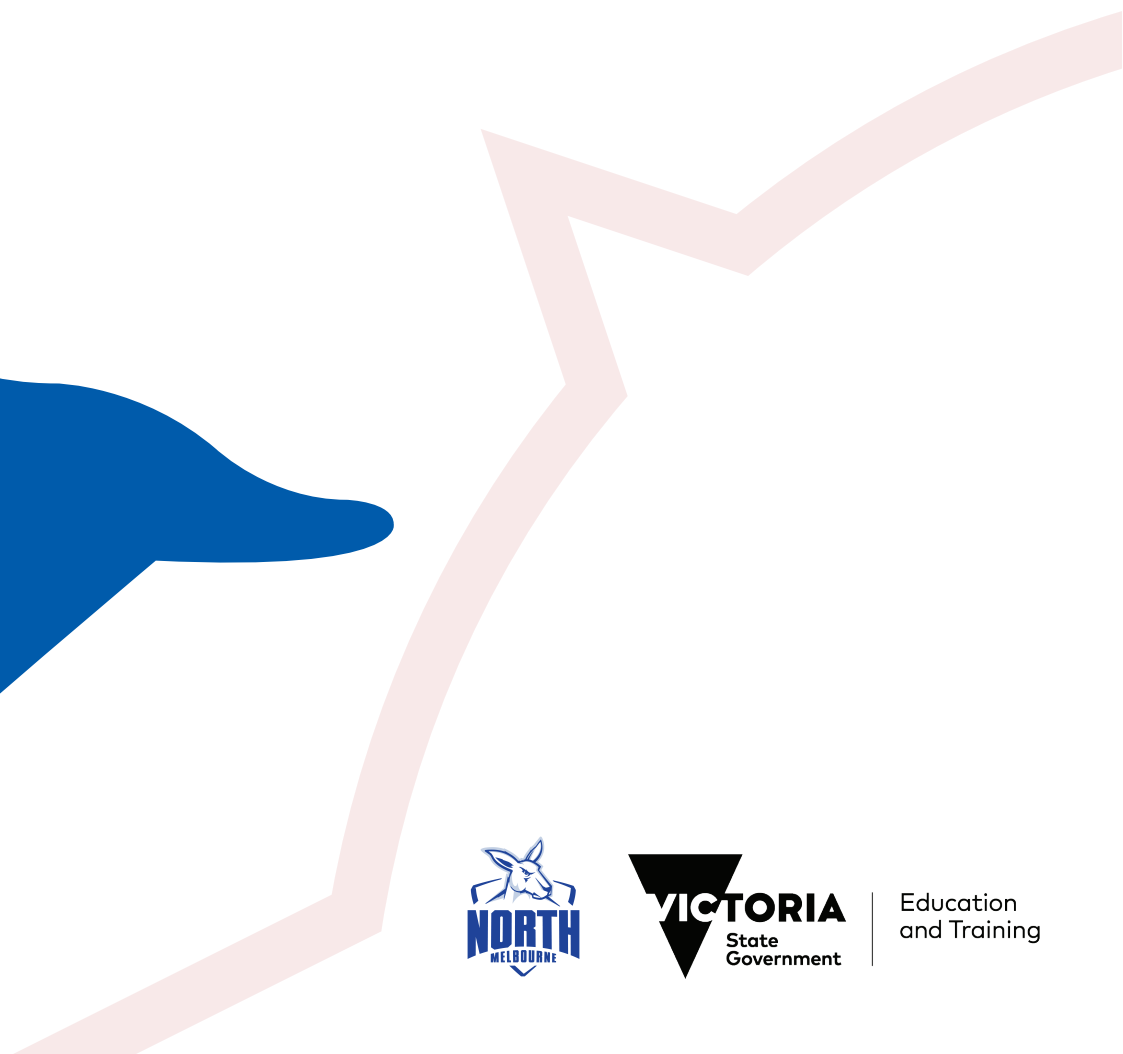
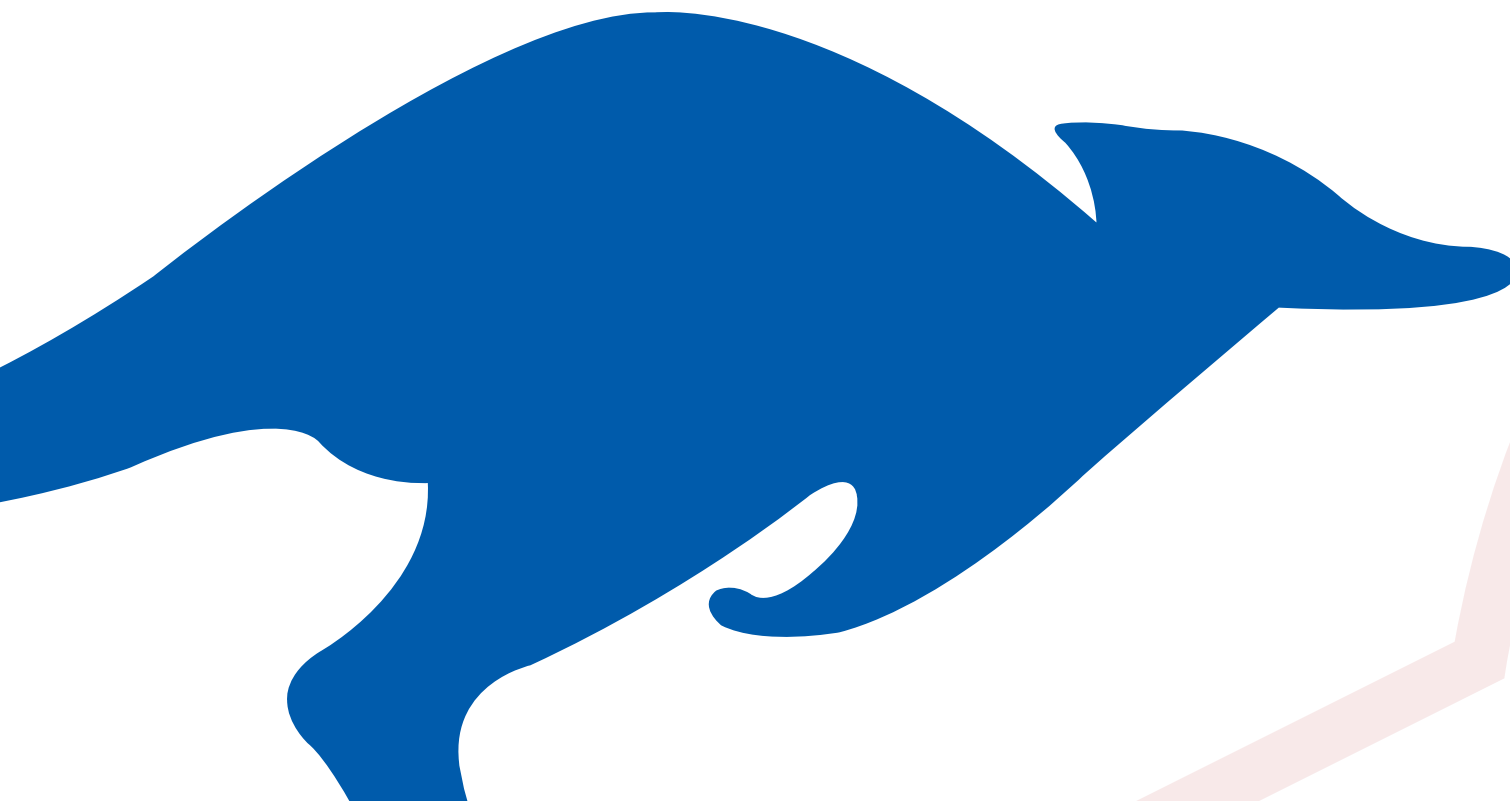


