

Courage or being brave

by Dr Sue Knight

Topic objectives

This topic encourages students to think for themselves about the nature and importance of courage.

This topic supports children to think for themselves about the idea that courage involves overcoming fear, and more particularly about:

- Whether overcoming an unfounded fear – a fear of something that is not actually dangerous - counts as courage (or bravery);
- Whether we can be said to be courageous if we fail to recognise the danger we face;
- Whether being able to overcome our fears helps us to accomplish some of the things that are important to us.
- Whether courage is a desirable aspect of a person's character and one we should all strive to develop.

Background to the topic for teachers

Courage is a virtue. So said the Ancient Greeks, and today we would be hard pressed to find anyone who disagreed (although our notion of virtue is likely to be looser than those of the Greeks). We all admire the courage shown by someone who runs into a burning building to rescue a child, or a soldier who risks his life on the battlefield to save his comrades, or by someone who stands up for his beliefs or for the welfare of others although he knows this will bring hardship or even death. As an example here, we can point to Nelson Mandela.¹

Mandela has this to say about courage:

I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.²

This account of courage fits well with the examples we have considered. In all cases, it seems reasonable to suppose that the person who acts courageously recognises the dangers he or she faces and so inevitably feels afraid, yet manages to overcome that fear and act nonetheless, in these cases, for the good.

And it seems to fit with another kind of case too. Suppose I face danger, but don't recognise it - perhaps I go surfing without realising that I am in shark-infested waters. And, as a result of my ignorance, I experience no fear. Have I shown courage? Our intuition here is that I have not.

And then there is a third kind of case. Suppose, for example, that someone is afraid of the pigeons that frequent the footpaths around her house, so that when she is walking she must scan the path ahead and cross from one footpath to another - and sometimes come to a halt - in order to avoid them. Of course pigeons are not the slightest bit dangerous, but nevertheless, she fears them. And then, somehow, she manages to overcome her fear. Has she been courageous? Or is courage tied exclusively to responses to *real* danger?

Most of us, I think, would consider it appropriate to attribute courage to such a person, to see courage as having more to do with overcoming fear than overcoming danger.

If we think of courage as facing up to and overcoming our fears, then we can see that without courage

we are unlikely to be able to accomplish all that is important to us. Lawrence Hillman illustrates this point with some examples:

Take the person who is afraid of saying something dumb and looking stupid- and consequently doesn't ask questions in class....Or someone who ...[is] in trouble but [is] afraid to ask for help from family or friends.....Or...the person who is afraid to speak out in front of other people and especially to disagree with others [and who therefore will be unable] tostand up for herself or defend her friends against the criticisms of others. Moreover it would be difficult for such a person to have close friends, for others would find it hard to get to know her.³

And of course, if one of the things of importance to us is helping others when we can (as, presumably, in the paradigm cases of courage we began with), then our own courage is of wider importance - to others as well as ourselves.

A post script: Aristotle's view of the virtue of courage

For Aristotle, virtues were those strengths of character that are necessary for human wellbeing (or flourishing). He saw them as dispositions to seek, through reason, the middle ground between two extremes; in the case of courage, between foolhardiness and cowardice. Aristotle suggests that cowardice, or a deficiency of courage, may stem from having either too much fear or too little self-confidence. Too much courage, or foolhardiness, on the other hand, may be the result of either having too much confidence in one's own ability, or having too little fear. Aristotle's theory of virtue is linked to his concept of *phronesis* (practical wisdom) in that the 'vicious' person cannot see the world 'as it is' (their perception is distorted by vice). Unable to 'see' clearly what it is that they ought to do, the 'vicious' person cannot make a practically wise choice.

These complexities are not brought out in this topic, but may well surface in a future one. There is another point we ignore here too. As Hinman points out, we should bear in mind that 'bank robbers can exhibit as much courage as the [police officers] who try to capture them.'³ What are we to make of examples like this? Do we need to refine our concept of courage? Or to hold, as some commentators have, that courage is a virtue – but a virtue of the will, like self control - which has only a loose connection to moral goodness? Or might we adopt the position of philosophers like Aristotle who argue that human Virtue (with a capital V) is a 'whole' – and cannot be counted as such if there is a deficiency in one part.

