



Module 3
Lesson Plan 1



Co-funded by
the European Union

Lesson name	Together we thrive: how does engagement look like?
Connection to ThrivingSchools Framework	<p><i>This lesson supports positive relationships by promoting teamwork, active participation, and respectful communication. It fosters engagement through cooperative challenges that encourage students to focus, contribute, and celebrate shared success. Positive routines and feedback reinforce kindness, inclusion, and attention, embedding the principles of engagement from the PERMA model into daily classroom practice.</i></p>
Duration	45 minutes
Age range	10-12 years
Objectives	<p>Objectives:</p> <p><i>Upon completion of this lesson, students will be able to:</i></p> <ul style="list-style-type: none"> ● <i>Reflect on their own feelings and engagement in different classroom activities.</i> ● <i>Identify strategies and behaviors that help themselves and others stay focused, motivated, and positive.</i> ● <i>Collaborate effectively in small groups, demonstrating respect, teamwork, and shared problem-solving.</i> ● <i>Set personal goals to maintain attention, contribute meaningfully, and support a positive class environment.</i> ● <i>Connect their experiences of engagement to broader concepts of well-being, such as focus, enjoyment, and cooperation.</i>
Setting	<p>The lesson takes place in the classroom, arranged to support collaborative group work and active participation. Desks or tables are organized in small clusters to encourage communication and teamwork. The activity may also include a brief movement or reflection segment, which can be conducted in an open indoor area (e.g., at the back of the classroom or a common space) to facilitate engagement and interaction.</p>

**Required
material/resources**

Whiteboard and markers - for recording key ideas, group reflections, and summarizing engagement patterns during discussions.

Sticky Notes – to use in Activity 1 for students to write and share personal engagement strategies.

Chart paper and tape – for group brainstorming and displaying team creations.

Classroom timer – to help manage time during team challenges and reflections.

Reflection prompt cards – containing guiding questions for the reflection circle (e.g., “What helped your team work well?”).

Pencils and coloring supplies – for writing and creatively decorating worksheets or engagement pledges.

Class engagement wall or display board – a dedicated space to showcase student pledges and celebrate ongoing engagement.

Lesson activities

Activity 1: Discovering Engagement – What Helps Us Thrive?

(10–12 minutes)

Teaching approach: Whole-class discussion and guided reflection

Group size: Whole class

Materials: Whiteboard, markers, sticky notes

Steps:

Step 1: Begin with a question: “When do you feel most focused and excited about learning?” Encourage students to share personal examples.

Step 2: Record key ideas on the board under two columns: “Engaged” and “Disengaged.”

Step 3: Briefly introduce PERMA and explain that the “E” stands for Engagement—being fully absorbed in an activity that feels meaningful and enjoyable (*Annex 2, worksheet 1*).

Step 4: Invite students to write one thing that helps them stay engaged on a sticky note and place it on the board (*Annex 2, worksheet 3*).

Step 5: Summarize patterns (e.g., teamwork, creativity, challenge) and link to today's focus: "We'll explore how teamwork and respect help everyone stay engaged."

Student engagement: Students reflect, contribute ideas, and co-construct understanding through dialogue and visual participation.

Activity 2: *The Team Challenge – Working Together with Respect*
(20–25 minutes)

Teaching approach: Collaborative learning and experiential activity

Group size: Small groups (4–5 students)

Materials: Team Challenge Cards, chart paper, tape, classroom timer

Steps:

Step 1: Divide students into small groups and explain that each group will complete a fun challenge that requires teamwork, focus, and creativity (e.g., building the tallest paper tower, designing a class mascot, or creating a short jingle about kindness).

Step 2: Review class expectations using SWPBS routines — listen, take turns, encourage others, and celebrate effort.

Step 3: Distribute challenge materials and start the timer (10–15 minutes). The teacher circulates, reinforcing positive behavior with verbal praise and encouragement ("Great teamwork, I see everyone contributing!").

Step 4: When time ends, each group presents their creation or explains their process.

Students collaborate actively, share roles, and experience "flow" as they focus on a shared goal. They practice respectful communication, decision-making, and creative problem-solving.

