

Loving Classroom, Secondary School, Foundation Program, Lesson Plans

LO = Learning Objectives

SC = Success Criteria

LC = Loving Classroom

☐ = Indicates a page in the LC book where students can keep track of milestones throughout the course by ticking that core tasks are complete or the class (80% or more of students) have agreed on a concept.

Timings are approximations 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.

Items and timings in red show activities that may be used if there is time or may even carry over to other sessions as starters.

Page numbers are included in bold for instances where you will need to use instructions or refer students to pages to record their ideas.

Lesson 1 – Respect
Part 1, The Humanity Being

LO:	To strengthen respect, within the classroom and for humanity.
SC:	To understand what is meant by the term ‘humanity being’. To know the LC definition of respect.
Equipment: Orange, 2 decks of cards, tissues, drinks, cups, paper for brainstorming, video links (Craig, Malala, Charlie), candle, matches / lighter	
Mins	Activity Summary
10	Orange trick or other fun, unifying opener Short introduction of the LC programme and 8 virtues (p1)
5	Discuss the humanity being graphic
10	Answer 1, Christian – Gratitude task List all those involved in preparing the drinks. Clues / answers on p6
10 10	Answer 2, Islamic – Mutual Responsibility Watch videos of inspirational young people who take responsibility for bettering the world. (May need to return to some later) Craig Kielburger 10 min, Malala Yousafzai 8 min, Charlie Simpson 2 min Briefly brainstorm class causes (p9)
5 - 5 - 10 -	Answer 3, Jewish – Understanding respect Brainstorm what it means to disagree respectfully Play the respect game (p13) lining up in order A respectful thank you note (p14/15)
5	Answer 4, Secular – Discussing exceptions Read extremism story Light a candle
5	Define the humanity being and respect
5	Summary Choose a welcome for next time Task: Say / give the thank you

Lesson 1 – Respect
Part 2, Top 5 Virtues

LO:	To strengthen respect, within the classroom and for humanity.
SC:	To reinforce the core concept of the ‘humanity being’. To know the LC definitions of good and bad. To discuss and agree upon the class’ Top Five Virtues.
Equipment: candle, large brainstorming paper, small note paper, video links (Craig, Malala, Charlie)	
Mins	Activity Summary
5	Students perform a welcome Light a candle Ask for reflections on the thank you’s students gave
5	Recap the humanity being graphic (slide 19) and the definition of respect. Discuss thoughts from last time.
5	Outline the unifying definition of good and bad in terms of LC 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 - 30	Class virtues task (p22). Brainstorm virtues independently on note paper. Discuss ideas as a class and decide on 5 class virtues. <input type="checkbox"/> P23 - The class agrees on their <i>Top Five Virtues</i> .
5	Short meditation to see the good in others Short explanation of ‘have a good day’
5	Respect is recognizing that everyone has something to contribute to the humanity being. P25 , reflect on the good in someone you may have looked down on before.
2	Explain evaluation table. Choose a student / team to create an evaluation table.
15	Use any spare time to return to unfinished activities from part one: Videos of inspirational young people, disagreeing respectfully, the respect game.
5	Summary <input type="checkbox"/> P28 - The class agrees that the lesson goals for Respect have been achieved. Choose a welcome for next time

Note – This lesson is focused on generating the 5 values. 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.

Lesson 2 – Compassion
Part 1, Humanity Being Roles

LOs:	To understand how our personalities enhance the <i>humanity being</i> .
SC:	To know and understand the six humanity being roles. To identify our roles within the class.
Equipment: Candle, virtues chart, student bookmarks, video link (quantum physics) large ball of string, camera	
Mins	Activity Summary
5	Students perform a welcome Light a candle Complete the subheading for the previous lessons (p31)
10	Present the evaluation chart and all students sign it. Discuss & evaluate class performance on the top 5 virtues they chose. Hang it 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 4 -	Discuss whether the two squares on the chess board are the same. Students use bookmarks to prove they are (p33). Identify that we may look different on the outside but we are all one inside. Quantum physics video
15	Outline the dimensions for the humanity being roles; thinker, relater, doer, micro, macro. Then explain the career areas that these roles best suit. Look at the 6 examples and discuss which role they best fit into.
10	In pairs interview each other and identify your roles and preferred job type using the pie charts on p38 . <input type="checkbox"/> P39 - The ideal roles of every student and teacher were identified.
10	Class tapestry. All members say a way we differ and a way we are the same to create a connected web. Take a class selfie when complete.
5	Summary Choose a welcome for next time Task: Reflect on humanity being roles at home

