

Being Brave I: FEARS?

Suggested: Cycle 1 & 2, can be adapted for Cycle 3
Pre-Show Lesson

OVERVIEW & PURPOSE

- To explore the vocabulary and emotions associated with fear, worry and courage
- To begin exploring strategies to help manage fears

COMPETENCIES

1. To act on understanding of texts
2. To read and listen to literary, popular and information-based texts
3. To construct their identity
4. Citizenship and community life

ACTIVITY

1. Have the students brainstorm a time during which they were scared. Ask them:
 - » How did your body feel? How did your stomach feel? How did your head feel?
 - » What do you think your face looked like?
 - » What was the voice inside your head saying?
2. Remind them that it is normal to feel fear and anxiety. Explain to them that everyone has fear and as we get older we build strategies on how to overcome fear and anxiety.
3. For Cycle 1 or 2, read or watch [Let's Go Hugo](#) by Angela Dominguez. Discuss the following questions:
 - » What is Hugo afraid of doing?
 - » Who does he speak to? What they did used to be afraid of? What did they do to get over their fear?
 - » How does Owl help Hugo overcome his fear?
 - » Can practicing something help with a fear?
 - » What do you do to overcome fear? What are some strategies that you can do to help yourself or others?
4. For Cycle 3, watch the video [What is FEAR and why do you feel scared?](#) By Beautiful Science. *TIP: Start the video at 0:40 as there is an image that pops up in the video at 0:07 designed to make you jump and "feel fear". You may need to add information to simplify the information for younger viewers.
 - » What happens to the body when it is scared? Why?
 - » What is the purpose of fear?
 - » Knowing this, what do you do to overcome fear? What are some strategies that you can do to help yourself or others?
5. Explain that the main character in the play *The Little Mighty Superhero* is afraid of the dark and that you want them to pay attention to how he overcomes it over the course of the play.

6. Have students complete the top half of the *Busting Through Fears!* handout. The first one is designed for younger students and the second is for older students.

EXTENSION ACTIVITIES / ADDITIONAL READINGS & RESOURCES

[Scaredy Squirrel](#) (any of them) by Mélanie Watt

[The Invisible String](#) by Patrice Karst (separation anxiety)

Bear Feels Scared by Karma Wilson

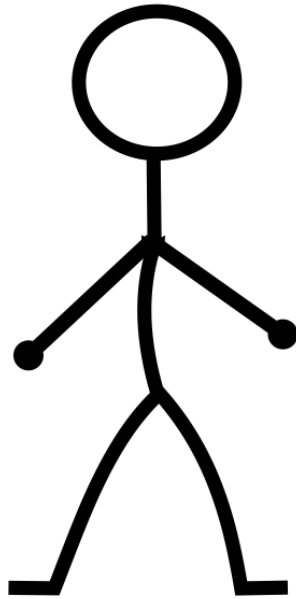
Parent or teacher resources:

Please note that these lessons are designed to help students with age-appropriate and normal fears, they are not designed to address serious or underlying fears, anxiety or phobias. If a child in your class appears distressed during these conversations, please speak to the school counsellor.

