



KS2 LESSON PLAN Lesson 8

RESPONSIBILITY

Courage



Do you have the courage to confide in someone when you need to?

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

Silent Sitting 5 mins

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

'It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.'

— Harry Potter and the Sorcerer's Stone by J.K. Rowling British Author (1965 -)

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

The Big Picture 3 mins



Sentence Stems: One thing that stands out to me is...
Because...

Pair Share I'd like to know more about...
One thing I pictured in my mind...
I wonder...

The Big Story 5 mins



Slinging Mud by Ben Davis

The Big Questions 10 mins

The Big Story Reflection (1 minute) How did this story make you feel?

1. How was Maisie made to feel about herself when being targeted by old friends?
2. When Maisie's new friend Libby asks 'Are you going to tell the teacher?' why does Maisie say *no*?
3. How was Libby a sensitive friend? After talking with Libby, what power does Maisie realise she has?
4. If you saw a person being teased or bullied, how would you give them the courage to confide in someone? What might you say or do?

Values Dialogue

The Big Circle: Do you have the courage to confide in someone when you need to? 15 mins

Quick Starter: Check-In (pair share):

What does the value of courage mean to you? (use chime or bell and give 1 minute for pair share and reflect) Share responses back in the

circle. **What do you think it means to confide in someone?** (repeat pair share with new partner)

Who would you choose to confide in? Why? (repeat above in talk trios) Highlight outside agencies that can help – see our resource tips on TBT website.

Open dialogue asking: **Do you have the courage to confide in someone when you need to?**

No definitive answer is needed, just an open discussion lasting up to 20 minutes. Refer back to *The Big Circle– Our Values In Action* poster to keep everyone feeling safe and to help uncover a shared meaning.

My Big Feelings Compass 5 mins

How do you feel when you need to confide in someone?

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.

My Big Think Journal 10 mins

Sometimes the idea of confiding in someone can seem too difficult.

Self-Reflection: If you saw a person being teased or bullied, how would you give them the courage to confide in someone? What might you say or do?

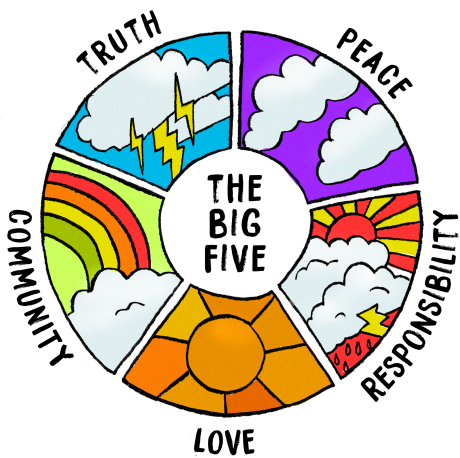
The Big Sing 5 mins

TBT RESPONSIBILITY Song – Stand Up

Our Big Think 2 mins

Together, let's build up courage to speak up.

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



SEL Responsible Decision-Making Competencies	R1
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	