Activity 3: *Reflection Circle – How Did We Engage?*
(10 minutes)

Teaching approach: Reflective learning and group discussion

Group size: Whole class (circle seating if possible)

Materials: Reflection prompt cards or whiteboard prompts

Steps:

Step 1: Ask students to sit in a circle and think about their experience in the group activity.

Step 2: Use guiding prompts: “What helped your team work well?”, “How did you feel when you were engaged?”, “How did you include others?”

Step 3: Invite volunteers to share responses. Emphasize positive behaviors observed during teamwork.

Step 4: Summarize key takeaways: Engagement grows when we focus, cooperate, and support each other.

Students participate through discussion and emotional reflection, connecting the experience to self-awareness and empathy. The activity promotes social and emotional learning while reinforcing shared classroom norms.

Activity 4: *I Can Stay Engaged!*

(8–10 minutes)

Teaching approach: Individual reflection and goal setting

Group size: Individual work, then pair-share

Materials: “*I Can Stay Engaged!*” worksheet or journal page, pencils

Steps:

Step 1: Distribute worksheets and ask students to complete prompts (*Annex 2, worksheet 2*):

“One thing that helps me stay engaged is...”

“One behavior I will practice helping my class stay engaged is...”

“When I’m focused, I feel...”

Step 2: Students write quietly for 3–5 minutes, then share their pledges with a partner.

Step 3: Collect or display voluntary pledges on a “Class Engagement Wall” to reinforce ongoing commitment.

Students take ownership of their learning by identifying personal strategies for focus and participation. This fosters self-regulation, intrinsic motivation, and accountability—key aspects of the *Engagement* pillar in PERMA.

Assessment

Formative Assessment

- Students give at least one clear example of when they feel engaged.

	<ul style="list-style-type: none"> ● Student identifies at least one factor that helps with engagement (e.g., teamwork, challenge, creativity). ● Students contribute sticky-note ideas and listen respectfully to others. ● If time, have students write one sentence: <i>“One thing that helps me stay engaged is ____.”</i> ● Give a 1–2-minute whole-class feedback: highlight common engagement factors, praise examples, and address any misconceptions you heard. ● <i>Annex 2, worksheet 4.</i> <p>Probing questions to use while observing: “Can you say more about why that activity kept you focused? “How did working with others help you stay interested?”</p>
<p>Additional Resources (if applicable)</p>	<p>Seligman, M. E. P. (2011). <i>Flourish: A visionary new understanding of happiness and well-being</i>. Free Press.</p>



Annex 1

Teacher Notes:

Effective teaching goes beyond delivering content—it involves creating a classroom environment where students feel safe, valued, and motivated to participate. The following tips are designed to help you foster engagement, encourage collaboration, and support positive behavior throughout the lesson. By modeling respect, providing clear guidance, and responding flexibly to students' needs, you can maximize learning, build confidence, and create a classroom culture where every student feels included and inspired to contribute.

Some recommendations:

- Create a positive, safe environment, you can begin the lesson with warmth and enthusiasm. Reinforce that all ideas are welcome and that mistakes are part of learning.
- Demonstrate active listening, encouragement, and curiosity throughout discussions and activities. Students often mirror teacher behavior.
- Be prepared to adjust the timing of activities based on student engagement levels. Some groups may need more time for collaboration or reflection.
- For group activities, give concise step-by-step instructions and check for understanding before starting.
- Prompt quieter students gently with questions like, “What do you think about this idea?” or “Can you share one thing that helped your team?”
- Use specific praise (e.g., “I noticed how you helped your teammate include everyone in the discussion”) rather than general comments.

Even in a well-planned lesson, challenges can arise that may affect student engagement, participation, or classroom dynamics. The following strategies provide practical solutions to common issues, helping you maintain a positive, productive learning environment while supporting all students in achieving the lesson objectives.

