



Understanding Myself

16+
year olds

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 Life-Skills

Psychological
flexibility

Adaptability

Cognitive
Flexibility

Collaboration



Lesson Plan: Who do we need around us to reach our goals?

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, facilitator guide, option to print off the goal mapping framework.



Lesson Guide – Who do we need around us to reach our goals?

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

Equipment needed: Pen, paper, computer, projector, [facilitator guide](#), [Goal mapping print out](#).

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: View this facilitator guide ahead of the lesson		
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)	Guide learners through a short meditation. The meditation guide can be read out and is linked here	
Equal breathing	Remind students of the purpose of a guided meditation- that is a tool worth practicing to help us focus and relax	
Warm-Up In Pairs/Whole Group (10 mins)	Use the facilitator guide to support you through this. The activity guide slide deck also leads both you and students through the task.	This task can be linked to advice on looking out for each other at a party, as a technique to check in and make sure everything is ok and safe.
Feeling Supported	<ul style="list-style-type: none"> ● This task requires space ● It is a fun activity designed to bring in to focus how it feels when we know someone is looking out for us, supporting us. <p>This is followed by a debrief to discuss how it felt to be supported and what role of peer support may play in our lives.</p>	

Lesson Video Guide: Who do we need around us?

Lesson support

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



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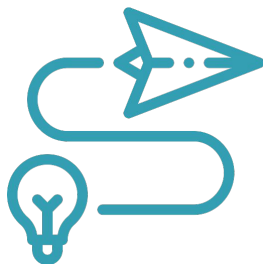
Unit:



The 5 C's



Collaborative



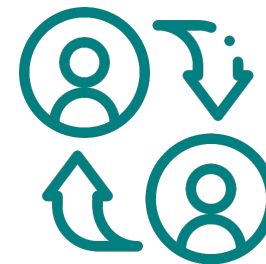
Creative



Caring



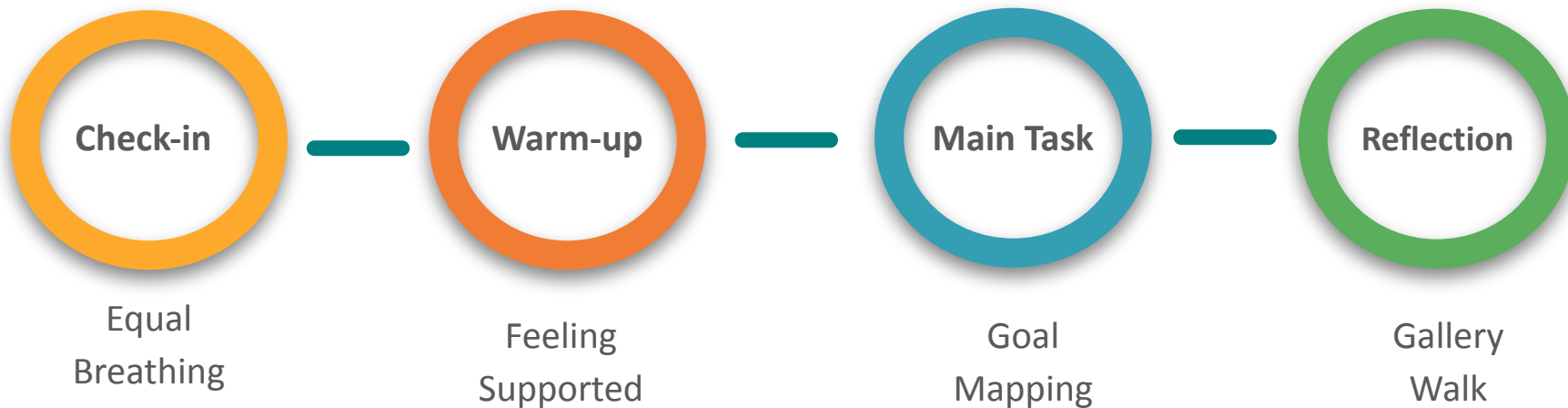
Critical



Communication

Activity guide: 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.