Lesson 2 – Compassion
Part 2, Compassion for Weaknesses

LOs:	To understand how our personalities enhance the <i>humanity being</i> . To develop compassion to help each other overcome our inherent weaknesses.
SC:	To reflect on the strengths and weaknesses of each role. To know that in LC compassion is using our strengths to help others overcome their challenges and weaknesses.
Equipment: Candle, virtues chart, large brainstorming paper	
Mins	Activity Summary
10	Students perform a welcome Light a candle Stick the selfie picture from last week on p40 .
5	Discuss & evaluate the class virtues
5	Ask for reflections on the 6 roles and display slide 8 as a reminder.
20	Move to slide 11. Briefly note each role has weaknesses. For each of the 6 roles get those students to identify their weaknesses (Could record on large paper). The rest of the class should offer compassionate advice. Record insights on p42 .
5	Outline head-heart-hand-harmony. Students complete quiz on p44 .
5	Compassion Scope – choose a classmate to meditate about, focusing on the unity between you.
8	Sunglasses task – choose a classmate you do not currently treat with compassion. Identify ways to show more compassion to them (p46).
10	Compassion in action – interview a classmate to see if their compassion needs are being met (p47).
5	Summary <input type="checkbox"/> P48 - The class agrees that the lesson goals for Compassion have been achieved. Choose a welcome for next time Task: Complete / practice compassion activities at home.

Note – This lesson is focused on warmly identifying weaknesses so that class members can identify areas for support and compassion. 20 minutes assumes around 3 minutes per role, though this may take longer. Use any remaining time to explore the compassion activities in red.

Lesson 3 – Listening

LOs:	To strengthen our compassionate listening in order to understand and support our friends, classmates and the <i>humanity being</i> .
SC:	To know the purpose of listening is to understand and support the humanity being. To know the philosophy “Its hurt people who hurt people.” To practice listening deeply to classmates.
Equipment: Candle, virtues chart, quote to whisper, pairs of numbers to match all students up	
Mins	Activity Summary
5	Students perform a welcome Light a candle Ask for reflections on compassion activities Complete the lesson titles for the previous lessons (p51) .
5	Discuss & evaluate the class virtues
10	Outline listening – to understand others (p52) Listening warm up tasks: Teacher story, listening riddles, Chinese whispers. <input type="checkbox"/> P55 - The class succeeded in <i>Chinese Whispering</i> a quotation.
10	Discuss why friends may not be acting nicely. Tell the couple in the car story. Ask why they are shouting. Identify the pain: “It’s hurt people who hurt people.” To reiterate choose one of the following: Listening beneath the surface story (p60) Understanding difficult behaviour meditation (p61)
10	Whose responsibility is it to stop an argument? Whoever remembers the philosophy. Ensure students understand they are role models and leaders. <input type="checkbox"/> P65 - The class understand the philosophy of “Its hurt people who hurt people.”
1	Remind students about empathy and dangers of ‘falling in the hole’
5 + 5	Listening for the good. Students work in pairs to think and discuss good qualities of individuals / organizations who sometimes annoys them.
10	Listening to each other. Randomly pair students up with numbered slips of paper. Read the friends quote (p70). Partners ask which picture best describes their mood. Listen deeply to the response.
5	Summary <input type="checkbox"/> P71 - The class agreed that the lesson goals for Listening were achieved. Choose a welcome for next time Task: Reflect on any disagreements this week. Complete listening for the good if needed.