Exploring True North

Learning Resources

Level 1-2



Education
and Training

True North Foundation - Level 10



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CURRICULUM MAP

LEVEL 1-2

	Lesson 1 Noticing Feelings	Lesson 2 Qualities	Lesson 3 Friendship	Lesson 4 Courage
Personal and Social	verbal and non-verbal ways to recognise, name and describe emotional responses and situations associated with them <u>VC2CP2S01</u>		strategies for making and keeping friends; how actions and words can help or hurt others; and when, how and why behaviour should be modified <u>VC2CP2O03</u>	the importance of continued effort when faced with unfamiliar or challenging situations, including how it can help to try new things <u>VC2CP2S04</u>
Ethical		how emotions and dispositions including honesty and kindness influence ethical perspectives <u>VC2CE2U03</u>		

Critical and Creative Thinking	verbal and non-verbal strategies to express and describe thinking processes, including for problem-solving <u>VC2CC2M02</u>		the use of examples to support claims <u>VC2CC2R02</u>	the use of examples to support claims <u>VC2CC2R02</u>
Health and Physical Education		describe their personal characteristics and those of others, and explain how they contribute to developing identities <u>VC2HP2P01</u>	identify and explore personal and social skills and strategies to develop respectful relationships <u>VC2HP2P03</u> practise strategies they can use when they need to seek, give or deny permission respectfully <u>VC2HP2P05</u>	

LESSON 1: NOTICING FEELINGS

Exploring True North | Level 1-2

Time	45 to 50 minutes
Resources	• An open space to move around in • Five classroom chairs • <u><i>Exploring True North anchor chart</i></u> • Lesson slides
Learning Intention and Success Criteria	To recognise, name and describe emotions in ourselves and others. I can: • Name a range of emotions • Describe what emotions feel like in my body • Show what different emotions look like at different levels • Identify emotions in others through facial expressions and body language
Curriculum Links	• verbal and non-verbal ways to recognise, name and describe emotional responses and situations associated with them <u>VC2CP2S01</u> • verbal and non-verbal strategies to express and describe thinking processes, including for problem-solving <u>VC2CC2M02</u>

Method

Teacher note: Cold call is used throughout this lesson as a check for understanding. If a student is not ready to answer, they can *phone a friend* and ask a partner for help, or you can pre-warn them, for example: *Phone a friend*, and I'll come back to you after two more people, so get your thinking ready.

