



Date:		Key Stage: 1	Teacher:
Learning Objectives		<ul style="list-style-type: none"> To understand what it is to be brave To know what resilience means 	
Starter Activities	Intro	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	<ul style="list-style-type: none"> Hold up a box (with a stuffed toy inside), and ask if anyone would like to stroke your new pet. <i>“Is anyone feeling brave?”</i> 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. <i>“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.”</i> Write <u>brave</u> on the board. 	
Main Activity	15 mins	<ul style="list-style-type: none"> 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? <i>“Does physical strength or a tough job mean bravery, or can we show bravery at school, at home and with our friends?”</i> 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. 	

YOUNGMINDS Things to consider

<p>Extension Work and Further Activities</p>	<p>When delivering this lesson, you might trigger feelings in children that they find difficult to cope with.</p> <p>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.</p> <p>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.</p>	<p>leas from ld annotate d fun (for g people to it so that he</p> <p>silient at</p>
<p>Plenary</p>	<p>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.</p> <p>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.</p>	<p>e when nothing "is called?"</p> <p>show able goals ew, trying discussed</p>
<p>AfL</p>	<p>understanding what it is that makes us brave and why it is important to help us cope with difficult situations.</p>	<p>ses.</p> <p>confident in</p>
<p>English Curriculum Links</p>	<ul style="list-style-type: none"> • PSHE (As recommended by the PSHE-Association) Pupils should have the opportunity to learn: <ul style="list-style-type: none"> ○ H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. ○ R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class ○ R6. to listen to other people and play and work cooperatively ○ R7. to offer constructive support and feedback to others 	
<p>Key Words</p>	<p>Brave, resilience</p>	
<p>Differentiation</p>	<p>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.</p>	
<p>Resources/ Preparation Needed</p>	<p>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.</p>	
<p>Evaluation</p>	<p>For teacher to complete:</p>	