



Lesson Plan – 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, facilitator guide, 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. <ol style="list-style-type: none"> Describe the mood metre axis. Energy levels are on the vertical axis and positivity is on the horizontal axis Model the use of the moodmetre and talk through why you feel that way. Students work in groups to name and identify their mood. Whole Class <ol style="list-style-type: none"> 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.
Warm-Up Whole Group (15 mins) I See You	Organise students in a circle. <ol style="list-style-type: none"> Students will pass a ball around to each other. Everyone considers a gift, a strength and how they see them. 2 people share this with the student holding the ball. The student passes the ball. 	All students should hold the ball.



<p>Main Activity Activity Arrangement (20 mins)</p> <p>Crossing the Line</p>	<p>Arrange the room for this activity.</p> <ol style="list-style-type: none">1. Mark a line on the floor2. Half the class stands on either side of the line, 1-3 metres back, so they can step forward to the line.3. Use the facilitator guide to outline the activity and the behaviour needed for this activity.4. It is important for students who come to the line to have eye contact with each other.5. Remind students this activity is silent.6. Read a warm up statement first to make sure everyone knows how it works.7. Read the statements and students come to the line. A student can read these if they prefer.	<p>Note:</p> <p>No student has to come to the line.</p> <p>This can elicit emotions, do choose your 'come to the line if_' statements carefully for you class.</p>
<p>Reflection Activity Arrangement (10 mins)</p> <p>What Just Happened?</p>	<p>In groups of 4</p> <ol style="list-style-type: none">1. Students reflect on what happened during this activity, what did they think, feel and do?	
<p>Check-out Whole class (2 mins)</p> <p>What next?</p>	<p>Learners reflect on:</p> <ol style="list-style-type: none">1. How can you use what you have learned in the future?2. Example: Let someone know when you have a positive thought about them this week	

*Most CfL activities work best when the teachers join the students and do the activity with them.