

## Introduction

This scheme of work has been produced by Yes Futures.

### What does this scheme of work teach?

This series of short lessons introduces students to four key character strengths:

- **Resilience** – lessons 1 and 2
- **Confidence** – lessons 3 and 4
- **Communication and working with others** - lessons 5 and 6
- **Self-awareness** – lessons 7 and 8

Through these lessons, students will explore these topics in detail, gaining a deeper understanding of each character strength and applying them to their own lives.

### How should I use this scheme of work?

This scheme of work consists of nine 25-minute lesson plans, including an introductory lesson. Each lesson can be adapted to be shorter or longer, depending on the time available to you.

Also, sets of two lessons (e.g. Resilience 1 and 2) can be brought together as a full 50-60 minute lesson. Each lesson comes with an extension activity which can be used for more able learners, to extend the lesson time or as homework.

Whilst each lesson does work as a stand-alone session, we recommend you teach the lessons in the order given.

### What learning objectives are achieved?

<b>Introduction Lesson</b>	For students to understand what 'character' means and begin to explore their own character.
<b>Lesson 1</b>	For students to understand what resilience means and strategies for building resilience in everyday life.
<b>Lesson 2</b>	For students to understand an example of extreme resilience and use this to form their own opinion of the importance of resilience in their own lives.
<b>Lesson 3</b>	For students to explore what confidence means and how it can be developed.
<b>Lesson 4</b>	For students to understand how failure links to confidence.
<b>Lesson 5</b>	For students to explore the key elements of effective conversational communication.
<b>Lesson 6</b>	For students to understand key team roles and begin to improve their own teamwork skills.
<b>Lesson 7</b>	For students to understand the basic principles of mindfulness and how it can be a helpful strategy for developing self-awareness.
<b>Lesson 8</b>	For students to recognise what motivation is and how it can be developed.

### About Yes Futures

Yes Futures is a charity run by 'Outstanding' qualified teachers with over 12 years' experience running character development programmes. We are here to help you so please [get in touch](#) if you need any support.

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# Introducing Character

Introduction Lesson	
<b>Length</b>	25 mins (can be shortened or extended)
<b>Learning Objectives</b>	For students to understand what 'character' means and begin to explore their own character.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>All students will understand the term 'character'.</li> <li>Most students will be able recognise character traits in themselves and others.</li> <li>Some students will identify the difference between attitudes, resources and skills.</li> </ul>
<b>Resources needed</b>	About Me worksheet, Being a Hero worksheet, coloured pens (3 per student), the Kid President 'For the Heroes' video ( <a href="https://www.youtube.com/watch?v=tgF1Enrgo2g">https://www.youtube.com/watch?v=tgF1Enrgo2g</a> )
<b>How to use this lesson</b>	This first lesson plan is designed to give students an initial understanding of character. It is ideal for tutor time or as an introductory session for new groups. It could also be used as a homework activity and discussed as a whole group in a follow-up session.

Timing	Teaching tasks (teachers)	Learning tasks (students)
5 mins	<b>Starter: About Me</b>  Put worksheets on desks for students to start on arrival.	Students complete 'About Me' spider diagram activity on worksheet.  Students to explain ideas from their sheet with a partner.
3 mins	<b>Discussion: What is character?</b>  Introduce the term 'character'. Ask students: <ul style="list-style-type: none"> <li>- Do you know what this means?</li> <li>- Why might it be important?</li> <li>- What definition might you give?</li> </ul> Discuss ideas as a whole group.  Offer teacher definition with explanation that there are various possible interpretations and this is just one:  <i>Your character is your unique set of personal attitudes and skills.</i>  Explain that the term 'character' stems from Ancient Greek philosophy; Aristotle defines it as 'the man who possesses character excellence does the right thing, at the right time, and in the right way'.  It is critical to develop your character as well as your academic skills – it's what future employers, universities etc. will judge you on.	Students come up with a definition of 'character' in pairs/ small groups.