Lesson 4 – Kindness
Part 1, Choosing Kind Words

LOs:	To learn tools that help us speak kindly to classmates and members of the <i>humanity being</i> in general.
SC:	To practice a meditation task in order to channel kinder words. To know that communicating kindly is a choice.
Equipment: Candle, virtues chart	
Mins	Activity Summary
10	Students perform a welcome Light a candle Ask for reflections on disagreements this week and the philosophy “It’s hurt people who hurt people.” Complete the lesson titles for the previous lessons (p74)
5	Discuss & evaluate the class virtues
5	Ask students why they think ‘kindness’ is in the head section. Because people will not communicate if they are treated unkindly.
5	Students use p75 to write a note to someone they have a difficult relationship that they want to make better.
10	Outline meditation – looking at the images to get into a good energy. Look at the pictures in silence, breath deeply. Then re-write a better version of the note on p81 .
10	Compare the two notes. Did meditation and calm result in kinder words? <input type="checkbox"/> P82 - The class agrees that we can choose to communicate more compassionately.
10	Discuss the kindness questions on the ‘lips’ slide. Identify that the aim is to show kindness to all of humanKIND, remembering the unity discussed previously. Look at common excuses for unkind words and discuss justifications in the context of the humanity being.
5	Summary Choose a welcome for next time Task: If appropriate, share the positive note / letter with the person whose relationship you want to improve.

Lesson 4 – Kindness
Part 2, Positive Speech Partners

LOs:	To learn tools that help us speak kindly to classmates and members of the <i>humanity being</i> in general.
SC:	To know that communicating kindly is a choice. To understand that kind words cultivate long lasting relationships. To sign up for a positive speech partner and identify kindness goals.
Equipment: Candle, virtues chart	
Mins	Activity Summary
5	Students perform a welcome Light a candle Reflect on any notes given to the relevant people
5	Discuss & evaluate the class virtues
10	Recap the kindness slide (21) from last time and the excuses for unkindness. Discuss kindness / unkindness in humour. Which jokes are good / bad (in the context of LC).
10	Who sees themselves getting married? Record on p87 . Record divorce on p88 . Why do you think wives left their partners? Then show the answer – lack of appreciation. Relate this to kind comments on p90 .
5	It is important to be able to tackle undesirable behaviour but in a kind way. On p91 students change the negative criticisms into positive changes.
5	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"/> P93 – All class members have signed up with a positive speech partner.
5	Outline that kind words are needed online as much as in person. Perhaps even link to rise in cyber bullying and unkindness through anonymity. Note that silence can be kind – time to listen. If someone responds unkindly or diminishes your message then they may be hurting.
10	With speech partners; record a kindness quality you would each like to strengthen on p96 . Decide when to meet to review progress.
5	Summary <input type="checkbox"/> P97 - The class agreed that the lesson goals for Kindness were achieved Choose a welcome for next time Task: Positive speech partners should meet outside of the session.

Lesson 5 – Gratitude
Part 1, Understanding Gratitude

LOs:	To strengthen our gratitude for our well-being, the good things in our class and the goodness in all our classmates.
SC:	To understand that gratitude is being thankful for things. To identify everyday things that we are grateful for. To reflect on how to show gratitude to people in our lives.
Equipment: Candle, virtues chart, sight video, quiz prize	
Mins	Activity Summary
10	Students perform a welcome Light a candle Ask for reflections on positive speech partners Complete the lesson titles for the previous lessons (p100)
5	Discuss & evaluate the class virtues
10	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: Watch the gift of sight video (4.5 min) then get a student to read the meditation story on p101 . Do the gift of breathing exercise on p102 .
10	Tell the 10q joke. Split into small teams and complete the 20 things we are grateful for on p103. Give prizes, share ideas and identify 3 that you can thank someone for.
10	Similar to the thank yous in lesson 1, but this is for people who are more well known. Think about people you are grateful to and how you can show gratitude. Record on p104 . □ P104 – All class members have filled in the first three columns of the gratitude table.
5	Preventative medicine story. Read the story on p105 and identify that being appreciated can change people’s lives.
5	Summary Choose a welcome for next time Task: Thank people identified on pages 103 and 104.

