



Welcome to the Loving Classroom Lesson Plans: Ages 11+

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

To buy your copy of the book visit: www.lovingclassroom.com/hand/shop
Download the PowerPoints: 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

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.

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.

For example, read the 'Rotten Tomatoes' comment on page 69 of the Loving Classroom book. Though these conversations may seem to be wasting valuable time, remember that even more valuable outcomes may be found by having them – saving time in the long run.

This may mean that you complete the course in as little as 15 hours or as many as 30. (Though we estimate 20 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

Every virtue has two lessons except for the virtue CARE. This chapter is focused around generating a class project. Your class is likely to need more than one hour to plan (and actually deliver) their project, but this may take place outside of teaching hours, or after the formal programme has finished, and so this time is not included in the lesson plans.

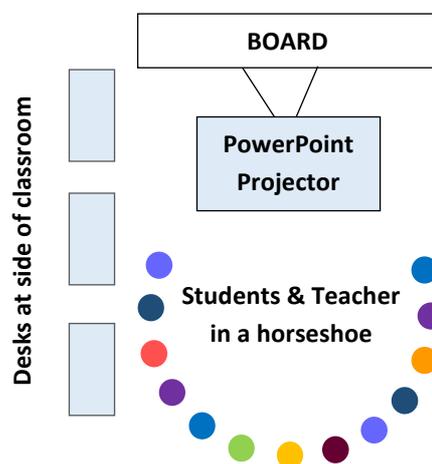
As a teacher you will know your class well and should feel confident planning a timing structure that suits your class using these lesson plans and your own knowledge of the book.

Handy Tips and Guidance

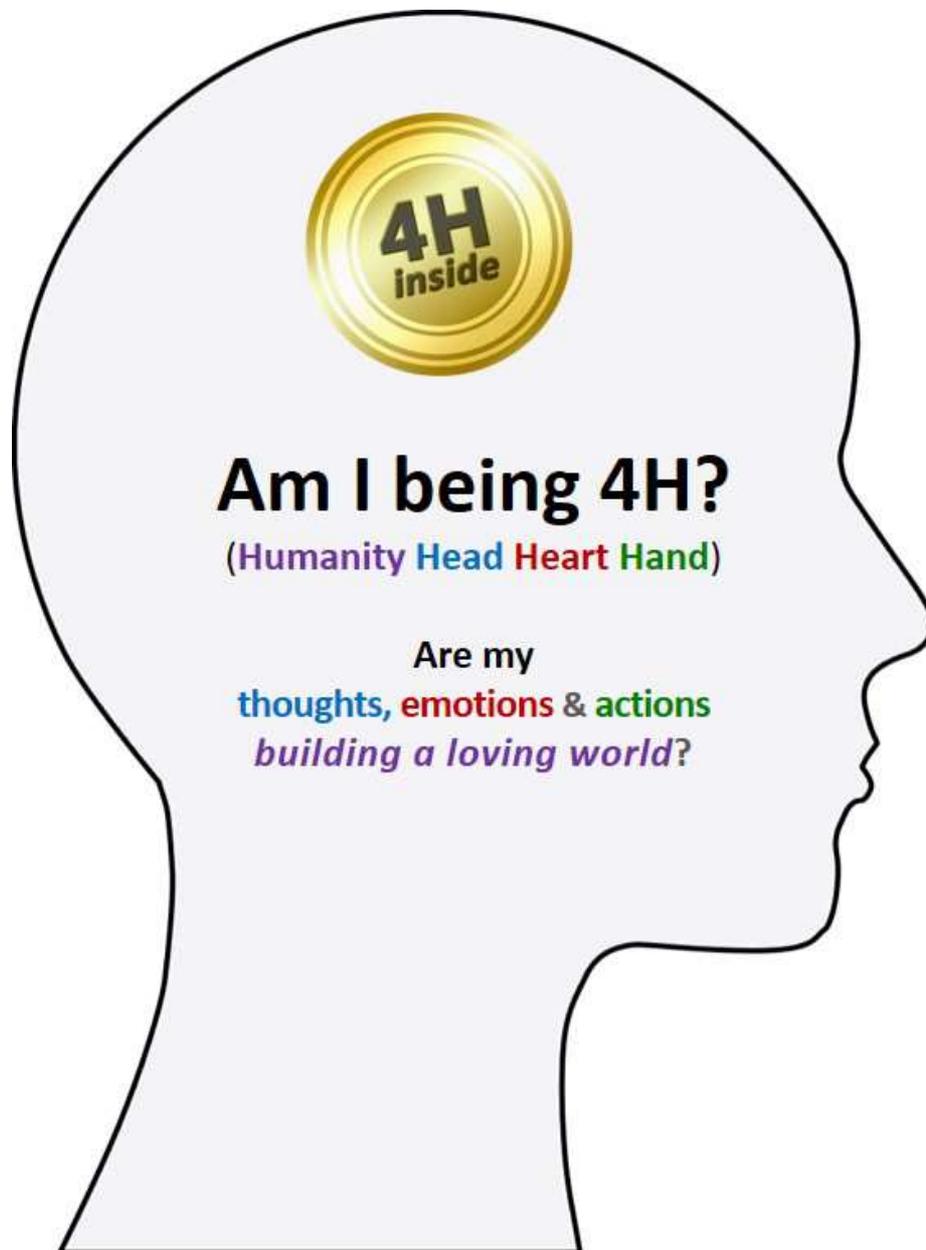
1. **Read the pre-course pages.** These outline the ethos of the programme, the goals and a very important pre course evaluation.
2. **Test the PowerPoints.** Familiarise yourself with the order of animations and transitions. Also check that embedded videos work with your device – if not you may need to find them on YouTube.
3. **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?”
4. **Focus on unity.** You may notice that this book is full of lovely quotes and anecdotes from a range of places; We quote different religions and secular sources, writers, artists, celebrities, fictional characters, philosophers and more. We are not ‘selling’ any particular group, religion or culture, rather, we’re showing how, at the core, throughout the globe the ideas of unity and love are shared by all. All we’re really doing is building on a profound message that we all hold have more in common than we think.
5. **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 or you can ask questions on our website using a link on the bottom right hand side of each PowerPoint.
6. **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.
7. **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.
8. **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.