Notes:

¹ We do not consider examples of this kind in the current topic. They are broached in the later, single lesson topic, 'Another kind of courage'.

² Quoted in The Independent, Friday 6 December 2013.

³ Lawrence Hinman, *Ethics: a pluralistic approach to moral theory*, 5th edition, Boston: Wadsworth Cengage Learning, 2013, p.260.

Topic Structure and Resources

Aim of lesson	Resources
<p>Lesson 1: Squeaky and Quiet</p> <p>To introduce the stimulus material so that students begin to think about differences of character and what it means to be brave.</p>	<ul style="list-style-type: none"> • Images 1 to 8 • Optional: If you have access to the internet and suitable software in your classroom you can play a video demonstrating of the sounds of an Emperor penguin colony. There are two

	<p>videos at the bottom of the page at this link (play either): http://commons.wikimedia.org/wiki/Emperor_Penguin There are two distinct sounds – the deeper one comes from the adults; the higher-pitched cheeping sound from the chicks. You will only need to play around 10-20 seconds.</p>
<p>Lesson 2: Squeaky and Quiet again: being scared and being brave</p> <p>Students reflect on their intuitive understandings of courage*- and consider whether by overcoming fear, a person can rightly be considered brave.</p> <p>*It is likely that children will initially equate being adventurous with being brave, and being timid or fearful as not being brave.</p>	<ul style="list-style-type: none"> • Images 2, 6, 7 and 8
<p>Lesson 3: What is it to be brave?</p> <p>Using real-life examples we encourage students to reflect upon the idea that courage involves overcoming fear, and to consider whether or not it is important to develop courage as part of one's character.</p>	<ul style="list-style-type: none"> • Images 9, 10, 11 and 12

References

<p>Lesson 1</p>	<p>Image 1 – Squeaky and family: http://en.wikipedia.org/wiki/File:Aptenodytes_forsteri_-_Snow_Hill_Island,_Antarctica_-_adults_and_juvenile-8.jpg This file is licensed under the Creative Commons Attribution 2.0 Generic license.</p> <p>Show Image 2 - Squeaky and friends: http://commons.wikimedia.org/wiki/File:Emperor_penguins_at_Snow_Hill_Island.jpg This file is licensed under the Creative Commons Attribution-Share Alike 2.0 Generic license.</p> <p>Show Image 3 – Krill: File: http://en.wikipedia.org/wiki/File:Meganyctiphanes_norvegica2.jpg This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.</p> <p>Image 4 –Quiet: http://commons.wikimed.org/wiki/File:Emperor(Aptenodytes_forsteri)_chick_with_parent_edit.jpg This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported, 2.5 Generic, 2.0 Generic and 1.0 Generic license.</p> <p>Image 5 – Penguin Colony: http://en.wikipedia.org/wiki/File:Kaiserpinguine_mit_Jungen.jpg This file has been identified as being free of known restrictions under copyright law, including all related and neighboring rights.</p> <p>Image 6 - Quiet playing on the edge of the ice: http://upload.wikimedia.org/wikipedia/commons/thumb/8/8e/Kaiserpinguinjunes.jpg/538px-Kaiserpinguinjunes.jpg This file has been identified as being free of known restrictions under copyright law, including all related and neighboring rights.</p> <p>Image 7 – Seal: http://en.wikipedia.org/wiki/File:Hydrurga_leptonyx_edit1.jpg This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.</p> <p>Image 8 - melting ice island: http://commons.wikimedia.org/wiki/Category:Aptenodytes_forsteri#mediaviewer/File:Gould_Bay,_Anta</p>
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Stage 1 (even year) Topic 7

[rctica \(11280215666\).jpg](#) This file is licensed under the Creative Commons Attribution 2.0 Generic license. Christopher Michel - Flickr: Antarctica

Lesson 3

Image 11 - marbled emperor moth:

http://commons.wikimedia.org/wiki/File:Marbled_emperor_moth_heniocha_dyops.jpg This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.

Image 12 – surfer. This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license. Attribution: Stan Shebs

Lesson 1: Squeaky and Quiet

For this lesson you will need

- Copies of images 1 to 8

Start with a story

15 minutes

We are going to start with a story.

Squeaky and Quiet – Episode 1

Far to the south of Australia, across a wild and windy ocean, is a cold and icy land. And in that land, there lives a penguin called Squeaky.