1. **Activate prior knowledge:** Without asking someone, what clues can we use to work out how someone is feeling?
2. Display the learning intention and success criteria. Read them aloud and unpack the meaning.
3. Run **Show Me Your Emotions**. Explain: Everyone shows feelings differently. Some people show a lot; some show very little, and both are normal. Display **slide 3**. Spend 2 to 3 minutes teaching four or five emotions, displaying **slides 4-8** one at a time. For each one, model the facial expression and body language, have students copy you exactly, then ask: What does this feeling feel like inside your body? Ask each child to tell a partner one body clue for a named feeling.

Emotion	Outside	Inside
Happy	Smiling, open body, bright eyes	Light tummy, legs want to move
Sad	Quiet, low energy, curled up or crying	Heavy chest, tight throat, no energy
Angry	Tense or still, flushed face, tight jaw, clenched hands	Hot face, fast heartbeat

Scared	Frozen or pulling away, quiet or gasping	Fluttery tummy, racing heart, shaky legs
Surprised	Sudden stillness, wide eyes, open mouth, sharp breath	Jumping heart, frozen for a second

Check for understanding: Show me a thumbs up, thumbs sideways or thumbs down to let me know how confident you feel explaining what someone who is scared might look like on the outside and feel like on the inside.

4. Display **slide 9**. Run the following thinking routine, **What Makes You Say That?**

Project Zero: What Makes You Say That?

A routine for observation, description, explanation-building, and evidence-based reasoning.

What's going on?

What do you see that makes you say that?

How to run it:

Act out one of the five emotions. Ask: What's going on? What feeling am I showing? Invite students to guess the emotion. Then ask: What do you see that makes you say that? Push for a specific cue (shoulders dropped, eyes went wide, hands were tight).

5. Run **Levels of Emotions**. Set up five chairs in a row at the front of the room labelled Level 1 to Level 5. Explain: Feelings do not always come at full strength. They can be small, medium or very big. We are going to practise showing what that looks like.



Sit in the Level 1 chair yourself. Show happy at Level 1 using your face and body and narrate what you are doing: At Level 1, I have a small smile and my body is calm and relaxed.



Invite four students to fill the remaining chairs, Levels 2 to 5. Ask each student to show happy at their level, with the intensity increasing from Level 2 through to Level 5. Narrate what you notice at each level and prompt students to adjust their face and body to match their level if needed.



Spread students out in the room. Call out one emotion at a time. Ask students to show the same emotion from Level 1 to Level 5, increasing its intensity each time. Students show the level with their whole body wherever they are standing. Use: sad, angry, scared, surprised.

Check for understanding: Cold call: What did you notice changing as the level went up?

6. In AFL and in life, you have to pay attention to the people around you and their feelings. **Play the player video on slide 11.** The player shares a time they noticed how a teammate was feeling without the teammate saying anything, naming what they saw in the teammate's face and body that gave them clues that something was wrong.
7. Run **Emotions Freeze Tag**. Students spread out in the space. Two students are taggers. When tagged, a student freezes and holds one of the five emotions from **Levels of Emotions** (happy, sad, angry, scared or surprised) on their face and body. A classmate runs up and correctly names the emotion to unfreeze them. The tagged student then rejoins the game.

8. After the game ask: How did you know what emotion someone was showing? What did you look at?
9. Run **Mirror**. Students find a partner. Partner A shows an emotion using their face and body (happy, sad, angry, scared, surprised). Partner B mirrors it exactly, then names the emotion and explains how they knew. Swap and repeat.

After two rounds ask:

- What did you have to look at most carefully?
- Was it harder to copy the face or the body?
- Did you and your partner ever disagree about which emotion it was? What caused the confusion?

Check for understanding: Thumbs up for true, thumbs down for false: Everybody looks the same when they feel scared.

Enable

For students who require additional support to read emotions in **Mirror**, prompt them back to the explicit teaching: What did we say ___ (feeling) can look like? Does your partner look like that?

Extend

Ask students to mirror a more complex feeling (nervous, embarrassed, disappointed) and see if their partner can read it. Can they name a specific cue that gave it away?

	<table><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr><tr><td>Formative</td><td>Students mirror a partner's emotion and name it during the game Mirror.</td><td>Look for students who can name both the emotion AND a specific cue that told them what it was.</td></tr></table>	Assessment	Students	Observe	Formative	Students mirror a partner's emotion and name it during the game Mirror .	Look for students who can name both the emotion AND a specific cue that told them what it was.
Assessment	Students	Observe					
Formative	Students mirror a partner's emotion and name it during the game Mirror .	Look for students who can name both the emotion AND a specific cue that told them what it was.					
Review	1. Return to the learning intention and success criteria. Ask: How can we tell how someone is feeling without them telling us? 2. Synthesise today's key learning into one takeaway message and record it on the <i>Exploring True North anchor chart</i>. For example: We can notice feelings in ourselves and others by paying attention to faces and body language. Feelings come at different intensities. Intensity means how strongly we feel an emotion. Taking it further: Before the next lesson, try to notice how someone in your life is feeling without asking them. Look at their face and body. See if you can guess correctly and then check.						