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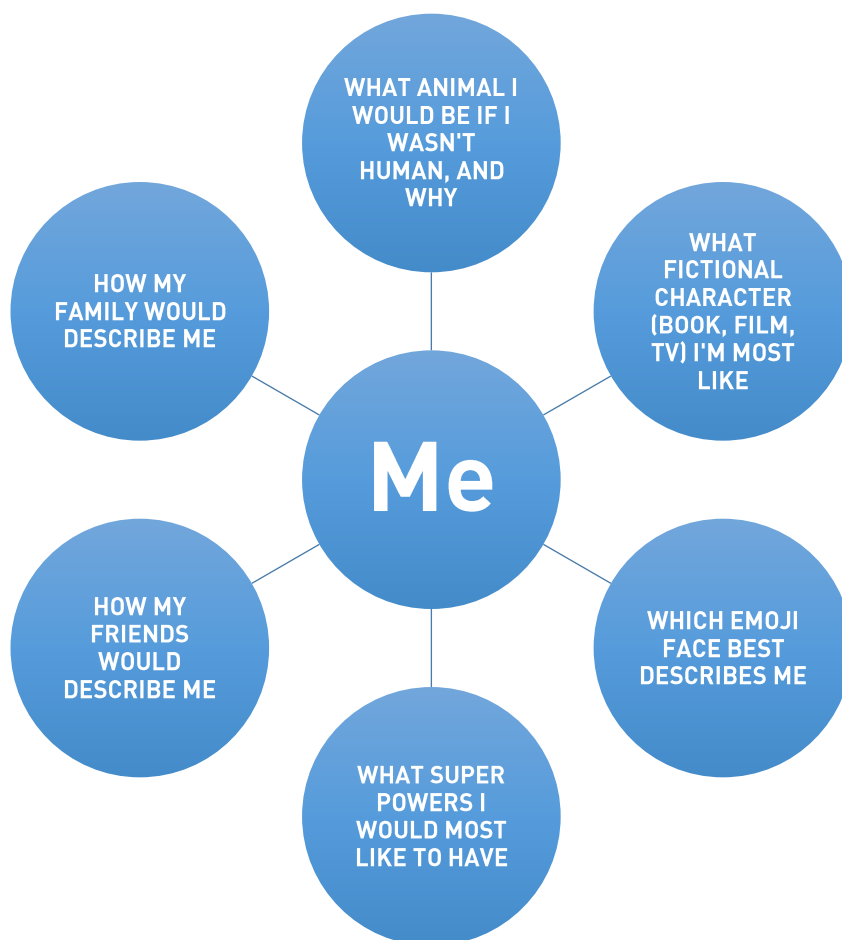
10 mins	<p><b>Deeper learning: What does it take to be a hero?</b></p> <p>Explain that we will start the process of understanding our own character by looking at the character of someone else.</p> <p>Summarise by asking students what they notice about the traits they have described.</p> <p>How many are the in 'attitude' or 'skills' category?</p> <p>Explain that resources are often fixed, whereas skills and attitudes can all be learnt, and are what really makes a person unique.</p>	<p>Students complete 'Being a Hero' spider diagram activity on worksheet.</p> <p>Students independently think of someone they admire (<i>it could be a celebrity, family member, friend, alive, dead or fictional</i>) and use the spider diagram to describe that person's traits.</p> <p>Then using 3 different coloured pens, circle/underline each trait according to whether that description is an attitude, resource or skill. <i>e.g. Beyonce is independent (attitude), has great hair (resource) and is a brilliant performer (skill).</i></p> <p>Optional: this activity could be done in pairs or small groups.</p>
4 mins	<p><b>Video: What makes me a hero?</b></p> <p>Play the Kid President 'For the Heroes' video: <a href="https://www.youtube.com/watch?v=tgF1Enrgo2g">https://www.youtube.com/watch?v=tgF1Enrgo2g</a> (4 mins)</p> <p>Key message: each individual is in charge of their own destiny and we're all able to make a valuable impact on the world using our own unique character.</p>	<p>Students watch video.</p>
3 mins	<p><b>Plenary: Summarising the topic</b></p> <p>Ask students to quietly reflect.</p>	<p>Students write on their worksheet what makes <u>them</u> a hero: they should think of skills and attitudes that they have.</p>
<p><b>Extension task/ homework:</b> Choose three of your strongest character traits. Write down five examples of times you have demonstrated each character trait in the past month. Your examples should be detailed, explaining <u>how</u> your actions demonstrate each character trait.</p>		
<p>The <b>Yes Futures Talent Toolbox</b> is an award-winning approach to the development of soft skills. Students can use the Talent Toolbox to record examples of the four key character strengths, create personalised targets and drive their own development. Through this, they become excellent self-reflectors, achieving above and beyond their expectations. The Talent Toolbox is a unique, structured impact measurement system which allows you and your students to accurately measure and monitor their progress.</p> <p>You can <a href="#">read more about the Talent Toolbox here</a>. If you are interested in using it in your school or with your students, <a href="#">get in touch with our team</a>.</p>		

## About Me Worksheet

To be used with the Introduction Lesson: Introducing Character

### About Me

Develop the mind map below by adding your thoughts to the circles. You don't need to use full sentences, just key words or pictures.



Character is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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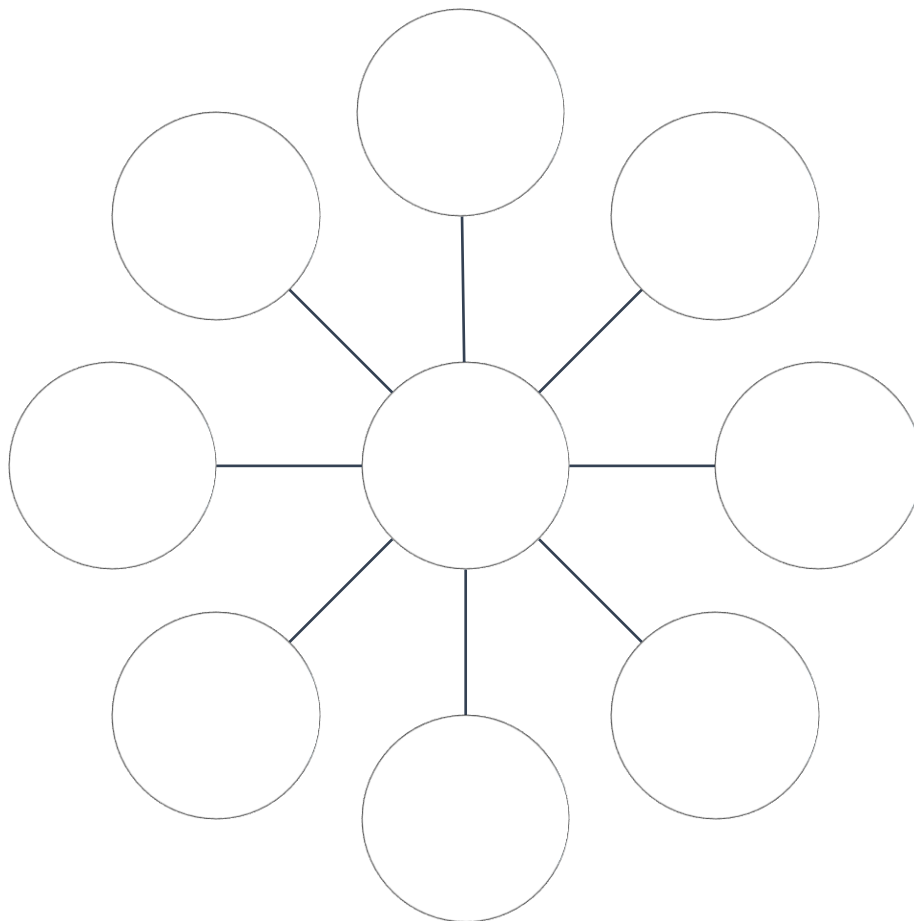
## Being a Hero Worksheet

To be used with the Introduction Lesson: Introducing Character

### Who do you admire?

Complete the mind map below:

- Start your mind map by writing the name of someone you admire in the middle.
- Next, develop your ideas by writing any qualities or traits that you admire about them.
- Now using 3 different colours, code your ideas according to whether they are: attitudes, resources or skills.