9. **Use the notes pages at the end of each chapter** to record great ideas, quotes, plans-for-action or stories. Encourage students to use this as an inspirational diary.
10. **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.
11. **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 the welcome starter or meditation tasks from the book to help students feel calm and ready to learn.
12. **Use your own stories where possible.** The book is full of examples of *Loving Classroom* concepts in action which you are free to use. 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.
13. **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.
14. **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. 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.
15. **Be re-Source-ful.** Each quote, video and most anecdotes come with a small source number. If you need to find references, look up videos on YouTube or find the answers to the listening riddles then turn to the back of the book for all sources.

16. **Discussion space.** Set the class out in such a way that signals that it will be a safe and open space for discussion. You may like to have a circle of chairs with all tables pushed to the side, or a horseshoe arrangement so that students can clearly see the PowerPoint as they discuss with each other. For some lessons where you are working in books a lot (Care class project, class gratitude notes) then you may prefer to keep your tables. Once students are familiar with your preferred layout encourage them to help you set up the room each lesson.



17. **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 below...



18. **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 and defining that virtue.

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
7	Welcome Routine	Students perform a welcome, light a candle TASK: Reflections on the respectful 4H thank you’s students gave
15+	Class Virtues	Brainstorm virtues independently on note paper. Discuss ideas as a class and decide on 5 class virtues needed to promote a healthy <i>Humanity Being</i> within this class. [p22]. <input type="checkbox"/> P23 - The class agrees on their <i>Top Five Virtues</i> .
2/8/10	Inspirational Videos	If the class finish their virtues discussion with time to spare you may like to watch any videos they missed from last time.
TASK:		Make a special effort to practice the Top 5 Class Virtues.

Rough timings of activities are based on our experiences of running Loving Classroom. However, every class is different. 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 or could be used as a lesson ‘welcome’ another time.

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

P21 – Milestones are written in ‘Hand green’ along with the page number to show places where students can tick off significant activities – only if 80% of the class have completed it or agree.

TASK: is 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.

If tasks are not completed then please do not punish students or moan. Lovingly remind them that these are a chance to practice their skills and that it will be beneficial to find time to do them – even if they are a week or two later than it says in the book. They should learn to enjoy and value practicing the Loving Classroom material outside of class.

1. Introduction
Pre-course evaluation and goals

This is included on PowerPoint 1 as it is part of the first lesson. We anticipate that this will take up a full lesson because students will be allowed to discuss and explore their ideas. This must be done before any Loving Classroom content is delivered.

Lesson Outcomes:		
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.		
Equipment: Video link (Loving Classroom Overview)		
Mins	Activity	Overview
5	Books	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).
15	Self Ratings	Ask students to read each of the coloured statements and give themselves a personal percentage rating for each one. Do they do it 50% of the time, 75%? If needed discuss key words. 24 statements in total. Students record scores on [pVI] of their book.
25	Group Discussion	Invite class members to share ideas for scores to create a class score which can be recorded in the teacher's book. This will involve negotiating and giving examples.
7	Context & Goal Setting	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. Share the outcomes table on the PowerPoint. Ask students to record 3 challenges (related to relationship) that they would like to overcome in their class / school and 3 challenges facing the world. Record on [pIV] of their book.
5	Video	You MAY like to show the promotional Loving Classroom video if you feel they would like it.
2	Summary	Next lesson the actual course begins. Students will need to bring their books each week and be ready to engage in group work.

2. Respect

Part 1, The Humanity Being

Start at PowerPoint Slide 5

Lesson Outcomes:		
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.		
Equipment: Orange, 2 decks of cards, tissues, drinks, cups, paper for brainstorming, video links (Craig, Malala, Charlie), candle (or glow stick), matches / lighter		
Mins	Activity	Overview
7	Opener	Orange trick or other fun, unifying opener to set the tone of the programme and touch on the themes of togetherness.
3	Introduction	Explain the purpose of the programme and introduce the 8 virtues [p1]
5	Humanity Being	Discuss the humanity being graphic – what do students think it might mean? Explain that the next few activities should help show what it means.
10	Drinks Activity	Read the Christian quote for answer 1. This leads into a gratitude task because it identifies the different gifts people bring. List all those involved in preparing the drinks. Clues / answers on [p6]. Then enjoy the drinks thinking about all the members of humanity / society involved. Connection to something bigger than the self.
3	Inspirational Young People	Read the Islamic quote for answer 2. This is based on the idea of mutual responsibility and being limbs of one body. Watch at least one video:
10	Craig	Craig Kielburger – Set up a charity, free the children. Against child labour.
8	Malala	Malala Yousafzai – Survived being shot, campaigns for girls education.
2	Charlie	Charlie Simpson – did a sponsored bike ride for Haiti.
2	Class Causes	Briefly brainstorm causes that the class cares about fixing / supporting [p9]. Not set in stone – just to help with their project later on.
3	Oneness	Read the Jewish quote for answer 3. Then ask does oneness mean being all the same? Use [p11] to touch on the three strength areas (Head, Heart and Hand) and that all people have precious things to contribute to society.
5	Disagreeing	Oneness doesn't mean agreeing all the time. Brainstorm what it means to disagree respectfully. Record mantras, guidelines etc on [p13]
5	Respect Game	[p13] lining up in an order as quickly and respectfully as possible.
10	4H Thank You	This is the first encounter with all 4Hs: Humanity = all people, Head = ideas, thoughts, communication, Heart = feelings, emotions, Hand = action. Students write a note to thank someone who is NOT close to them. [p15]
2	Litter Video	The video is about thanks and appreciation – celebrating strangers who tidy.
5	Threats	Read the secular quote for answer 4. It talks about loving all because of a shared consciousness – but can we love everyone? Students can probably identify threatening people who are hard to love. Read the extremism story and the Loving Classroom solution [p18]. End by lighting a candle.
5	Summary	Head-Heart-Hand mini evaluation Choose a welcome for next time – explain that each week students should open with an uplifting activity, joke, video, song, story etc.
TASK:		Say or give the respectful 4H thank you from [p15]

