



**Personal Growth:** Life is full of distractions, we can easily get off course without having something to help direct us or keep us on track. We will explore who can support us to reach our goals for the future and reflect on how self knowledge encourages us to be courageous and step outside our comfort zone.

## LESSONS

### Who do we need around us to reach our goals?

Explore what it feels like to be supported and identify the importance of support in helping each other to achieve our goals.

### How can we continually improve?

Use a simple game to explore the agility needed for continuous improvement. We will consider how reviewing our assumptions can help us apply learning to new situations.

### How can we move into the growth zone?

Taking the opportunities available to us is not always comfortable. Experience transitioning out of your comfort zone into a learning zone, where we need to be resourceful to meet new challenges.




# Lesson Plan: Kaizen–The art of continual improvement

## 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:

- Pen, paper, computer, projector. Option to print off the goal mapping framework.



**Lesson Guide – How can we continually improve?**

**Purpose :** Use a simple game to explore the agility needed for continuous improvement. We will consider how reviewing our assumptions can help us apply learning to new situations.

**Equipment needed:** Goal mapping task from Lesson 1. Pen, paper, [meditation guide](#), printed [odometers](#), 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.

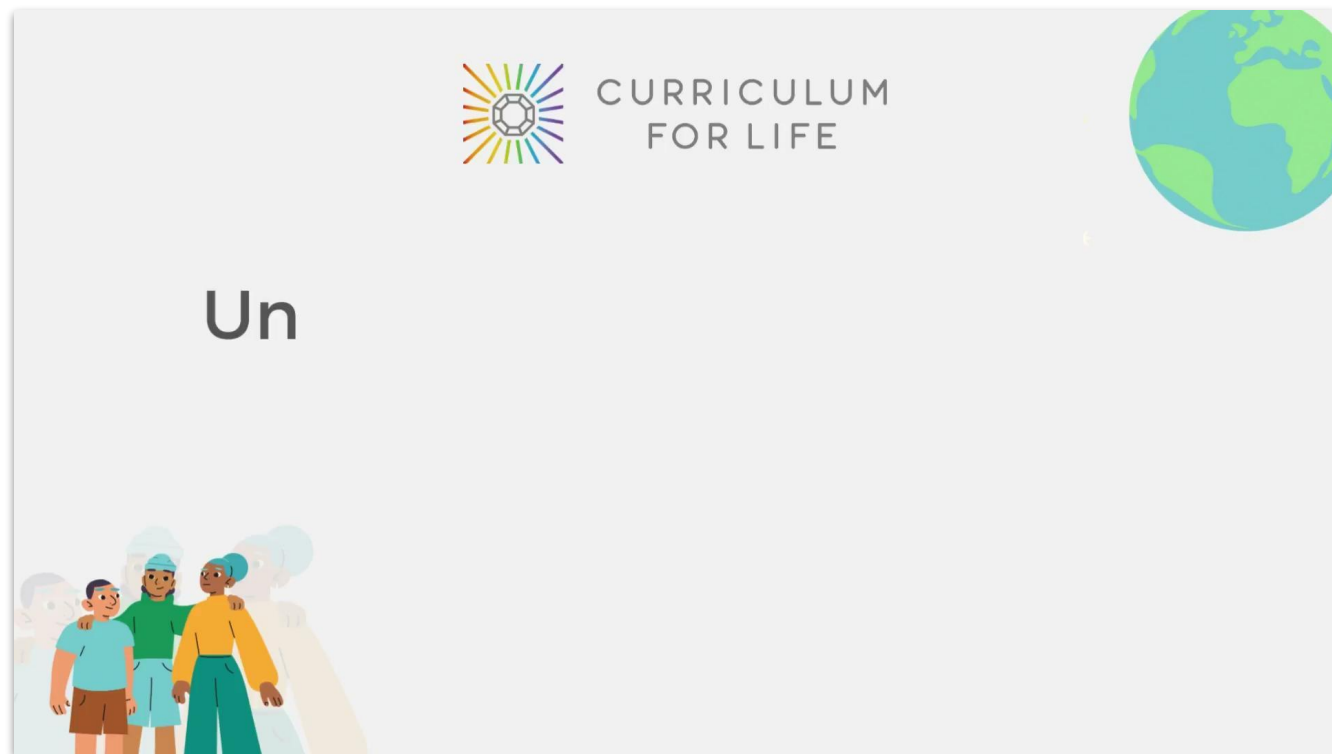
See the Notes section beneath slides for additional support.

