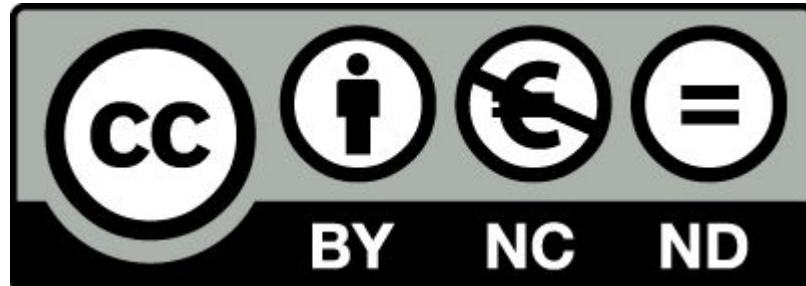
Co-creation Journey: Positive Relationships



CURRICULUM
FOR LIFE



CURRICULUM
FOR LIFE



© 2023. Except where otherwise noted, this work by [Curriculum for Life](#) is licenced under a [CC BY NC ND 4.0 license](#).



curriculumforlife.com

[Instagram](#) | [LinkedIn](#) | [Twitter](#) | [Facebook](#)

Co-creating freely accessible [Life Skills Learning](#)