Follow the teacher's guided meditation

- Sit in a circle or find a comfortable space
- Experience the meditation

Reflect on how the exercise makes your mind and body feel.



playmeo

Mindful Breathing

Equal Counts 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.
- Loosen up your shoulders and feel the tension release from your body.
- Remember to keep your spine straight.
- Now, take a deep breath in and count.
- Continue to breathe in until you feel your breath fill up your belly.
- Don't force your breath - inhale for as long as is comfortable for you, whether that's two seconds or six.
- Now, hold your breath for the same amount of time as your inhale.
- Take this time to check in with your body. Is there any tension you can let go of?
- Focus on the counts.
- If your mind wanders, feel free to count quietly to yourself.
- When you're ready, exhale for the same amount of time again.
- Feel your breath traveling out through your mouth. Let go of anything that you no longer wish to hold on to.
- Finally, hold this exhale for the same few seconds before breathing in and repeating this process.
- Repeat this equal breathing a few more moments, really feeling your body relax.
- If you find it difficult to hold your breath or are forcing it, try a shorter time. The length of time does not matter, only that it is equal throughout.
- Practice for a few more rounds at your own pace.
- When complete, bring awareness to your fingers and toes, then when you're ready you can open your eyes.
- This may be a good time to invite your group to participate in some group reflection or solo time.



Warm-up: Feeling supported

In pairs

This activity requires space. [Use this facilitator guide as support](#)

- Find a partner, stand in the circle
- Play tag with your partner, taking turns being the tagger
- Tag your partner and ask 'Are you OK?' your partner says 'I am OK'
- Decide in pairs who will be the tagger first. Game time: 3 minutes.





Debrief: I'm OK, you're OK

In pairs

Reflect in pairs on the activity:

- How did it feel to make contact with your support partner?
- How did you stay connected even when you were separated?
- What roles can peer support play in our lives?

Example: Imagine you are at a party and you have a buddy and agree to check in on each other and make sure you are both OK.

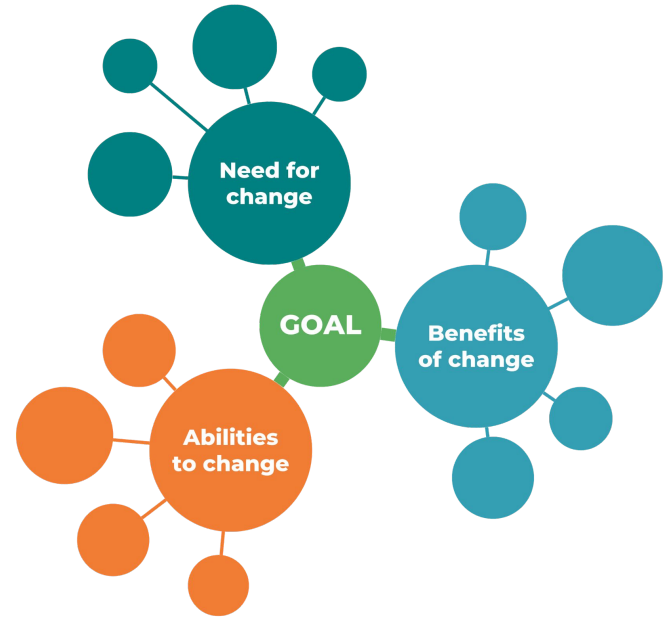


When we set goals in our lives we often need support to keep us on track and hold us to account.

In this task use or draw the [goal mapping framework](#) as support.

- Identify a **small goal** in the center of the map
- Focus on the **need for this goal**
- Identify the **benefits of this change**
- Identify the **abilities needed** to enable this change.

Consider barriers and abilities to change along with the assets you have to enable it.