3. Respect
Part 2, Top 5 Virtues

Start at PowerPoint Slide 29

Lesson Outcomes:		
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.		
Equipment: candle, large brainstorming paper, small note paper, video links (Craig, Malala, Charlie)		
Mins	Activity	Overview
7	Welcome Routine	Students perform a welcome Light a candle TASK: Reflections on the respectful 4H thank you's students gave
3	Recap	Remind students of the drinks task, respect game, 4H Thank you note, oneness discussion, videos of young people.
5	Humanity Being	Define the humanity being and respect. [p20] Relate back to the activities from last time showing connectedness, oneness, helping others etc.
5	Good & Bad	Outline the unifying definition of good and bad in terms of Loving Classroom and discuss how good or bad depends on context. <input type="checkbox"/> P21 - The class agrees to use the <i>Humanity Being</i> definitions of <i>Good and Bad</i> for the duration of the course.
15+	Class Virtues	Brainstorm virtues independently on note paper. Discuss ideas as a class and decide on 5 class virtues needed to promote a healthy <i>Humanity Being</i> within this class. [p22]. <input type="checkbox"/> P23 - The class agrees on their <i>Top Five Virtues</i> .
5	Evaluation Chart	Explain the evaluation chart; a tool for tracking improvement, celebrating and identifying targets. Choose a student / team to create an evaluation chart for next time.
2	Meditation	[p26] Short meditation to respect all members of the class.
3	Respecting a classmate	Students choose a classmate they find harder to respect. Record something positive about them to encourage good feelings. [p27].
2/8/10	Inspirational Videos	If the class finish their virtues discussion with time to spare you may like to go back and watch any videos they missed from last time.
5	End routine	4H Lesson evaluation <input type="checkbox"/> P28 - The class agrees that the lesson goals for Respect have been achieved. Choose a welcome for next time
TASK:		Make a special effort to practice the Top 5 Class Virtues.

Note – This lesson is focused on generating the 5 virtues. The time taken varies significantly between classes. Allow an in depth discussion for those that want it but facilitate the class to finalise their ideas within this lesson.

4. Compassion
Part 1, Humanity Being Roles

Lesson Outcomes:		
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.		
Equipment: Candle, virtues chart, video link (quantum physics) large ball of string, camera (selfie stick)		
Mins	Activity	Overview
5	Welcome Routine	Students perform a welcome Light a candle Complete the subheading for the previous lesson [p31]
10	Virtues Evaluation	TASK: Present the evaluation chart and all students sign it. How did your special efforts to practice the top 5 virtues go? Hang the chart up if possible. <input type="checkbox"/> P32 - The class has signed their evaluation chart and agreed where to display / store it for weekly use.
5	Compassion Warm Ups	Compassionate anagram. Can students complete it? If they do can they compassionately help others without telling the answer? [p33] Self compassion – record some compassionate words that would help you through difficulty [p34]
5	Checkerboard illusion	Discuss whether the two squares on the checkerboard are the same. To prove it students will need to remove the letter Os on [p33] with a pen to reveal the colours on [p35]. Identify that we may look different on the outside but we are all one inside.
4	Physics Video	John Haeglin. Quantum physics – we are all the same at the quantum level
10	Humanity being roles	Outline the dimensions for the humanity being roles; thinker, relater, doer, micro, macro. These combine to make 6 roles. Note possible strong career areas. Look at the 6 famous examples and discuss which role fit best fit [p39]
10	Finding a role	In pairs interview each other and identify your two preferred roles and a few potential careers that would suit your type. [p40] <input type="checkbox"/> P40 - The ideal roles of every student and teacher were identified.
10	Class tapestry	A class member says how they contribute to the world (skills, knowledge, passion) and then passes the string across the circle to create a connected web. The class could thank each person or do a thank you at the end. Take a class selfie when complete.
5	End routine	Head-Heart-Hand mini evaluation Choose a welcome for next time
TASK:		Reflect on their humanity being roles and the roles of others at home, print copies of the class selfie.

