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| **Beano – First Level Lesson 2 Plan – Being Brave and Becoming Resilient** | | | |
| Date: | | Level: First | Teacher: |
| Learning Objectives |  | * To understand what it is to be brave * To know what resilience means | |
| Starter Activities | Beano | Show the introductory video | |
| Lesson Intention | Pupils will understand that we will all feel scared, nervous or worried at times but that being brave will help us cope in these situations. Pupils will understand what resilience is and think of ways to build it. | |
| 5 mins | * Hold up a box (with a stuffed toy inside), and ask if anyone would like to stroke your new pet. “*Is anyone feeling brave*?” Move the box a little to give the impression there is a creature inside and encourage the children to be quiet to help your pet stay calm so that he doesn’t bite! Don’t open it up too much – see if anyone will put their hand inside for a stroke without being able to see! * Show the class that it is, in fact, just a stuffed animal. Explain that we sometimes feel scared because we imagine things to be worse, scarier, or harder than they actually are. *“This was just a bit of fun, but when we feel scared or worried, like X did just now, or something is hard or we’ve made a mistake, its important to be brave and not let it get us down.”* Write brave on the board. | |
| Main Activity | 15 mins | * **PowerPoint Slide 1**: Split the children into small mixed-ability groups. Give each group a jar or paper cup and a blank superhero character. Together, they can name and design their brave superhero and stick it on their cup/jar. If groups are large, some children could be given paper, glitter etc. to help decorate the cup/jar whilst taking turns to add colour or design to the superhero. Model some ideas on the board if needed.      * Give a slip of paper per pupil (more if desired). Encourage each group to consider what it is that makes people brave. Put **PowerPoint Slide 2** on the board to prompt their discussions. On their slip of paper, pupils should write one thing that makes their superhero brave and place it in the cup – preferably different to others in their group so that their superhero has a variety of ‘brave’ attributes. Encourage pupils to help each other. * Come together as a class. Choose some children to share their brave character and read his/her attributes to the class. Write their ideas on the board. * **PowerPoint Slide 3** – praise the children for their ideas and then show them ‘your’ ideas for your own cup. Do they agree? “*Does physical strength or a tough job mean bravery, or can we show bravery at school, at home and with our friends*?” Encourage children to consider smaller acts of bravery such as talking in front of the class, standing up for friends, coping in the face of problems or being different from their peers. Establish that bravery is not about toughness but more about managing our feelings well. | |
| Extension Work and Further Activities |  | * Give children the **Extension Worksheet** –in more detail and now using ideas from the discussion, design their own brave superhero (more able pupils could annotate him/her with all the things needed to be brave). Encourage creativity and fun (for example, he may have a mobile so that he can ring his mummy as having people to support you helps you feel brave, or perhaps he has a rubber, bouncy suit so that he can always bounce back after a mistake!) * Following the plenary, design a poster to help others to be brave and resilient at school. | |
| Plenary | 10 mins | * **PowerPoint Slide 4**: Explain that it is so important that we try to be brave when things are scary, hard or worrying. Being able to ‘bounce back’ after something difficult is a really good skill to have. “*Does anybody know what this skill is called?”* Use the game of hangman to reveal the word resilience on the board. * **PowerPoint Slide 5**: Can the class think of any ways they can be brave/show resilience at school this week? Try to come up with a short list of achievable goals (e.g. telling a teacher if something is worrying them; trying something new, trying hard even if they find something tricky) – perhaps to be displayed and discussed again in a week’s time. | |
| AfL |  | Observing, question and answers, contribution to discussion and written responses.  Self-assessment – encourage the pupils to reflect upon whether they feel more confident in understanding what it is that makes us brave and why it is important to help us cope with difficult situations. | |
| Curriculum Links | | **Health and Wellbeing** | |
| **Experiences and Outcomes**  I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a    I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a  I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a  I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a | |

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|  | **Literacy and English** | |
| **Experiences and Outcomes for planning learning, teaching and assessment** | **Benchmarks to support practitioners’ professional judgement of achievement of a level** |
| **Listening and Talking** | |
| Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a  As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10 | * Talks clearly to others in different contexts, sharing feelings, ideas and thoughts. * Recounts experiences, stories and events in a logical sequence for different purposes. * Communicates and shares stories in different ways, for example, in imaginative play. * Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text |
| When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02 | * Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts. * Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions. * Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language. |
| I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a | * Asks and responds to different types of questions to show understanding of the main ideas of spoken texts (or in this case, other pupils’ answers) |
| When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a    I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. LIT 1-10a | * Communicates clearly and audibly. Contributes to group/class discussions, engaging with others for a range of purposes. * Selects and shares ideas/information using appropriate vocabulary in a logical order. * Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs. |

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|  | | **Writing** | |
|  | | I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a | * Invents own stories and characters to share with others in play, imaginative and real contexts. * Shares feelings, experiences, information, messages or ideas in pictures, print or digital texts. |
| Key Words |  | Brave, resilience | |
| Differentiation |  | Through questioning and mixed ability pairings. Teacher (and other group members) to guide less able children in the discussion if needed and help them to write their brave attribute for the cup. | |
| Resources/  Preparation Needed |  | Before the lesson, put a stuffed toy inside a box with a lid. Provide enough jars or paper cups per small group, a slip of paper per pupil, a blank superhero per group, pens, colours, glue or sticky tape, extension worksheet per child if required. | |
| Evaluation |  | C:\Users\morobertson\Desktop\ALL SCHOOL STUFF\ppt images\Vector Smart Object8.pngFor teacher to complete: | |

 **Things to consider**

When delivering this lesson, you might trigger feelings in children that they find difficult to cope with.

At YoungMinds we often talk about bouncing forward too, so that children can think about moving forward after dealing with challenges and adversity. You might want to discuss this with your class.

Some children might not be able to think of a time when they were courageous. Remind pupils that it’s always good to ask for help and this can be a big step.

Different children may respond very differently to the same content. It’s really important to think about how these individuals might be best supported. Ensure that there is an adult that the child can talk to if they are finding the session too difficult and a safe space (somewhere else) for them to go if they want to sit things out.

It is really important to adhere to the normal safeguarding procedures of the school you are working in. Your school will have a Designated Safeguarding Lead and clear procedures to follow if you are worried about the safety of a child in your care.