Reflection: Gallery Walk

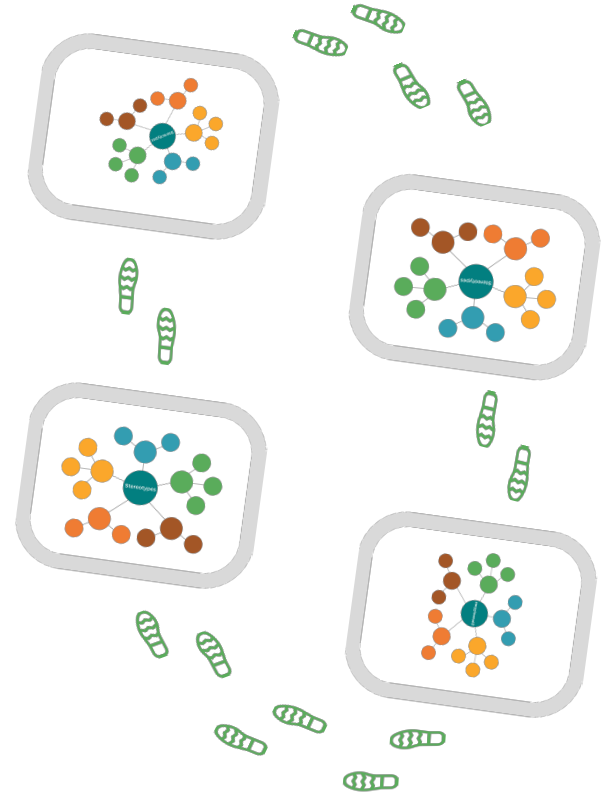
Whole
Group

Visually represent your goal on the back of the goal mapping sheet using symbols, words, or drawings.

Make your goal clear and include 3 ways in which the group can support you.

Then:

- Leave the goal sheets on the desk
- Walk around silently studying the goal sheets.
- Reflect on how you can support others to meet their goals.

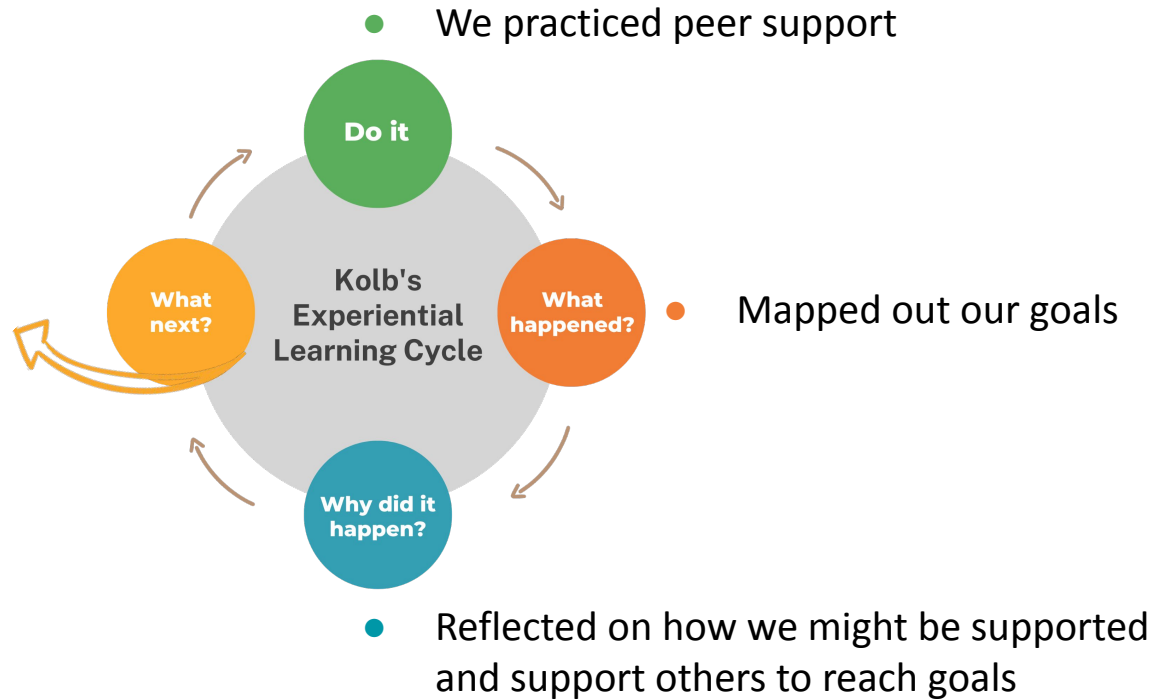




Check-out: What next?

Whole
Group

- How can you use what you have learned in the future?
- Example: This week, let your peers know how you can help them reach their goals



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





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