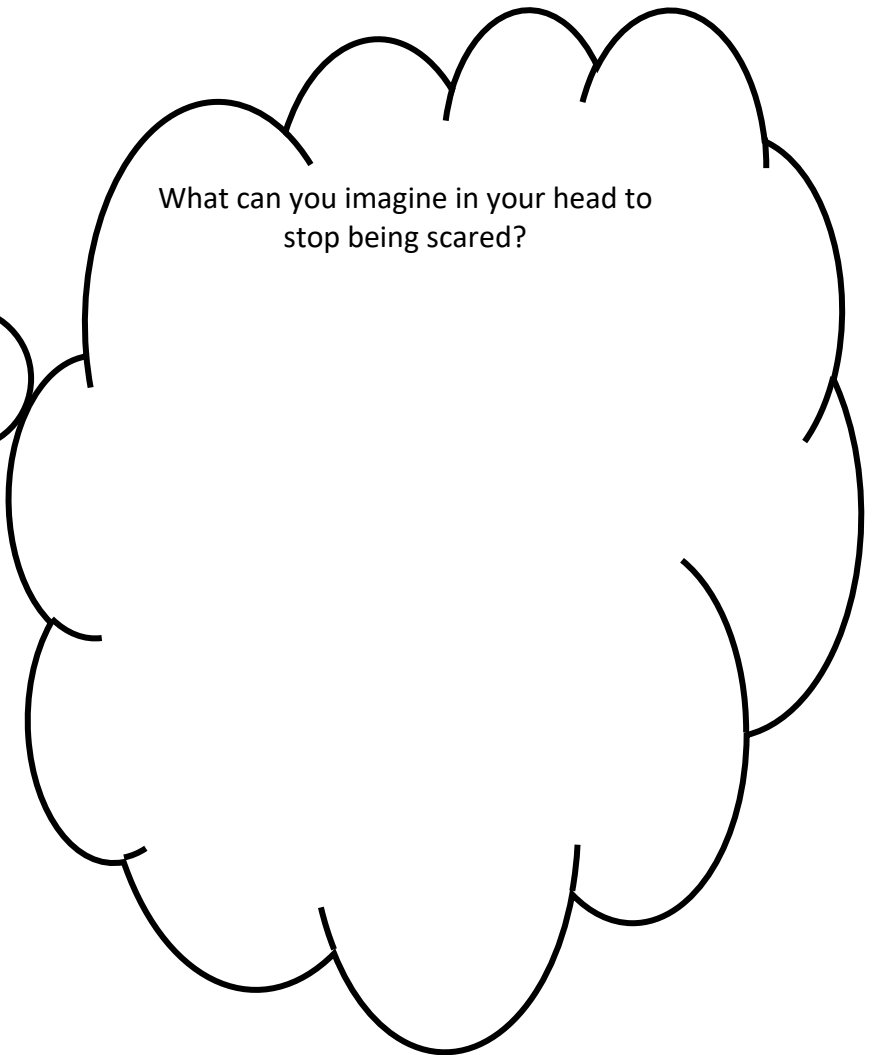
[Help Children Manage Fears](#) by The Child Mind Institute

Busting through Fear !

Draw what you look like and how you feel when you are scared.

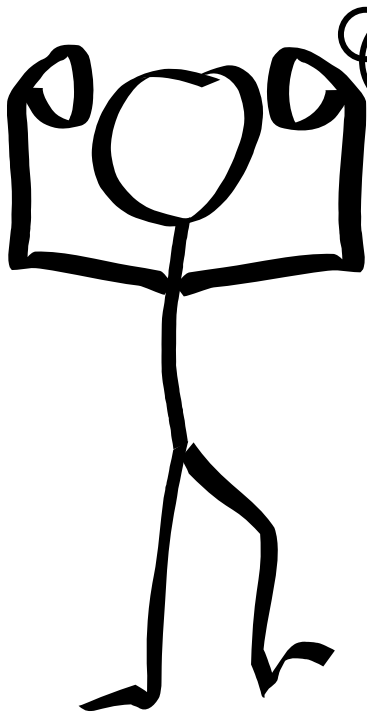
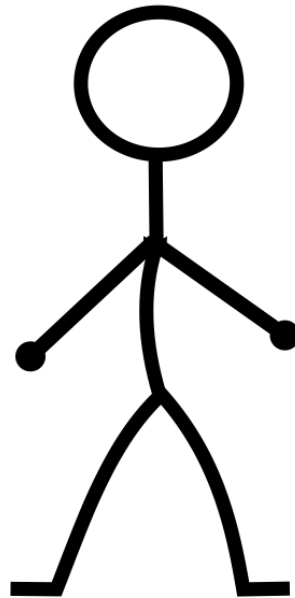


What can you imagine in your head to stop being scared?



