

Lesson Plan – 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) Equal breathing	Guide learners through a short meditation. The meditation guide can be read out and is linked here 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) Feeling Supported	Use the facilitator guide to support you through this. The activity guide slide deck also leads both you and students through the task. <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>	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.



<p>Main Activity - Individually (15 mins)</p> <p>Goal mapping</p>	<p>Transition learners from being very active to refocusing on their goals.</p> <ul style="list-style-type: none">• Learners can draw out the map from the slide picture or be given the goal mapping handout. <p>The activity guide slides leads learners through each phase of the goal mapping.</p>	
<p>Reflection Individual (10 mins)</p> <p>Gallery Walk</p>	<p>Learners turn on to the back of their goal map.</p> <ul style="list-style-type: none">• On the back they will draw a visual representation of their goal, using words, symbols and images.• Clearly list 3 ways that their peers may support them in achieving their goal.• Leave their map on the desk or hang it on the wall.• Students walk in silence, viewing the goal maps and the need for support.•	
<p>Check-out Whole class (5 mins)</p> <p>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. Optional: Discuss as a whole group what goals they saw and how they can support their peers to reach them.	

***Keep the goal mapping charts as students may need them in the next lesson.**