-  Has anyone ever seen a penguin?
-  Who can tell us something about penguins? *Take a few responses.*

Here's Squeaky, in the photo. *Show Image 1 – Squeaky and family.*

-  Can you guess which one is Squeaky? Who do you think the others are?
- Squeaky is much smaller than her mum and dad, and she looks different too.
-  Why do you think that is? *Additional question, only if needed: Could it be that Squeaky hasn't fully grown up yet?*



There are lots of different kinds or species of penguins. Does anyone know, from looking at the picture, what kind of penguin Squeaky is?

Take responses and then give students the following information (as necessary):

Squeaky is an Emperor penguin. Emperors are the biggest penguins of all and grow to over 120 centimetres tall. How tall are you, do you know? *Take a few responses, it is fine if students do not know their height.*

Now look carefully at the picture.

-  What do you think the penguins are standing on?
-  What do you think is under the ice? If you scraped away all the ice, what would be underneath? *If needed, ask – Land? The sea?*

Let's see if we find out in the story.

-  Can you guess where Squeaky lives? *Take a few responses.* Let's find out.

Now let's read from the beginning again:

Far to the south of Australia, across a wild and windy ocean, is a cold and icy land. And in that land, there lives a penguin called Squeaky. Here she is:

Show Image 1 – Squeaky and family (again).

Squeaky is much smaller than her mum and dad, and she looks different too. That's because she hasn't fully grown up - she's still little.

Penguin children are called... Does anyone know what they're called? ... They're called 'chicks'.

Now let's read some more of the story:

Squeaky lives in Antarctica - the coldest place on Earth. Her home is an island of ice. And underneath the ice-island, and all around it, is the sea. Squeaky spends a lot of time in the sea.



And when she's not in the sea, Squeaky is on the ice - sometimes with her mum and dad, but mostly, playing with her friends. Here is Squeaky with some of her friends.

Show Image 2 - Squeaky and friends.

👏 Why do you think Squeaky spends so much time in the sea?

Additional questions, ask only if needed:

- *Is it because she likes swimming?*
- *Is it because it's the only place she has to play?*
- *Is it because that's where she finds her food?*

👏 What do you think Squeaky eats?

Squeaky eats fish - and she also eats krill. Does anyone know anything about krill?

Show Image 3 - Krill.

👏 What other animals eat krill? Do you know?

Whales eat krill too.

Squeaky has lots of friends, but her best friend is Quiet. That's his name - 'Quiet'

Here is Quiet - with his dad: *Show Image 4 - Quiet.*

Squeaky and Quiet look so much alike that it is hard to tell them apart. But although they look alike, in lots of other ways they are different.

👏 Can you think of some ways they might be different?

Additional questions, ask only if needed:

- *Squeaky is a girl - is Quiet a girl too?*
- *Why do you think Quiet has that name? What about Squeaky?*
- *Is that another way they're different?*

Penguins are usually very noisy. They live in big colonies like this:

Show Image 5 - Penguin Colony.

And the penguins call out to each other all the time. It's a bit like us, talking to our friends and the people in our families. And every penguin has a different call, just like we all have different voices. Squeaky and Quiet know the calls - the voices - of their parents and all their friends.

Optional: Play 10-20 seconds from the video of penguin sounds. See topic resources for lesson 1.

Squeaky and Quiet can find their mums and dads and their friends, even when they can't see them - because they can pick out their voices, and follow the sounds.



Listening activity

5 minutes

Do you think you could tell who was talking, just from hearing a voice? If you shut your eyes - and didn't peek - do you think you could recognise people in this room, just by their voices?

👏 Who thinks they could? (Hands up.)

👏 Who thinks they couldn't?

👏 And who isn't sure?

Let's try it and find out.

Choose one person to sit in the middle of the circle with their eyes closed. Then choose another child to stand behind them and say 'can you guess who I am?' Allow one guess and then ask the second child to sit in the middle and select another child to stand behind and say 'can you guess who I am?' – repeat this four or five times.

Continue with the story

10 minutes

Who can remember what we were thinking about before we played this game?