Pre-Work:		
Teachers: We recommend viewing this video on <a href="#">double loop learning</a>		
Lesson structure	Lesson Content	Resources / Comments
Class Environment 5C Slide	Share the 5C's of the Curriculum for Life 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.  See the Notes section below the slide for a description of each of the 5Cs
Check-in Whole Group (5 mins)  Anchor breathing	Guide learners through a short meditation. The meditation guide can be read out and is linked <a href="#">here</a>  <ul style="list-style-type: none"> <li>● Remind students of the purpose of a guided meditation- that is a tool worth practising to help us focus and relax</li> </ul>	
Warm-Up In Pairs/Whole Group (5 mins)  Kaizen	Learners stay in their pairs for the remainder of the lesson.  <ul style="list-style-type: none"> <li>● Discuss with learners that by ingraining good habits into our identity, helps us reach our goals.</li> <li>● Watch the short video on Kaizen</li> <li>● Ask the learners if they have ever taken small steps to work towards goals before.</li> </ul> <p>Learners practise the first step of Kaizen. By taking their goal from last lesson and turning it into a tiny 2 minute step, they start forming a habit.</p>	

# Lesson Video Guide: How can we continually improve?

## Lesson support

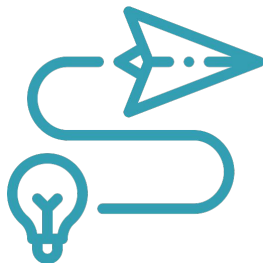
Click on the video for a 5 minute introduction on how to approach this lesson.