What makes me a hero is: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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## Resilience

Lesson Plan 1: Resilience	
<b>Length</b>	25 mins (can be shortened or extended)
<b>Learning Objectives</b>	For students to understand what resilience means and strategies for building resilience in everyday life.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>All students will be able to define 'resilience'.</li> <li>Most students will be able to name strategies for building resilience.</li> <li>Some students will recognise the difference between short-term and long-term resilience.</li> </ul>
<b>Resources needed</b>	Rubber bands, Mo Farah video clip ( <a href="https://www.youtube.com/watch?v=hl2eM2YYwS0">https://www.youtube.com/watch?v=hl2eM2YYwS0</a> ), A3 paper
<b>Link to Talent Toolbox</b>	<p>The <a href="#">Yes Futures Talent Toolbox</a> recognises three aspects of <b>resilience</b>:</p> <ol style="list-style-type: none"> <li>Faces challenges and uncertainty with calmness and positivity</li> <li>Continues to try after experiencing failure</li> <li>Shows independence and ownership in decisions and actions</li> </ol>

Timing	Teaching tasks (teachers)	Learning tasks (students)
5 mins	<p><b>Starter: Rubber bands</b></p> <p>Put a rubber band on each students' table before they enter the room.</p> <p>Encourage focus by competition: Who can get the longest list?</p>	Students to write down the properties of the rubber band – <i>e.g. it stretches, it goes back to its original shape, it can hold things together, it is flexible...</i>
7 mins	<p><b>Discussion: What is resilience?</b></p> <p>Show the word 'Resilience' on the board.</p> <p>Ask students what 'resilience' means – collect all ideas at the front, <i>e.g. being able to bounce back, carrying on when you've failed, etc...</i></p> <p>Agree on a class definition.</p>	You could ask a couple of students to write down the ideas instead of the teacher.
7 mins	<p><b>Deeper learning: Mo Farah</b></p> <p>Show a clip of Mo Farah winning the 10,000m in Rio 2016 despite falling:  <a href="https://www.youtube.com/watch?v=hl2eM2YYwS0">https://www.youtube.com/watch?v=hl2eM2YYwS0</a> – NB. You can stop at 01.11 to just watch the 10,000m race. The rest of the clip shows the 5,000m race.</p> <p>Ask students to discuss: In what ways does Mo Farah show resilience?</p>	<p>Students to watch clip and write down all the ways in which Mo Farah shows resilience.</p> <p>Think, pair, share to the rest of the class or to small groups.</p>

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6 mins	<b>Application: What helps you build resilience?</b>  Put students into small groups and provide A3 paper and pens for mind map.	Students create a mind map of strategies which can help build resilience: <i>eg. Sleep, Eat well, Connect to others, Set goals, Express your emotions, Be yourself</i>
<b>Extension task/ homework:</b> Design a 'how to be resilient' health poster to be put up in school.		

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## Resilience

Lesson Plan 2: Resilience	
<b>Length</b>	25 mins (can be shortened or extended)
<b>Learning Objectives</b>	For students to understand an example of extreme resilience and use this to form their own opinion of the importance of resilience in their own lives.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>All students will understand that extreme examples of character strengths can sometimes have a negative side.</li> <li>Most students will participate in the class debate.</li> <li>Some students will be able to use sophisticated arguments to back up their point of view.</li> </ul>
<b>Resources needed</b>	Team Hoyt video clip ( <a href="https://www.youtube.com/watch?v=dDnrLv6z-mM">https://www.youtube.com/watch?v=dDnrLv6z-mM</a> )
<b>Link to Talent Toolbox</b>	The <a href="#">Yes Futures Talent Toolbox</a> recognises three aspects of <b>resilience</b> : <ol style="list-style-type: none"> <li>Faces challenges and uncertainty with calmness and positivity</li> <li>Continues to try after experiencing failure</li> <li>Shows independence and ownership in decisions and actions</li> </ol>

Timing	Teaching tasks (teachers)	Learning tasks (students)
4 mins	<b>Starter: Ironman Triathlon</b>  Ask students if they know what is required in an Ironman Triathlon. <i>Answer: 2.4-mile swim, a 112-mile bicycle ride and a marathon 26.22-mile run, raced in that order and without a break.</i>  Explain that today we are going to look at an example of extreme resilience and what we can learn from it.	Students to see how many words they can make from the letters in 'Ironman Triathlon'.  Who can get the most words?
7 mins	<b>Video: Overcoming all odds</b>  Show a video of the story of Rick and Dick Hoyt: <a href="https://www.youtube.com/watch?v=dDnrLv6z-mM">https://www.youtube.com/watch?v=dDnrLv6z-mM</a> (7 mins)	Optional: You could ask students to write down all the challenges the family faced whilst watching the video.
2 mins	<b>Discussion: Is extreme resilience healthy?</b>  Show students David Tait's definition of resilience: <i>Resilience = never ever giving up (David Tait)</i>  Ask students whether they agree with this definition. Encourage a short class discussion: Is this what we should strive for? Could this sometimes be unhealthy?	Students share their reflections on the definition.

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10 mins	<p><b>Application: Class debate</b></p> <p>Split students into two groups and sit them opposite each other in a debate style format.</p> <p>Choose a 'Chair' for each group who will select which students will speak when.</p> <p>Encourage students to use real life examples to back up their arguments.</p> <p><i>NB. Depending on the experience and confidence of your class, you may want to give them some preparation time before the debate.</i></p>	<p>Class debate:</p> <p>Group 1 to argue that you should never ever give up.</p> <p>Group 2 to argue that sometimes it is better to give up.</p>
2 mins	<p><b>Plenary: Summarising the topic</b></p> <p>Ask students to quietly reflect.</p>	<p>Students write down:</p> <ul style="list-style-type: none"> <li>- one argument for their group's point of view.</li> <li>- one argument against their group's point of view.</li> <li>- how they think resilience is/will be important in their own life.</li> </ul>

**Extension task/ homework:**

Option 1: Find another example of an inspirational person who has overcome huge difficulties and shown extreme resilience.