Exploring True North

Noticing Feelings

Qualities

Friendship

Courage



LESSON 2: QUALITIES

Exploring True North | Level 1-2

Time	45 to 50 minutes
Resources	• Plain white A4 paper (one per student) • Blu Tack • Colouring pencils and markers • Glue sticks • Speaker and music • Scissors and coloured display paper • Butcher's paper and markers • <u><i>Qualities Word Bank cards</i></u> (printed A3 and cut up) • <u><i>Exploring True North anchor chart</i></u> • Lesson slides
Learning Intention and Success Criteria	To identify and describe our personal qualities. I can: • Explain the difference between a skill and a quality • Name personal qualities that describe who I am • Name a quality I see in someone else • Explain how our qualities make our class stronger
Curriculum Links	• how emotions and dispositions including honesty and kindness influence ethical perspectives <u>VC2CE2U03</u>

	describe their personal characteristics and those of others, and explain how they contribute to developing identities <u>VC2HP2P01</u>
Method	Teacher note: Cold call is used throughout this lesson as a check for understanding. If a student is not ready to answer, they can <i>phone a friend</i> and ask a partner for help, or you can pre-warn them, for example: <i>Phone a friend</i>, and I'll come back to you after two more people, so get your thinking ready. - Open by reviewing the previous lesson. Read the previous lesson's takeaway from the <i>Exploring True North anchor chart</i> aloud. Ask: What are some clues that help us to work out how someone is feeling? Activate prior knowledge: What kinds of words can we use to describe someone's personality? - Display the learning intention and success criteria. Read them aloud and unpack the meaning. - Display slides 4-5. Teach qualities explicitly. Explain: Today we are learning about qualities. A quality is a way to describe who you are on the inside. It's something you show again and again. A skill is something you can do; a quality describes how you act or the kind of person you are. Check for understanding: Heads or Tails (Hands on head for skill, hands on hips for quality): Being patient when you have to wait. - Run Skill vs Quality. Display slides 6-13 one at a time. Indicate which side of the room is skill, and which is quality. Students move to whichever side of the room matches the example. - Being good at kicking a football - Being determined when something is hard - Being fast at reading

- Being kind when someone is upset
- Being good at drawing
- Being honest when you have made a mistake
- Being able to swim
- Being patient when you have to wait

6. Ask: Can anyone think of a quality they have? List responses on the whiteboard or butcher's paper.
7. Create the **Qualities Word Bank**. First, display the *Qualities Word Bank cards*. Have these pre-cut and stuck onto the board with Blu Tack. Read through each word together and give a brief concrete example of what it looks like in real life:
 - **Honest:** You tell the truth even when it is hard.
 - **Kind:** You notice when someone needs help and you help them.
 - **Brave:** You try something even when it feels scary.
 - **Curious:** You ask questions and want to find things out.
 - **Generous:** You share without being asked.
 - **Patient:** You wait without getting frustrated.
 - **Funny:** You make people laugh and feel good.
 - **Loyal:** You stick by your friends even when things are hard.
 - **Creative:** You come up with new ideas and ways of doing things.
 - **Caring:** You notice how others feel and you do something about it.
 - **Determined:** You keep going even when something is hard.
 - **Resilient:** You bounce back and keep going when things go wrong.

Check for understanding: Cold call: Can you pick one word from the *Qualities Word Bank cards* and tell me what it means?



Ask: Can anyone think of a time they showed one of these qualities? Explain: We will be drawing an example of each quality on our word cards. Model using the *Honest* card. Say: I'm going to draw myself telling the teacher I accidentally dropped the iPad and the case broke. Explain: Telling the truth can feel hard, because you might worry about getting in trouble or making someone upset, but honesty matters because it helps people trust you. Hiding something usually makes you feel worse, not better.



Ask: What could we draw on the *Generous* card? Take suggestions and record on the card.



Pair students off and give each pair one *Qualities Word Bank* card. Students draw an example of the quality in the blank space, matching the sentence at the bottom.

8. As students finish, create the **Qualities Word Bank** by using large butcher's paper to make the display and glue each card on.

Teacher note: Keep the **Qualities Word Bank** visible for the entire lesson. Students at Level 1-2 often have the quality but not the word for it. The word bank bridges that gap and makes the **Qualities Hand** activity more accessible.

9. Run **Quality Compliments**. Students spread out around the room. Play music. Students walk around the space. When the music stops, each student finds the nearest person and gives them one quality compliment: something about who that person is, not what they look like. Model two examples first: “[Name], you are so kind. I love how you always check if someone is okay.” Or: “[Name], you are so curious. You always ask the best questions!” The **Qualities Word Bank** is there if students need prompting. Do two or three rounds. Bring students back together and ask: Did anyone receive a quality compliment that surprised them?
10. Every player brings different qualities to the team. **Play the player video on slide 16.** The player identifies five of his qualities and explains and models the independent learning task, **Qualities Hand**.
11. After the video, ask: What qualities did the player mention? How did they show up in real life? Ask: How could that quality help our class?
12. Run **Qualities Hand**.



Hold up a blank piece of paper and trace your own hand onto it. Think aloud as you write a quality on each finger: I am going to write caring on my thumb because I notice when people are upset. Write one quality on each finger. You can use qualities from the **Qualities Word Bank** or add your own.



