



**Beano KS2 Lesson Plan 2 – Being Brave and Becoming Resilient**



Date:		Key Stage: 2	Teacher:
Learning Objectives		<ul style="list-style-type: none"> <li>To understand what it means to be brave</li> <li>To know what resilience means and why it is important.</li> </ul>	
Starter Activities	Intro	Show the introductory video	
	Lesson Intention	Pupils will understand that we will all feel scared, nervous or worried at times and that having self-belief and high aspirations can help us be brave and cope in these situations. Pupils will understand the importance of building resilience and think about how to achieve this.	
	5 mins	<ul style="list-style-type: none"> <li>Show the class <b>PowerPoint Slide 1</b>. Talking partners – can the children guess what the picture represents? After a few minutes, establish that it is one person resisting peer pressure, daring to be different and saying ‘no’ – perhaps to something that they know is wrong, dangerous or that they’re not comfortable with. “<i>Can anyone imagine what the situation could be? What words could we use to describe the person who is being different?</i>” Together, establish that we could describe them as <u>brave</u>.</li> </ul>	
Main Activity	15 mins	<ul style="list-style-type: none"> <li>Split the class into small mixed-ability groups. Give each group an empty paper cup.</li> <li>Give a slip of paper per pupil (more if needed). Encourage each group to discuss what it is that makes people brave. On their slip of paper, pupils are to try to write one thing and place it in their courage cup – preferably different to others in their group so that their cup contains a variety of ‘brave’ attributes. Put <b>PowerPoint Slide 2</b> on the board to prompt their discussions and consider the many different situations that might require bravery. Teacher input on some of the less obvious pictures may be needed – encourage the children to consider that sometimes courage may not be seen – its not necessarily being tough, but is a strength <i>inside</i>, the ability to pick yourself up after something difficult.</li> <li>Come together as a class. Choose some volunteers to share their courage cups. Praise their ideas. <b>PowerPoint Slide 3</b> – “<i>Let’s have a look at what I put in my courage cup</i>”. Discuss and encourage the children to explain/give examples of each.</li> </ul>	
Extension Work and Ideas for Further Activities		<ul style="list-style-type: none"> <li>If facilities allow, children could use the Internet to research brave people such as Malala Yousafzai (BBC Newsround), Steven Bradbury (BBC Sport) or someone of your choice. <i>What brave things have they done? What might their advice to others be?</i></li> <li>Following the plenary, children could write their idea for being more resilient at school on a post-it note – these could be stuck to the wall and made into a classroom</li> </ul>	

# YOUNGMINDS Things to consider

	<h1>YOUNGMINDS Things to consider</h1>		resilient.
Plenary	<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>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>school and at difficult is a use the game</p> <p>tips, trying <i>We can all to bounce y. We can urage."</i></p> <p>at school so</p>
AfL			<p>es on the</p> <p>onfident in helping us</p>
English Curriculum Links		<ul style="list-style-type: none"> <li>• PSHE (As recommended by the PSHE-Association) Pupils should have the opportunity to learn: <ul style="list-style-type: none"> <li>○ H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</li> <li>○ H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</li> <li>○ H14. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</li> <li>○ R1. To recognise and respond appropriately to a wider range of feelings in others.</li> </ul> </li> </ul>	
Key Words		Brave, courage, resilience, self-belief, high aspirations	
Differentiation		Through questioning and mixed ability groupings. Teacher to guide discussions with less able.	
Resources/Preparation Needed		PowerPoint, paper cups (1 per group), a slip of paper per pupil, pens, extension worksheet per child if required, Post-it notes for extension work.	
Evaluation		For teacher to complete:	