Option 2: Write an essay on the topic: 'Is extreme resilience healthy?'. Use real-life case studies to back up your arguments.

## Confidence

Lesson Plan 3: Confidence	
<b>Length</b>	25 mins (can be shortened or extended)
<b>Learning Objectives</b>	For students to explore what confidence means and how it can be developed.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>All students will understand that confidence can be developed through a growth mindset.</li> <li>Most students will understand how they can cultivate confidence for themselves.</li> <li>Some students will be able to relate confidence to resilience, explaining how they are similar but distinct character traits.</li> </ul>
<b>Resources needed</b>	TedEd video ( <a href="https://www.youtube.com/watch?v=L_NYrWqUR40">https://www.youtube.com/watch?v=L_NYrWqUR40</a> ), Growth Mindset Card Sort
<b>Link to Talent Toolbox</b>	<p>The <a href="#">Yes Futures Talent Toolbox</a> recognises three aspects of <b>confidence</b>:</p> <ol style="list-style-type: none"> <li>Sees value and shows pride in personal characteristics</li> <li>Actively expresses personal opinion in front of others</li> <li>Eager to try new activities and explore unfamiliar places</li> </ol>

Timing	Teaching tasks (teachers)	Learning tasks (students)
6 mins	<p><b>Starter: Confident people</b></p> <p>Ask students to feedback their ideas and collect on the board. In each case ask the student to explain what <i>characteristic(s)</i> make their person confident.</p> <p>It is likely that many characteristics will be external (<i>e.g. 'Rita Ora can sing on stage, our Headteacher always has to meet new people, Jess always answers the questions in class, etc.'</i>)</p>	Students to list five of the most confident people they know. This should include a mixture of different people from different ages, backgrounds and both famous and non-famous individuals.
4 mins	<p><b>Discussion: What is confidence?</b></p> <p>Challenge some of the assumptions made:</p> <p>e.g. Is confidence just about being able to stand up and speak in front of people? Or is it a lot more than that? Can you be confident without being happy? Can you be confident even if you don't enjoy speaking in front of people?</p> <p>Introduce the idea of confidence as an <i>internal</i> strength, not an external one.</p> <p>Fundamentally, confidence = seeing value in yourself.</p>	Students share their reflections.

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5 mins	<p><b>Deeper learning: Boosting confidence</b></p> <p>Show the TedEd video about confidence:  <a href="https://www.youtube.com/watch?v=l_NYrWqUR40">https://www.youtube.com/watch?v=l_NYrWqUR40</a> (4 mins)</p>	<p>Students to write down the three 'quick tips' for cultivating confidence as they watch the video.</p> <p>Extension: students to explain how confidence relates to resilience.</p>
10 mins	<p><b>Application: Growth mindset</b></p> <p>Reflect on what the video told us about growth mindset: People who have a growth mindset are more successful, get better grades and do better when facing challenges.</p> <p>Explain that growth mindset is critical to developing confidence.</p> <p>Hand out the growth mindset card sort (below) to small groups of students.</p>	<p>In small groups, students sort the cards into growth mindset vs. fixed mindset columns.</p> <p>Students reflect on how many statements in each column they identify with. Is their mindset currently more fixed or growth-focused? What actions can they do to become more growth-focused?</p>
<p><b>Extension task/ homework:</b> Watch Kid President's pep talk. Write your own one minute pep talk to yourself.</p> <p><i>(Search "A Pep Talk from Kid President to You" or use link: <a href="https://www.youtube.com/watch?v=l-gQLqv9f4o">https://www.youtube.com/watch?v=l-gQLqv9f4o</a>).</i></p>		

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## Growth Mindset Card Sort

To be used with Lesson Plan 3: Confidence

Growth Mindset	Fixed Mindset
I can learn anything I want to.	I'm either good at it, or I'm not.
When I'm frustrated, I carry on trying.	When I'm frustrated, I give up.
I want to challenge myself.	I don't like to be challenged.
When I fail, I learn.	When I fail, I'm no good.
Tell me that I try hard.	Tell me that I am smart.
If you succeed, I feel inspired.	If you succeed, I feel threatened.
My effort and attitude determine everything.	My abilities determine everything.

## Confidence

Lesson Plan 4: Confidence	
<b>Length</b>	25 mins (can be shortened or extended)
<b>Learning Objectives</b>	For students to understand how failure links to confidence.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>All students will understand that all successful people have failures.</li> <li>Most students will actively participate in the creation of a mini mime.</li> <li>Some students will understand how the 'cycle of success' can be applied to different situations.</li> </ul>
<b>Resources needed</b>	Famous faces worksheet (or show pictures on board), Michael Jordan clip ( <a href="https://www.youtube.com/watch?v=JA7G7AV-LT8">https://www.youtube.com/watch?v=JA7G7AV-LT8</a> ), props for mimes (optional)
<b>Link to Talent Toolbox</b>	<p>The <a href="#">Yes Futures Talent Toolbox</a> recognises three aspects of <b>confidence</b>:</p> <ol style="list-style-type: none"> <li>Sees value and shows pride in personal characteristics</li> <li>Actively expresses personal opinion in front of others</li> <li>Eager to try new activities and explore unfamiliar places</li> </ol>