Explain that we will be drawing ourselves showing a quality through an action in the palm of the hand. Ask the class: Which quality could I show through an action in the drawing on my palm? Take suggestions and draw one in the palm.



Distribute the plain white A4 paper. Students trace their own hand, then write or draw a quality on each finger and draw themselves in the palm, demonstrating one of the qualities through an action. Circulate, having brief conversations with each student about what they have chosen, and support as needed by scribing, writing in yellow pencil for the student to trace, or helping with tracing and cutting. Students decorate and cut out their hand when finished. Display the completed hands on coloured paper. Ask: How does one quality help describe who you are becoming?

Enable

Students who require additional support can refer to the qualities named in **Quality Compliments** or as part of the **Qualities Word Bank**. Ask: What did your classmates notice about you? Could that be one of yours?

Extend

Students who finish early write a sentence on the back of their hand: The quality I most admire in others is ___ because ___.

	<table><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr><tr><td>Formative</td><td>Students complete their Qualities Hand.</td><td> Check whether students identify five distinct personal qualities rather than skills and can show one through an action in their palm drawing. Students who default to only one or two qualities, or who can only name skills, may need the Qualities Word Bank or their Quality Compliments as a prompt. The palm drawing is a check for whether students can translate a quality into a concrete action. </td></tr></table>	Assessment	Students	Observe	Formative	Students complete their Qualities Hand .	Check whether students identify five distinct personal qualities rather than skills and can show one through an action in their palm drawing. Students who default to only one or two qualities, or who can only name skills, may need the Qualities Word Bank or their Quality Compliments as a prompt. The palm drawing is a check for whether students can translate a quality into a concrete action.
Assessment	Students	Observe					
Formative	Students complete their Qualities Hand .	Check whether students identify five distinct personal qualities rather than skills and can show one through an action in their palm drawing. Students who default to only one or two qualities, or who can only name skills, may need the Qualities Word Bank or their Quality Compliments as a prompt. The palm drawing is a check for whether students can translate a quality into a concrete action.					
Review	1. Return to the learning intention and success criteria. Ask: What is a quality? How is it different from a skill? If everyone in this room has different qualities, how does that make our class stronger? 2. Synthesise today’s key learning into one takeaway message and record it on the <i>Exploring True North anchor chart</i>. For example: Our qualities describe who we are becoming. Everyone’s qualities are different, and our different qualities can make our class stronger. Taking it further: Ask someone at home what quality they think is your strongest. Ask them what quality they are still growing in themselves.						

Qualities Word Bank

★ Honest

You tell the truth even when it is hard.

★ Kind

You help others when they need it.

★ Brave

You try something even when it feels scary.

★ Curious

You ask questions and want to find things out.



Qualities Word Bank

★ Generous

You share without being asked.

★ Patient

You wait without getting frustrated.

★ Funny

You make people laugh and feel good.

★ Loyal

You stick by your friends through good times and bad.



Qualities Word Bank

★ Creative

You come up with new ideas and ways of doing things.

★ Caring

You notice how others feel, and you do something about it.

★ Determined

You keep going even when something is hard.

★ Resilient

You bounce back when things go wrong.



LESSON 3: FRIENDSHIP

Exploring True North | Level 1-2

Time	45 to 50 minutes
Resources	• Colouring pencils and markers • Butcher's paper and markers • An open space to move around in • <u><i>How Do You Grow a Friendship?</i></u> (one per student) • <u><i>Exploring True North anchor chart</i></u> • Lesson slides
Learning Intention and Success Criteria	To understand what a friendship needs to start, grow and recover when things get hard. I can: • Name the three stages of a friendship • Name a strategy for each stage of a friendship • Explain which stage a friendship strategy belongs to • Show a respectful way to say yes or no when someone asks to play
Curriculum Links	• strategies for making and keeping friends; how actions and words can help or hurt others; and when, how and why behaviour should be modified <u>VC2CP2O03</u> • the use of examples to support claims <u>VC2CC2R02</u> • identify and explore personal and social skills and strategies to develop respectful relationships <u>VC2HP2P03</u> • practise strategies they can use when they need to seek, give or deny permission respectfully <u>VC2HP2P05</u>

Method

Teacher note: Cold call is used throughout this lesson as a check for understanding. If a student is not ready to answer, they can *phone a friend* and ask a partner for help, or you can pre-warn them, for example: *Phone a friend*, and I'll come back to you after two more people, so get your thinking ready.

1. Open by reviewing the previous lesson. Read the previous lesson's takeaway from the *Exploring True North anchor chart* aloud. Ask: Did anyone notice a quality in someone else this week?
2. **Activate prior knowledge:** What do you know about being a good friend?
3. Display the learning intention and success criteria. Read them aloud and unpack the meaning.
4. Display **slide 4**. Teach the three stages of friendship explicitly. Explain: Friendships have three stages. Just like a flower, they need the right things to start, grow and recover when things get hard.

Stage 1: Starting a friendship.

