



Module 4
Lesson Plan 1



Co-funded by
the European Union

Lesson name	Together we can!
Connection to ThrivingSchools Framework	<p><i>This lesson supports the Relationships component of the ThrivingSchools Framework by promoting empathy, communication, and collaboration among students. It helps build a classroom culture of respect, inclusion, and support — key elements for both well-being and engagement.</i></p>
Duration	45 minutes
Age range	10-12 years
Objectives	<p>Objectives:</p> <ul style="list-style-type: none"> • <i>Explain what positive relationships mean and why they are important for well-being.</i> • <i>Identify qualities of good friends and teammates (e.g., kindness, respect, listening).</i> • <i>Practice communication and cooperation through group and partner activities.</i> • <i>Reflect on how their actions and words affect others.</i> • <i>Set one personal goal to strengthen a positive relationship in their life.</i>
Setting	<p>The lesson takes place in a classroom or multipurpose space arranged to support small-group collaboration and circle discussions. Desks or tables can be arranged in clusters or a U-shape to encourage participation and connection.</p>
Required material/resources	<p><i>Whiteboard and markers</i> - for recording key ideas, group reflections, and summarizing engagement patterns during discussions.</p> <p><i>Classroom timer</i> – to help manage time during team challenges and reflections.</p> <p>“Kindness Wall” or class poster for optional display a dedicated space to showcase student pledges and celebrate ongoing engagement.</p>

Friendship quality cards - each card names and defines one key friendship quality. Students can discuss examples, role-play, or sort them (e.g., “Always,” “Sometimes,” “Needs Practice”).

My Relationship Goal worksheet

Lesson activities

Activity 1: *Warm-up: building connections*

(2-3 minutes)

It is a greeting activity, used in the lesson introduction, with the purpose to create a welcoming atmosphere, activate prior knowledge, and set a positive emotional tone.

Group size: Whole class

Materials: Prompt questions: “*What makes someone a good friend?*”, “*How do we show respect or kindness to others?*”

Steps:

Students and teachers sit in a circle. The teacher greets everyone and introduces the theme: “Today we’ll learn how to build strong, positive relationships.”

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

Activity 2: *Friendship builders – creating our circle of trust*

(10–15 minutes)

Group Size: Small groups (4–5 students)

Materials: friendship quality cards, chart paper, colored markers, tape, classroom timer

Steps:

Step 1: Divide students into small groups and explain that each group will work together to complete a “Friendship Builders” challenge. Each group receives a set of Friendship Quality Cards (e.g., kindness, honesty, patience, empathy, cooperation, respect). Their task: Choose 5 qualities they believe are most important in a friendship or team. On chart paper, create a “Circle of Trust” by writing these qualities inside and decorating their poster creatively (symbols, colors, drawings).

Step 2: Review class expectations using SWPBS (School-Wide Positive Behavior Support) routines:

- Listen respectfully to all group members.

- Take turns and make sure everyone’s voice is heard.
- Encourage others and appreciate each idea.
- Celebrate effort, not just the final product.

Step 3: Start the timer for 15 minutes.

Circulate among groups to support collaboration and reinforce positive behaviors through specific verbal feedback: “I like how your group is making sure everyone contributes!” “Great job showing respect and listening carefully.”

Step 4: When time is up, each group presents their Circle of Trust to the class, explaining why they selected their five key friendship qualities. The teacher summarizes patterns and differences between groups, highlighting that strong teams and friendships are built on shared values like kindness, respect, and communication.

Activity 3: *Communication challenge – solving conflicts with kindness*

(15 minutes)

Teaching approach: Role-play, social-emotional learning (SEL), and guided reflection

Group size: Pairs or small groups (3–4 students)

Materials: Conflict scenario cards, emotion cards (optional), classroom timer

Steps:

Step 1: Introduce the activity

Explain that even good friends sometimes disagree — what matters most is how we handle it. Tell students they will practice resolving small conflicts respectfully and kindly, using clear communication and empathy. For example, “Sometimes we get upset, and that’s okay. What’s important is to use kind words, listen, and try to find a solution together.”