Timing	Teaching tasks (teachers)	Learning tasks (students)
5 mins	<p><b>Starter: Famous Failures</b></p> <p>Hand out the Famous Faces Worksheet (below) or show the pictures on the board.</p> <p>Ask students what all these people have in common? <i>Answer: they have all failed.</i></p>	<p>Students to name all individuals on the worksheet/board.</p> <p>Extension: students to guess what they all have in common.</p>
2 mins	<p><b>Video: Are you confident enough to fail?</b></p> <p>Show the 'Michael Jordan: Fail First' clip: <a href="https://www.youtube.com/watch?v=JA7G7AV-LT8">https://www.youtube.com/watch?v=JA7G7AV-LT8</a> (30 seconds) – NB. You may need to show the clip twice for students to take in all the facts and the key message.</p>	<p>Students watch the video.</p>
3 mins	<p><b>Discussion: The links between failure and confidence</b></p> <p>Explain that today we are going to understand the links between failure and confidence.</p> <p>Show below quote and discuss as a class:</p> <p><i>"I've failed over and over again in my life, and that is why I succeed." - Michael Jordan</i></p>	<p>Students share their reflections.</p>

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	<p>Explain the 'Cycle of Success':</p> <p>You develop confidence through success, but you can only be successful if you learn by failing:</p> <p><i>Set goal → Failure → Learning → Failure → More learning → Failure → Even more learning → Success → Confidence → Set a bigger goal...</i></p>	
14 mins	<p><b>Application: Mini Mimes</b></p> <p>Clear the classroom so that there is space for students to practise and perform their mime.</p>	<p>Students work in pairs or small groups to develop a two-minute mimed scene demonstrating someone experiencing the 'Cycle of Success'.</p>
1 min	<p><b>Plenary: Summarising the topic</b></p> <p>Ask students to quietly reflect.</p>	<p>Students write down, in their own words, how failure links to confidence.</p>
<p><b>Extension task/ homework:</b> Extend your mini-mime into a five-minute play which would teach younger students about the link between failure and confidence.</p> <p>Option 1: Write the script for your play.</p> <p>Option 2: Practise your play, ready to perform at a later date.</p>		

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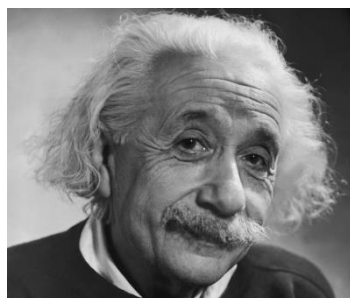
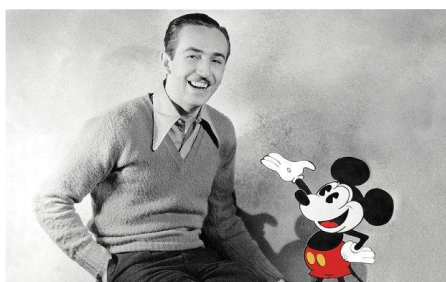
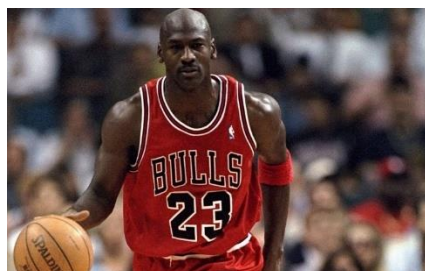
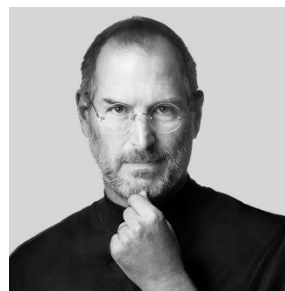
# Yes Futures 'Introducing Character' Scheme of Work



## Famous Faces Worksheet

### Can you name all of these famous faces?

Write down the person/group's name underneath each picture.



What do all these people have in common?

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## Communication and Teamwork

Lesson Plan 5: Communication and Teamwork	
<b>Length</b>	25 mins (can be shortened or extended)
<b>Learning Objectives</b>	For students to explore the key elements of effective conversational communication.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>All students will understand that our communication is made up of tone of voice and body language as well as what you say.</li> <li>Most students will be able to recognise how emphasis and tone affect meaning.</li> <li>Some students will be able to use self-reflection to identify areas of improvement in their own conversational communication.</li> </ul>
<b>Resources needed</b>	The Tone Game cards, the Cool Runnings 'I see pride' clip ( <a href="https://www.youtube.com/watch?v=_Gqwi7Y96sk">https://www.youtube.com/watch?v=_Gqwi7Y96sk</a> ), mirrors or mobile phones with cameras.
<b>Link to Talent Toolbox</b>	The <a href="#">Yes Futures Talent Toolbox</a> recognises three aspects of <b>communication and teamwork</b> : <ol style="list-style-type: none"> <li>Communicates positively with others</li> <li>Performs different roles within a team effectively, including leader</li> <li>Can confidently and persuasively present to an audience</li> </ol>

Timing	Teaching tasks (teachers)	Learning tasks (students)
5 mins	<p><b>Starter: Introducing Communication</b></p> <p>Introduce the skill of communication:</p> <p><i>Good communication = understanding who your audience is, what they need to know and how they need to be given the information.</i></p> <p>Explain that in today's lesson we are going to discuss one of the simplest forms of communication; something at which we can all excel: the art of <i>conversation</i>.</p> <p>Conversational communication isn't just what you say: In fact, this is only 7% of your communication! The rest is non-verbal: 55% body language and 38% tone of voice.</p>	<p>Students to list as many methods of communication as they can. <i>e.g. Sign language, email, whispering, shouting, morse code, etc.</i></p> <p>Who can get the longest list?</p>
4 mins	<p><b>Activity: Emphasis changes meaning</b></p> <p>Introduce the term 'emphasis'. Ask students:</p> <ul style="list-style-type: none"> <li>Do you know what this is?</li> <li>Why might it be important?</li> </ul> <p>Support student groups to complete activity.</p>	<p>In small groups, students take turns to say the following sentence with emphasis on a different word each time – then discuss: what does each emphasis do to the meaning?</p> <p><i>"I'm not saying she stole my money."</i></p> <p><i>(e.g. "I'm NOT saying she stole my money" = you're denying it, vs. "I'm not saying she stole my MONEY" = she stole something else.)</i></p>

