



Lesson Plan – How Should We Live?

Purpose: Explore fairness by viewing our values through different perspectives. Recognise how others feel in different circumstances and how this empathy may affect decisions-making.

Equipment needed: Pen, 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 : Review the main task to understand the intention. Become familiar with social contracts and the veil of ignorance .		
Students : N/A		
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 Whole Group (5 mins) Body Scanner	Click the video to introduce learners to the benefits of body scanning to reduce anxiety, and manage stress.	The video transcript is in the slide notes if the video does not play.
Warm-Up Groups of 4 (15 mins) Hidden Blindspots of Good People	Introduce learners to the idea of social blindspots, we all have them, it is human nature. However, being aware of the blindspots helps us spot when they affect our decisions and judgements. 1. Watch the video on blindspots to set the scene. 2. Learners write down their own reflections on when they have experienced assumptions.	Extra guidance is in the slide notes for these tasks.
Main Activity Groups of 4 (25 mins) The Fairness Test	Learners remain in their groups of 4 1. Each group assigns a scribe to capture the group's key points and a person who will assign roles to group members. 2. Set the scene: The students briefly design society, they consider how resources are distributed and what values underpin the society they build. 3. Once they have identified the values, reveal to the class that in this new society, they are not themselves, they have to experience the society from the perspectives of the roles they are assigned.	The guidance on the slide prompts each group to view their society from their roles. The scribe needs to capture the viewpoints from the different roles (including their own)

	<p>4. Each learner will view their new society and values through their assigned role, by the end of the task, they will have a picture of who they are (E.g. Wealthy elderly female from a rural area)</p>	
<p>Reflection Groups of 4/Individually (15 mins) How should we live?</p>	<p>Groups of 4</p> <ol style="list-style-type: none"> 1. The scribes feedback the key points of the conversation from the different assigned perspectives 2. The group discusses what these different views tell them about the values that underpin their designed society. 3. Briefly view societal values through the lens of other people in society - how do the values seem then? 4. Learners look at the image that has been on the slide throughout the activity. How does it describe the activity they have completed? <p>Individually</p> <ol style="list-style-type: none"> 5. Show learners the video to reveal the concept behind this lesson. 6. Individually they reflect on the questions asked. <p>In Pairs</p> <ol style="list-style-type: none"> 7. Review the learning cycle, identifying how it has played out through this lesson. 	<p>The task tells us our values are not universal and building empathy helps us understand differences as well as appreciating similarities.</p> <p>The left side of the image shows that everyone in society is uniform. In reality, we are all so different. The way society is structured does not suit us all because we have different needs and values.</p>
<p>Check-out Whole class (5 mins) 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: Plan to deliberately enact your groups' social contract this week 	

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