Take a few responses, then re-read the previous paragraph of the story (below and amended slightly) and read on:

📖 Penguins are usually very noisy. They live in big colonies. *Show Image 5 again.*



And the penguins call out to each other all the time - it's a bit like us, talking to our friends and the people in our families. And every penguin has a different call, just like we all have different voices. Squeaky and Quiet know the calls - the voices - of their parents and all of their friends.

Squeaky and Quiet can find their mums and dads and their friends, even when they can't see them - because they can pick out their voices, and follow the sounds.

Quiet is a bit different from the other penguins. He's not very noisy. He calls out when he needs to - when he wants to tell his dad where he is, or when he wants Squeaky to come and play. His call is like this- 'piu, piu, piu'. *Say this in a high pitched voice if you can, and with the emphasis on the 'i' sound. Show Image 4 again – Quiet and his dad.*



👏 Can you say it? - piu, piu, piu.

But mostly, Quiet is...quiet. Not like Squeaky- she squeaks and squeaks all day long - mostly, to tell everyone how happy she is. Her call is a bit like Quiet's but a bit different too. She calls, 'pi-uu, pi-uu, pi-uu'.

Again, use a high-pitched voice if you can, and put the emphasis on the 'u' sound. Actually, you can pronounce the cries however you like, as long as there is a small noticeable difference between them.

👏 Can you say it - 'pi-uu, pi-uu, pi-uu'?

Squeaky and Quiet are different in another way too. Quiet loves to try new things, and to have adventures. He likes to explore the ice-mountains, and to slide down the slopes on his tummy. You can see Quiet's favourite ice-mountain in the picture of Squeaky and all her friends. *Show Image 2 again.*



And he likes to play right on the edge of the ice where the water is full of blocks of ice that have broken off the island - and where it's hard to swim.

Show image 6 - Quiet playing on the edge of the ice.

And he likes to swim far out into the ocean - so far that he can't see the ice-island.



But Squeaky is scared. She is scared she might hurt herself, sliding down the ice mountain. And she is scared that she won't be strong enough to swim amongst the blocks of ice like Quiet does. And she is afraid to swim too far out from the ice-

island, in case she's too tired to swim back - and because that's where the leopard seals hunt for their food - far out in the ocean. What do you think the leopard seals' favourite food is?... It's penguin chicks!

Show Image 7: Seal.

So when Quiet goes out adventuring, Squeaky just watches - and thinks, 'I wish I wasn't so scared'.

Squeaky likes it when they play safer games - like sliding along the flat ice, or building ice castles or playing tip in the sea.

Quiet loves those games too. Sometimes their other friends join in.

They all watch out for each other, and for leopard seals.

So that's how Quiet and Squeaky spend their days. That's what their lives have been like for as long as they can remember. But things are going to change. And Squeaky and Quiet don't know it yet.



End the lesson

Next lesson we're going to hear more about the story and find out more about Squeaky and Quiet.

Lesson 2: Squeaky and Quiet again: being scared and being brave

For this lesson you will need

- Copies of images 2, 6, 7 and 8

Remember last lesson

2 minutes

👋 Who can remember what we were talking about last lesson?

Use these additional questions only as necessary (give the students a chance to remember without prompting):

- Where do they live?
- What do they like to do?
- How do they recognise one another?
- What calls do they make?
- How are Squeaky and Quiet similar? [appearance and games they like]
- How are they different? [Squeaky is talkative and cautious; Quiet is quiet and adventurous.]

Continue with the story

8 minutes

I'm going to re-read part of the story from last lesson then we'll hear more about what happens next.

📖 There's one big way in which Squeaky and Quiet are different. Quiet loves to try new things, and to have adventures. He likes to explore the ice-mountains and to slide down the slopes on his tummy. *Show Image 2 – Squeaky and friends, again.*



And he likes to play right on the edge of the ice where the water is full of blocks of ice that have broken off the island. And where it's hard to swim!

Show image 6 - Quiet playing on the edge of the ice, again.



And he likes to swim far out into the ocean - so far that he can't see the ice-island.

But Squeaky is scared of those things. She is scared she might hurt herself, sliding down the ice mountain. And she's scared that she won't be strong enough to swim amongst the blocks of ice, like Quiet does. And she is afraid to swim too far out from the ice-island, in case she's too tired to swim back- and because that's where the leopard seals hunt for their food - far out in the ocean.



Show Image 7 - Seal, again.

