

### Art-based ideas

- ⊙ Students draw what they think fear looks like.
- ⊙ Students draw two-frame pictures to show themselves first being scared and then being the boss of their fear. They should add speech balloons to show their self-talk.
- ⊙ Students draw 'fear phrases' such as:
  - scared out of my wits
  - jumped out of my skin
  - scared to death.

### Relaxation activities

Discuss with students how relaxing your body can help you to feel calm and more able to use 'tough talk' with yourself and face whatever you are fearful about. Ask students to:

- ⊙ practise calm deep breathing
- ⊙ act like a floppy teddy bear and make every part of their body go limp
- ⊙ tense and then relax one part of their body at a time
- ⊙ think of all the jokes they know
- ⊙ pick a word (e.g. glad) and then go through the alphabet naming all the words that rhyme with that word (e.g. add, bad, dad).

Ask each student to select one of the above strategies to practise at home until they get good at it.



## Circle Time: Courage and fear are different from one person to the next

Read one or more of the books or poems on page 65. Then use the People Pie strategy or conduct an anonymous Postbox survey (see the **Handbook**, page 95) and ask:

- ⊙ Are you afraid of spiders?
- ⊙ Would you bungee jump?
- ⊙ Would you keep a snake as a pet?
- ⊙ Do you like to have a night light?
- ⊙ Can you swim in deep water without feeling scared?
- ⊙ Do you feel nervous about speaking at assembly?
- ⊙ Do you feel nervous when you have to go to the dentist?
- ⊙ Do you feel nervous when you visit a friend's place for the first time?

In the discussion, stress that we feel more frightened of doing something if we don't have the skills to do it, or if we have had bad experiences before.

PP

You could also use the Animal Asks e-tool (see the **Handbook**, page 90) with these questions or the ones below.

Discussion questions:

- ⊙ Why are some people frightened of things that other people don't find scary?
- ⊙ Are there any things that scare you that others aren't afraid of?
- ⊙ Are there any things that don't scare you that most other children are afraid of?
- ⊙ Does what has happened in your life (your experiences) make a difference to what does and doesn't scare you?
- ⊙ How important are the skills you have or don't have in making you feel scared or not scared?
- ⊙ Does a successful experience make a difference to how brave you can be? (For example, if you have been able to put up with some pain at the dentist before, is it likely that you can do so again?)
- ⊙ If you don't have the skill that would make a situation (e.g. giving a speech) less frightening, what could you do about it?



### Books

#### **Like Jake and Me (simple chapter book)**

Alex feels a little overwhelmed by his stepfather, Jake, who doesn't approve of Alex learning ballet or not being brave enough to pull out his own loose tooth. But when a spider gets into Jake's clothing, he is not brave either! Alex helps Jake and the incident brings them closer.

→ Discussion questions:

- ⊙ What did Alex do that was brave?
- ⊙ How were Alex and Jake different in regard to their fears?

#### **Hist! (picture book)**

Three children cross Possum Park in the dark with just a torch for assistance. Everything makes them jump, from the mopokes (owls) to angry cats and croaking frogs.

→ Discussion questions:

- ⊙ Would you be scared if you were crossing this park at night?
- ⊙ Why do things seem scarier at night or in unknown places?



### Poems

#### **Exploring**

This humorous poem about facing scary things as long as you have your night light can be found in Judith Viorst's collection of poems entitled *Sad Underwear and Other Complications*.

#### **Screaming**

This poem ends with the sound of the author screaming. It can be found in Doug MacLeod's collection of poems entitled *In the Garden of Bad Things*.

#### **The Longest Journey in the World**

The longest journey is the run from the light switch to the narrator's bed! The poem can be found in Michael Rosen's collections of poems entitled *Mind Your Own Business* and *You Can't Catch Me*.



### Follow-up activities

#### **Song**

As a class sing 'Red-back on the Toilet Seat'.

#### **Reflection drawing**

Have students write an illustrated reflection about where or when they have already been brave and where or when they would like to be braver. They can take the work home and ask parents to add their comments on where they have been brave.

#### **Poetry writing**

Have students write their own version of the poem 'I'm Bold, I'm Brave', a simple poem about being brave except when a hornet gets in your ear. Students can use the same first line or the line 'I'm tough, I'm brave, I'm never scared'.

#### **Worksheet**

Have students complete the ranking activity in **BLM 3.1: Which Is the Most Scary?** Students complete the task individually and then compare their answers with a partner. You could also choose any four of them as a Four Corners activity (see the **Handbook**, page 92).

