



KS1 LESSON PLAN Lesson 8

# RESPONSIBILITY

## Courage



The Big Think

### Can you ask for help when you really need it?

Teacher and children sit on chairs in The Big Circle facing one another.

#### Silent Sitting 5 mins

The Courage of the Lion

#### The Big Circle Guidelines 3 mins

Share the **Class Values in Action poster**. Children read the actions aloud in pairs around the circle to help everyone consider actions that make a safe and inclusive Big Circle.

#### The Big Voice 3 mins

*'Courage doesn't always roar. Sometimes it's the quiet voice at the end of the day whispering, "I will try again tomorrow".'*

- Mary Anne Radmacher, American Author and Artist

Pair Share – Explore the meaning of the quote.  
Which hero said this? What might the hero mean?

#### The Big Picture 3 mins



Sentence Stems:

I can see...

I want to know...

Pair Share

This picture makes me feel...

I wonder...

## The Big Story 7 mins



Daisy's First Day by Maisie Chan

## The Big Questions 7 mins

1. Which two opposite feelings did Daisy have on her first day of new school?
2. At playtime, why did Daisy feel like hiding behind the climbing frame?
3. At first the next day seemed better. Why did school seem less scary?
4. Daisy is teased again the next day. If she was teased in this way many times over, would it still be called teasing?
5. Daisy feels unhappy about being teased and really needs some help. How did Daisy's friend Freya show courage? And what about Daisy?
6. Have you ever felt unhappy about something and found the courage to ask for help?

## Values Roleplay

### The Big Act: Can you ask for help when you really need it? 15 mins

*NB - If teaching as stand-alone lesson without the assembly: read The Big Story and The Big Questions first.*

Choose 2 or 3 scenarios. Recap **The Big Story** - Daisy's First Day and review **The Big Questions** listed below. Imagine you are Daisy. What are your worries? What gives you courage? Who would you ask for help?

To begin, model this roleplay inside **The Big Circle**:

*Daisy is standing behind the climbing frame thinking about the teasing and what she can do about it. Her Worries speak on her left side (e.g. Don't tell anyone or you won't have any friends), and her Courage speaks on her right side like Freya did (e.g. Tell someone you can trust and they will help).*

*What might they each say to her? What actions might they be making? (e.g. shivering, standing firm). Who will Daisy listen to? Who will she tell?*

Then, in groups of 3, children act in role as Daisy, her Worries and her Courage. Encourage children to make their own creative interpretations of how Daisy might be feeling.

Return to The Big Circle to watch a few groups and reflect on the delicate balance of her Worries and her Courage. Return to The Big Question: *Can YOU ask for help when you really need it? Who might you ask?*

### **My Big Feelings Compass** 5 mins

How might you feel about asking someone for help? Refer to **My Big Feelings Compass** to name the complex range of feelings. Ask children to reflect on their own inside weather and then select a more difficult feeling from the inside of the compass and a more helpful feeling from the outside. Reflect on what your inside weather might look like.

### **My Big Think Journal** 10 mins

Sometimes we can feel like another person is controlling us by teasing, pushing or name-calling. Remember it is not your fault and someone will be able to help you.

**Self-Reflection:** Have you ever felt unhappy about something and found the courage to ask for help?

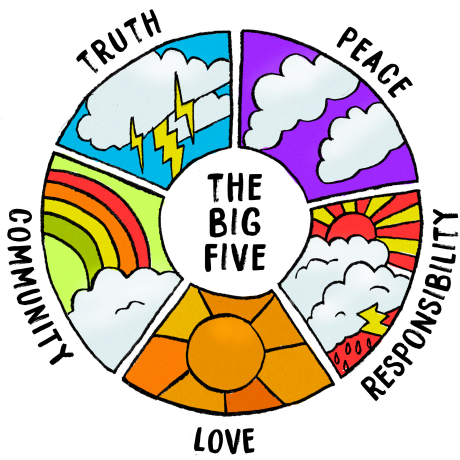
### **The Big Sing** 5 mins

TBT RESPONSIBILITY Song – Stand Up

### **Our Big Think** 2 mins

*Let's find the courage to ask for help, or try to help others when needed.*

| This lesson helps to meet these RSHE Statutory requirements                    |   |
|--|---|
| <p>RELATIONSHIPS EDUCATION</p> <p>Topic 2: Caring Friendships</p>              | <p>e. how to recognise who to <b>trust</b> and who not to trust, how to judge when a friendship is making them feel <b>unhappy or uncomfortable</b>, <b>managing conflict</b>, how to manage these situations and how to <b>seek help</b> or advice from others, if needed</p>  |
| <p>Topic 3: Respectful Relationships</p>                                       | <p>f. about different types of <b>bullying</b> (including cyberbullying), the impact of bullying, <b>responsibilities of bystanders</b> (primarily reporting bullying to an adult) and how to <b>get help</b></p>   |
| <p>RELATIONSHIPS EDUCATION</p> <p>Topic 5: Being Safe</p>                      | <p>a. what sorts of <b>boundaries</b> are <b>appropriate</b> in friendships with peers and others (including in a digital context)</p> <p>b. about the concept of <b>privacy</b> and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being <b>safe</b></p> <p>e. how to <b>recognise</b> and <b>report feelings</b> of being <b>unsafe</b> or <b>feeling bad</b> about any adult</p> <p>f. how to <b>ask for advice</b> or help for themselves or others, and to keep trying until they are <b>heard</b></p> <p>g. how to <b>report concerns or abuse</b>, and the <b>vocabulary</b> and <b>confidence</b> needed to do so</p> <p>h. where to get <b>advice</b> e.g. family, school and/or other sources</p> |
| <p>PHYSICAL HEALTH &amp; MENTAL WELLBEING</p> <p>Topic 1: Mental Wellbeing</p> | <p>h. that <b>bullying</b> (including cyberbullying) has a <b>negative</b> and often <b>lasting impact</b> on mental wellbeing</p> <p>i. where and how to <b>seek support</b> (including recognising the triggers for seeking support), including <b>whom in school</b> they should speak to if they are worried about their own or someone</p>   |



| SEL Responsible Decision-Making Competencies  | R8 |
|---|----|
| Demonstrating curiosity and open-mindedness   | ✓  |
| Identifying solutions for personal and social problems                              | ✓  |
| Learning to make a reasoned judgment after analysing information, data, facts       | ✓  |
| Anticipating and evaluating the consequences of one's actions                       | ✓  |
| Recognizing how critical thinking skills are useful both inside & outside of school | ✓  |
| Reflecting on one's role to promote personal, family and community wellbeing        | ✓  |
| Evaluating personal, interpersonal, community, and institutional impacts            |    |