Busting through Fear !

Point to different parts of this body and describe how someone might feel when they are nervous, scared or anxious.



What could they be saying to themselves to help them gain the courage to overcome their fear or anxiety?

Being Brave II: Busting Through Fear

Suggested: Cycle 1 & 2, can be adapted for Cycle 3
Post-Show Lesson

OVERVIEW & PURPOSE

- To learn how to self-coach
- To demonstrate understanding of *The Little Mighty Superhero*
- To learn how to others to manage their worries

COMPETENCIES

1. Health and wellbeing
2. To use language to communicate and learn/To communicate orally in English
3. To interpret short scenes
4. To invent short scenes

ACTIVITY

1. Ask students about Max from *The Little Mighty Superhero* and his fears.
 - » What was Max scared of?
 - » What did he do? How did Jayson help him?
 - » Did he get braver or more scared as the play went on?
 - » What happened to Jayson as Max became braver?
 - » Is Jayson gone forever or will he live on in Max's memories?
2. Remind students that just like Max did over the course of the play, everyone learns strategies to help them learn to overcome fear.
3. Have the students brainstorm a time during which they were scared and what they did to overcome their fear. Ideas:
 - » Ask for help from a friend or an adult
 - » Challenge irrational thoughts (Is this actually something scary or am I just feeling scared in this moment?)
 - » Positive cheerleading or coaching in your head (self-talk)
 - » Remind yourself that the situation and the fear is most likely temporary
4. Role-playing: Group the students in pairs and have them role-play the scenarios in the handout *IMPROV SKITS* (cut them out for easy distribution). Ask for volunteers to present their skits to the rest of the class.
5. Share ideas that came up during the role-playing. Teach students to validate the other person's fear, offer them comfort, remind them that things will feel better soon, that they can do an activity to distract themselves, that they have overcome fears before, that they have friends and family to support them when needed.
6. Have students finish the *Busting Through Fear!* handout. The first one is designed for younger students and the second is for older students.

EXTENSION ACTIVITIES / ADDITIONAL READINGS & RESOURCES

7. Alternatively or additionally, have older students write a text conversation between themselves and a friend, in which the friend needs help with a worry they are facing, on the *iNeedHelp* handout.

Improv skits!

Your little brother has his first day of Kindergarten tomorrow and he is nervous; what do you tell him to comfort him?

Your friend has a skateboarding competition tomorrow and he is nervous; what do you say to him?