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8 mins	<p><b>Activity: the Tone Game.</b></p> <p>Introduce the term 'tone'. Ask students:</p> <ul style="list-style-type: none"> <li>- Do you know what this is?</li> <li>- Why might it be important?</li> </ul> <p>Hand out the Tone Game cards to pairs.</p> <p>Support students to complete activity.</p> <p>Discuss as a class: why is tone important?</p>	<p>In pairs, students play the Tone Game. Students take turns to take a Tone card and a Phrase card. They must say the phrase <u>in the tone</u> given on their tone card.</p> <p><i>Optional: To make it competitive, the listening student could guess what the tone is supposed to be and collect each card they get right.</i></p>
2 mins	<p><b>Deeper learning: Feeling confident in communication</b></p> <p>Explain that the key to good communication is feeling confident.</p> <p>Show students the Cool Runnings 'I see pride' clip:  <a href="https://www.youtube.com/watch?v=Gqwi7Y96sk">https://www.youtube.com/watch?v=Gqwi7Y96sk</a> (1 min) – NB. This clip has mild bad language which may be unsuitable for younger groups.</p>	<p>Students to watch clip.</p>
6 mins	<p><b>Application: Me in the Mirror</b></p> <p>Explain that often practising communication in the mirror or recording ourselves is the best way to notice how we can improve.</p> <p>It's also a great way to practise making eye contact with people, which can be a hard skill to learn. If you can make continuous eye contact with yourself (it's hard!) you can easily make eye contact with others.</p>	<p>Students use mirrors or their mobile phone cameras on 'selfie' mode to look at themselves in the eye. Students practise having a conversation with themselves, reflecting on their use of emphasis, tone, body language and eye contact.</p> <p>Optional: if using mobile phones, students could record each other in pairs and watch back, making notes on improvements to their communication style.</p>
<p><b>Extension task/ homework:</b> Watch three different kinds of TV conversations. Record how different tones are used, who uses them and what effect they have.</p>		

## The Tone Game

To be used with Lesson Plan 5: Communication and Teamwork

Tone Cards	Phrase cards
Annoyed	"I love spaghetti and meatballs!"
Worried	"Fine, ignore me then."
Bored	"What are you doing this weekend?"
Friendly	"I'll have a cheeseburger, please."
Very polite	"You smell of roses."
Sarcastic	"I've never been so sick before."
Relaxed	"Could I borrow your lawnmower?"

## Communication and Teamwork

Lesson Plan 6: Communication and Teamwork	
<b>Length</b>	25 mins (can be shortened or extended)
<b>Learning Objectives</b>	For students to understand key team roles and begin to improve their own teamwork skills.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>All students will be able to explain the difference between good and bad teamwork.</li> <li>Most students will be able to apply team roles to a team task.</li> <li>Some students will be able to identify the nine Belbin team roles.</li> </ul>
<b>Resources needed</b>	'For the Birds' short film ( <a href="https://www.youtube.com/watch?v=nYTrlcn4rjg">https://www.youtube.com/watch?v=nYTrlcn4rjg</a> ), Team Roles card sort
<b>Link to Talent Toolbox</b>	<p>The <a href="#">Yes Futures Talent Toolbox</a> recognises three aspects of <b>communication and teamwork</b>:</p> <ol style="list-style-type: none"> <li>Communicates positively with others</li> <li>Performs different roles within a team effectively, including leader</li> <li>Can confidently and persuasively present to an audience</li> </ol>

Timing	Teaching tasks (teachers)	Learning tasks (students)
5 mins	<p><b>Starter: My Teams</b></p> <p>Introduce the skill of teamwork. Ask students:</p> <ul style="list-style-type: none"> <li>What is good teamwork?</li> <li>Why is it important to be able to work in a team?</li> <li>What roles might you have in a team?</li> </ul>	<p>Students to list all the 'teams' or groups they are part of in their life. <i>e.g. family, tutor group, football team, school, the UK, etc.</i></p> <p>Students contribute to class discussion.</p>
5 mins	<p><b>Video: Bad Birdy Teamwork</b></p> <p>Show students the 'For the Birds' video: <a href="https://www.youtube.com/watch?v=nYTrlcn4rjg">https://www.youtube.com/watch?v=nYTrlcn4rjg</a> (3mins 30 secs)</p> <p>At the end of the video, during the credits, you could point out how many people were involved in the production of such a short film as an example of how critical good teamwork is in everyday life.</p> <p>Ask students to feedback the ways in which the birds show bad teamwork. Discuss as a class.</p>	<p>Students write down all the ways in which the birds show bad teamwork.</p>
5 mins	<p><b>Discussion: Team Roles</b></p> <p>Hand out the Team Roles card sort (below).</p> <p><i>NB. The colour coding can help students to identify matches. You can print the sheet in black and white to make the activity even more challenging!</i></p>	<p>Students to work in teams of 4-5 to match the team roles with the descriptions.</p> <p>Students could try to identify which role they most often take in team tasks.</p>

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		<p>Extension: students group which three roles are 'Thinking' strengths, 'Action' strengths and 'People' strengths:</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>- Thinking = green</li> <li>- Action = purple</li> <li>- People = blue</li> </ul>
	<p>Take feedback as a class to check all groups were correct in their matches.</p>	
6 mins	<p><b>Application: Marshmallow Madness</b></p> <p>Explain the rules of the challenge and set a timer which is visible by all students.</p> <p><i>NB. You can change the time and add additional rules to make the challenge more complex.</i></p> <p>Encourage students to use teamwork skills throughout the challenge.</p> <p>At the end of the challenge, judge which team created the tallest tower. Ask them to describe to the rest of the class what teamwork skills they all used to be able to create the winning tower.</p>	<p>Students work in their same teams of 4-5 to build a tower using marshmallows and wooden skewers.</p> <p>Rules:</p> <ul style="list-style-type: none"> <li>- You be as creative as you like with the marshmallows and skewers, but you are not allowed to use any other objects.</li> <li>- The towers must be able to stand freely at the end of the time.</li> <li>- You must work as a team.</li> <li>- The team with the tallest tower after four minutes wins.</li> </ul>
4 mins	<p><b>Plenary: Summarising the topic</b></p> <p>Ask students to quietly reflect.</p>	<p>Students write down:</p> <ul style="list-style-type: none"> <li>- Three character traits which are important for good teamwork.</li> <li>- How they personally demonstrated good teamwork today.</li> <li>- One thing they can do in future to improve their teamwork skills further.</li> </ul>
<p><b>Extension task/ homework:</b></p> <p>Option 1: Develop your understanding of Belbin's team roles by researching the methodology behind the approach.</p> <p>Option 2: Research other theories of team roles other than Belbin's. Compare and contrast different approaches, explaining which theory you find most compelling and why.</p>		