So when Quiet goes out adventuring, Squeaky just watches - and thinks, 'I wish I wasn't so scared'.

Use your procedural questioning skills to facilitate a discussion of the following questions:

1. Do you think Quiet is brave?
2. What makes you say that?

Encourage and broaden the discussion, if required, with these additional questions:

- *Quiet's not afraid to slide down the ice mountain. Does that mean he's brave?*
- *Quiet's not afraid to swim out a long way from the island or swim on the edge of the ice. Does that mean he's brave?*

3. What about Squeaky? Do you think she is brave? *Take responses, and after each ask, 'What makes you think that?'*

Encourage and broaden the discussion, if required, with this additional question:

- *Squeaky is scared/afraid of doing what Quiet does. Does that mean she's not brave?*

Now back to the story:

 Squeaky likes it when they play safer games - like sliding along the flat ice, or having ice castle competitions or playing tip in the sea.

Quiet loves those games too. And sometimes their other friends join in.

They all watch out for each other, and for leopard seals.

So that's how Quiet and Squeaky spend their days. That's what their lives have been like for a long as they can remember. But things are going to change. And Squeaky and Quiet don't know it yet.

Continue the story – Squeaky and Quiet Episode 2

20 minutes

Now let's find out what happens next. I'm going to read Episode 2 of the story.

Squeaky and Quiet - Episode 2

Today, Quiet and Squeaky are spending the afternoon on the edge of the ice. Quiet is flapping around in the thick icy water, seeing how far he can swim. And Squeaky is watching.

Now they are walking back to the colony. And before long they can hear their parents calling to them.

They find their parents standing together, in the midst of a large group of other penguins and their chicks. And then Squeaky's father speaks up.

'We have something important to tell you all', he says. 'We have discovered that our ice - island is melting. Soon it will be too small to hold us all. And the krill that live underneath the ice are disappearing because the water is too warm for them. So soon it will be hard to find enough food.'

Here are some adult penguins, discovering that their ice-island is melting. *Show Image 8 - melting ice island.*



'And so', Squeaky's father goes on, 'we must move. We must swim to the South, where the water is colder, to another ice-island that is big enough for us all.'

Now the penguins are all calling at once, 'Will we find an island? How far? How dangerous? The leopard sealsand the chicks - what about the chicks?'

Quiet's father raises his big flipper, calling for silence.

'We must not be afraid', he says.

'Some of us have swum far to the south looking for food. And there we found a wonderful ice-island, teeming with krill.'

And then Squeaky's mother says, 'The chicks have grown big and strong, and we will all swim together so we can help one another if things go wrong.'

'The leopard seals are our greatest danger', says Quiet's dad. But we know their feeding grounds and we will stay away from them, even if it means swimming further.'

'And we know the places where they rest', he says. 'And right now they are resting on the other side of the island. And that is why, we must leave from this side.' He points towards the thick icy water that Quiet had just been playing in.

Then there is silence. And Squeaky is more afraid than she has ever been in her life. She will have to swim a long, long way. What if she can't make it? What if the leopard seals find them? And at the very beginning, she will have to swim through the water that is thick with blocks of ice - the water she is so scared of.

Over the next few days, the penguins rest and eat.

Quiet tells Squeaky over and over again not to be scared. But it's no good. Squeaky is still afraid - very afraid.

The day comes for them to leave.

'I will be right beside you, Squeaky', her dad says.

'And so will I', Quiet whispers.

Squeaky stands on the edge of the firm ice, staring down at the churning water, thick with ice. She is trembling - not from the cold, but from fear. Then, in a flash, she dives in, and swims as hard as she can. Quiet swims by her side, her dad close behind. And before she knows it, Squeaky has reached the ocean, where the water is clear.

Somehow, the next part of the journey doesn't seem so scary now.

Facilitate a discussion of the following questions. Give children plenty of time for discussion and encourage them to comment on each other's responses by asking procedural questions such as: Does anyone agree with x?...What are your reasons? Does anyone disagree with x?... Can you explain why you disagree? Does anyone want to comment on what y said? Can anyone think of another way to say that/help us understand what z has said?

1. Squeaky is afraid - very afraid. She is trembling with fear as she stands on the edge of the firm ice. Then she jumps in. Do you think she is brave?