What can you do:

- Assign roles (e.g., timekeeper, presenter, encourager) to ensure everyone has a clear responsibility. Circulate and check that each student is contributing.
- Gently redirect attention by asking engaging, open-ended questions: “How is your team using everyone’s ideas?” or “What could make your project even more creative?”
- Offer sentence starters or prompts: “One thing that helped me stay engaged was...” or “I felt proud when I....” Pair-share before whole-class discussion can help build confidence.
- Keep a visible timer and give periodic reminders. Be ready to shorten or extend activities slightly while maintaining core learning goals.
- Address conflicts calmly and privately if possible. Empathize with empathy and problem-solving skills. Remind students that teamwork is about respect and collaboration.

If you want to maximize engagement:



- Use visual aids (sticky notes, charts, posters) to make abstract ideas concrete.
- Highlight patterns in student contributions to show connections between ideas.
- Celebrate successes in small ways (verbal praise, stickers, or displaying work on a “Class Engagement Wall”).
- Encourage students to notice and reflect on their own growth and teamwork skills.

After the lesson, consider:

- Which activities generated the most engagement and why?
- Were students able to identify strategies for staying focused and working collaboratively?
- How might you adjust future lessons to support stronger participation or reflection?

Annex 2

Worksheet 1: What is PERMA?

PERMA is a model created by psychologist Martin Seligman to help us understand what makes people happy and thrive.

Each letter stands for something that helps us feel good and do well:

Letter	Meaning	What it's about
P	Positive Emotions	Feeling joy, gratitude, hope, and kindness.
E	Engagement	Being focused and fully involved in what you're doing.
R	Relationships	Feeling connected and supported by others.
M	Meaning	Doing things that feel important and valuable.
A	Accomplishment	Reaching goals and feeling proud of your progress.

Engagement means being fully absorbed in an activity that feels meaningful and enjoyable.

When we're engaged, we lose track of time because we're so focused and excited about what we're doing!

Worksheet 2. What does engagement look like?

Think About It. Answer or discuss these questions with a partner or group:

When do you feel most engaged in class or during other activities?

- _____
- _____

What kinds of activities help you focus and enjoy learning?

- _____
- _____

What makes it hard for you to stay engaged sometimes?

- _____
- _____

My Engagement Profile

✓ I feel most engaged when I'm... (circle all that apply)

- Working in a team
- Solving a challenge or puzzle
- Creating or drawing something
- Helping others
- Learning new information
- Moving or being active
- Thinking quietly on my own



Sharing my ideas with the class

Other: _____

My Reflection

Fill in the sentences below:

One thing that helps me stay engaged is:

• _____

When I am engaged, I feel:

• _____

One way I can help others stay engaged is:

• _____

Challenge Yourself!

Draw or write one activity where you feel “in the zone” — so focused that you forget about everything else!

• _____

• _____

Worksheet 3. What does engagement look like?

Student Name: _____

• When do you feel most focused and excited about learning? Write or draw one example below.

• I feel most engaged when...

• Look at the class list of ideas on the board. In the boxes below write or draw examples that match each feeling.