## The 5 C's



**Collaborative**



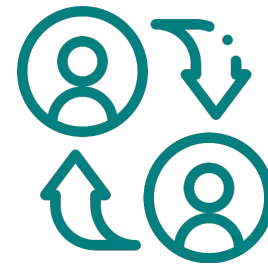
**Creative**



**Caring**



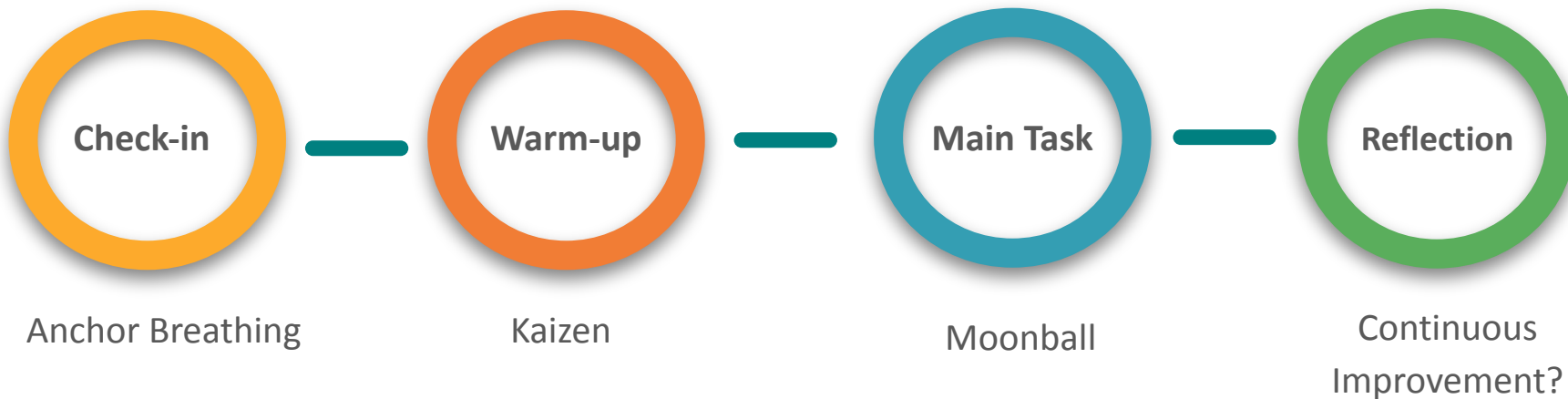
**Critical**



**Communication**

# Activity guide: How can we continually improve?

Use a simple game to explore the agility needed for continuous improvement. We will reflect on how reviewing of our assumptions can help us apply learning to new situations.



*“We first make our habits, and then our habits make us” — John Dryden*



# Check-in: Anchor Breathing

Whole  
group

We will continue our meditation practice—Your teacher will facilitate a meditation step by step.

- Sit in a circle, at your desk or find a space on the floor.
- We will go through a brief exercise to help us relax and focus.
- Conclude the meditation by gently inviting your group back.
- Reflect on how this exercise makes our mind and body feel.



playmeo

## **Mindful Breathing** **Anchor Breath Meditation**

### **Instructions**

Guided by the content as described online, read the following instructions to lead this meditative breathing exercise. Here's a suggested script you can follow:

- Once you are seated comfortably, take these next few seconds to relax.
- Take a big deep breath to relax more deeply.
- I will now guide you through a simple meditation.
- First, we will start by finding our anchor spot.
- Place your hands on your chest, stomach, or simply place your finger under your nose - whatever you feel most comfortable with.
- These are our anchor points.
- Here, we can physically feel our breaths traveling through our bodies.
- Once you are ready, take a deep breath in.
- Feel the air travel through your chest and fill up your belly.
- Notice your hand move with your belly as it fills up with air.
- Focus on how you feel in this present moment, letting go of everything else.
- Now, we are going to slowly breathe out.
- Feel the exhale lower your belly and travel out through your nose or mouth, whatever feels right for you.
- Feel the air on your finger— is it warm?
- Feel your hand sink on your belly as you breathe out.
- If you feel distracted, go back to your anchor spot.
- Place both hands on your belly if it helps you.
- Now, let's take a few more deep breaths. In and out.
- Let go of any unwanted tension and focus solely on your breath and the anchor point you have chosen.
- You can do this a few more rounds at your own pace
- When ready, bring awareness to your fingers and toes, and then you can open your



# Warm-up: Kaizen - building small habits towards goals

Whole  
Group

How do we develop good habits to reach our goals?

- The Kaizen method helps you start goal setting with small steps.
- This helps habits become part of your identity rather than a chore you have to complete.

Watch the short video to understand more about the Kaizen method.

- Have you ever taken small steps towards a bigger goal before?





# Warm-up: Kaizen - building small habits towards goals

Whole  
Group

How do we develop good habits to reach our goals?

- Use the goal you set in the last lesson using this [goal mapping framework](#)
- Convert that goal into a first small step. This first step should be able to be done in **under 2 minutes**.
  - Forming new habits requires a **cue - routine - reward**
  - What will be your **cue** (a place that triggers the habit), **routine** (what you do to form the habit) and **reward** (a system that reminds you of your progress)?







# Main task: Moonball–Kaizen (改善)

2 Groups

This activity requires space, preferably outside. Split the class into 2 groups.

Task: Keep a ball in the air for the highest number of consecutive hits.

- Each group will have 3 attempts to improve their score.
- Each attempt is made up of a 3 minute cycle:
  - 1 minute planning
  - Straight into the game - 2 minutes to implement the plan
  - There is NO extra time between cycles.
  - Repeat the cycle 2 more times.





# Main task: Moonball–Kaizen (改善)

2 Groups

Task: Keep a ball in the air for the highest number of consecutive hits.

