



### **Welcome to the Loving Classroom Lesson Plans: Ages 7-11**

These lesson plans directly support the Loving Classroom textbook for ages 7-11 and the associated PowerPoint lessons.

You may also be interested in reading Loving Classroom for 11+ year olds in order to have a deeper understanding of the methodology being used.

To buy your copy of the book visit: [www.lovingclassroom.com/hand/shop](http://www.lovingclassroom.com/hand/shop)  
Download the PowerPoints: [www.lovingclassroom.com/head/powerpoints](http://www.lovingclassroom.com/head/powerpoints)  
For an apple version then please email our team

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### **Training**

These lesson plans assume that you already know how to deliver the Loving Classroom curriculum because you have engaged in the teacher training – either in person or video training. As such, these lesson plans are more of a handy reminder of how to structure a lesson rather than a detailed instruction guide. They may also be useful evidence for your teaching files.

If you require more detail in delivering the material then please speak to your local Loving Classroom Trainer / Love Engineer

If you would like to train to be a Loving Classroom facilitator (Love Engineer) then please email [Training@LovingClassroom.com](mailto:Training@LovingClassroom.com)

# HAVE FUN

## Ethos

It is important that students enjoy the sessions and have fun building a loving world. If it becomes about writing, progress or being 'told off' for our mistakes then students will lose the motivation to open up and put the skills into practice.

We have tried to design fun, inspiring sessions that teach important knowledge and skills – but you know your class better than us so bring in stories, games, puzzles and other ideas to bring it to life for your class.

The whole curriculum is based on the **4H Methodology**:



**Humanity Being**: just like a human being consists of many different parts working together in harmony, so too, the *humanity being* is the many different parts of humanity working together in harmony. Good pulls the *humanity being* together. Bad rips it apart. Our guiding vision is a healthy, happy, fulfilled *humanity being*.



**Head**: Constructively & effectively communicating with all parts of the *humanity being*.



**Hear**t: Desiring the well-being of every individual and part in the *humanity being*.



**Hand**: Putting the good **thoughts** and **feelings** of head and heart into **action**.

**Curriculum**: **Respect, Compassion, Listening, Kindness, Gratitude, Love, Friendship, Care**

**Course Length**: 17 hours: 15 lesson plans of one hour plus 2 hours extra for projects and follow up tasks. This can be edited to 12 - 22 lessons depending on how much exercise/discussion time given. Lesson plans downloadable from [lovingclassroom.com/head/training](http://lovingclassroom.com/head/training).

## Goals:

	Short Term Goals	Long Term Goals
<b>Increased</b>	Mental Health and Self Esteem Mutual Respect and Good Will Happiness-Hope-Harmony Tolerance and Patience Conflict Resolution	Cohesive Families, Citizenship, Employment Business: Caring, Honest, Ethical Government: Working Together International Cooperation Peace
<b>Reduced</b>	Abuse and Apathy Bullying and Feuding Anger and Depression Vandalism and Violence Discrimination and Ridicule	Poverty and Neglect Exploitation and Crime Alcohol and Drug Addiction Human and Environmental Illness Communal and International Conflict

## Set Up

The shape of the room says a lot about the type of lesson students will experience. For best results, ensure students and the teacher are in a horseshoe. This allows for open discussion where everyone is in equal position. Students will need to be able to see the board at times for prompts, questions and song lyrics, but will spend most of their time discussing and doing activities with each other.

At times they will need to break into pairs and groups, using the open space of the classroom to spread out.

If for some reason it is too impractical to move all of the desks then please make sure that all students can see each other and are able to move around when needed.

## PowerPoints

Everything needed to deliver the lesson is contained within the book, lesson plan and PowerPoints. The PowerPoints are currently designed for windows computers and are not open for editing – making them viewable with any version of ‘PowerPoint Viewer’. Please test your PowerPoints before use to get a feel for the flow of the lesson and check they are working with your computer. All lessons require the Loving Classroom songs which may be played through the computer (test your sound) or a separate CD player whilst the lyrics are displayed on screen.

If for some reason the PowerPoints are not working then you will still be able to do the whole lesson using only the book (and perhaps a CD player for the songs).

## Practise

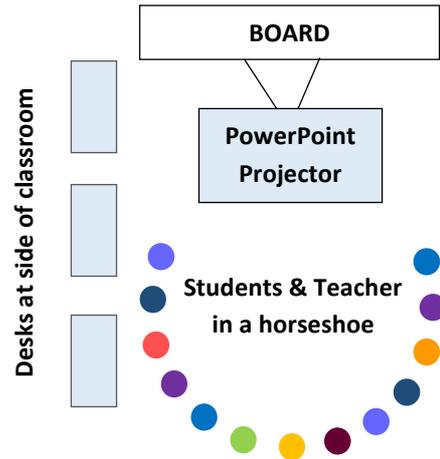
**“I still believe in ‘All You Need is Love,’ but I don’t believe just saying it is going to do it.”**

John Lennon

It takes TIME to put loving words into action.  
It takes TIME to talk and listen to one another.  
It takes TIME to do the exercises in this book.  
It takes TIME to practise to be a good tennis player.  
It takes TIME to practise to be a loving classroom.



Giving **TIME** to **DO** the exercises in this book is what it takes to **build** a *loving classroom*. If the class want more time to discuss a concept or practise a skill then go with it.



## Songs

The book is built around 10 key songs (one for each virtue) as well as a Welcome Song and the Mission Statement song. In the book, you will see this music symbol every time there is a song to sing.



The routine for songs should be:

- Listen – hear the whole track once through without singing to process the melody and meaning.
- Learn – Spend a few minutes learning the words.
- Discuss – Ask the question “What does this song teach us about Respect/Compassion? etc.” Students should start to pick out elements of the definition for that virtue or words / phrases that they find interesting.

