



Social Awareness. In pursuing self knowledge we can explore our own perspectives and develop our compassion as we understand, accept and empathise with people from diverse backgrounds. We can become aware of social norms (just and unjust), identify what influences our reactions to social and environmental issues and take a stance, with steps towards addressing them.

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How are we the same?

Understand, appreciate and react appropriately as we recognise our peers are both similar and different, identifying the commonalities in our differences.

What are my blind spots?

Recognise it is natural to group people and things into categories and bringing that into our awareness can help us identify when and where we stereotype.

Where do single stories show up?

Build an awareness of our sticky thoughts and examine how our biases affect how we perceive the life experiences of those around us.




Lesson Plan: How are we the same?

Lesson support:

- Click on the lesson plan for a detailed guide to each activity.
- There are supporting notes beneath each slide
- Note: Learners will understand the activities in this lesson best when they are modelled and shared by the teacher.

Equipment needed:

- A line(chalk or string to divide the classroom in half), chairs arranged in a circle if possible, sticky notes (not essential) computer, projector.



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[Lesson Guide – How are we the same?](#)

Purpose : Understand, appreciate and react appropriately as we recognise our peers are both similar and different, identifying the commonalities in our differences.

Equipment needed: Facilitator Guide, Pen, Paper, Sticky notes (could be useful), string, chalk to draw a line across the floor. Computer and Projector (optional but useful).

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: Review the groupings for this lesson and Review this Facilitator Guide .		
Students		
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 Groups of 4 (5 mins) Mood Metre	Organise students in groups of 4. 1. Describe the mood metre axis. Energy levels are on the vertical axis and positivity is on the horizontal axis 2. Model the use of the moodmetre and talk through why you feel that way. 3. Students work in groups to name and identify their mood. Whole Class 1. Discusses how they can shift their energy and positivity levels.	It is important the selection of the mood and thoughtful dialogue around the mood is modelled by the teacher.

Lesson Video Guide: How are we the same?

Lesson support

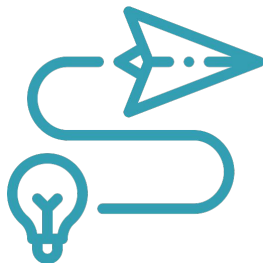
Click on the video for a short introduction on how to approach this lesson.



The 5 C's



Collaborative



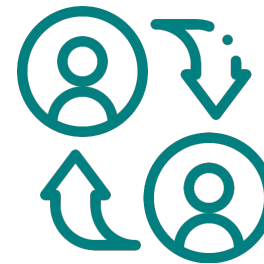
Creative



Caring



Critical

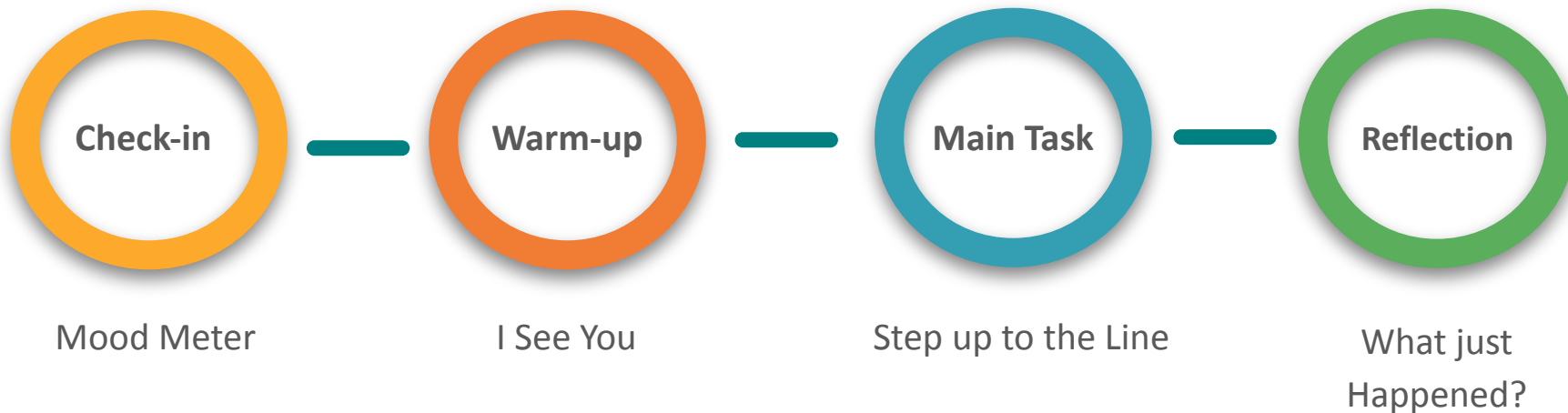


Communication



Activity guide: How are we the same?

Understand, appreciate and react appropriately as we recognise our peers are both similar and different, identifying the commonalities in our differences.





Check-in: Mood Meter

Groups of 4

Take it in turns to ‘think aloud’ to each other as you identify your mood and explain why you place yourself there.

- Where do you place yourself on the mood meter right now?
- How does that square represent your state of mind?
- Why do you feel this way?

Whole Class question: What can we do to improve our energy levels and mood?

Enraged	Furious	Frustrated	Shocked	M	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	O	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	O	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	D	Pleasant	Joyful	Proud	Blissful
M	O	O	D	M	E	T	E	R
Disgusted	Disappointed	Glum	Ashamed	E	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	T	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	E	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	R	Relieved	Restful	Tranquil	Serene



Warm-up: I See You

Whole
Group

Lets appreciate each other and our strengths.

- Sit in a circle as a whole group, one person holds a ball
- Class members write down 3 words highlighting that person's greatest **strength, gift, and how they see them**
- Two students share their words with the person holding the ball (written or verbal)
- The person holding the ball throws it to someone in the circle.



