



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.

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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 and feel like we are connected.

Lesson Plan: How can I read the room?

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.

Lesson Plan – How can I read the room?

Purpose : 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.

Equipment needed: Pencil, paper, computer, projector.

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 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 Individually (5 mins) Rose - Bud - Thorn	This activity helps students bring awareness to how they are feeling. <ul style="list-style-type: none"> ● Define what a rose, thorn and bud represents. ● Give students a minute to reflect on each. ● Provide 5 minutes for students to jot down their thoughts. 	Debrief -Students reflect on how they feel before and after the activity. Extension - How can we turn Thorns into Buds or Roses?
Warm-Up Pairs (10 mins) Reading faces	Students will bring their attention to observing others, their body language, facial expressions and gestures. <ul style="list-style-type: none"> ● Watching the video, students observe non-verbal cues. ● In Pairs they discuss the non-verbal cues they observed and how they observed them ● Explore through discussion what these cues can tell us about others' feelings 	This activity can be done at break time, during class time, over lunch. Encourage Students to <u>practice</u> observing others and predicting how conversations are going based on the body language people use.
Main Activity Groups of 3 (20 mins) Reading body	Assign roles: 2 students will have a conversation, 1 student will observe. <ul style="list-style-type: none"> ● Students select their topic of conversation ● The observer will bring their attention to observing 	Encourage students to look for patterns in body language.

Lesson Video Guide: How can I read the room?

Lesson support

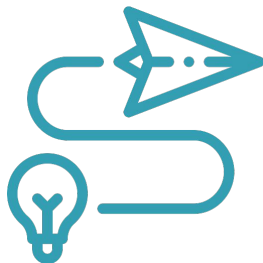
Click on the video for a short introduction on how to approach this lesson.



The 5 C's



Collaborative



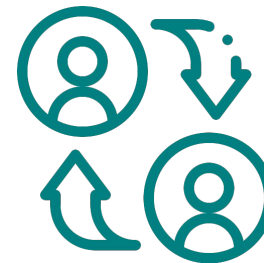
Creative



Caring



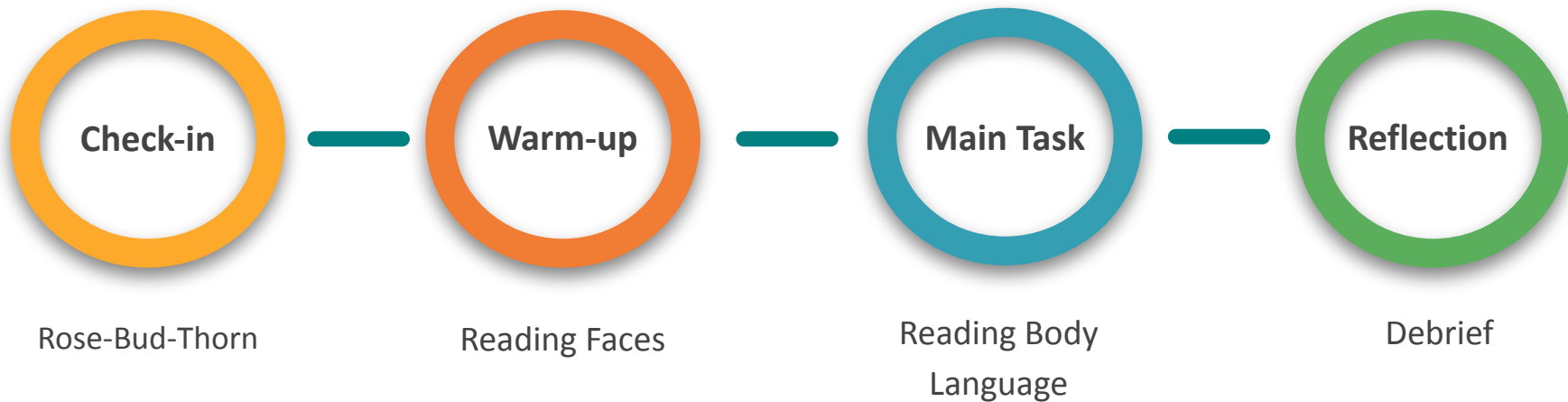
Critical



Communication

Activity guide: How 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.



“Anybody can become angry, that is easy. But to be angry with the right person and the right degree and at the right time and for the right purpose and in the right way...is not easy.” - Aristotle



Check-in: Rose - Bud - Thorn?

Individually

Rose

A highlight, something really positive.

- What was a highlight this week?
- What are you most proud of?

Thorn

A challenge you need help with.

- What was most stressful?
- What caused you difficulty?

Bud

Something you are looking forward to learning

- What are you looking forward to?
- What do you want to learn that excites you?