Each chapter starts with a song, defines the virtues, gives examples / stories / discussions and then goes into a crucial song activity. Key lyrics from the song are on the activity page to show student how the song is reminding them about that virtue. A smaller version of the red music note is beside each song lyrics. As they complete the activity it should give the song more meaning and personal significance.

At the end of each chapter students can sing the song again – now that they have done the activity associated with the song, it can act as a source of inspiration, a set of instructions or an encouragement to act. Hopefully, if the songs are played elsewhere around school (assemblies and music lessons) then they will remind students of the good energy and actions done in the lesson.

## Timings

Each lesson plan is one hour long, designed to fit most standard timetables. If this does not fit your school schedule then please edit the plans in line with your knowledge of your class. They could be squeezed into 45 minute sessions or you may prefer to do 10 minutes a day.

It is worth noting that the timings are a rough guide only. Each class is very different and some will want to spend a long time discussing each part in detail where others will speed through activities. A lesson may take longer if students are discussing the material in great depth, asking challenging questions, telling their own stories or if they want to do every activity in the book. You may also explore interesting tangents or disagreements that take time but are in fact very valuable in helping the class reach harmony. Lovingly explore whatever avenues your students want to take.

### *The Rotten Tomatoes Example*

During a history class, a student interrupted with a seemingly silly and irrelevant question: "How much do rotten tomatoes cost?" The teacher could have told him off, but instead he spent time investigating: "That's a strange question. Why did you ask it?" The student was worried about being in trouble and so shut down: "Forget it. Nothing." "Please. It's really interesting. Why?" The student then opened up. "Well, history is a waste of time. It has nothing to do with real life."

This then led to an amazing (and unplanned) discussion about history and the meaning of life. The classes were great from then on. Though some conversations may seem to be wasting valuable time, remember that even more valuable outcomes may be found by having them.

This may mean that you complete the course in as little as 12 hours or as many as 23. (Though we estimate 17 hours are needed for sufficient depth) As long as you feel your students are developing a strong understanding of the 4Hs and the 8 virtues, time is not an issue.

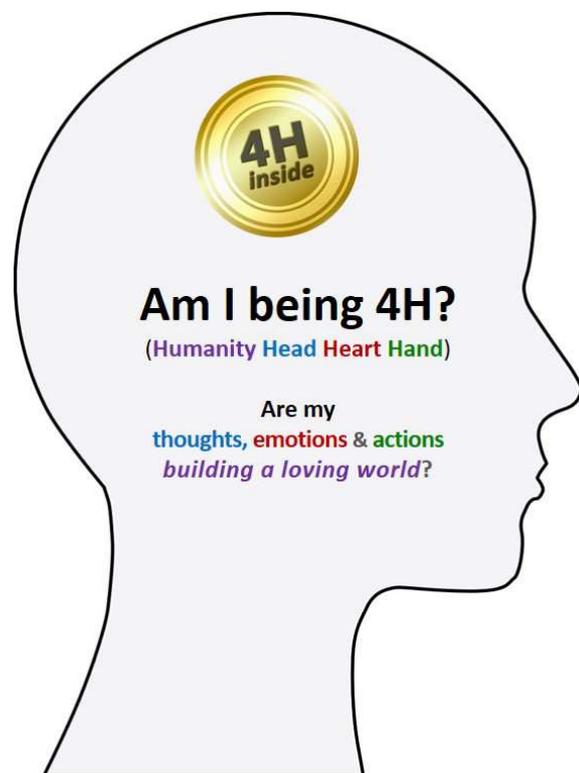
- Humanity being – I know how this relates to the wider world
- Head – I understand the theory / ideas
- Heart – I feel comfortable / happy / positive about this
- Hand – I can use this idea / concept / I will change for the better

As a teacher you will know your class well and should feel confident planning a timing structure that suits your class using these lesson plans and your own knowledge of the book.

## **Handy Tips and Guidance**

1. **Test the PowerPoint.** Familiarise yourself with the order of animations and transitions. Also check that embedded videos work with your device – if not you may need to find them on YouTube.
2. **The *Loving Classroom* programme (LC) is about depth and breadth.** Depth is about a solid personal understanding of the virtues of LC and breadth is about having a wide reach in society. At any point feel free to discuss with the class “How can you use this? How can the *Humanity Being* benefit from this?”
3. **Enjoy saying ‘I don’t know’.** It is ok not to have all the answers. In fact, it’s expected. That’s real life learning. When you come across a difficult question or concept, spend time learning from fellow students and teachers to explore ideas. If they teach you something then enjoy thanking them. Our team are always available for queries at [Friends@LovingClassroom.com](mailto:Friends@LovingClassroom.com) or you can ask questions on our website using a link on the bottom right hand side of each PowerPoint.
4. **Ask don’t tell.** This sounds obvious, but quite often we can be in the habit of telling people what they need to know or do. Imagine coaching someone who is playing basketball. After each shot you may tell them; aim to the left. Throw a bit harder. Try an underarm shot instead. Though this directive feedback may improve performance, it takes ownership away from the learner. Instead, think of good ‘coaching’ questions you can ask. Coaching is all about recognising that people have the solutions within themselves. Try questions like; How do you think you did? What could you do to improve? Are there any new methods you could try? The *Loving Classroom* book is full of questions to get students thinking – give them plenty of time to generate their own ideas because then they will own their journey.
5. **There are no ‘stupid’ answers** – only misconceptions or signals of pain. Sometimes if a student deliberately gives a ‘stupid’ answer, it can be an indicator that they are hurting (bored, distressed, patronised etc “Painful behaviour comes from people in pain”). The Rotten Tomatoes example illustrates just that. There are no stupid questions – there are only gateways to loving relationships.
6. **Ask difficult questions but always with respect and care.** The purpose of any question should be to challenge them in a way that allows them to explore the *humanity being*, never to pull anyone down.
7. **Use your own stories where possible.** The contains some examples and stories to spark discussion. However, for a deeper impact, use stories from your own life, class or school to relate to students. Feel inspired to share stories, to help us create a bank of resources online. Instead of typing, you may wish to send us a video of your story (or, for example, a YouTube pointer). We’d love that... to upload your video to our site and inspire the world.