- **Rules:** The score is the total number of ‘legal’ hits made during the 3 min cycle
  - Only hands can touch the ball - You cannot hold, kick or use your head on the ball
  - Only hit the ball once, you can only touch the ball again once ALL team members have touched the ball
  - No heroics or desperate measures allowed
  - A violation of any of these rules, returns your score to 0
  
- Listen out for your teacher’s timing prompt to transition you from planning to playing



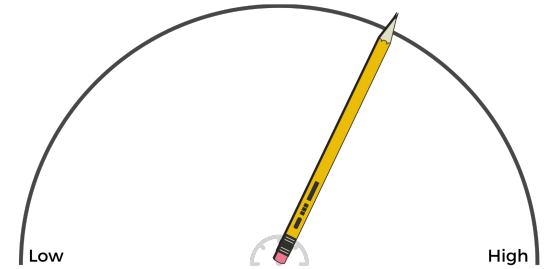


# Reflection: Did we experience continuous improvement?

Whole  
Group

Each group will assess their performance for each cycle using [the odometers](#) to determine efficiency and effectiveness

- Place a pen as a measure on each odometer to assess performance.
- As a group discuss and agree on the position of the pen. For efficiency and effectiveness for each of the the 3 cycles.
- Did the position of the pen change over the 3 cycles?
- What happened to change the pen's position?

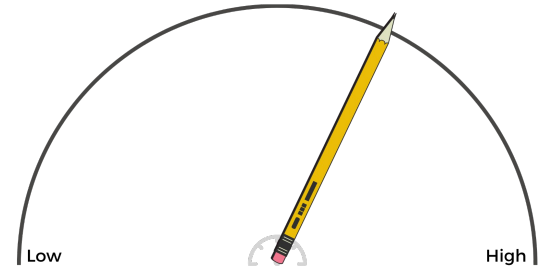


*Efficiency: Ability of the group to focus and complete the task within the timeframe.*

*Effectiveness: The outcome—was the job completed successfully, did learning take place across the 3 cycles?*

## Whole group discussion

- Why did your planning change?
- How did your planning change across the 3 cycles
- What processes changed to increase effectiveness and efficiency?
- How can this agility of adjusting the processes to get desired outcomes, be applied to learning in our lives?



*Efficiency: Ability of the group to focus and complete the task within the timeframe.*

*Effectiveness: The outcome—was the job completed successfully, did learning take place across the 3 cycles?*



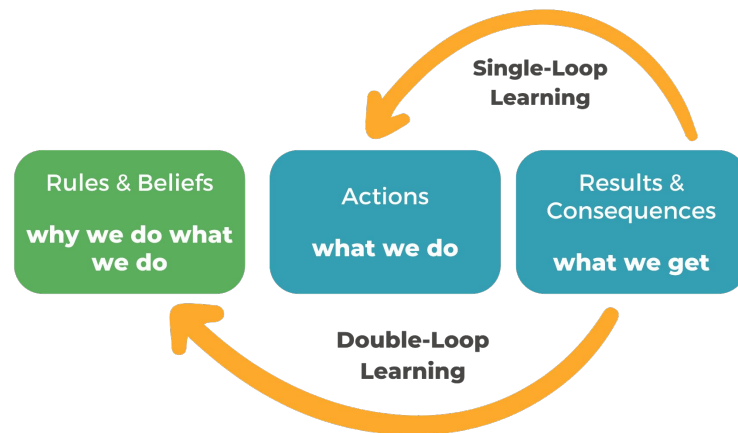
# Check-out: Double Loop Learning and Kaizen (改善)

Whole  
Group

Double Loop learning is when we question the rules and beliefs that lead to our outcomes.

We can use this to break bad habits and form good ones.

- Use the results we get as a stimulus for reflection
- Reflect on the rules/habits that created the results
- Consider 'why we do what we do'
- Reflect on whether we need to do things differently
- Determine what 'doing things differently' means for future actions



Discuss

- How has this lesson introduce you to double loop learning?
- How can double loop learning be used as a tool to help you learn?

# 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





CURRICULUM  
FOR LIFE



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