When I'm **engaged**

I feel... _____

I do... _____

I think... _____

I work best when... _____

When I'm **disengaged**

I feel... _____

I do... _____

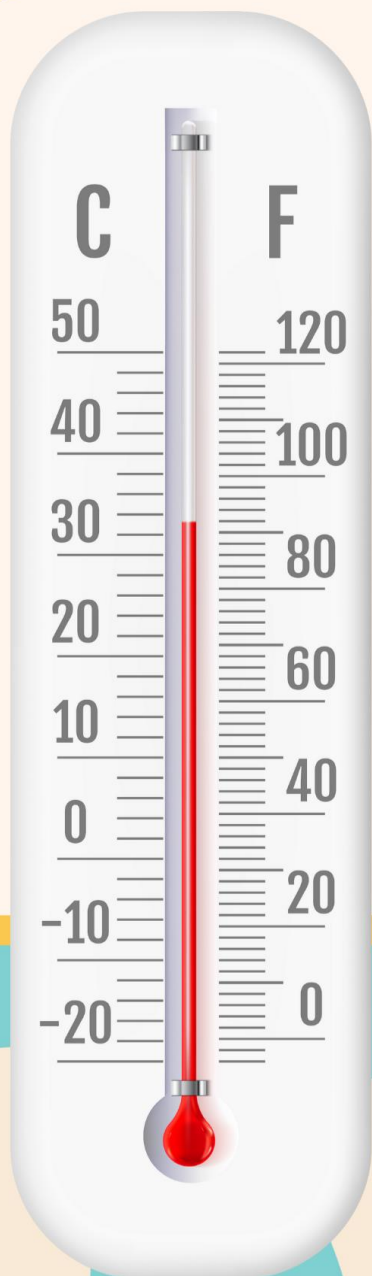
I think... _____

I lose focus when... _____



Worksheet 4. *Asses your engagement level*

THERMOMETER



fully committed

interested

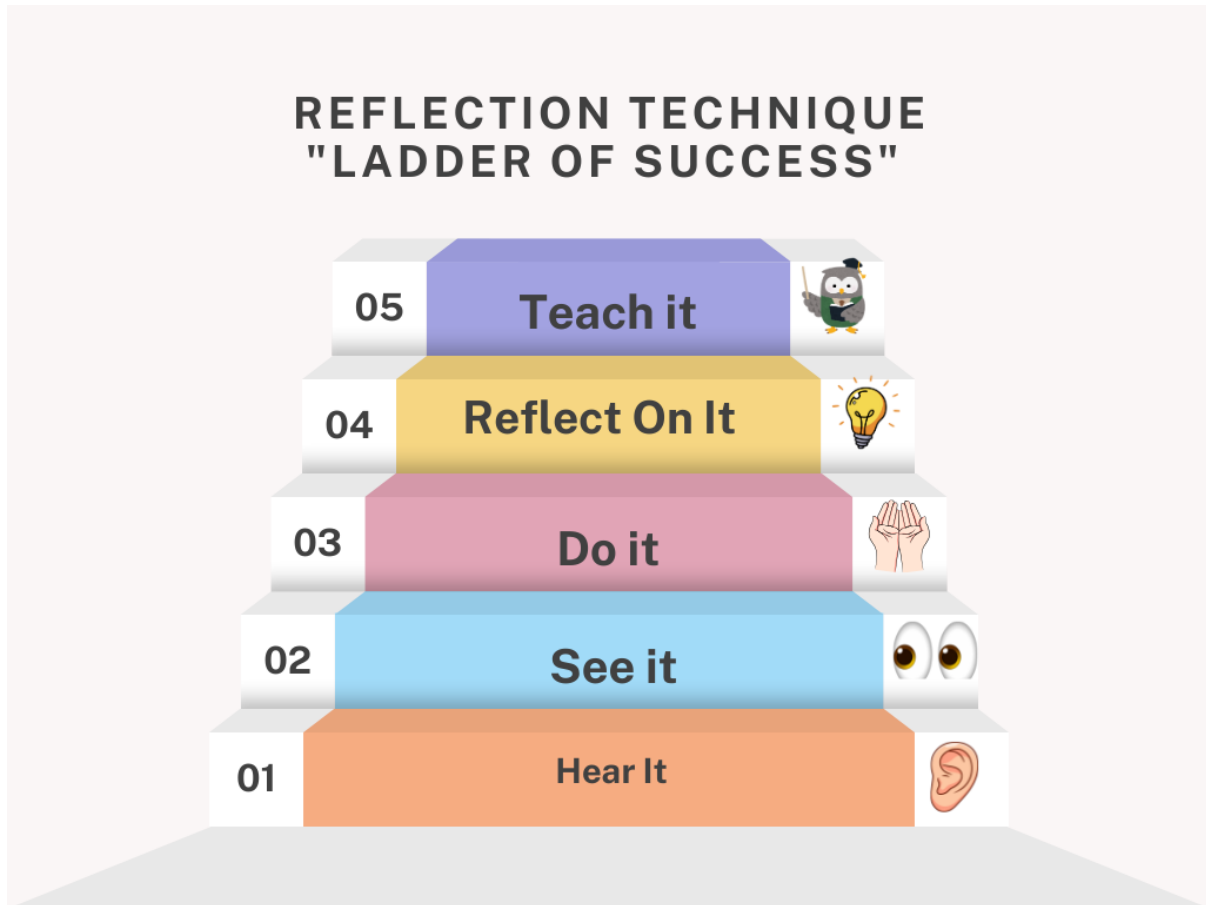
balanced

loss of interest



low on energy

Activity 1. *Ladder of success*



Step 1: Hear It

Listen carefully to the concept or instructions being explained.