5. Compassion
Part 2, Compassion for Weaknesses

Start at PowerPoint Slide 16

Lesson Outcomes:		
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.		
Equipment: Candle, virtues chart, large brainstorming paper		
Mins	Activity	Overview
15	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues Stick the selfie picture from last week on [p42] TASK: Any reflections on the humanity being roles since last time? Subheadings on screen
5	Recap	Use the slide to briefly recap the 6 Humanity Being roles.
5	Appreciating Weaknesses	Explain that each role has weaknesses. Note that these can be useful too – hidden strengths. Explain that asking for help can be a strength if it helps us to progress.
15	Identifying Weaknesses	For each of the 5 dimensions get those students to identify their weaknesses (Could record on large paper). The rest of the class should offer advice and help reveal hidden strengths. Record insights on [p45]
5	Inner Compassion	Identify that head-heart-hand may not always be in harmony. Inner compassion means using your stronger role to help support and encourage your weaker inner role. Personal reflection to identify inner-conflict [p46] and develop better harmony with positive messages.
4	Video	The video explores a man being frustrated with others, but then compassionately seeing their point of view.
2	Compassion activities	Choose compassion tasks to practise with the remaining time. 3 different ones to choose from:
5	Compassion cope	Head Focus: choose a classmate to meditate about, reflect on their similarities to you to help you feel compassion.
8	Sunglasses task	Heart Focus: choose a classmate you want to feel more compassionate towards. How can you feel more compassionate and what can you do? [p48]
10	Action interview	Hand Focus: interview a classmate, understand whether their needs are being met. Record how to support them [p49].
5	End routine	4H Lesson evaluation <input type="checkbox"/> P50 - The class agrees that the lesson goals for Compassion have been achieved. Choose a welcome for next time
TASK:		Complete / practise further compassion activities at home from [p47-49]

Note – This lesson is focused on warmly identifying weaknesses so that class members can identify areas for support and compassion. 15 minutes assumes around 3 minutes per aspect, though this may take longer (macro/micro tend to be shorter than HHH). Use any remaining time to explore the compassion activities.

6. Listening
Part 1 – Listening Beneath The Surface

Lesson Outcomes:		
To strengthen Listening: appreciating intellectual and emotional messages		
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).		
Equipment: Candle, virtues chart, quote to whisper		
Mins	Activity	Overview
10	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: Ask for reflections on compassion activities Complete the subheadings for the previous lessons [p53].
2	Listening warm ups	Note the image has changed to head – communication. Outline listening – understanding the other person in 3 levels. Do a selection of warm up tasks:
2	Apples story	Students listen and try to identify all the emotions in the story [p55]. Those that are named and those that they can infer.
5	Listening riddles	Teacher reads some of the riddles that test listening. [p56] Answers in the appendix. Are students hearing the loopholes and details.
10	Chinese whispers	Teacher whispers a quote for the class to pass around. Objective is to understand so it is ok to ask for repetition. <input type="checkbox"/> P57 - The class succeeded in <i>Chinese Whispering</i> a quotation.
10	The Couple	Ask the prompt question for initial ideas. Then tell the couple in the car story to illustrate. Ask ‘Why they are shouting?’ Identify the pain below the surface.
5	Listening beneath the surface	Read the story on [p62] to the class. Allow them to listen and digest – thinking about how the sensitive listening revealed the pain.
5	Difficult behaviour	The class should choose a difficult emotion to think about e.g. bossy. Read the whole meditation and then as a class reflect on why someone might display that behaviour – what is the pain?
5	Responsibility	We may have responsibility even when we are ‘right’. Ask whose responsibility is it to stop an argument? Discuss then reveal whoever remembers: Painful behaviour comes from people in pain.
10	Mediation	Explain the golden rules of mediation [p67] and use these to conduct a practice mediation. The class should observe and feed back.
5	End routine	Head-Heart-Hand mini evaluation Choose a welcome for next time
TASK:		Reflect on any disagreements this week. If needed consider asking another classmate to support you using the golden rules of mediation [p67]

[7. Listening](#)
[Part 2 – Practicing Deep Listening](#)

Start at PowerPoint Slide 17

Lesson Outcomes:		
To strengthen Listening: appreciating intellectual and emotional messages		
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).		
Equipment: Candle, virtues chart, pairs of numbers for matching students up		
Mins	Activity	Overview
15	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: Any reflections on disagreements and mediation since last time? Subheadings on screen
5	Recap	Whose responsibility is it to take the first step to make peace? Ensure students understand they are role models and leaders. Read the example on [p69] to listen for the good. <input type="checkbox"/> P69 - The class understand the philosophy of “Painful behaviour comes from people in pain.”
5	Empathy	Ask students to define empathy and sympathy. Remind students about empathy and dangers of ‘falling in the hole’
5	Democracy	Brainstorm. How would you class describe democracy? Then provide definition and explain how it relies on listening, understanding and commonality – looking for the good in each other.
10	Looking for Good	Students work in pairs to think and discuss good qualities of individuals & organisations who sometimes annoy them. [p72-73] Share how they found the task and suggestions of qualities (but not the person). <input type="checkbox"/> P73 - The class listed positive qualities for people & organizations they dislike.
15	Mood Faces	Pair students up using number cards. Read the quote about friends [p74]. Partners ask which picture best describes their mood. Listen deeply to the response. Check listening by paraphrasing key elements of what was said. Ask follow up questions; What would you prefer to be? What would help you to get there?
10	Round 2	If you have time remaining then find a new partner.
5	End routine	4H Lesson evaluation <input type="checkbox"/> P75 - The class agreed that the lesson goals for Listening were achieved. Choose a welcome for next time
TASK:		Use the pictures on [p74] to interview a family member and deeply listen to them.

8. Kindness
Part 1, Choosing Kind Words

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: Candle, virtues chart		
Mins	Activity	Overview
10	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: How did listening interviews with family members go? Complete the subheadings for the previous lessons [p77].
5	Defining kindness	Ask students why they think 'kindness' is in the head section. Because people will not communicate if they are treated unkindly.
5	Write a note	Students use [p79] to write a note to someone they have a difficult relationship with, with the goal of strengthening the relationship.
10	Writing a kinder note	Outline the meditation – looking at the images to get into a good energy and appreciate the beauty in nature & the humanity being. Silently look at the pictures in the book / on the PowerPoint, breathe deeply. Then re-write a better version of the note on [p85] to the same person.
10	Choosing a kind mood	Did meditation and calm result in kinder words? Look at example notes on [p86] to illustrate me-only and one-mode. As well as the picture meditation, students can think of calm memories and kind-calm role models to help them choose a kind mood.
5	HumankIND	Discuss the kindness questions on the 'lips' slide. Answers are about the impact of those words on humanity - humankIND, remembering the unity discussed previously. Focus on being connected to others as an encouragement to be kind.
10	Excuses for unkind words	Look at the common excuses [p89]. Are they justified, if so how? If not what would be a better response? You may want to refer students back to the humanity being and the definitions of good and bad.
5	End routine	Head-Heart-Hand mini evaluation Choose a welcome for next time
	TASK:	If appropriate, share the positive note / letter from [p85] with the person whose relationship you want to improve. If not, consider using the same method to write a note that you can share.