Step 2: Model the process

With a volunteer, model a simple conflict (e.g., two students both want the same ball at recess). Demonstrate two versions: An unhelpful reaction (interrupting, blaming, ignoring), or a helpful reaction (listening, using “I feel...” statements, suggesting compromise).

Briefly discuss: “What made the second version better? How did they show respect and kindness?”

Step 3: Group practice

Distribute Conflict Scenario Cards to pairs or small groups. Examples: Two students want to be the leader in a group project. A classmate forgot to share materials. One student accidentally hurt another's feelings.

Ask groups to:

- Read their scenario.
- Act out the conflict and then show a positive solution using respectful communication.
- Give 5–7 minutes to prepare and act. The teacher circulates, offering encouragement and reminders: “Remember to listen before responding.” “Try using ‘I feel... when... because...’ statements.”

Step 4: Reflection and discussion. Invite volunteers to share their role-play with the class. After each one, briefly discuss:

- What strategies helped solve the problem?
- How did empathy and listening make a difference?
- How did this experience make you feel?

Summarize that kindness, respect, and communication help everyone feel safe and valued in class — essential ingredients for well-being and cooperation.

Activity 4: My relationship goal – putting kindness into action (**ANNEX 3. Worksheet 1. My Relationship Goal**)

(10 minutes)

Teaching approach: Guided reflection and goal setting (SEL-based)

Group size: Individual reflection, then optional pair sharing

Materials: “My Relationship Goal” worksheet, pencils, and a “Kindness Wall” or class poster for optional display

Step 1: Guided reflection. Invite students to take a quiet moment to think about today's activities: “We learned that working together, showing kindness, and communicating respectfully help us feel good and make our class a great place to learn. Think about one relationship — maybe with a friend, classmate, or family member — that you'd like to make stronger.”

Ask reflective prompts:

- “What is one thing you can do to be a better friend or teammate?”
- “How can you show kindness or listen more carefully to someone this week?”

	<ul style="list-style-type: none"> • “What words or actions help others feel included?” <p><i>Step 2:</i> Write a personal goal. Distribute My Relationship Goal sheets or cards. Students write one short, specific, and realistic goal.</p> <p>Examples: “I will invite someone new to join my group at recess.” “I will listen without interrupting when my friend talks.” “I will compliment someone each day this week.”</p> <p>Encourage positive, actionable wording — focusing on what students will do rather than what they won’t do.</p> <p><i>Step 3:</i> Optional sharing. Invite volunteers to share their goal with a partner or small group. “When we share our goals, we inspire others and remind ourselves that we’re all learning and growing together.” If appropriate, students can post their goals on a “Kindness Wall” or add them to a class poster titled Together We Can!</p> <p><i>Step 4:</i> Closure and encouragement. Gather the class in a circle. Thank them for their teamwork and kindness throughout the lesson.</p> <p>Conclude with a short affirmation: “When we work together, respect each other, and use kind words, we make our school a place where everyone can thrive.”</p>
Assessment	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Students describe at least one quality of a positive relationship (e.g., kindness, respect, listening, inclusion). • Students demonstrate cooperation and respectful interaction during group activities (e.g., sharing tasks, taking turns, offering encouragement). • Students reflect on their own behavior and set a personal goal for improving a relationship (see Annex 2, Worksheet 4). • Students contribute ideas verbally or in writing during circle discussion or reflection (Activity 4). <p>Questions to guide assessment:</p> <ul style="list-style-type: none"> • “What makes a good teammate or friend?” • “How did your group solve disagreements or decide together?” • “How do you think your words or actions affected your teammates?” • “What’s one way you can show kindness or cooperation tomorrow?”
Additional Resources (if applicable)	<p>Seligman, M. E. P. (2011). Flourish: A visionary new understanding of happiness and well-being. Free Press.</p>

Annex 1

Teacher Notes

Below there are some recommendations to guide teachers in delivering the lesson effectively, anticipating possible challenges, and ensuring that all students — including those with diverse social-emotional or learning needs — are supported throughout the session.

