



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 are connected.



Lesson Plan: What can I do when things get tough?

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, [post-learning survey](#).

Lesson Plan– What can I do when things get tough?

Purpose : 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 are connected.

Equipment needed: Pencil, paper, computer, projector, post-learning survey.

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: 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 Individual/ Whole Group (10 mins)	Teacher shares a favourite piece of music and how it makes them feel. Then: <ul style="list-style-type: none"> ● Choose a piece of music and play an extract (one is provided if needed) ● Prompt students to share how the music makes them feel, to identify an emotion. ● Ask them to share a piece of music that captures their mood. 	If you are choosing an alternative piece of music, it will be needed ahead of the lesson.
Warm-Up Groups of 5 (10 mins)	Working in groups of 5 <ul style="list-style-type: none"> ● Students assign roles as 1 storyteller and 1 listener and 3 observers ● The listener listens to understand. They will use strategies to listen and understand the story in detail. 	The story is something they have done or enjoyed.



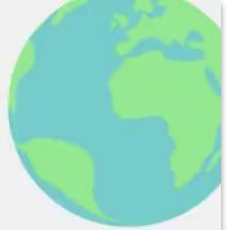
Lesson Video Guide: What can I do when things get tough?

Lesson support

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



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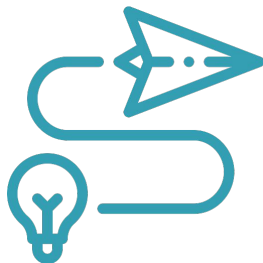
Unit: Pos



The 5 C's



Collaborative



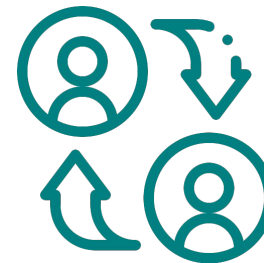
Creative



Caring



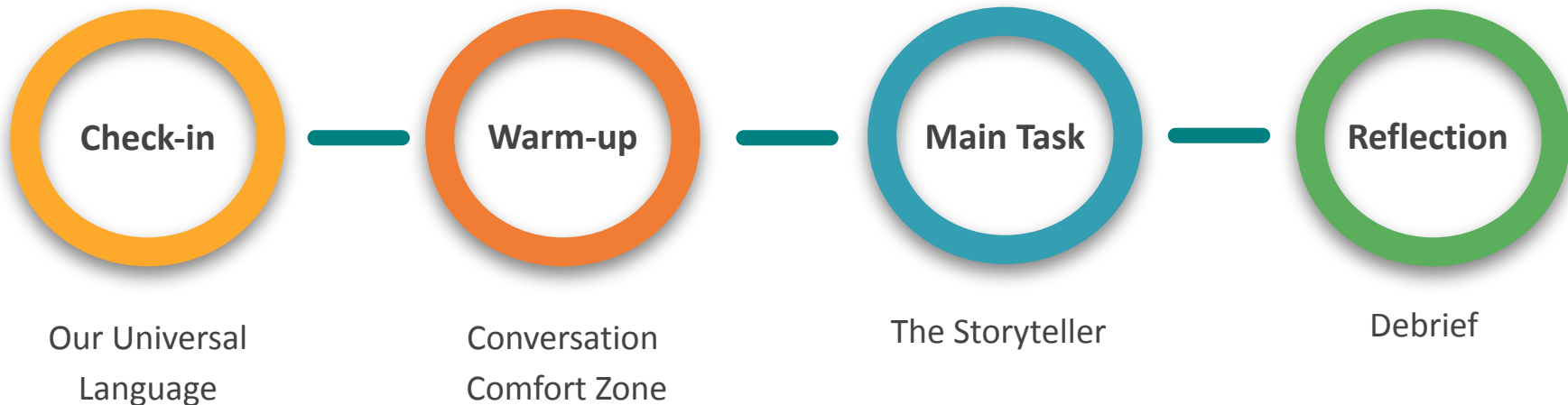
Critical



Communication

Activity guide: 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 are connected.



“The courageous conversation is the one you don’t want to have” - David Whyte



Check-in: Our Universal Language

Individually
/ Whole
Group

Play an extract from The Flower Duet

1. What emotions do you connect to the music?
2. Choose a song that captures your mood today
3. Share your song and how it captures your feelings (or pass).



The Flower Duet from Lakme by Leo Delibes

Share roles: Storyteller, listener, observers

- One student (the storyteller) will talk about something that happened recently
- One student (listener) listens making sure they understand the story
- The three observers watch the listener's listening strategies.
- Observers share the strategies the listener used to hear and understand the storyteller.



Adapted from:

https://www.crededucation.net/resources/CR_Guidelines_and_10_CR_lessons_FCPS.pdf

Assign roles: The Storyteller shares a conversation they had which was challenging.

The Listener roles:

- Listener 1 listens for facts and paraphrases what is said.
- Listener 2 clarifies values and issues that arise
- Listener 3 listens for feelings and summarises the content
- Listener 4 observes body language



The listeners share what they heard and observed. The storyteller has a chance to respond.
Repeat 5 times so everyone has played each part.