Lesson 5 – Gratitude
Part 2, Class Thank You

LOs:	To strengthen our gratitude for our well-being, the good things in our class and the goodness in all our classmates. To be grateful for at least one quality per classmate (and teacher).
SC:	To understand that gratitude is being thankful for things. To write a thank you to every person in the class.
Equipment: Candle, virtues chart, spare paper in case anyone has forgotten their book, prize for task	
Mins	Activity Summary
5	Students perform a welcome Light a candle Ask for reflections on the people they thanked (record progress on p104)
5	Discuss & evaluate the class virtues
5	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 (kind words) to ensure good energy.
35	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). Starting p107
5	Reflect on opportunities to say thank you to someone, usually strangers in public. Fill in the puzzle pieces on p111 as a competition, with a prize for the winner. Share examples.
5	Summary <input type="checkbox"/> P113 - The class agreed that the lesson goals for Gratitude were achieved Choose a welcome for next time Task: P112, encourage students to spend time asking family what they are grateful for and discussing the LC programme so far.

Note – This lesson is focused on ensuring ALL students write a thank you to ALL class members. Use any remaining time to explore the gratitude competition in red or spend longer explaining the task.

Lesson 6 – Love
Part 1, Defining and Choosing Love

LOs:	To agree upon a class definition of love and develop the head, heart and hand skills of love.
SC:	To reflect on existing definitions of love and how appropriate they are. To generate a class definition of love in light of the humanity being. To understand that love is a choice. To begin practicing making choices to love classmates.
Equipment: Candle, virtues chart	
Mins	Activity Summary
10	Students perform a welcome Light a candle Ask for reflections on discussing gratitude at home. Complete the lesson titles for the previous lessons (p115)
5	Discuss & evaluate the class virtues
15	Read example definitions of love (p116-118) . Note that definitions differ based on head, heart, hand approach and who / how many people are being loved. Use these as inspiration to create a class definition of love. <input type="checkbox"/> P119 – The class agrees on a definition of love.
5	Discuss quotes about the love between teachers and students.
15	Can we choose to love others? Use pages p121-123 to explore this: <ul style="list-style-type: none"> - Choosing to love on a head, heart, hand level (p121) - Applying this framework to a classmate (p122) - Discussing the difference between love and infatuation. Recording how you know you love someone. (p123)
5	Summary Choose a welcome for next time Task: Act on your choice to help a classmate on p122

Lesson 6 – Love
Part 2, Love Connoisseurs

LOs:	To develop the head, heart and hand skills of love to become a love connoisseur (asking interesting questions) and to strengthen our self-esteem and desire for one another to flourish.
SC:	To understand that love is a choice. To ask interesting questions with kindness, care and curiosity. To give head, heart, hand feedback on how what they heard has made them think, feel and want to show support to the interviewee. To Identify three lovable qualities about the self.
Equipment: Candle, virtues chart, slips of paper	
Mins	Activity Summary
5	Students perform a welcome Light a candle Ask for reflections on helping a classmate.
5	Discuss & evaluate the class virtues
5	Explain the term connoisseur – someone who knows a lot about something. Love connoisseurs know a lot about the things & people they love. Show example questions for getting to know people deeply. Students may wish to add more. Explain the task – interviewing classmates to get to know them better (see tips on p3) and writing loving feedback in their book.
5	Before doing the task complete a mood enhancing exercise. E.g. smelling flowers / perfume or a guided meditation. (p128/129)
25	Use slips of paper with names on to match people up randomly. Complete interviews. Facilitate timings of interviews and ensure students record feedback on p130-132.
10	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 LC programme record 3 reasons why you are loveable on p133. Share one with the class. <input type="checkbox"/> P133 – Each student wrote 3 reasons in their book why they are lovable & shared one of them with their class
5	Summary <input type="checkbox"/> P134 - The class agreed that the lesson goals for Love were achieved Choose a welcome for next time Task: Ask family members interesting questions.