8. **Use the whole book** to record great ideas, quotes, plans-for-action or stories. As well as completing the activities, encourage students to use this as an inspirational diary.
9. **Praise contributions.** Students may feel vulnerable talking about emotional concepts and sharing their ideas. It is important to create a supportive culture by praising contributions and involvement.
10. **Calm:** I once did training in a school where the headmaster said, “Only if I could slow things down... so that our students could have a proper, normal conversation...” If needed use a meditation task from the book to help students feel calm and ready to learn.
11. **Do not read from the book like a manual.** The best *Loving Classroom* lessons have an element of flow and spontaneity which can be difficult to achieve when reading from the book. It is better to familiarise with pages before the session and then use the PowerPoint or lesson plans as activity and discussion prompts. Some quotations, definitions or instructions are to be read word for word, but in general use your fantastic teacher skills to bring flair to the session.
12. **Students do not follow along in the book.** Students should be focused on the class discussion and slides, reading from the book may be a distraction. Teachers should direct students to book pages when it is time to complete an activity but then encourage them to put it down straight after (unless they are making notes). The book is to be used as a diary of progress for students and a way to learn more, follow up and share with others at home.
13. **Be a leader.** Practice all the exercises in your life and really get into them, to understand, feel and act in a way that represents the Loving Classroom ethos. If you get into it, then your students really will. If ever you face a challenge and need to take a reflective break, try asking yourself the mindfulness question...
14. **Lastly and very importantly, have fun!** It is important that throughout the whole programme students and teachers enjoy the material and the time spent together in order to encourage them to share, practice and take their learning into the wider world. We hope that you enjoy the rich learning on offer to you. Thank you.



## Lesson Plan Format – A Guide to the Lesson Plans

**Lesson Outcomes** – Our aim is to show what students will be able to do by the end, rather than the steps taken to get there. If your planning format does use ‘steps to success’ then please feel free write your own objectives / outcomes using the activities being covered.

**The purple (humanity) goal is always about strengthening the virtue for the lesson.**

The blue (Head) goal is always about knowledge.

The red (Heart) goal is always about feelings / emotions / attitudes.

The green (Hand) goal is always about action. Putting time and effort into practising the virtue.

**Equipment:** All lessons will require the Loving Classroom books, PowerPoint and pens/pencils for students to use. Any additional equipment is listed.

Mins	Activity	Overview
15-25	<b>Top 5 Class Virtues</b>	Class discussion to decide on their top 5 Loving Classroom Virtues. Ensure all members get to express their views and share ownership of the final 5. Consider using class voting to help with agreement. Record final virtues on [p12]
15	Artwork	Work in groups to design & produce artwork / posters to depict the class virtues. What do they mean?
TASKS	<b>Class Virtues</b>	Create follow up materials to embed the virtues in classroom life. E.g. posters, photos of children showing those virtues in action.
	Beautiful lights	Encourage students to tell others what their beautiful lights are. Make greeting cards for each other or a family member. A class board to celebrate their lights.

**Rough** timings of activities are based on our experiences of running Loving Classroom. However, every class is different and some activities are optional. Use these as a rough guide and feel free to make adaptations where appropriate.

All activities in **bold** are an essential part of the lesson and should be carried out. Those in regular font could be added if there is time to extend the learning.

TASKS are written in ‘Hand green’ at the bottom of each lesson plan to show you how you could add more activities to your curriculum or home learning. Activities in **bold** are ones that are a direct result of the lesson and should be carried out after the class.

[p25] Page numbers are included in square brackets for instances where you will need to refer students to pages to record their ideas.

**Songs** – Each song is followed by the phrase “Listen – Learn – Discuss.”

The only exceptions to this are the welcome song, where students generate actions for the song, and the two bonus songs at the back of the book which can be enjoyed at your leisure.

## Course Introduction

This introduction lesson is a little shorter as it is focussed on the pre-course evaluation. We have estimated 20 minutes to discuss the 8 statements, but some classes may take much longer and others may take less.

You may want to use any remaining time to spend longer learning / performing the song.

### POWERPOINT 1

<b>Lesson Outcomes:</b>		
To identify and discuss our current levels of positive relationship behaviour.		
To feel motivated to improve our self-ratings by engaging with the programme.		
To set goals for things we would like to see improved in our class and our school.		
<b>Equipment:</b> N/A		
Mins	Activity	Overview
5	<b>Books</b>	Give out Loving Classroom books. Ask students to put their name in the cover (or if preferred use a permanent marker / sticker to put names on the front).
20	<b>Class Ratings</b>	Before beginning the programme we want the class to evaluate their current 'loving behaviours'. As a whole class discuss the 8 statements on the PowerPoint (and page 1 of books). "How often do they do each of the things listed?" We ask how often because we may <i>know</i> to be thankful 100% of the time, but when we are sad we may forget to feel thankful or show appreciation, lowering the overall score to say 60%. Encourage students to democratically discuss their ideas to decide on a final score for each of the 8 statements. If the percentage out of 100 is 'too big' then encourage students to score from 1-10 instead. Record scores in books (including your book) as we will need these again at the end of the programme.
5	<b>Context</b>	Explain to students that they will be beginning a programme of Relationship Education – using the book to practice tools to help them have happier and more harmonious relationships and to help build a loving world. The course contains lots of songs to help them build those loving relationships.
15	<b>Welcome Song</b>	Listen – Learn – Generate Actions Short introduction of the Loving Classroom programme and 8 virtues Slide 5 displays the 8 virtues. You may want to see what students think these words mean. Don't worry about defining them just yet, as each session will do that.