9. Kindness
Part 2, Rephrasing Negative Speech

Start at PowerPoint Slide 25

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: Candle, virtues chart		
Mins	Activity	Overview
15	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: Any reflections on the kind notes given to people? Subheadings on screen
15	Kind Jokes	Briefly recap the kind words idea and the excuses for unkindness. Discuss kindness / unkindness in humour. Which jokes are good / bad in the context of the Loving Classroom definition?
5	Marriage & Divorce	Who sees themselves getting married? Record on [p91]. Record divorce on (p92). Why do you think wives left their partners? Then show the answer – lack of appreciation. Relate this to the need for kind comments & appreciation. Record a short appreciation on [p93]
10	Positive Speech examples	Outline the Head-Heart-Hand of positive speech. What is the problem, how do you feel, what solutions would make the situation better? Look at the phrases that have been translated on page [p94] – the class may like to suggest alternatives.
10	Changing Negativity	Use [p95] to reflect on examples where you used negative speech and it was used against you. Use the Head-Heart-Hand model to rephrase the words more constructively.
5	End routine	Head-Heart-Hand mini evaluation Choose a welcome for next time
TASK:		Students should share the appreciation poem / note on [p93]

10. Kindness
Part 3, Positive Speech Partners

Start at PowerPoint Slide 36

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: Candle, virtues chart		
Mins	Activity	Overview
10	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: Any reflections on the appreciation notes given to people? Subheadings on screen
5	Recap	Last time students looked at rephrasing negative scenarios into positive speech. Show some more examples.
15	Role Play	Use the scenarios on [p96] to generate some role plays or discussions about positive speech. Present these back to the rest of the class – look for the 3H elements: Have they identified the problem? The feelings? The solutions?
5	Positive speech partners	Explain the role of a positive speech partner – someone to advise and support you if you are unsure how to word your responses. Allow the class to choose a partner. It's ok if people are supporting more than one person. <input type="checkbox"/> P97 – All class members have signed up with a positive speech partner.
5	Body Language	Outline that speech is influenced by body language – bad body language can make communication difficult even if the words are positive. In pairs (ideally with positive speech partners) have a conversation using bad body language. Reflect with the class how this feels? How does it change the conversation? Repeat the conversation with good body language. How did it feel different?
5	Online messages	Outline that kind words are needed online as much as in person. Electronic messages lack body language so the words are even more important. Work with a positive speech partner to write a positive message on [p98] to be sent via text or shared online.
5	Kindness qualities	With speech partners; record kind speech qualities you would each like to strengthen on [p99]. Decide when to meet to review progress.
5	Sharing stories	Discuss two different responses to someone's news. Note how sharing your own story can diminish the other or make them feel ignored. Responding to them first is the better option.
5	End routine	4H Lesson evaluation <input type="checkbox"/> P101 - The class agreed that the lesson goals for Kindness were achieved Choose a welcome for next time
	TASK:	Positive speech partners should meet to evaluate positive speech outside of class. Students should share the electronic communication on [p98]

11. Gratitude
Part 1, Understanding Gratitude

Lesson Outcomes:		
To strengthen Gratitude in the classroom and for humanity.		
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.		
Equipment: Candle, virtues chart, sight video, prize for quiz (choc, hi fives, origami, appreciation notes)		
Mins	Activity	Overview
10	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: Ask for reflections from sharing the online messages [p98] and meeting the positive speech partner. Complete the subheadings for the previous lessons [p104].
10	Gift of sight	Note that gratitude is about being thankful for what you get, love is about caring for the people and/or things that support you. Gratitude tasks: Get a student to read the meditation story on [p105]. Then watch the gift of sight video (4.5 min).
5	Gift of breathing	Do the gift of breathing exercise on [p106]. This should be calming and meditative – don't allow people to struggle for breath and get uncomfortable.
10	10Q Quiz	Tell the 10q joke on [p107]. Split into small teams and complete the 20 things worthy of gratitude on [p107]. Give a mini prize to the winners, share ideas and get everyone to identify 3 things that you can thank someone for.
10	Doing thank you	Similar to the 4H thank you in 'respect', but this is for people who are better known. Think about people you are grateful to and how you can show gratitude. Record on [p108].
8	Preventative medicine	Read the story on [p109] and identify that being appreciated can change people's lives. Move around the class giving words of appreciation to others.
2	Best sight	Ask the question – who has the best sight? "The best eyes look for the good in all".
5	End routine	Head-Heart-Hand mini evaluation Choose a welcome for next time
TASK:		Thank the people identified on [p107 & p108].