# Yes Futures 'Introducing Character' Scheme of Work



## Team Roles card sort

To be used with Lesson Plan 6: Communication and Teamwork

Team Roles	Strengths	Weaknesses
Resource Investigator	Outgoing, enthusiastic. Explores opportunities and develops contacts.	Might be over-optimistic, and can lose interest once the initial enthusiasm has passed.
Teamworker	Co-operative, perceptive and diplomatic. Listens and averts friction.	Can be indecisive in crunch situations and tends to avoid confrontation.
Co-ordinator	Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative and might offload their own share of the work.
Plant	Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.	Might ignore incidentals, and may be too pre-occupied to communicate effectively.
Monitor Evaluator	Sober, strategic and discerning. Sees all options and judges accurately.	Sometimes lacks the drive and ability to inspire others and can be overly critical.
Specialist	Single-minded, self-starting and dedicated. They provide specialist knowledge and skills.	Can only contribute on a narrow front and tends to dwell on the technicalities.
Shaper	Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Can be prone to provocation, and may sometimes offend people's feelings
Implementer	Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done.	Can be a bit inflexible and slow to respond to new possibilities.
Completer Finisher	Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.	Can be inclined to worry unduly, and reluctant to delegate.

NB. This resource is an adapted version of [Belbin's nine team roles](#).

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## Self-Awareness

Lesson Plan 7: Self-Awareness	
<b>Length</b>	25 mins (can be shortened or extended)
<b>Learning Objectives</b>	For students to understand the basic principles of mindfulness and how it can be a helpful strategy for developing self-awareness.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>All students will experience a mindfulness meditation.</li> <li>Most students will be able to explain how mindfulness can be a helpful strategy for developing self-awareness.</li> <li>Some students will be able to apply mindfulness to their daily life.</li> </ul>
<b>Resources needed</b>	Personal Picture Reflections worksheet, Youth Voices 'Mindfulness' video ( <a href="https://www.youtube.com/watch?v=kk7IBwuhXWM">https://www.youtube.com/watch?v=kk7IBwuhXWM</a> ), five-minute guided mindfulness exercise ( <a href="https://www.youtube.com/watch?v=dEzbdLn2bJc">https://www.youtube.com/watch?v=dEzbdLn2bJc</a> )
<b>Link to Talent Toolbox</b>	The <a href="#">Yes Futures Talent Toolbox</a> recognises three aspects of <b>self-awareness</b> : <ol style="list-style-type: none"> <li>Reflects on personal strengths and weaknesses</li> <li>Takes responsibility for setting and achieving goals</li> <li>Motivated to achieve and fulfil personal potential</li> </ol>

Timing	Teaching tasks (teachers)	Learning tasks (students)
2 mins	<p><b>Starter: Starting Silently</b></p> <p>Arrange chairs into a circle, without tables if possible.</p> <p>Non-verbally, communicate that students must enter the classroom and get ready for class silently. You may want to put a 'Be silent!' sign on the classroom door and on the board.</p> <p><i>Optional: it may help to turn the lights off and play some relaxing music.</i></p>	Students enter the classroom silently and wait until all members of the class are seated.
3 mins	<p><b>Activity: Personal Picture Reflections</b></p> <p>Once everyone is seated, hand out the Personal Picture Reflections worksheet (below).</p> <p>Try to continue giving instructions non-verbally (instructions for task are written on the sheet).</p> <p>After two minutes ask students to quietly compare ideas with the person sat next to them.</p>	<p>Students to begin labelling what they see, by writing on the Personal Picture Reflections worksheet.</p> <p>Students compare ideas with the person sat next to them.</p>

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10 mins	<p><b>Video: What is mindfulness?</b></p> <p>Introduce the term 'mindfulness'. Ask students:</p> <ul style="list-style-type: none"> <li>- Do you know what this is?</li> <li>- Why might it be useful?</li> </ul> <p>Mindfulness = the ability to be aware of our experience in the present moment, without judgement.</p> <p>Explain that today we will be taking time to understand what mindfulness is and how it could be helpful in our lives.</p> <p>Show students the Youth Voices 'Mindfulness' video as an introduction:  <a href="https://www.youtube.com/watch?v=kk7IBwuhXWM">https://www.youtube.com/watch?v=kk7IBwuhXWM</a> (3 mins)</p>	<p>After watching the video, students write down their own definition of mindfulness and benefits of it.</p> <p>Share ideas as a class.</p>
6 mins	<p><b>Application: Mindfulness Meditation</b></p> <p>Explain that we will be spending the next five minutes practising mindfulness for the first time.</p> <p>It is important that students keep their eyes closed and keep quiet to help others to concentrate.</p> <p>Play the five-minute guided mindfulness exercise:  <a href="https://www.youtube.com/watch?v=dEzbdLn2bJc">https://www.youtube.com/watch?v=dEzbdLn2bJc</a> (5 mins)</p>	<p>Students sit on the floor or towards the front of their chairs, so that their back and neck are self-supported rather than being supported by the back of a chair.</p> <p>Students participate in the mindfulness meditation.</p>
4 mins	<p><b>Reflection</b></p> <p>As a class, discuss the experience of mindfulness. What was difficult? Did it feel awkward/unnatural? How relaxing was it? Did anything unexpected happen?</p> <p>Before students leave the class, ask each student what daily task they have chosen to make more mindful.</p>	<p>Students share their reflections.</p> <p>Each student to think of a simple task they do every day that they could make 'mindful' – e.g. brushing teeth, having a shower, tying shoelaces.</p>
<p><b>Extension task/ homework:</b> Complete three 10-minute mindfulness meditations over the next week.</p> <p>(For example: <a href="https://www.youtube.com/watch?v=Rah4IHHZyZU">https://www.youtube.com/watch?v=Rah4IHHZyZU</a> or <a href="https://www.youtube.com/watch?v=6p_yaNFSYao">https://www.youtube.com/watch?v=6p_yaNFSYao</a>)</p>		