Some recommendations:

- Create a supportive and safe environment, before starting, remind students that the classroom is a safe space where everyone's feelings and opinions are respected. Emphasize that mistakes are part of learning and teamwork.
- Set clear behavioral expectations, review norms for respectful listening, taking turns, and using kind language. Posting them on the board can be helpful.
- Make adaptation for diverse learners, some students may need visual aids, simplified language, or sentence starters to express feelings or ideas.
- Encourage participation, focus on engagement and cooperation rather than "getting it right." Praise small efforts that show empathy or teamwork.
- Show how to listen without interrupting, paraphrase others' ideas, and use encouraging body language (smiling, nodding).
- Ensure that quieter or shy students are paired with supportive peers. If conflict or teasing arises, intervene gently but firmly, refocusing on classroom values.

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.

If you want to maximize engagement:

- Use visual aids (sticky notes, charts, posters) to make abstract ideas concrete.
- 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 engaged students most effectively?
- Did all students feel included and supported?
- How did the group handle disagreement or communication challenges?
- What skills (empathy, listening, self-regulation) seemed strongest or need more development?

Annex 2.

Friendship cards



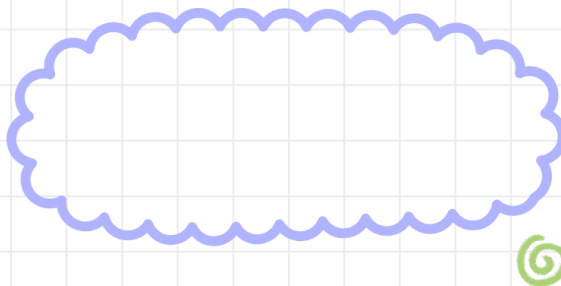
Kindness wall"



Kindness wall



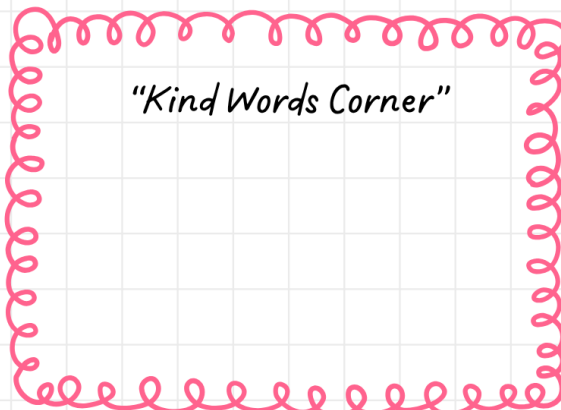
"Kindness Goals"



"Acts of Kindness"



"Kind Words Corner"



