

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	<p>Share the 5C's of the CfL 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>	Remind learners how a classroom that explores CfL topics needs to look, feel and sound.
Check-In Individual/ Whole Group (10 mins)	<p>Teacher shares a favourite piece of music and how it makes them feel. Then:</p> <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) Conversation comfort zone	<p>Working in groups of 5</p> <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 observers observe the listener's strategies for understanding. They share these observations with the listener. 	The story is something they have done or enjoyed.
Main Activity Groups of 5 (10 mins) The storyteller	<p>This builds on the warm-up</p> <ul style="list-style-type: none"> ● Students assign roles as 1 storyteller and 4 listeners ● The listeners are each listening for something different ● They will share what they observed from each of their roles ● The storyteller will respond to their feedback 	<p>Listening to roles: Paraphrase Identify feelings Clarifying values or issues Observing body language</p>

<p>Main Activity Groups of 5 (10 mins)</p> <p>Courageous Conversations</p>	<p>In groups of 5 students choose a tough topic of conversation.</p> <ul style="list-style-type: none"> ● Students allow the conversation to flow ● During the conversation students will use the listening and observing strategies they have previously practised to better understand points of view. <p>Their challenge is to stay in dialogue, not argue, be truthful and not try to win.</p>	<p>A tough topic could be something topical and emotive.</p> <p>Exercise caution and check the topics are appropriate.</p>
<p>Reflection Pairs/Whole Group (10 mins)</p> <p>Debrief</p>	<p>Students may like to gather their thoughts on the debrief before sharing their responses to questions with the whole group.</p>	
<p>Check out Whole Group (5 mins)</p>	<p>Use the check out to enable students to think about what strategies they will take away from the session and what they will practice.</p>	
<p>Post- learning survey</p>	<p>As this is the last lesson in this mini-series students have the opportunity to take the survey again and notice if there are shifts in their responses.</p>	<p>Encourage students to consider what a shift in their responses might mean for them and their development.</p>

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