## Respect, Part 1

POWERPOINT 1 – Start at slide 6

<b>Lesson Outcomes:</b>		
<b>To strengthen Respect in the classroom and for humanity.</b>		
We know that everyone has something valuable to contribute to the world.		
We feel that all in our class need to be appreciated for their value.		
We do put time/effort into valuing all in our class and treating them well.		
<b>Equipment:</b> drinks, cups, paper / whiteboard for brainstorming		
<b>Mins</b>	<b>Activity</b>	<b>Overview</b>
5	<b>Welcome Song</b>	Sing once through to refresh the core ideas and 8 virtues.
5	<b>Humanity Being</b>	Discuss the humanity being graphic – what might it mean? Explain that the song and activity should show us what it means.
15	<b>Respect Song</b>	Listen – Learn – Discuss
15	<b>Drinks Activity</b>	List all those involved in preparing the drinks. Clues / answers on [p7] Enjoy drinking them and saying thank you.
5	<b>Definitions</b>	Define Humanity Being and Respect. Check understanding. You may want to relate it back to the song and the 'beautiful lights'.
15	<b>Good and Bad</b>	Define Good and Bad. Students to discuss and record on p10 of their books – Good they can bring to Humanity and Bad they would like to help fix. Spend time sharing these ideas in a class circle to motivate each other.
<b>TASKS</b>	Good and Bad	How would you like to see the world / humanity made better? Posters, interviews, role plays, stories.
	Acknowledge Humanity	Who was involved? Use the drinks task to consider a different object (food, clothes, furniture, stationary) and all the people in humanity who helped.

## Respect, Part 2

<b>Lesson Outcomes:</b>		
To strengthen Respect in the classroom and for humanity.		
We know that everyone has something valuable to contribute to the world.		
We feel that all in our class need to be appreciated for their value.		
We do put time/effort into valuing all in our class and treating them well.		
<b>Equipment:</b> paper, colouring equipment		
Mins	Activity	Overview
5	<b>Respect Song</b>	Sing once through to refresh ideas on Respect and the Humanity Being.
10	<b>Introduce 'Virtues'</b>	Explain that Loving Classroom has 8 virtues – qualities needed for harmony in the world. The class is a small part of the world and so may need different virtues to be harmonious. Take time to read and check understanding on the virtues listed on [p11]
15-25	<b>Top 5 Class Virtues</b>	Class discussion to decide on their top 5 Loving Classroom Virtues. Ensure all members get to express their views and share ownership of the final 5. Consider using class voting to help with agreement. Record final virtues on [p12]
15	Artwork	Work in groups to design & produce artwork / posters to depict the class virtues. Consider what they mean, what they look like in action. These can be put up in the classroom for monitoring and motivation.
10	<b>Beautiful lights</b>	For each part of the respect song (You, They, I, We) students should identify a person (or group) and reasons why they are a beautiful light: skills, talents, good qualities, kind actions etc. Record ideas ready to sing the song.
10	<b>Respect Song</b>	Sing again, thinking about the people they identified and their good qualities. Feel positive about that person / group.
5	<b>Summary</b>	Summarise what was learned. Note the 3Hs. Head = Knowledge / Ideas Heart = Feelings / Inspiration Hand = Practical outcomes
TASKS	<b>Class Virtues</b>	Create follow up materials to embed the virtues in classroom life. E.g. posters, photos of children showing those virtues in action. Ask students to give special mentions / thanks to classmates performing the virtues well this week.
	Beautiful lights	Encourage students to tell others what their beautiful lights are. Make greeting cards for each other or a family member. A class board to celebrate their lights.

## Compassion, Part 1

<b>Lesson Outcomes:</b>		
<b>To strengthen Compassion in the classroom and for humanity.</b>		
We know our individual strengths & how they can help/support all in our class.		
We feel a desire to use our strengths to help/support all in our class.		
We do put time/effort into using our strengths to help/support all in our class.		
<b>Equipment:</b> optional blindfolds (students can just close eyes)		
Mins	Activity	Overview
2	<b>Virtues table</b>	Fill in the missing virtue [p16]
13	<b>Compassion song</b>	Listen – Learn – Discuss
15	<b>House Game</b>	In pairs one person helps the other draw a house with their eyes closed. (3-4 mins each) Take turns to play on [p18] Explain how it shows compassion, give each other a score out of 10 for compassion.
10	<b>Strengths</b>	Circle personality strengths on [p20]. Note that these are things that come easily / are strong – don't circle everything, really focus on strongest qualities. Students may like to discuss with partners / groups. Students may like to share some examples of strengths.
10	<b>Humanity Being Personality</b>	Explain the 3 Humanity Being personalities: Thinkers, Relaters, Doers. We can all think, relate and do but we may have one we are stronger at. Humanity (and our class) needs all of them to work well. Allow students to go back and look at their strengths on [p20] – discuss with a partner what their personality type is. Circle the type on [p21]
15	Weaknesses	You may like to discuss what each of these types could be weaker at so that classmates can be ready to help each other.
10	<b>4H System</b>	Explain the 4H system – relate it to the contents page of the book and the lesson summaries. All colour coding on PowerPoints and throughout the book helps you find these 4Hs.
TASKS	<b>Class Virtues</b>	Review the Top 5 Class Virtues chosen last time. Are we doing them well? How can we get better?
	Thinking, Relating, Doing	Use this language to notice each others strengths this week. E.g. you concentrated really hard on that, good thinking. You made sure your friend was happy, good relating. You used the plan to make something, good doing.