This is how a friendship begins. It starts with small brave actions: Saying hello to someone new and asking if they would like to play. Asking works both ways: You might be the one asking to join in, or the one being asked. Sometimes the answer is yes, and sometimes it is no, and both are okay. A respectful yes sounds like 'Sure, come on!' A respectful no sounds like 'Not right now, we can play next time though.' In pairs, rehearse asking to play and responding with a respectful yes or no. Swap roles. Explain that respectful invitations and respecting the answer can help start a friendship.

Stage 2: Keeping a friendship growing.

Once a friendship has started, it needs care to grow. This means: listening when your friend talks, being kind even when you are having a bad day, including them in things, saying sorry when you get something wrong and remembering what matters to them. Ask: What do you do to keep your friendships strong?

Stage 3: When a friendship feels hard.

Every friendship has hard moments. What you do in those moments matters. Strategies include: Saying how you feel using calm words, giving each other a bit of space before talking, trying again after some time and asking a trusted adult for help if it keeps being hard. Ask: Has anyone ever had a hard moment with a friend and worked it out? What did you do?

5. Being a good teammate and being a good friend have a lot in common. **Play the player video** on **slide 5**. The player discusses the three stages of friendship and one strategy for making or keeping a friend at each stage.
6. Build the **Friendship Anchor Chart** as a class using the three stages as headings, or type directly into **slide 6**. For each stage ask: What exactly can you do? What does it look and sound like? Record specific actions and words, not just general ideas.

Examples include:

- **Stage 1: Starting a friendship:** Say hello, ask to play, sit with someone alone, invite someone in
- **Stage 2: Keeping a friendship growing:** Listen, include, say sorry, remember what they like, be kind even on hard days and compromise
- **Stage 3: When a friendship feels hard:** Use calm words, give space, try again and ask for help

Check for understanding: Cold call: What's one strategy you can use to start a friendship?

Assessment	Students	Observe
Formative	Students contribute to the Friendship Anchor Chart .	Note whether students can name specific actions for each stage rather than general ideas. Students who can name a specific action and connect it to a stage are ready to complete the <i>How Do You Grow a Friendship?</i> worksheet.

Teacher note: The three stages are the framework for the lesson. Return to the stage names during each part of the lesson. Students should leave knowing all three by name.

7. Run **People, Shelter, Storm**. This game requires space to move around in. Divide students into groups of three. Two students stand facing each other, reaching up to join hands high in the air to create an arch or bridge. The third student sits cross-legged on the ground directly beneath the raised hands. Call out one of three words (people, shelter or storm) and have students do the corresponding action. Practise each word a few times before adding the next one.
 - People: The person must leave their shelter and find a new one.
 - Shelter: The two shelter students must find a new person to shelter.
 - Storm: Everyone must find a completely new group.
8. After the game, ask: If you were left without a shelter, how did it feel? What did it feel like when someone made space for you? Which stage of friendship does that connect to? Connect: Noticing someone without a shelter and making space for them is like **Stage 1: Starting a friendship**.

9. Complete **How Do You Grow a Friendship?**



Explain: Just like a flower, friendships need the right things to start, grow and recover when things get hard. Display the *How Do You Grow a Friendship?* template and explain that students will write or draw one strategy into each petal or leaf: A strategy that starts a friendship, one that keeps it growing and one that helps it recover when things are hard. Model one example for each part, thinking aloud about why it fits before writing or drawing it on.



Ask: What other strategies could go in each stage? Take two or three suggestions. For each suggestion, ask the class which stage it belongs to before choosing one and adding it to the display template alongside your examples.



Distribute *How Do You Grow a Friendship?* Students write or draw at least three strategies onto their flower, one from each stage. Students may use the **Friendship Anchor Chart** and worked example for support.

Enable

For students who need additional support, sit with them and use the **Friendship Anchor Chart** and worked example to help them complete it on their own, one strategy at a time. Teachers can scribe or write in yellow pencil for the student to trace.

Extend

Students who finish early can write about a time they used one of the strategies, and explain what happened.

Assessment	Students	Observe
Formative	Students complete their <i>How Do You Grow a Friendship?</i> template.	Look for students who have recorded at least three strategies and, when prompted, can explain which stage each belongs to.

10. Students return to the mat with their completed *How Do You Grow a Friendship? worksheets* and pair share one of the strategies they recorded. Ask each partner: Give an example of the strategy. Why does it fit that stage?

Check for understanding: Thumbs up, sideways, down (thumbs up for yes, thumbs to the side for not sure, thumbs down for no): Can you explain one strategy from each stage?

