# **Disposition: Being Courageous and Confident**

## **Lesson:** One

### Question/LO: What is Courage? What is bravery?

| **Dimension of learning** | **Activities** | **Resources** |
| --- | --- | --- |
| Learning from experience  Explore the meaning of ‘courage’. | Ask the pupils if they know what the word ‘courage’ means. It is linked to being brave, but it is not the same.  Discuss with the children when they have been brave and how it felt. What kind of ‘brave’ things have they done? In what situations have they seen other people being brave? (Usually doing something quickly and confidently without showing fear) e.g jumping into cold water  Courage is different as it is feeling the fear but acting, nevertheless.  Draw out in discussion that courage is both physical and moral. Courage usually requires choice (not to act) and decision making. E.g a child who decides to defend another child from a bully. | n/a |
| Learning about religious traditions and non-religious world-views | Watch the film clip in which Louisa (aged 6 years) explains how her Christian faith gives her courage to live with cystic fibrosis. | The video for this lesson will have downloaded into the same folder as the lesson plan.  KS1: Being courageous and confident  KS1\_Y1\_Unit\_07\_Sp\_Wk\_01\_of\_03\_  R123\_Video\_Louisa\_Cystic\_Fibrosis\_v1 |
| Learning from faith and non-religious world-views | What questions would the pupils want to ask Louisa?  Can pupils together think of any answers that Louisa might give  Consider role playing, encouraging a friend to be brave. | n/a |