Repeat the task until all students have received their words.



Main task: Step up to the Line

Activity
preparation

The Facilitator uses the linked document to set the scene for the activity and to arrange the room.

- Share the guidelines for this activity.
- The class will be divided in half.
- Each half stands approximately 2 meters behind a line that is marked on the floor, facing each other.

This activity is done in silence.



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Facilitator Guide

Use this during the lesson as a supporting script.

Explain to the group the purpose of the exercise (use the text below)

“Crossing the line helps you learn about yourself by reflecting upon your own cultural identity. It also invites you to appreciate the diversity of the group by fostering empathy.

It is a quiet, meaningful experience of recognizing our similarities, and is a great way to reinforce a sense of community within our class.

Stress and anxiety are often caused or made worse by the feeling that we are alone in the world—that no one understands us or what we are going through, and that no one has had the same experiences we have had. Although sometimes this is true, usually there are many other people going through similar challenges. Knowing this can be a very reassuring and calming force in our lives.”

This activity requires thorough facilitation and it should be conducted carefully and thoughtfully.

“You will be sharing experiences and vulnerabilities with one another, so it is important that everyone contributes to creating a safe space by showing respect and by listening to others.”



Main task: Step up to the Line

Whole
Group

The Facilitator uses the linked document to run this activity.

- The facilitator or a learner in the group can call out the ‘Step up to the line if...’ statements
- If that statement is true for you, step up to the line
- Take a moment to **silently make eye contact** with the other people on the line, **acknowledging your shared experience.**

Reminder: This activity is done in silence.



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Reflection: What just Happened?

Groups of 4

Consider the following prompts for your reflection:

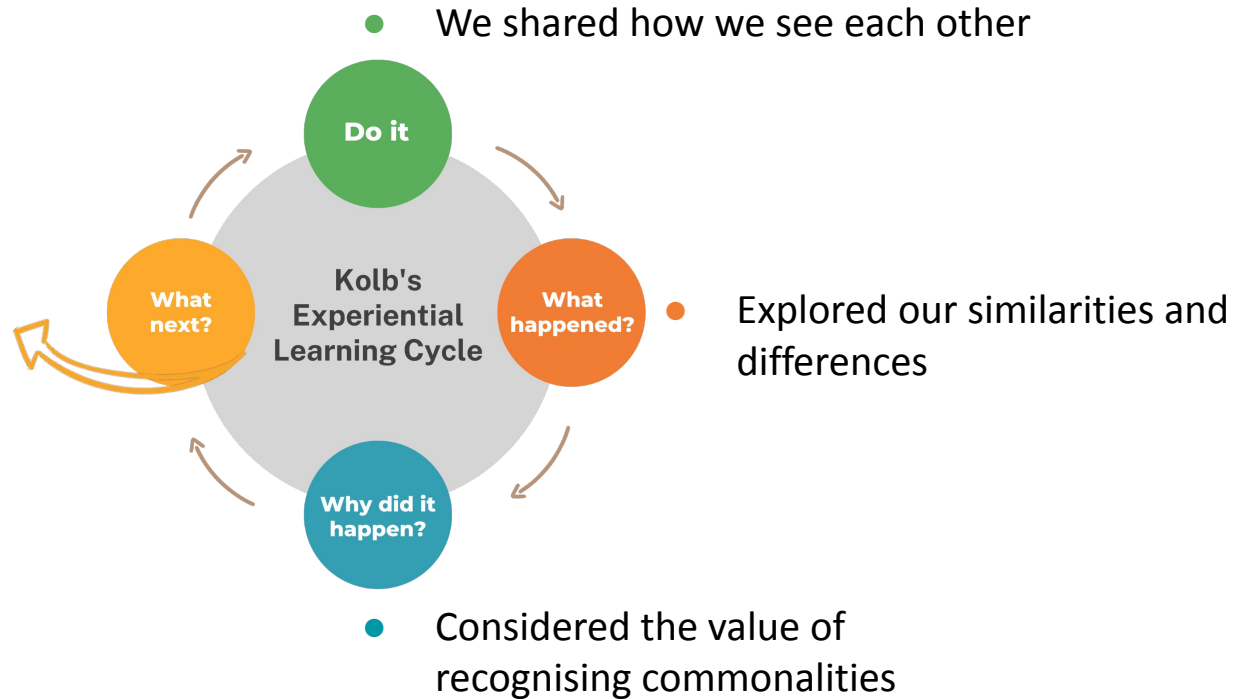
- How did you feel during this activity?
- What did you learn about others and yourself?
- What do you want to remember from this experience?
- Why is it important to recognise commonalities with others?





Check-out: What next?

- How can you use what you have learned in the future?
- Example: Let someone know when you have a positive thought about them this week



How was this lesson produced?

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

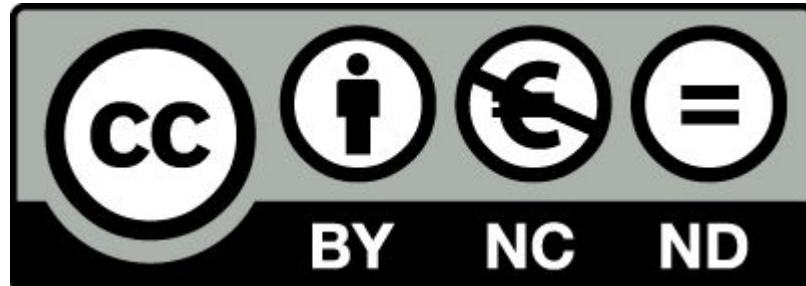
Together, we:

- 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





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