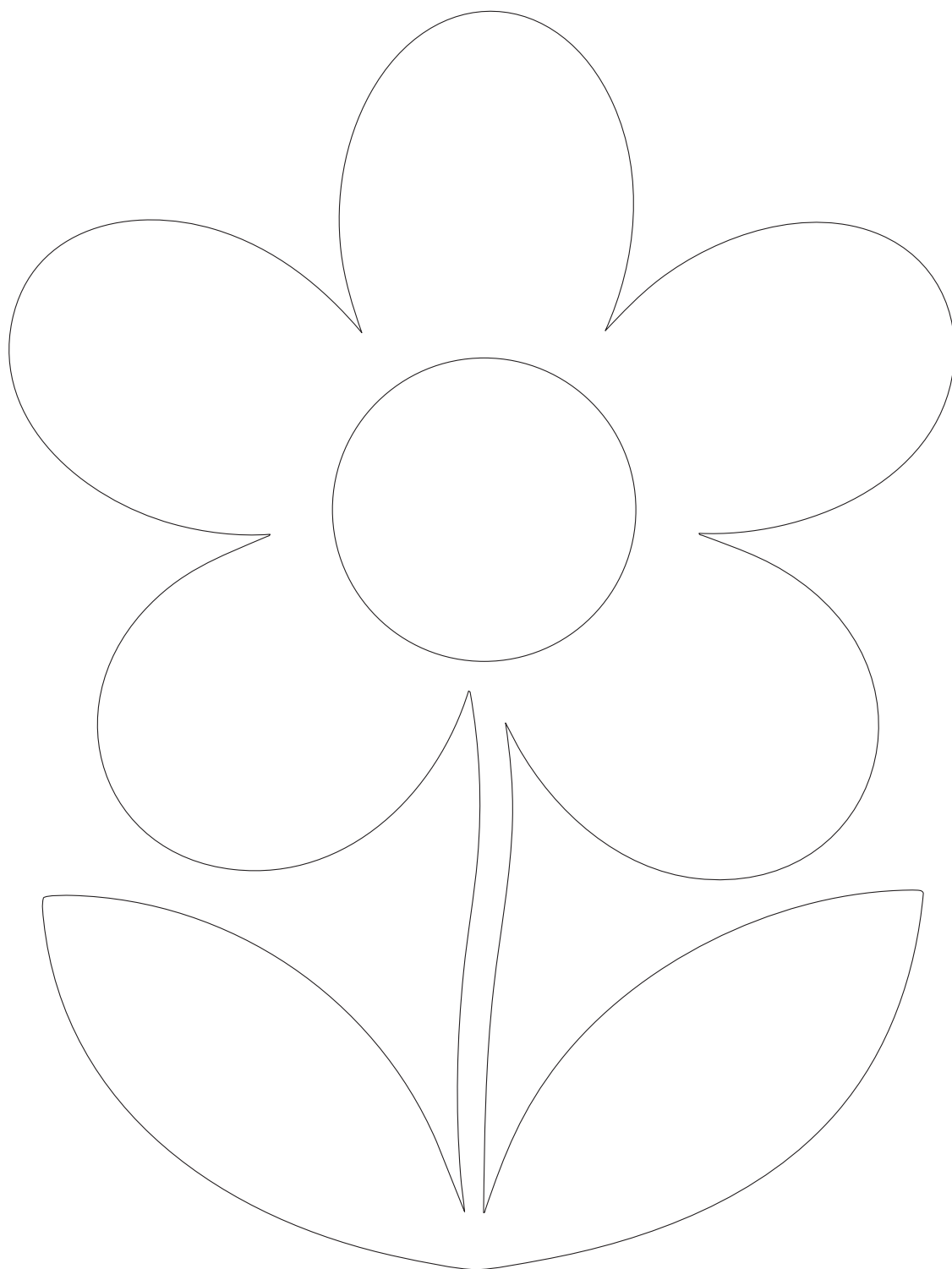
Review

1. Return to the learning intention and success criteria. Ask: What are the three stages of a friendship? Which stage do you think is the hardest? Why?

2. Synthesise today's key learning into one takeaway message and record it on the *Exploring True North anchor chart*. For example: Friendships need care when they begin, as they grow and when things get hard. We can use different strategies to make and keep friends.

Taking it further: This week, try one strategy from each stage to make or keep a friend.

How Do You Grow a Friendship?



LESSON 4: COURAGE

Exploring True North | Level 1-2

Time	45 to 50 minutes
Resources	• Colouring pencils and markers • <i>Jetty Jumping</i> by Andrea Rowe (read-aloud available to StoryBox Hub subscribers here) • <i>My Moment of Courage</i> (printed A3, one per student, pre-folded before the lesson) • <i>Exploring True North anchor chart</i> • Lesson slides
Learning Intention and Success Criteria	To understand that using courage can help you try new things, even when you feel scared. I can: • Explain what courage means • Describe a time I used courage to try something new • Explain how trying something new helped me, even though it felt scary at first
Curriculum Links	• the importance of continued effort when faced with unfamiliar or challenging situations, including how it can help to try new things VC2CP2S04 • the use of examples to support claims VC2CC2R02

Method

Teacher note: Cold call is used throughout this lesson as a check for understanding. If a student is not ready to answer, they can *phone a friend* and ask a partner for help, or you can pre-warn them, for example: *Phone a friend*, and I'll come back to you after two more people, so get your thinking ready.

1. Open by reviewing the previous lesson. Read the previous lesson's takeaway from the *Exploring True North anchor chart aloud*. Ask: Did anyone try one of the friendship strategies this week?
2. **Activate prior knowledge:** What does it mean to be courageous? What kinds of things take courage?
3. Display the learning intention and success criteria. Read them aloud and unpack the meaning.
4. Display **slide 4** with the definition of courage and explain.
5. It takes courage to play AFL, and we need courage in everyday life, too. **Play the player video** on **slide 5**. The player explains a time he had to be courageous and how he felt after.