12. Gratitude
Part 2, Class Thank You

Start at PowerPoint Slide 11

Lesson Outcomes:		
To strengthen Gratitude in the classroom and for humanity.		
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.		
Equipment: Candle, virtues chart, spare paper in case anyone has forgotten their book		
Mins	Activity	Overview
10	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: Ask for reflections on the people they thanked. If applicable record progress on [p108]. Complete the subheadings on screen.
5	Outline thank yous	Remind students of the preventative medicine story – being appreciated changed someone’s life path. Explain that students will be writing warm thank you’s to each other. You may like to display the inspiring images from Lesson 4 (Kindness) to ensure good energy.
35+	Class thank yous	Pass books around in a circle. Students write a thank you to say why they are grateful for every student in the class (and teacher). It may be helpful to encourage a time guide and wait until all have finished writing a comment before swapping around. Record on [p112-114]
5	Thanking strangers	Reflect on opportunities to say thank you to someone, usually strangers in public. Fill in the puzzle pieces on [p115]. Encourage students to tick off when they get the chance to give these thank yous, and to share stories of their experiences doing so.
5	End routine	4H Evaluation <input type="checkbox"/> P117 - The class agreed that the lesson goals for Gratitude were achieved Choose a welcome for next time
	TASK:	Encourage students to spend time asking family what they are grateful for and discussing the Loving Classroom programme so far [p116] Share stories of thanking strangers form [p115]

Note – This lesson is focused on ensuring ALL students write a thank you to ALL class members. In a class of 30 one minute per message fills the 30min time. Use any remaining time to explore the gratitude competition in red or spend longer explaining the task.

You could get students to do the task for longer with a smaller number of people and then find the remaining classmates outside of class time. Or you may want to add in an extra lesson to finish this off – if so, encourage people to sit in the same order to continue the thanking circle.

13. Love
Part 1, Defining and Choosing Love

Lesson Outcomes:		
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.		
Equipment: Candle, virtues chart		
Mins	Activity	Overview
10	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: How did speaking about gratitude with family go? Does anyone have stories or reflections on thanking strangers? Complete the subheadings for the previous lessons [p119].
5	Oranges & Lemons	Read the oranges and lemons story on [p120] to understand the difference between love and gratitude.
5	Definitions of love	Read example definitions of love [p121-122]. Note that definitions differ based on head, heart, hand approach and who / how many people are being loved. Look at the Loving Classroom definition of love – hopefully it works for strangers as well as those close to you.
15	Class definition of love	Use the definition examples as inspiration to create a class general definition of love. To support, you could list what different types of love have in common at a head-heart-hand level. <input type="checkbox"/> P123 – The class agrees on a general definition of love.
10	Choosing to love	Read the quote and then ask the question ‘Can we choose to love others?’ Briefly discuss. The LC definition of love has 3 parts. We can choose to do each part, and so we can choose to love others (this is not the same as other types of love). Use [p125] to practise choosing to love a classmate. Record 3 good qualities about that person, spend time feeling good about them and do something for them.
5	Infatuation	Ask the question ‘If someone falls in love with your looks and says I love you, how do you know they truly love you?’ Record ideas on [p126] Use this as a prompt for discussing infatuation and noting that real love is loving the whole person.
5	Loving Humanity	We can love humanity – including strangers – in a safe and caring way. Encourage students to close their eyes as you read [p127] to them. Get them to imagine the scenario and feel connected to the strangers walking past them in the street.
5	End routine	Head-Heart-Hand mini evaluation Choose a welcome for next time
TASK:		Act on your choice to help a classmate on [p125]

14. Love
Part 2, Love Connoisseurs

Start at PowerPoint Slide 13

Lesson Outcomes:		
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.		
Equipment: Candle, virtues chart, slips of paper, flowers / perfume		
Mins	Activity	Overview
10	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: How did you get on helping a classmate (doing good)? Complete the subheadings on screen.
3	Love Connoisseurs	Explain the term connoisseur – someone who knows a lot about something. Love connoisseurs know a lot about the things & people they love. Explain the task – interviewing classmates to get to know them better and writing loving feedback in their book. Example on [p129]
7	Interesting questions	Show example questions for getting to know people deeply [p130]. Students may wish to add more. Read the advice on interesting questions [p131]
5	A loving mood	BEFORE doing the interview, complete a mood enhancing exercise [p132/133]. They may like to smell flowers / perfume, enjoy the oneness of the magic square, do the tree breathing meditation or go back to another calming exercise elsewhere in the book.
20	Loving Interviews	Use slips of paper with names on to match people up randomly. Use the interesting questions to have a loving interview. Facilitate timings of interviews and ensure students record feedback on [p134-136] of their partner's book. Swap partners.
10	Self esteem	Explain that some people find it hard to love themselves – they need other people to show love first. Now that we have received lovely feedback and thank yous from the Loving Classroom programme, record 3 reasons why you are loveable. Share one with the class.
5	End routine	4H Evaluation <input type="checkbox"/> P138 - The class agreed that the lesson goals for Love were achieved Choose a welcome for next time – people to sing 'you've got a friend'.
	TASK:	Use the questions on [p130] to interview family & friends. If you made a commitment in your loving interview then try to carry it out this week.