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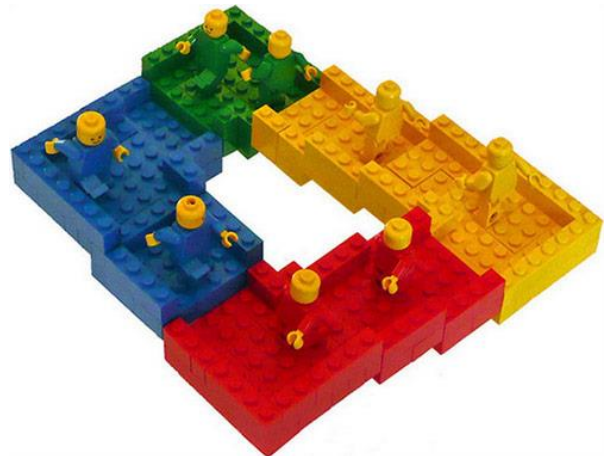


## Personal Picture Reflections

To be used with Lesson Plan 7: Self-Awareness

Reflection is an important part of self-development. The ability to self-reflect is the willingness to learn more about yourself, understand what your strengths are and how to develop your weaknesses.

**Label what you see in the following pictures:**



How many ways can you see the images ... look again?  
Do you see the same as what other people see?  
When you look deeper does your perspective change?

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## Self-Awareness

Lesson Plan 8: Self-Awareness	
<b>Length</b>	25 mins (can be shortened or extended)
<b>Learning Objectives</b>	For students to recognise what motivation is and how it can be developed.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>All students will be able to define 'motivation'.</li> <li>Most students will be able to name strategies for developing motivation.</li> <li>Some students will be able to set a structured goal tied closely to what motivates them.</li> </ul>
<b>Resources needed</b>	'Who Am I?' worksheet, Motivation Matrix worksheet
<b>Link to Talent Toolbox</b>	<p>The <a href="#">Yes Futures Talent Toolbox</a> recognises three aspects of <b>self-awareness</b>:</p> <ol style="list-style-type: none"> <li>Reflects on personal strengths and weaknesses</li> <li>Takes responsibility for setting and achieving goals</li> <li>Motivated to achieve and fulfil personal potential</li> </ol>

Timing	Teaching tasks (teachers)	Learning tasks (students)
5 mins	<p><b>Starter: Who Am I?</b></p> <p>Hand out 'Who Am I?' worksheets (below) as students enter class.</p> <p>Remind students of the mindfulness meditation exercise as a way for them to self-reflect calmly and non-judgementally.</p>	Students complete the 'Who Am I?' worksheet individually.
4 mins	<p><b>Discussion: What is motivation?</b></p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>What is motivation?</li> <li>Why is it important?</li> <li>Would anyone like to share what motivates them? <i>(The final box on the 'Who Am I?' worksheet)</i></li> </ul> <p>Share and discuss definition:</p> <p>Motivation = having the energy and interest needed to make an effort to achieve a goal.</p>	Students participate in class discussion.
5 mins	<p><b>Deeper learning: How can we develop motivation?</b></p> <p>Show students 'The Science of Motivation' video: <a href="https://www.youtube.com/watch?v=pZT-FZqfxZA">https://www.youtube.com/watch?v=pZT-FZqfxZA</a> (4 mins)</p> <p>Ask students to feedback strategies.</p>	Students to note down what strategies they hear to develop motivation. <i>(e.g. Imagining a goal coming true and then thinking through the obstacles that stand in your way.)</i>

## Yes Futures 'Introducing Character' Scheme of Work



8 mins	<b>Application: Motivation Matrix</b>  Hand out the Motivation Matrix worksheet and explain the different motivators.  Support students to complete worksheet.	Students complete their own Motivation Matrix.  Students feedback to the class what their personal biggest motivator is – were they surprised or not?
3 mins	<b>Plenary: Summarising the topic</b>  Ask students to quietly reflect.	Students write down: <ul style="list-style-type: none"><li>- A long-term goal that relates to their biggest motivator (from the Motivation Matrix).</li><li>- Three short-term, intermediate goals which will enable them to get there.</li><li>- One thing they will do in the next week to make them more motivated.</li></ul>
<b>Extension task/ homework:</b> Research how intrinsic and extrinsic motivation are different. Write a paragraph explaining which type of motivation you feel is most effective and why.		

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## Who Am I?

To be used with Lesson Plan 8: Self-Awareness

Write your own notes in the boxes below:

<b>How my friends describe me</b>	<b>How my family describes me</b>
<b>Things I am good at</b>	<b>Things I would like to improve</b>
<b>What makes me angry</b>	<b>What motivates me</b>

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## Motivation Matrix

To be used with Lesson Plan 8: Self-Awareness

Decide what is most important to you by putting a tick or cross in each of the boxes below:

e.g. Is 'Enjoying my job' more important than 'Money'? If yes: ✓ If no: ✗

Is this more important than this?	Money	Enjoying my job	Good grades	Independence	Responsibility	Learning new things	Being challenged
Enjoying my job							
Good grades							
Independence							
Responsibility							
Learning new things							
Being challenged							
Total scores	Money (column only)	Enjoying my job	Good grades	Independence	Responsibility	Learning new things	Being challenged (row only)

For each category add all the ✗ in the vertical column to all the ✓ in the horizontal row. Your highest score is your biggest motivator!

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