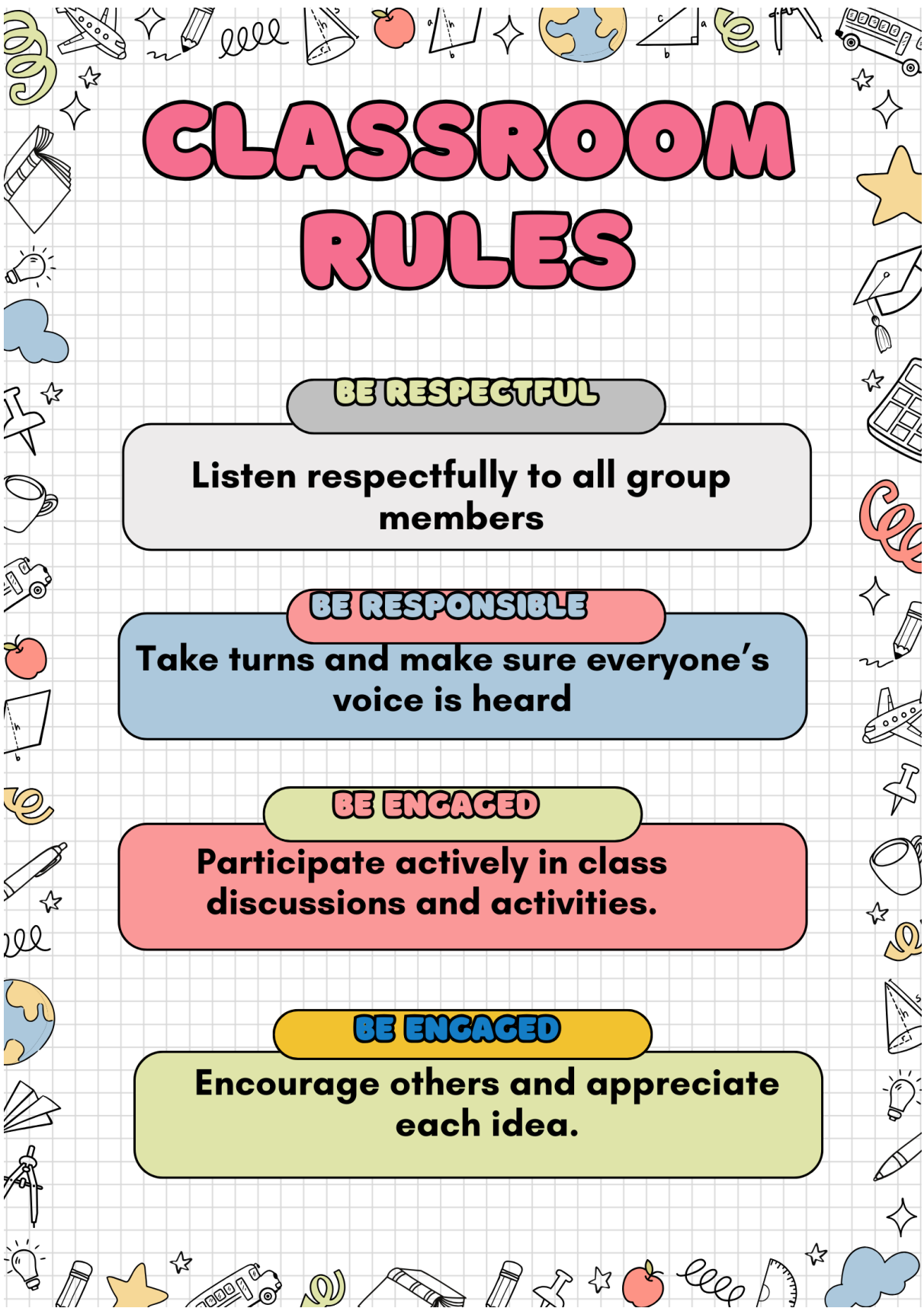
"Kindness Quote"



Good job

"Kindness Quotes"





CLASSROOM RULES

BE RESPECTFUL

Listen respectfully to all group members

BE RESPONSIBLE

Take turns and make sure everyone's voice is heard

BE ENGAGED

Participate actively in class discussions and activities.

BE ENGAGED

Encourage others and appreciate each idea.

Conflict Scenario Cards

The Conflict Scenario Cards are a hands-on SEL resource that helps students recognize, discuss, and resolve interpersonal conflicts constructively.

They encourage empathy, perspective-taking, and effective communication — key components of social and emotional learning and relationship-building. Each card presents a short, realistic classroom or playground conflict. Scenarios are written in simple, age-appropriate language for students aged 10–12. The teacher can print, laminate, and cut them into small cards for reuse.

Optionally, pair with Emotion Cards to help students identify and name feelings before finding a solution.

Card 1: The group leader



Two classmates both want to be the leader of the group project. They start arguing and stop working together.

Prompt:

How can they decide fairly and keep the project moving?
What could each person say using kind, respectful words?

Card 2: The forgotten invitation



One student feels sad because their friend forgot to invite them to play during recess.