Step 2: See It

Watch a demonstration or look at visual examples to reinforce understanding.

Step 3: Do It

Practice the task or concept yourself through hands-on activity.

Step 4: Reflect On It

Think about what you did — what worked, what didn't, and why.

Step 5: Teach It

Explain or teach the concept to a peer — this helps solidify your own understanding.

Note for teachers:



The *Ladder of Success* reflection activity allows students to self-assess their understanding and progress. To ensure all learners can participate meaningfully, the following alternative activities and modifications can be applied based on individual needs and learning styles:

- For students who experience difficulty with writing or have visual impairments, encourage verbal participation. Students can explain which step of the ladder best represents their understanding (e.g., “I think I’m on the third step because I understood it when I practiced it”). The teacher or a peer can record responses on a shared chart or digital board.
- For students with cognitive or language challenges, provide a version of the ladder with icons, emojis, or colors representing each step (e.g., · = “I heard and forgot,” · = “I did it and understood it,” · = “I can teach someone else”). Students can point to or color the step that fits their current level.
- For kinesthetic learners, create a large floor ladder using paper or tape. Students physically stand or step on the rung that represents how they feel about their learning. Follow up with a short reflection or group discussion (“Why did you choose this step?”) to reinforce self-awareness.
- For students who prefer using technology or are participating remotely, provide a digital interactive ladder (e.g., on Jamboard, Google Slides, or Padlet). Students can drag their name, icon, or avatar to the step that matches their understanding of the lesson content.
- For students who need additional scaffolding, offer guided sentence prompts such as: “I am on Step ___ because...”; “I feel proud that I can...”; “Next time, I want to reach the step where I can...” These prompts encourage reflection and help students articulate their thoughts with confidence.
- For students requiring additional assistance, review each step of the ladder with clear, concrete examples. Provide one-on-one or small-group discussions to help them connect their experiences with their level of understanding.

Activity 2. Choice

Instructions: After the lesson, read each sentence starter and choose the word(s) that best describes your experience. You may also add a short comment if you wish.

1. During the lesson, I worked:

- Actively / Passively
- Comment: _____

2. I am ... with my work today:

- Satisfied / Dissatisfied
- Comment: _____

3. The lesson seemed:

- Short / Long
- Comment: _____

4. By the end of the lesson, I felt:

- Tired / Not tired
- Comment: _____

5. My mood:

- Got better / Got worse
- Comment: _____

6. The lesson material was:

- Clear / Not clear
- Interesting / Boring
- Comment: _____

Note for teachers:

This reflective activity invites students to think about their engagement and learning experience by selecting the words or phrases that best describe how they felt during the lesson. To ensure accessibility and participation for all learners, the following modifications can be implemented according to individual needs and learning preferences:

- For students who have writing difficulties, visual impairments, or benefit from oral expression, allow them to share their answers verbally with the teacher or a partner. The teacher or a peer can record the chosen words or short comments on the worksheet or class chart.
- Provide a version of the activity that includes visual cues or emojis representing different feelings or engagement levels. Students can point to, circle, or color the image that best matches their experience.
- For students with language or reading comprehension difficulties, simplify the wording of sentence starters (e.g., change “I felt most engaged when...” to “I liked learning when...”). Offer fewer, more concrete choices to reduce cognitive load.
- For kinesthetic learners, turn the choice activity into a “Corners of the Room” reflection. Label each corner with a response option (e.g., “Very Engaged,” “Somewhat Engaged,” “Neutral,” “Not Engaged”). Students move to the corner that represents their feeling and share a short reason if comfortable.
- For students who need additional scaffolding, provide a word bank with emotion or action words (e.g., “focused,” “curious,” “bored,” “distracted”). Encourage them to choose words that describe their experience and complete the sentence starters, either by writing or circling choices.
- Offer individual or small-group reflection time for students who may need extra help processing their experiences or understanding their emotions. Use guiding questions and positive reinforcement to help them express their thoughts.