## Compassion, Part 2

<b>Lesson Outcomes:</b>		
To strengthen Compassion in the classroom and for humanity.		
We know our individual strengths & how they can help/support all in our class.		
We feel a desire to use our strengths to help/support all in our class.		
We do put time/effort into using our strengths to help/support all in our class.		
<b>Equipment:</b> n/a		
Mins	Activity	Overview
5	<b>Compassion Song</b>	Sing once through to refresh ideas on Compassion, strengths, weaknesses and helping.
10	<b>More Strengths</b>	Refresh on last week's personality strengths. They were given examples. Students should record some more examples of their strengths (in and out of school) on [p23]. Below that list some weaknesses too.
5	<b>A Weakness to Share</b>	Explain that students will be sharing their weaknesses – create a safe environment to do so. Students record one weakness to share with the class and ask for help. [p24].
25	<b>Strengths and weaknesses circle</b>	Whole class stands in a circle (with their books nearby but not in use the whole time). One student shares a weakness – members of the class who are strong in that area commit to help them. Sharing student – record who will help them (and how) in their book [p24]. Helping student(s) – record in their book who they will help and how [p25]. Rotate so that all class members share a weakness and are offered help.
10	<b>Compassion Song</b>	Sing again, taking joy in their own unique strengths and weaknesses. Think about the people who will help them and who they committed to help.
5	<b>Summary</b>	Summarise what was learned.
<b>TASKS</b>	<b>Helping</b>	Students recorded who they would help. Remind class members to carry this out over the week.
	<b>Compassion awards</b>	Students can celebrate instances where they have helped each other. Mentioning it at the end of the day or posting notes on a notice board.

Note – This lesson is focused on warmly identifying weaknesses so that class members can identify areas for support and compassion. 25 minutes assumes roughly a minute per student.

## Listening

<b>Lesson Outcomes:</b>		
<b>To strengthen Listening in the classroom and for humanity.</b>		
We know and appreciate the needs behind what people say.		
We feel sensitive to the emotions in what people say (positive and negative).		
We do put time/effort into understanding all in our class (thoughts & feelings).		
<b>Equipment:</b> n/a		
Mins	Activity	Overview
2	<b>Virtues table</b>	Fill in the missing virtues [p27]
13	<b>Listening song</b>	Listen – Learn – Discuss
2	<b>Define listening</b>	Note that it has elements of Head, Heart and Hand.
8	<b>Chinese Whispers</b>	Create a class circle to play Chinese Whispers. (Teacher choose a short sentence or quote to pass around). The objective is to listen and understand so repetition is ok.
5	<b>Zara's Story</b>	Teacher reads Zara's story. Students to listen carefully to the detail. Introduce key phrase "Painful behaviour comes from people in pain." Note – it doesn't make their behaviour right, but it helps us to respond in a more loving way.
10	<b>Story Questions</b>	[p33/34] How did Zara cause pain to others? (bumped Stefan, snapped, shouted at Dylan) Why was Zara in pain? (Late, told off, finds maths difficult, argument with sister) Can you think of ways to help Zara?
15	<b>Listening Faces</b>	Mix students into pairs. Use the faces and prompt questions on [p35] to take it in turns to ask how each other about their mood and listen deeply. Use the post its on [p36] to write a summary and listen for the different parts of the conversation.
5	<b>Listening Song</b>	Think about listening to people deeply, looking for the positive and negative emotions so you can really help the other.
5	<b>Summary</b>	Summarise what was learned.
<b>TASKS</b>	Painful Behaviour	You could discuss examples of painful behaviour that aren't in the story (e.g. hitting, social media posts) and what pain could be motivating it.
	Emotional check-ins	Class could create their own versions of the mood faces and place them around the classroom. This can be a prompt for checking in with each other or they could move their name/photo to the face that captures their mood now.

## Kindness

### Lesson Outcomes:

**To strengthen Kindness in the classroom and for humanity.**

We know how to use words and tones to help others feel safe to communicate.

We feel that everyone needs a safe space to communicate and share.

We do put time/effort into helping all in our class feel safe to express themselves.

**Equipment:** n/a

Mins	Activity	Overview
2	<b>Virtues table</b>	Fill in the missing virtues [p38].
8	<b>Kindness song</b>	Listen – Learn – Discuss
5	<b>A Kind Note</b>	Individual reflection. Write a note on [p40] to someone to improve a relationship.
2	<b>Define Kindness</b>	Note that in Loving Classroom kindness is not about ‘actions’ but communication. Kindness and listening go together because if you do not speak kindly then there is nothing to listen to.
8	<b>Unkind Speech Bubbles</b>	Look at the speech bubbles with examples of unkind phrases. Brainstorm why someone might say those things. Record on [p42]
15	<b>Kinder Speech Bubbles</b>	Share how to say things in a kinder way using a 4H template. Look at the example. Then work with a partner to translate the other 4 speech bubbles. (The reasons for saying those things will come in handy).
5	<b>Finding A Kind Mood</b>	Explain that they will write the note again after watching the slideshow. Kindly ask that if some students finish before the rest they should stay quiet to allow others to keep their kind mood. Meditate to get into a kind mood – watch the picture slideshow.
10	<b>A Kinder Note</b>	Rewrite the note to the same person on [p53]. Draw together the good mood and the kind speech tools. Afterwards, compare notes.
5	<b>Kindness Song</b>	Think about how to set the best example by using kind words & tones.
5	<b>Summary</b>	Summarise what was learned.
<b>TASKS</b>	<b>Giving the note</b>	Use the note they wrote on [p53] to actually improve a relationship. Having a constructive conversation, writing a card/note/text message to speak kindly to that person.
	Translators	Look at examples of unkind words used in school, at home, in the news etc. Work as a class to recognise the pain and then write a kinder message.