Lesson 7 – Care

LOs:	To do for humanity: choosing and launching a classroom project in the spirit of our <i>Top Five Loving Classroom Virtues</i> .
SC:	To understand that hand is about doing for others but it still has elements of head (integrity) and heart (awareness). To explore how different project types can support the humanity being. To decide on a class project To create a project action plan, ensuring all class members have a role.
Equipment: Candle, virtues chart, large brainstorming paper	
Mins	Activity Summary
5	Students perform a welcome Light a candle Complete the lesson titles for the previous lessons (p137)
5	Discuss & evaluate the class virtues
5	Look at the quotes. What do they have in common? Note that the purpose of LC is to create action in the real world. Love Engineers!
5 + 5	Head – Integrity. Read the car salesman story on p140 and ask students how they would respond. Relate to the humanity being to find the ‘good’ response. Explore further questions on p141.
5	Heart – awareness. Doing things for others because we are conscious of our role in the humanity being and how others feel / what they need. See 3 minute video in PowerPoint
10	Hand – caring for the world. Explain that the class will need to decide on a project to benefit the humanity being. This may be micro or macro, it may be head, heart or hand. Read pages 144-149 together to get a feel for the types of project the class could do. <input type="checkbox"/> P146 - The class memorized the <i>3 Wants of a Dialogue</i> .
15	Discuss a class project (p144) and create an action plan using p150 . <input type="checkbox"/> P144 - The class decided on a project.
5	Reflect on happiness – being happy with what you have, feeling that life is good. The project is a chance to enhance this. Note that the project should connect internationally – even if you just present your project to another LC school in the world.
5	Summary <input type="checkbox"/> P155 - The class agreed that the lesson goals for Care were achieved Next weeks welcome: Learning the song, you’ve got a friend p159 . Task: Further project planning, carrying it out (according to timescale set).

Lesson 8 – Friendship

LOs:	To be better friends for our classmates and commit to the <i>Friends for Life</i> programme.
SC:	To explore the qualities of friendship. To create a class definition of friendship. To sign up to and plan friends for life scheme.
Equipment: Candle, you've got a friend video, virtues chart, large brainstorming paper, Dylan Siegel video, calendars	
Mins	Activity Summary
5	Light a candle Complete the lesson titles for the previous lessons (p157) Ask students how their project is doing and what their next steps are (more planning, action, evaluation and sharing?)
5	Discuss & evaluate the class virtues
5	What do you think is a good friend? Share ideas then perform / watch 'you've got a friend'. Note: the song describes some qualities of friendship.
5 - 5 - 5 - 5 -	Exploring friendship qualities (choose some from): Trust – closed eye navigation task (p160) Support – Revision discussion (p161) Apologies – Writing a head, heart, hand apology (p162) Commitment – sticking to people / ideals using the humanity being (p164) Exploring commitment questions before marriage.
5	Read the two 'friends for life' stories on p165-166 about young people supporting and committing to each other. Watch the 2 minute Dylan Siegel video.
10	Agree upon a class definition of a friend on p167 . Does it capture elements of head, heart and hand?
15	Briefly lead a mindfulness reflection of what the class have learned so far. Then read the text on page 169 which leads to the friends for life question. No – discuss why and go back to previous slide Yes – use pages 170-171 to choose an organizer, collect contact details, set a date and decide what to do. <input type="checkbox"/> P171 - The class agreed to take part in friends for life.
5	Congratulate the class. Summarise this chapter and then LC as a whole. <input type="checkbox"/> P173 - The class agreed that the lesson goals for Friendship were achieved Task: Further project planning, carrying it out (according to timescale set).
	Teacher collect books in order to complete certificates and return later.

After the Programme

- Complete the certificates with a Head-Heart-Hand comment and return to each student. You may wish to use A4 copies of certificates to present in assembly.
- Continue to use the 5 virtues chart throughout the academic year.
- Please complete **p174** to evaluate students' behaviour against the eight virtues. Log into the evaluation online to update these details and help us measure outcomes.
- Discuss as a class and as a school how to follow up on the LC-programme – short discussions, assemblies, a follow up programme next year.