While watching the video:

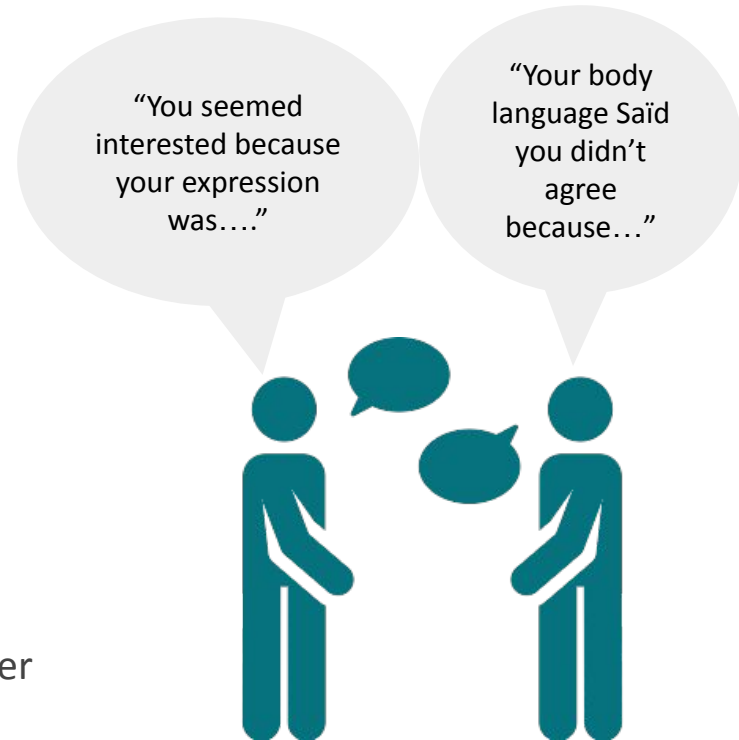
- List non-verbal cues you can identify: body language, facial expressions and gestures.
- Discuss the non-verbal cues and what they suggest.
- Share what non-verbal cues can tell us about what someone else is thinking or feeling.





One student is observer, two students have a conversation:

- Choose a topic for conversation
- Assign 1 observer
- 2 other students have a conversation (5 mins)
- Observer watches. Noting **expressions, tone of voice and body language**
- Observer shares back what they noticed
- Switch roles and topic until everyone has been an observer



Discuss:

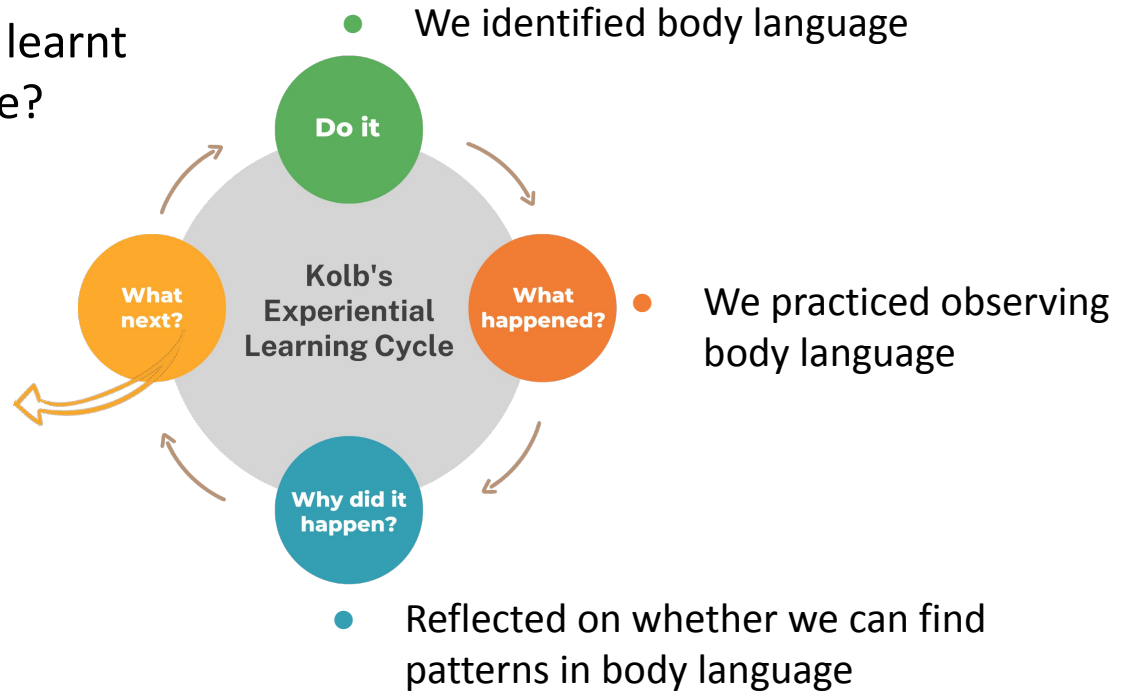
- Are there patterns in our body language during the conversation?
- How was the body language
 - During agreement?
 - During disagreement?
- How might reading the room help in social situations?
- Share a time you read (or did not read) the room - How did it affect the situation?





Check-out: What next?

- Is there something you've learnt today that you will practice?
- Think about where you may practice it and what impact it may have on you and others.



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



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