15. Friendship
Part 1, Qualities of Friendship

Lesson Outcomes:		
To strengthen Friendship in the classroom and within humanity.		
We know what it means to be a good, genuine friend for one another.		
We feel strongly that each classmate should have a good, genuine friend.		
We do put time/effort into ensuring all classmates have a genuine friend.		
Equipment: Candle, virtues chart, you've got a friend video, large brainstorming paper, blindfolds (optional)		
Mins	Activity	Overview
8	Welcome Routine	Light a candle Discuss & evaluate the class virtues TASK: How did asking interesting questions of family and friends go? Did anyone commit to giving the help from their loving interview? Complete the subheadings for the previous lessons [p141].
7	You've got a friend	As the welcome for today invite the class to sing 'you've got a friend'. Note: the song describes some qualities of friendship. Afterwards ask, what are some of the virtues that make a good friend? Explain that you will be exploring some features of friendship.
10	Trust Game + story	In pairs, one partner closes their eyes or is blindfolded. The other verbally guides them around the classroom. Ask the class about how it felt, what does this show about trust. Read the examples on [p143] of other trusting behaviours.
5	Commitment	Brainstorm ways to say no to temptation. Read the quote about having an ideal which prevents you going astray. Invite the class to circle the goal they prefer – healthy happy humanity being or a cut up, ripped apart humanity being.
10	50 Commitment questions	Marriage (or other long term relationships) require commitment which is why it is good to get to know someone deeply before committing. Look at the questions [p145-146] and circle some you like. Invite class members to explain why they liked certain questions.
10	Saying sorry	Look at the example of a 4H apology and then use [p147] to write apologies to anyone they need to.
5	Forgiveness	Note that apologies and forgiveness go together. Look at the qualities of forgiveness on a Head-Heart-Hand level. Is there anyone waiting for your forgiveness? If so imagine having a forgiving conversation with that person.
5	End routine	Head-Heart-Hand mini evaluation Choose a welcome for next time
	TASK:	Give / say any apologies needed from [p145] and speak to anyone waiting for your forgiveness. Use the commitment [p147-148] questions to have deep conversations with friends and family.

16. Friendship
Part 2, Friends For Life

Start at PowerPoint Slide 16

Lesson Outcomes:		
To strengthen Friendship in the classroom and within humanity.		
We know what it means to be a good, genuine friend for one another.		
We feel strongly that each classmate should have a good, genuine friend.		
We do put time/effort into ensuring all classmates have a genuine friend.		
Equipment: Candle, virtues chart, Dylan Siegal video, Brielle & Kyrie video		
Mins	Activity	Overview
10	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: Any reflections from giving apologies or forgiving? Did anyone use the commitment questions to have a deep conversation? Complete the subheadings on screen.
10	Friends for Life stories	Either read the two 'friends for life' stories on [p149-150] or watch the videos on screen. They are both about young people supporting and committing to each other. Watch the 2 minute Brielle & Kyrie video and the two minute Dylan Siegal video. Ask the class for comments and feelings on these stories.
10	Friendship definition	Agree upon a class definition of a friend on [p151]. Does it capture elements of head, heart and hand? <i>If appropriate encourage classmates to consider whether all class members have a genuine friend – if not they can start that friendship now.</i> <input type="checkbox"/> P151 – The class members all have a good friend.
15	Levels of Friendship	Friendships can be measured on their Head-Heart-Hand qualities. Some friendships may be more about fun and enjoyment (heart) others more practical (hand). Use the example to show how to score a friendship. Work in pairs to measure a friendship using [p152-153]. IF you want that friendship to score higher, what could you do to strengthen it?
10	Friends for Life	Read the text/reflective poem which leads to the friends for life question. Then ask the class if they would like to be friends for life. No – discuss why and go back to previous slide Yes – choose an organizer, collect contact details, set a date and decide what to do. [p155-158] <input type="checkbox"/> P156 - The class agreed to take part in friends for life.
5	End routine	4H Evaluation <input type="checkbox"/> P159 - The class agreed that the lesson goals for Friendship were achieved Choose a welcome for next time.
TASK:		Further planning for their 'friends for life' event. Acting on the ideas for strengthening a friendship.

17. Care
Part 1, Understanding Projects

Lesson Outcomes:		
To strengthen Care in the classroom and for humanity.		
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		
Equipment: Candle, virtues chart, large brainstorming paper, Linaloved video		
Mins	Activity	Overview
10	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: How did strengthening the friendships go? Complete the subheadings for the previous lessons [p161]. P161 - The class have memorised the eight virtues / topics.
5	Action quotes	Look at the quotes on screen. What do they have in common? The purpose of Loving Classroom is to <i>build</i> a loving world. This needs action.
10	Integrity	Head – Integrity. Read the car salesman story on [p164] and ask students how they would respond. Relate to the humanity being to find the ‘good’ response.
10	Integrity questions	Explore further integrity questions on [p165]. Always relate them to the Humanity Being definition of good. It may be interesting to discuss which situations are easier to act with integrity and why.
5	Awareness	Heart – awareness. Doing things for others because we are conscious of our role in the humanity being and how others feel / what they need. Read the busy street example on [p166]. Teacher read the visualisation task whilst students close their eyes and imagine.
5	Awareness video	See 3 minute video in PowerPoint – acting with awareness for others in daily life and gaining happiness in return. Invite comments.
10	Introducing class projects	Hand – caring for the world. Explain that the class will develop a project to benefit the humanity being. The Sustainable Development goals are listed on [p167] to give ideas of project categories – problems being solved in the world. You may like to discuss what some of these mean in more depth. Ask the question, what would you like to see improved in the world? Note it can be big scale or small scale. Use [p14] and [p9] as reminders of what the class cares about.
5	End routine	Head-Heart-Hand mini evaluation Choose a welcome for next time
TASK:		Start considering ideas for class projects.