Have a conversation about an issue that is challenging—a tough topic.

- Agree a topic and allow the conversation to flow
- Use the listening skills to support the conversation; **paraphrasing, clarifying, summarising and observing**
- Together try to manage the conversation so you stay in dialogue rather than argue.

Remember: Stay engaged, speak your truth, experience discomfort, don't try to 'win'.



In Pairs discuss:

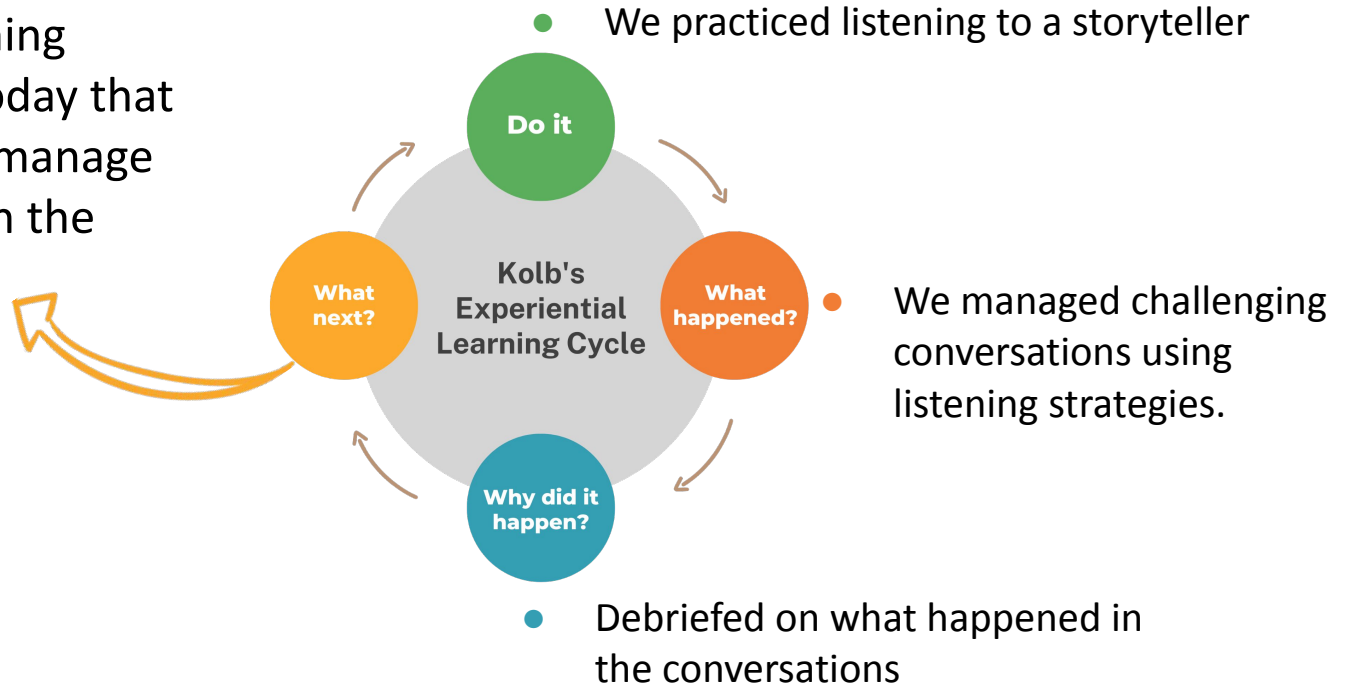
- Is it harder to listen for facts or feelings?
- How did it feel to be listening so attentively?
- Why is it important to differentiate between facts and feelings?
- Did the storyteller activity make the courageous conversation easier?



As a whole group summarise what we have learned from these conversations



- Is there something you've learnt today that you will use to manage conversations in the future?



Complete this short Expression questionnaire

- You completed this at the start of this topic (3 lessons) on Expression

Compare the responses on this questionnaire to the first time you did it.

Think about the experiences in these lessons:

- What made you think?
- What do you want to practice?

	Never	Rarely	Sometimes	Often	Always
<u>Communication (expression)</u>					
I can express my thoughts clearly					
I know when to listen and when to speak					
I can consider the feelings of others before responding					
I can recognise the importance of both similarities and differences					
I can predict a person's response based on their body language.					

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



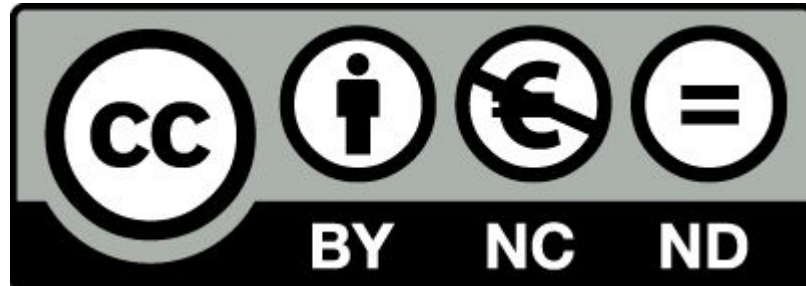
Co-creation Journey: Positive Relationships



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