## Gratitude

<b>Lesson Outcomes:</b>		
<b>To strengthen Gratitude in the classroom and for humanity.</b>		
We know about and appreciate the enormous number of good things in life.		
We feel good about the contributions coming from all in our class/school/life.		
We do put time/effort into ensuring all in our class are and feel appreciated.		
<b>Equipment:</b> n/a		
Mins	Activity	Overview
2	<b>Virtues table</b>	Fill in the missing virtues [p55].
13	<b>Gratitude Song</b>	Listen – Learn – Discuss
5	<b>Definition</b>	Define gratitude and outline the types of things that we can feel grateful for.
10	<b>Thank You Quiz</b>	In small teams record things they are grateful for in the class. Record on [p58]. Allow 5 mins or so for the quiz and then some time for sharing ideas and feeling good about those things.
15	<b>4H Thank You Note</b>	Model how to write a 4H thank you note using the example on the PowerPoint. Take students through each part of the note with them recording their own thank you on [p59-60]. Show them the finished result.
10	<b>Class Thank Yous</b>	Invite one student to come to the front with their book. Invite a selection of class members to say why they are grateful to this class member. The teacher (or a volunteer) should record in the student’s book for prosperity. Encourage qualities and behaviours – not possessions and appearance. Try to ensure a range of children do the speaking. Encourage children who are not close friends to do the thanking to build a loving atmosphere. Swap students - In 10 minutes you may get 2-4 class members done.
60	Class Thank Yous	By the end of the Loving Classroom programme everyone should have a list of gratitudes in their book. To go through everyone in the class requires more time. You may need another lesson or to model it here then integrate it in a different part of the timetable (e.g. end of the day). Decide where it is best to complete everyone’s thank yous.
5	<b>Gratitude Song</b>	Think about the person you wrote about in your thank you note.
5	<b>Summary</b>	Summarise what was learned.
TASKS	<b>Giving the note</b>	Use the note they wrote on [p59-60] to actually thank a person. They may like to thank multiple people; friends, family, classmates.
	Gratitude ideas	See [p62]. A daily journal, class gratitude wall or family gratitude discussion.

## Love, Part 1

<b>Lesson Outcomes:</b>		
<b>To strengthen Love in the classroom and for humanity.</b>		
We know how to reveal the deep levels of goodness within everyone in our class.		
We feel good about all in our class and want them to be happy and succeed.		
We do put time/effort into helping all in our class enjoy a good life.		
<b>Equipment:</b> colouring equipment, paper		
Mins	Activity	Overview
2	<b>Virtues table</b>	Fill in the missing virtues [p64].
13	<b>Love song</b>	Listen – Learn – Discuss
10	<b>What do we Love?</b>	Students draw, doodle, list or record what and who they love on [p66].
10	<b>Types of Love</b>	Love is often a big word! Discuss different types of love. Use the ideas students generated to compare the items and people: Do you love different things in different ways? Do two students love the same things but in different ways?
5	<b>Definition</b>	Share the Loving Classroom definition of love and see what the class think – does it work for the things they listed? Would they change it? How? Record any notes on [p68].
5	<b>Loving Humanity</b>	Look at the example of how to love humanity (as a whole) and an individual stranger within humanity. Check understanding of the head-heart-hand aspects.
15	<b>Loving A Stranger</b>	Break into small groups. Choose one bubble from [p71]. Groups could write, draw, act or explain how to love the individual in that scenario. (Know they have good in them, feel that good, do good for them). Allow preparation time and performance time.
TASKS	<b>Love Wall</b>	Celebrate the things and people they love by displaying them together, maybe even writing 4H thank you notes to the people on the wall.
	<b>Choosing to Love</b>	The class could identify someone difficult to love (character from a book, figure in the news) and work together to identify their goodness, feel good about them and think of ways to help them (to be carried out or just planned).

## Love, Part 2

<b>Lesson Outcomes:</b>		
To strengthen Love in the classroom and for humanity.		
We know how to reveal the deep levels of goodness within everyone in our class.		
We feel good about all in our class and want them to be happy and succeed.		
We do put time/effort into helping all in our class enjoy a good life.		
<b>Equipment:</b> numbered paper slips for randomising pairs		
Mins	Activity	Overview
5	<b>Love Song</b>	Sing to refresh ideas on the meaning of love.
5	<b>Interesting Questions</b>	Last time the class discussed loving humanity and strangers. Now they will practise choosing to love each other more deeply. Asking interesting questions to get to know each other better. Outline the examples of interesting questions – note that they allow partners to express a range of ideas. (Don't start asking yet). Students can record interesting questions of their own on [p73].
5	<b>Interview Preparation</b>	Explain the task – random / unfamiliar pairs. Take it in turns to ask an interesting question and listen deeply. Then provide feedback in your partner's book. Show an example of the feedback given. Check understanding at this stage.
5	Calming Task	If needed do a calming task to get all students in a good, kind mood. e.g. images from kindness lesson or more ideas on [p45].
25	<b>Loving Interviews</b>	Display instructions on screen. Pair students and allow them to spread out across the classroom. Approx 10-15 minutes for the pair: <ol style="list-style-type: none"> <li>1) Person 1 answers their question in detail.</li> <li>2) Person 2 writes loving feedback in person 1's book. [p74/75].</li> <li>3) Person 2 answers their question in detail.</li> <li>4) Person 1 writes loving feedback in person 2's book. [p74/75].</li> </ol> Then find a new pair to work in.
10	<b>Love Song</b>	Sing again, taking joy in the person they learned about, and feeling better loved themselves.
5	<b>Summary</b>	Summarise what was learned.
TASKS	<b>Helping</b>	If students identified a way to help their partner they should aim to carry it out as soon as they can.
	<b>Interviews</b>	Use the interesting questions to interview other members of the class, friends, family, school staff to get to know them better.