Prompt:

How can they express their feelings calmly?
What can the friend say to make things right?

Card 3: The shared materials



Two students have to share colored pencils for an art project. One takes all the colors first and doesn't pass them

Prompt:

How can they solve the problem so everyone gets what they need?
What could they say to show fairness?

Card 4: The hurt feelings



Someone laughed when a classmate gave a wrong answer in class. The classmate now feels embarrassed.

Prompt:

How can the student who laughed make things better?

What could the teacher or classmates do to help restore respect?

Card 5: The sports disagreement



During a game, one student says another “cheated.” They both get upset and stop playing together.

Prompt:

How can they resolve the disagreement without blaming?
What words or actions can rebuild trust and friendship?

Card 6: The partner switch



A student feels left out because their best friend chose a different partner for an activity.

Prompt:

How can they talk about their feelings honestly but kindly?
What can the friend do to include both of them?

Instructions:

- Distribute different cards to pairs or groups.
- Rotate cards so students explore multiple scenarios.
- Encourage students to use SEL communication prompts such as: "I feel ___ when ___ because ___." "Let's find a way that works for both of us." "I understand how you feel."

After role-plays, discuss as a class and record key conflict-resolution strategies on a chart or whiteboard (e.g., listen first, use calm voices, find a fair solution).

Annex 3.

Worksheet 1. My Relationship Goal

Lesson: Together We Can!

Name: _____ Date: _____

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





□ Reflect. Think about what we learned today — kindness, listening, teamwork, and respect. Take a moment to think about the people around you — classmates, friends, family, or teachers.

Who is someone you'd like to have a better or stronger relationship with?

▣ Think. What helps you feel good when others treat you kindly?

What can YOU do to make someone else feel that way?

▣ Set your goal. Write one clear, specific goal for how you will build a positive relationship this week. Try to use "I will..." to show your commitment.

My goal:





My plan for action

When will I do this? _____

Where will it happen? _____

Who can support or remind me? _____

▣ Reflect & Share. Draw or write how you think this goal will help you and others feel:



☑ My Promise:



Annex 5.

Adaption for students with SEN

This lesson is designed to help all students strengthen their social-emotional skills by practicing empathy, communication, and cooperation. To ensure every student, including those with SEN, can participate meaningfully, teachers can implement the following adaptations and support according to individual strengths, needs, and learning preferences:

- Provide visual aids (e.g., friendship quality cards, emotion icons, communication prompts) to reinforce understanding during role-play and group discussions.
- Use visual schedules or step-by-step pictograms to help students anticipate the sequence of activities (e.g., “Listen → Discuss → Act → Reflect”).
- Offer sentence starters such as “I feel... when...” or “Can we try... together?” to scaffold communication for students with speech or language difficulties.
- Break instructions into short, clear steps and check for understanding before starting each task.
- Use plain, concrete language and model desired behaviors or outcomes visually and verbally.
- Repeat or rephrase key points and encourage students to ask for clarification when needed.
- Allow students with fine-motor or writing challenges to share their reflections verbally, through drawing, or using assistive technology (e.g., tablets, recorders).
- During group challenges or role-plays, assign supportive roles (e.g., timekeeper, idea recorder, encourager) to students who may find acting or speaking in front of others difficult.
- Offer choice in activity type — for example, students can role-play, draw, or use puppets to demonstrate respectful communication.
- Prepare students for group interaction by reviewing social expectations and modeling appropriate behaviors.
- Reinforce positive social interactions with specific praise (e.g., “I like how you listened to your partner”) and use calm redirection when needed.
- Provide a quiet corner or calm space for students who may need a sensory or emotional break.
- Minimize distractions by arranging seating strategically and maintaining consistent routines.
- Incorporate movement breaks between tasks for students who benefit from physical regulation.

By incorporating these inclusive strategies, teachers can create a supportive and flexible environment where every student can experience success, connection, and well-being while developing essential life skills in empathy and collaboration.