18. Care
Part 2, Implementing a Class Project

Start at PowerPoint Slide 12

Lesson Outcomes:		
To strengthen Care in the classroom and for humanity.		
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		
Equipment: Candle, virtues chart, large brainstorming paper		
Mins	Activity	Overview
8	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: To be discussed later on. Complete the subheadings on screen.
2	Project types	Use PowerPoint and [p168-172] to outline different types of projects to spark ideas...
10	Head Projects	Show the image – what does this teach us? Note that conflicts and problems can occur because people don't understand each others perspectives. Head projects are about dialogue, understanding, perspective, awareness and problem solving. Share the 3 wants of dialogue. <input type="checkbox"/> P169 - The class memorized the 3 Wants of a Dialogue.
5	Heart Projects	Heart projects are more about relationships. Explain 'ethical wills' and 'medical clowns' – ways of telling people's stories and helping people feel good.
5	Hand Projects	Hand projects are very practical. Litter picking, shopping, building. They provide support that people may not be able to do themselves.
2	Mindfulness question	Read the mindfulness question; Are my thoughts, emotions and actions building a loving world? This can help with inner harmony.
5	Happiness	Reflect on happiness – knowing what you want and feeling like you are moving towards it. Use [p178] to reflect on how to feel happy in difficult times.
15	Ideas -Project Planning	TASK: what ideas did you have for a class project? Discuss a class project and create an action plan [p174-176]
3	Harmony in government	Read harmony quotes. Note that the class project is a chance for them to model harmony, practice the 8 virtues and class virtues in a way that gives back to humanity.
5	End routine	4H Evaluation <input type="checkbox"/> P180 - The class agreed that the lesson goals for Care were achieved Choose a welcome for next time.
TASK:		Further project planning.

It is likely to take more than one lesson to deliver a class project. Please allow extra time for planning, implementation and evaluating this project – relative to the size of project that your students wish to work on.

Care
Class Project Outcomes & Objectives

The class project is co-created by the class and teacher based on what their interests are, time constraints and other practicalities. This makes it hard to determine the exact outcomes. Generally speaking we expect classes to benefit from the following outcomes:

Loving Classroom Outcomes:

To strengthen Care in the classroom and for humanity.

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

- Developing a desire for helping the community and volunteerism.

Working effectively in a team:

- Respecting that every class member has something to offer to the project.
- Compassionately finding roles for every class member that utilise their strengths and support their weaknesses.
- Kindly suggesting ideas, courses of action and identifying problems.
- Listening deeply to others in order to understand them.
- Being open to change and adapting a position you may hold.
- Negotiating conflicts of ideas using the golden rules of mediation and the three wants of dialogue.

Project management:

- Openly brainstorming ideas without criticism / refinement.
- Choosing, reviewing and refining ideas to be developed.
- Relating ideas to a wider vision or societal issue (SDGs / Humanity-Head-Heart-Hand projects).
- Transforming goals into step by step action plans.
- Time management and scheduling.
- Creating working groups / sub teams to handle parts of the project.
- Budgeting and financial projections.
- Communicating and marketing the project and its purpose, within the team / school / friends / community / humanity.
- Research and development of the materials needed for the project.
- Troubleshooting to lovingly overcome obstacles and still realise the goal.
- Documenting the project. (Report writing, photography, filming, video editing, and social media).
- Ongoing and final evaluation of the project in relation to the project goals.
- Celebrate success: motivate the team by enjoying victories and project completion.

19. Take Off

Part 1 - Post course evaluation and follow ups

Lesson Outcomes:		
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.		
Equipment: Candle, virtues chart		
Mins	Activity	Overview
5	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: How is project planning going?
5	Connecting Classrooms	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	Summarising	Use [p182] to write personal summaries / definitions of the 8 virtues and what they mean to you. Use [p183] to do a Head-Heart-Hand summary of the whole course: What did you learn? How do you feel about it? How will it change your behaviour?
10	Self Ratings	Ask students to read each of the coloured statements and give themselves a personal percentage rating for each one. Do they do it 50% of the time, 75%? If needed discuss key words. 24 statements in total. Students record scores on [p185] of their book.
25	Group Discussion	Invite class members to share ideas for scores to create a class score which can be recorded in the teacher's book. This will involve negotiating and giving examples. When complete they may like to compare to their initial scores. Please submit the evaluation scores on our website: http://www.lovingclassroom.com/head/evaluation/
5	Goal Review	Students wrote 6 goals on [pIV] of their books. Have they been achieved? What more do they want to work on?
		Students hand books in to teacher ready for certificates.
	TASKS:	Continue with project if unfinished. Connect with another classroom. Carry out their friends for life meet up. Review the book for any 'actions' not yet completed (e.g. thank yous not given, interviews not tried etc)

20. Take Off
Part 2 - Optional Follow Ups

Start at PowerPoint Slide 10

Lesson Outcomes:		
To strengthen the 4H methodology after the programme end.		
To explore three different kinds of follow up activity and discuss their impact.		
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.		
Equipment: Candle, virtues chart, meditation video		
Mins	Activity	Overview
5	Welcome Routine	Students perform a welcome Light a candle Discuss & evaluate the class virtues TASK: How is project planning going? Connecting Classrooms?
5	Books	Hand back books with completed certificates in them. Give students time to enjoy their comments.
5	Follow Ups	Explain that now the programme is over the class may want to continue with short follow up activities to keep the momentum going. They have the chance to test these activities and see which they like.
10	Quotations	[p188] contains a list of interesting quotations. Read the quotation on screen and discuss it as a class using the prompt questions. Allow it to inspire the class to build a loving world. Outline the idea of weekly class presentations .
10	Meditation	Outline the difference between active and passive meditation using [p189]. Run a 5 minute meditation using the video on screen. Afterwards reflect on how it went.
10	Thank You Journal	Use [p190] to start a bank of people to give 4H thank yous to. Make a special effort to show appreciation to these people through actions and feed back to the class on how it went to inspire more acts of kindness. Outline keeping a gratitude diary using the prompts on the slide.
5	Rounding off	Use the questions on screen to consider the different types of follow up tasks. Which did they like? Will they want to use them and when in the week can the class fit it in?
10	End	Do a final Head-Heart-Hand evaluation of today (the follow up tasks) and then warmly congratulate the class for completing the programme. Remind them of the ongoing tasks if not completed.
	TASKS:	Continue with project if unfinished. Connect with another classroom. Carry out their friends for life meet up. Review the book for any 'actions' not yet completed (e.g. thank yous not given, interviews not tried etc) Engage in follow up activities