Check for understanding: Show me a thumbs up, thumbs sideways or thumbs down for how confident you feel explaining what courage means.

6. Ask: Can you think of a time you used courage to try something new, even though it felt scary? Turn and tell the person next to you.
7. Run **Just a Minute!** Tell students they are going to practise talking about one topic for as long as they can. Choose a picture from **slides 7-12** and display on the screen. Invite a student to stand at the front and talk about the picture for up to 60 seconds, or until they run out of things to say. While they are talking, they cannot repeat the same information or say 'um' or 'like'. If they do, their turn ends and the next student goes. Repeat with a few students and different prompts.

Connect: Talking for a whole minute was new and a little tricky. It might have felt a bit scary at first, but you gave it a go anyway. Sometimes, when we try something new, we surprise ourselves, learn something new or even end up laughing together.

8. Read *Jetty Jumping* by Andrea Rowe (schools with a StoryBox Hub login can find the read-aloud [here](#)).

After reading, discuss:

- When was Milla courageous in this story?
- At the start, Milla stayed on the jetty, feeling scared to try. What did she miss out on?
- How did Milla feel after falling? What helped her decide to try again?

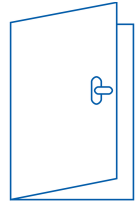
Check for understanding: Cold call: What does being courageous mean?

Assessment	Students	Observe
Formative	Students respond to the post-reading discussion.	Note whether students can make the link between Milla trying something new (jumping off the jetty) and a positive outcome (getting to play with her friends).

9. Run **My Moment of Courage**.



Hold up the *My Moment of Courage* template showing how it has been folded like a book. Explain that this is the courage door: on the front (the closed door), students will reflect on a time they were scared to try something, and then, when they open the door, they'll reflect on the inside about the positive things that came from being courageous.



On the front cover, along the bottom of the page, write the sentence starter below. Complete it with something you were once scared of but were courageous enough to try, leading to a positive outcome.

'I used to be scared to _____'

For example: *I used to be scared to play my musical instrument in front of other people.*

Draw a picture to match, with yourself in it looking scared.

Point to the doorknob and say: I'm going to open the courage door and show you all the positive things that happened when I was courageous. Open the door. On the inside, use the sentence starter below.

When I was courageous _____.

For example: *When I was courageous and played to the audience, everybody clapped and I was proud of myself. Now I like performing for others.*

Draw a picture to match.



As a class, generate a list of different scenarios where something felt scary at first, but using courage led to a positive outcome. Record students' ideas on the board so they can refer back to them while writing their own sentence.

If the class isn't generating ideas, prompt with:

- Has anyone felt nervous about making a new friend, then found that it went well?
- Has anyone been scared to try a new sport or activity, like swimming or riding a bike, and then had fun?
- Has anyone been nervous performing in front of others, like at assembly or a recital, and felt proud afterwards?
- Has anyone been scared of the dark or of sleeping in a new place and found out it was okay?



Students draw the setting and themselves looking scared on the front, and complete the sentence starter *I used to be scared to* _____. The teacher circulates and has brief conversations with each student about what they were scared to try. Students then open the courage door and, on the inside, complete the sentence starter *When I was courageous* _____ and draw a picture to match, reflecting on the positive outcome that came from being courageous.

Enable

For students requiring support with writing, the teacher can scribe or write in yellow pencil for the student to trace while the student focuses on the drawing and the idea.

Extend

Ask students to add a third panel on the back cover of the door: What I'd say to someone else who's scared to try this. This turns the reflection outward, into advice for a peer.

	<table><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr><tr><td>Formative</td><td>Students complete both the ‘before’ and ‘after’ prompts on their <i>My Moment of Courage</i> template, linking the before to the after.</td><td>Check whether the ‘after’ sentence shows a causal link between the courageous act and the outcome, not just two unconnected statements.</td></tr></table>	Assessment	Students	Observe	Formative	Students complete both the ‘before’ and ‘after’ prompts on their <i>My Moment of Courage</i> template, linking the before to the after.	Check whether the ‘after’ sentence shows a causal link between the courageous act and the outcome, not just two unconnected statements.
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Formative	Students complete both the ‘before’ and ‘after’ prompts on their <i>My Moment of Courage</i> template, linking the before to the after.	Check whether the ‘after’ sentence shows a causal link between the courageous act and the outcome, not just two unconnected statements.					
	10. Students return to the mat. Ask two or three students to open their door for the class and explain their courageous moment and the positive outcome. Ask: What happened that shows you used courage?						
Review	1. Return to the learning intention and success criteria. Ask: What is courage? What happens when you try something even when it feels scary? 2. Synthesise today’s key learning into one takeaway message and record it on the <i>Exploring True North anchor chart</i>. For example: Courage isn’t about never feeling scared. It’s about trying anyway, and sometimes that leads somewhere great. Taking it further: Play Just a Minute! in pairs. One student talks for 60 seconds about their moment of courage without stopping while their partner listens, then they swap.						



My Moment of Courage