## Friendship, Part 1

<b>Lesson Outcomes:</b>		
<b>To strengthen Friendship in the classroom and within our wider relationships.</b>		
We know what it means to be a good, genuine friend for one another.		
We feel concerned that each classmate has at least one good, genuine friend.		
We do put time/effort into strengthening friendship with all classmates.		
<b>Equipment:</b> Dylan & Jonah video link (in PowerPoint but test beforehand).		
Mins	Activity	Overview
2	<b>Virtues table</b>	Fill in the missing virtues [p77].
13	<b>Friendship Song</b>	Listen – Learn – Discuss
5	<b>Dylan &amp; Jonah</b>	Students read about Dylan and Jonah (or watch the video). What makes them good friends?
5	<b>Define Friendship</b>	Define friendship. Then discuss the challenges of distinguishing friendship from other types of relationship.
5	<b>Friend or Not?</b>	Look at examples of scenarios and discuss whether they are friends or not. This is designed to start identifying the specific qualities of friendship rather than just 'being nice' or showing love. [p80].
5	Other Relationships	You may want to discuss differences between friendship and other types of relationship: friend, family, acquaintance, stranger, half friend, girlfriend/boyfriend, best friend.
5	<b>Improving Friendships</b>	Explain that the next few activities help us to improve friendships in different ways: The Head, Heart and Hand levels. (Definitions for each improvement criteria on the slides).
5	Extra Improvements	In addition to doing the key activity on the PowerPoint for Head, Heart and Hand, you may want to talk through the bulleted examples in the book (and add more of your own).
15	<b>4H Sorry</b>	Similar to the 4H thank you, go through the example of saying a 4H sorry. Note that saying sorry and being able to forgive are both good qualities of a friend. Students can use the table to think of any apologies they would like to give. [p81].
10	<b>Compassion scope</b>	The teacher invites children to close their eyes and think of a person they would like to feel closer to. Read the meditation statements slowly and calmly with a short gap between each one to allow thinking /imagining /feeling time.
TASKS	<b>Saying sorry</b>	If students identified anyone to say sorry to they should make an effort to say it (or write a note/card/text) and put things write by performing their action.
	<b>Good friend guide</b>	Students could research examples of good friends (like Dylan and Jonah) using celebrities, their family and other sources. Use this to celebrate admirable qualities in friendships.

## Friendship, Part 2

### Lesson Outcomes:

**To strengthen Friendship in the classroom and within our wider relationships.**

We know what it means to be a good, genuine friend for one another.

We feel concerned that each classmate has at least one good, genuine friend.

We do put time/effort into strengthening friendship with all classmates.

**Equipment:** ruler

Mins	Activity	Overview
5	<b>Friendship Song</b>	Sing the Friendship song to refresh ideas on what it means to be a good friend.
5	<b>Refresh</b>	Last time students activities to strengthen friendship. Head - strengthened understanding and trust Heart - strengthened closeness and feeling their emotions The Hand element is left to do – strengthening actions to care and show commitment.
10	<b>Action Interview</b>	Students pair up and go through the action interview together. How much of each virtue does your partner score and what can you do to help them. See example on the PowerPoint before pairing up. [p83].
5	<b>Friendship Scales (Explain)</b>	Outline that friendship can be measured – not to judge it but to help improve it. Go through the example using the scales for each of the Head-Heart-Hand categories. This allows you to draw a triangle showing the strength of the friendship.
15	<b>Friendship Scales</b>	Students should work in pairs (this could be random or chosen by students) to rate their friendship on each of the scales on [p86]. They can discuss their friendship as they go to help them select an appropriate number. Once they have marked all 3 scores, connect them.
5	<b>Strengthening</b>	Discuss in their pairs how they might like to strengthen the relationship.
10	<b>Friendship Song</b>	Sing the Friendship song again, thinking about the quality of their friendships and they ways they will improve them.
5	<b>Summary</b>	Summarise what was learned.
TASKS	<b>Helping</b>	If students identified a way to help their partner in the action interview then they should aim to do that as soon as possible.
	<b>Strengthening friendships</b>	If students identified a way to strengthen their friendship they should aim to do that as soon as possible.
	<b>Friendship Scale</b>	Student books contain one more blank friendship measurement that students can try on a friend, classmate or family member.

## Care, Part 1

<b>Lesson Outcomes:</b>		
<b>To strengthen Care in the classroom and for humanity.</b>		
We know how to build good relationships in the family/community/world.		
We feel passionate about good relationships in the family/community/world.		
We do put time/effort into building good family/community/world relationships.		
<b>Equipment:</b> n/a		
Mins	Activity	Overview
2	<b>Virtues table</b>	Fill in the missing virtues [p88]
13	<b>Care Song</b>	Listen – Learn – Discuss
5	<b>Definition</b>	Define care – taking action. Explain that although care is in the hand section, it still requires Head and Heart.
10	<b>Maslow's Hierarchy of Needs (5 levels of care)</b>	<p>You may want to give example of items that come under different sections of the pyramid:</p> <p>5. Learning, reaching potential, creativity, morality, spirituality, acceptance, purpose</p> <p>4. Confidence, achievement, respect, status</p> <p>3. Friends, family, intimacy, being able to share &amp; express,</p> <p>2. Home/shelter, healthcare, resources, money (for resources / security), caregivers</p> <p>1. Sleep, food, exercise, water, air, correct temperature, excretion</p> <p><u>Key point:</u> Maslow said you can't do well in the higher levels of the pyramid unless the lower needs are being met. Show sentences and see if children can identify which parts of the pyramid the needs address.</p>
10	<b>Maslow in the Care Song</b>	<p>Look at the lyrics from the song on [p92]. Get children to work in groups and discuss which bit of the pyramid they belong to. (Write the pyramid numbers next to the lyrics). Answers:</p> <p>5. "a world in harmony" (this captures a sense of 'oneness') "being all I can be"</p> <p>4. "pride", "confidence"</p> <p>3. "love", "friends"</p> <p>2. "safety", "shelter"</p> <p>1. "food", "sleep"</p>
5	<b>UN SDGs</b>	Introduce the United Nations and Sustainable Development Goals.
10	Exploring the SDGs	You may like to spend time talking about what all 17 mean with examples. There are child friendly websites that help to explore these in more depth.
15	<b>Project Matching</b>	Read the 8 examples of projects on [p93/94]. These should give the class some accessible ideas for their own projects later on. Work in groups to match the projects to ANY SDGs they support. Many support more than one SDG – some in an obvious way but others in indirect ways.
<b>TASKS</b>	SDGS	Spend time researching an SDG that you are curious about. Or as a class watch some videos on the Global Goals website about the SDGs and how young people are taking action to improve them.
	Project Ideas	Start brainstorming project ideas and thinking about which SDG they might support.