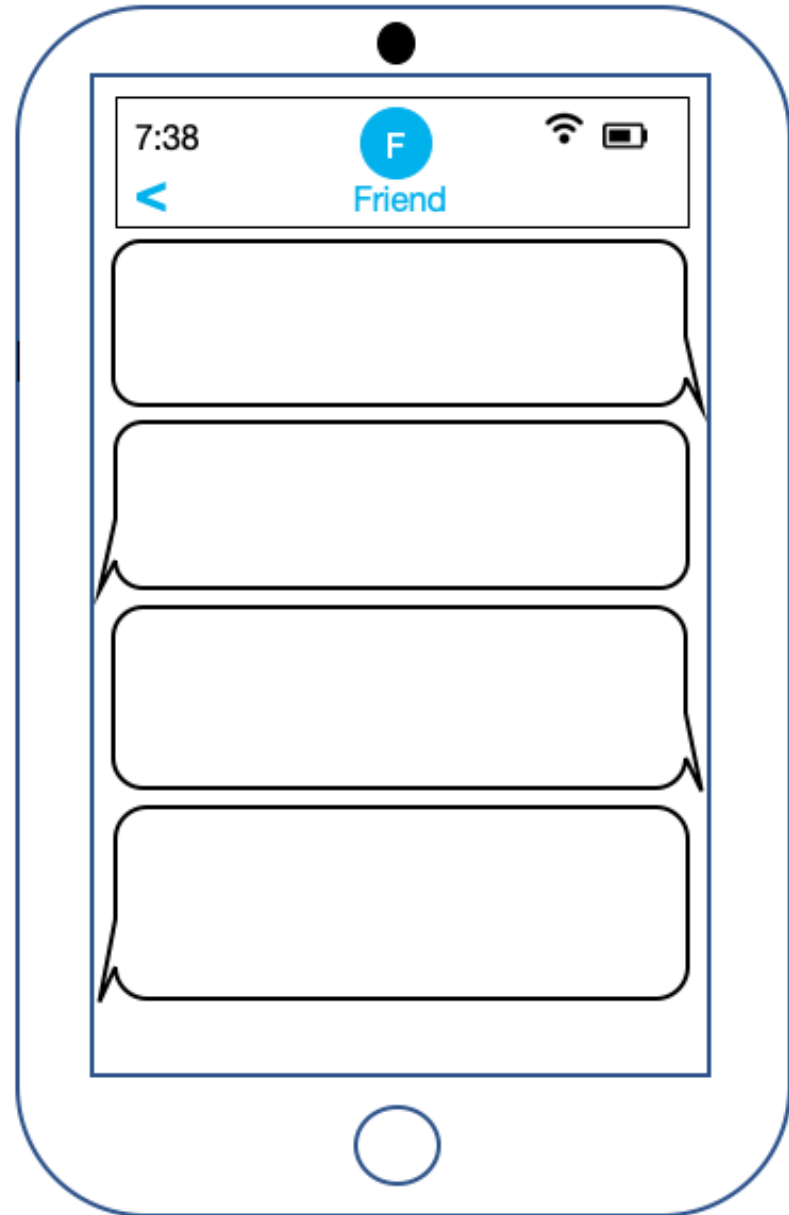
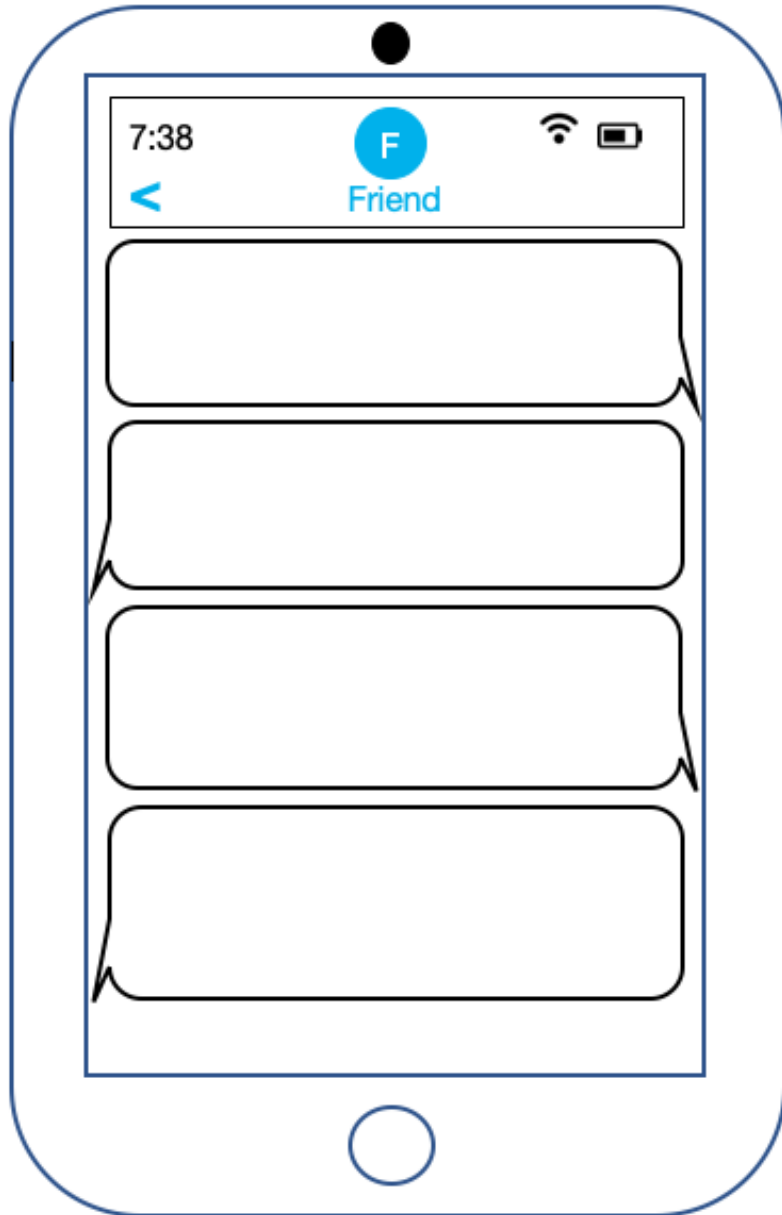
Your friend is going to a birthday party tomorrow and won't know anyone there. She is worried. What do you say to her?

