



Lesson Plan – 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 double loop learning		
Lesson structure	Lesson Content	Resources / Comments
Class Environment 5C Slide	<p>Share the 5C's of the Curriculum for Life classroom to create a respectful, safe atmosphere and to build trust with each other.</p> <p>Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas.</p>	<p>Remind learners how a classroom that explores CfL topics needs to look, feel and sound.</p> <p>See the Notes section below the slide for a description of each of the 5Cs</p>
Check-In Whole Group (5 mins) Anchor breathing	<p>Guide learners through a short meditation. The meditation guide can be read out and is linked here</p> <ul style="list-style-type: none"> Remind students of the purpose of a guided meditation- that is a tool worth practising to help us focus and relax 	
Warm-Up In Pairs/Whole Group (5 mins) Kaizen	<p>Learners stay in their pairs for the remainder of the lesson.</p> <ul style="list-style-type: none"> Discuss with learners that by ingraining good habits into our identity, helps us reach our goals. Watch the short video on Kaizen Ask the learners if they have ever taken small steps to work towards goals before. <p>Learners practise the first step of Kaizen. By taking their goal from the last lesson and turning it into a tiny 2 minute step, they start forming a habit.</p>	



<p>Main Activity 2 groups (10 mins)</p> <p>Moonball</p>	<p>Learners will need 2 balls and some space for this activity.</p> <p>Learners will work together, they will not realise it at first, but through this activity they are modelling continuous improvement.</p> <ul style="list-style-type: none">• Learners are presented with a game and the rules for the game.• They then complete the game following the rules.• They make a plan - implement a plan - learn from the results - adjust the rules of the first plan - implement a new plan.	
<p>Reflection In Pairs (15 mins)</p> <p>Continuous improvement?</p>	<p>Learners use the two odometers to gauge their efficiency and effectiveness.</p> <p>They must discuss where to place the pen on the odometer for each of the 3 cycles of their activity.</p>	
<p>Reflection Debrief (10 mins)</p>	<p>Debrief the activity as a whole group, focusing specifically on the changes learners made to their process to enable continuous improvement over the 3 cycles.</p> <p>Encourage learners to consider applying that process to their own lives. If they are not happy with an outcome, they can consider the beliefs, rules and assumptions that yield the outcome.</p>	<p>Encourage learners to provide reasons for their choices.</p>
<p>Check Out Whole Group (5 minutes)</p> <p>Double Loop</p>	<p>Learners may have met double loop learning before.</p> <ul style="list-style-type: none">• Introduce double loop learning - explain that it goes beyond reflecting on results and conclusions and moves learners towards reflecting on their rules, beliefs, habits, assumptions that led to the results.• Once double loop has been introduced, students apply it to the lesson they just experienced to understand how it works	<p>The slide notes have an example of double loop application to this lesson.</p>