## Care, Part 2

<b>Lesson Outcomes:</b>		
<b>To strengthen Care in the classroom and for humanity.</b>		
We know how to build good relationships in the family/community/world.		
We feel passionate about good relationships in the family/community/world.		
We do put time/effort into building good family/community/world relationships.		
<b>Equipment:</b> paper		
<b>Mins</b>	<b>Activity</b>	<b>Overview</b>
5	<b>Care Song</b>	Sing the Care song to refresh ideas on what it means to look after the world.
5	<b>Refresh</b>	Look at [p93/94] with the project ideas. This week students will be developing their own idea for a project.
5	<b>Dialogue</b>	Explain the difference between an argument and a dialogue. See if student can notice the difference. (All). As the class begin discussing and planning a project they should consider whether all class members are understood, loved and are winning.
<b>25+ Project Planning</b>		Use the prompt questions on [p97/98] to start planning a project. Students may want to use the Maslow Pyramid and the SDGs to start generating ideas and then the 4H questions to add details to the final idea. <u>Guidelines:</u>
Your project will probably take more than one lesson to plan and implement – you won't exactly how long until they start. Prepare to allocate some more time to this.		<ul style="list-style-type: none"> <li>- The project idea should come organically from the students. If they are pushed into an idea they won't enjoy it as much or do as good a job.</li> <li>- Do not fundraise alone. It is ok to raise money for the next bit of the plan (e.g. to buy plants to put in a sensory garden) but not to raise money and donate it.</li> <li>- Do one whole class project. Separate projects lose the sense of unity.</li> <li>- Ensure all class members have a role. Thinkers may budget, relaters make posters or engage with the public, doers can make &amp; build.</li> <li>- Teacher; lovingly use your expertise to facilitate the tricky parts of the project with students. E.g. permission slips, trips, risk assessment, accounting for money.</li> <li>- Projects can be as big or small, short or as long as you like. If you know that you have time / scale / budget constraints then lovingly share these with the class before they plan so that they can meet your needs too.</li> </ul>
5	<b>Follow Ups</b>	Introduce the idea of sharing projects and connecting classrooms [p99]. This is a way to help build a loving world.
10	<b>Care Song</b>	Sing again, taking joy in the good they will do for humanity and thinking about working together.
5	<b>Summary</b>	Summarise what was learned. Students hand books in ready for certificates / feedback.
<b>TASKS</b>	<b>Care Project</b>	Students should carry out their care project.
	Sharing projects	Students could create a way of telling other classes/ schools/ governors/ community about their project. Who they helped, how, how it relates to SDGs, what they learned. Consider a report, play, presentation, video. Loving Classroom would Love to hear about it and share it on our website.

## Take Off

<b>Lesson Outcomes:</b>		
To identify and discuss changes to our levels of positive relationship behaviour.		
To feel motivated to continue using the tools to create positive relationships with others.		
To commit to continue some/all of the practices of the programme.		
<b>Equipment:</b> n/a		
Mins	Activity	Overview
2	<b>Virtues table</b>	Fill in the missing virtues on screen – Can the class remember all 8 virtues?
8	<b>Certificates</b>	Congratulate students for completing the programme. Hand back students books with completed certificates in them. Give students time to enjoy their comments.
25	<b>Class Ratings</b>	<p>Before beginning the programme the class completed an evaluation of their 'loving behaviours'. Now that they have finished the course they should complete these again to see if/how they have improved.</p> <p>As a whole class discuss the 8 statements on the PowerPoint (and page 105 of books). "How often do they do each of the things listed?"</p> <p>We ask how often because we may <i>know</i> to be thankful 100% of the time, but when we are sad we may forget to feel thankful or show appreciation, lowering the overall score to say 60%. Encourage students to democratically discuss their ideas to decide on a final score for each of the 8 statements. If the percentage out of 100 is 'too big' then encourage students to score from 1-10 instead. Record scores in books.</p> <p>Please lovingly upload the class before and after scores to our website for impact monitoring.  <a href="http://www.lovingclassroom.com/head/evaluation/">http://www.lovingclassroom.com/head/evaluation/</a> password ILY</p>
5	<b>Connecting Classrooms</b>	Explain that the class can choose to interact with another Loving Classroom elsewhere in the world. Choose a means of communication and what they could discuss. A Love Engineer will help put you in touch.
10	<b>Mission Statement Song</b>	Listen – Learn – Discuss This is the final song and it is very easy to learn. It should give students an uplifting sense that they are being Love Engineers in their community.
TASKS	<b>Care Project</b>	Students should carry out their care project if it is still unfinished.
	Connecting Classes	The class may like to skype/email/write letters to another Loving Classroom in the world to build bridges. If students wish to connect then please contact your local Love Engineer to get set up with a partner classroom.
	Sharing projects	Students could create a way of telling other classes/ schools/ governors/ community about their project. Who they helped, how, how it relates to SDGs, what they learned. Consider a report, play, presentation, video. Loving Classroom would Love to hear about it and share it on our website.

There may be time remaining at the end of this lesson if the class evaluate quickly. Use this extra time to continue project planning, review unfinished tasks or enjoy singing some of the songs from throughout the course.