Your older brother is going to high-school next year and he is worried about not making new friends. What do you say to him?

You are in the school play tomorrow and you can't sleep because you are scared. What do you say to yourself to calm down?

iNeedHelp

Your friend is in need! They are feeling anxious and are reaching out to you. Reassure them using the strategies discussed.



Being Brave III: A Cupful of Courage

Suggested: Cycle 1 & 2, can be adapted for Cycle 3

Post-Show Activity

OVERVIEW & PURPOSE

- To learn about the different ways in which we can be brave
- To explore positive leadership traits

COMPETENCIES

1. Reflects on ethical questions
2. To read and listen to literary, popular and information-based texts
3. To construct their identity
4. Citizenship and community life

ACTIVITY

1. Explain to students that being brave is not always about facing our fears. Ask them what else they do or say that shows courage. Prompt them and cover these main ideas:
 - » Admitting to your mistakes and learning from them
 - » Saying sorry
 - » Trying new things
 - » Keep working even when it's difficult
 - » Telling the truth no matter the consequencesFor older students:
 - » Standing up for what is right
 - » Resisting negative peer pressure
2. You may want to write these on the board or develop an anchor chart with these answers for student reference.
3. For Cycle 1 & 2, read one of the following books and discuss the characters [Brave Irene](#) by William Steig or [A Good Egg](#) by Jory John.
4. For Cycle 2 & 3, discuss these quotes, first in small groups, then as a class.
 - » *It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.* by J.K. Rowling, Harry Potter and the Sorcerer's Stone
 - » *Bran thought about it. 'Can a man still be brave if he's afraid?' 'That is the only time a man can be brave,' his father told him.* by George R.R. Martin, A Game of Thrones
 - » *You cannot swim for new horizons until you have courage to lose sight of the shore.* by William Faulkner
 - » *You never change your life until you step out of your comfort zone; change begins at the end of your comfort zone.* by Roy T. Bennett

5. Based on your class discussions, have students complete the *A Cupful of Courage* handout. The first one is designed for younger students and the second is for older students.

EXTENSION ACTIVITIES / ADDITIONAL READINGS & RESOURCES

- Decorate your bulletin board with your students' "cups of courage" under the banner: Dare to be Brave. Have them cut them out first.
- Challenge students to try one new thing within the next week and discuss as a class every morning.
- Readings for younger students: [A Good Egg](#) by Jory John.
- Readings for older students on being brave and overcoming challenges: [Ruby Bridges Goes to School: My True Story](#) by Ruby Bridges, *Henry's Freedom Box: A True Story from the Underground Railway* by Ellen Levine, *Fly Away Home* by Eve Bunting.

A Cupful of Courage

Draw yourself doing something that takes courage.



A Cupful of Courage

Name some things you do that take courage.