Note for teachers: Children are likely to say that she was brave to dive in, even though she was scared beforehand and, presumably, at the time she dived. But they may have already linked being brave to not being scared. So they might have some sorting out to do. The following questions and the exercises in the next lesson will help them with this, so don't be too concerned if they are not clear on this here.

2. Is it possible to be scared and brave at the same time?
3. Squeaky was very afraid of jumping into the water that was thick with ice and Quiet was not afraid at all. They both jumped in. Who do think was more brave - Squeaky or Quiet? *Take responses, and after each ask, 'What makes you think that?'*
4. What do you think would have happened to Squeaky if she hadn't been brave enough to dive into thick ice-water?

Encourage and broaden the discussion, only if necessary, with these additional questions:

- *Might she have been left behind?*
- *What might have happened then?*
- *If she hadn't dived in, might her dad or Quiet have stayed with her?*
- *How do you think they would all be feeling then?*

End the lesson

Next lesson we're going to be thinking and talking about some real children, and whether or not they are brave.

Lesson 3: What is it to be brave?

For this lesson you will need

- Copies of images 9, 10, 11 and 12.

Remember last lesson

1 minute

- 👏 Who can remember what we were talking about last lesson?
- 👏 Who was brave? Squeaky or Quiet or both?
- 👏 Why do you say that?

This lesson we will be hearing some short stories about children, just like you, and we will be thinking about whether those children are brave or not.

Whole group discussion – Scenario 1

6 minutes

📖 Leo loves swimming, and the part he likes best is diving into the pool. Here he is: *Show image 9 - Leo diving from the side of a swimming pool.*

None of the other kids can do that, but Leo has been taking diving lessons, and now he can dive from the first-level diving board, as well as from the side of the pool. Here's a picture of Leo diving from the board:

Show Image 10 - Leo diving from a first level diving board.

- 👏 Have you ever jumped into a pool or the sea from a diving board?
- 👏 *(If so)* How did it feel?
- 👏 Have you ever seen someone dive from a high board?
- 👏 Did it look like fun or did it look scary?

Leo just loves it. Right now he's climbing up the ladder to the diving board, and as he climbs he can feel his heart beating faster. He thinks about how he will bounce a couple of times on the edge of the board and then, on the third bounce, hold his arms out in front, put his head down, and leave the board behind. *(Mime these actions as you read.)* He thinks about how good it will feel to fly through the air, and then to slip quietly under the water. He tries not to think about the times his dives have gone wrong and he has landed on his tummy - and how much it hurt.

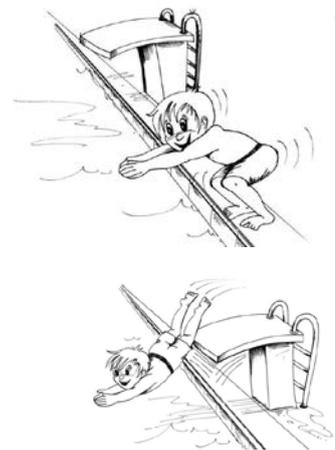
Then he is at the top of the ladder, he is bouncing on the board and, in no time at all, he has disappeared under the water.

Use your procedural questioning skills to facilitate a discussion of the following questions. If students are struggling with answers you can ask them to think, pair and share before contributing to the discussion and then, if still necessary, ask the additional questions below.

1. Did Leo know just what to do, when he dived off the board? *Take responses, and after each one, ask: What makes you say that?*
2. Do you think he felt scared? *Take responses, and after each one, ask: How do you know?*

Encourage and broaden the discussion, only if needed, with these additional questions:

- *As Leo climbs higher, he can feel his heart beat faster. Have you ever felt your heart starting to beat faster? Is that something that happens when you are scared?*



- *Leo remembers times that his dives have gone wrong – and how his tummy hurt. Do you think that makes him feel scared?*

3. Do you think it was brave of Leo to dive off the board? *Take responses, and after each one, ask: What makes you think that?*

Additional question, use only if necessary:

- *Leo's been taught what to do- how to dive from the board, and he knows that he can do it - he's done it before. But he also knows that sometimes he gets it wrong- and then it hurts. But he dives none-the-less. Do you think he was brave to do that?*

Whole group discussion – Scenario 2

5 minutes

 When Zach was little, he had swimming lessons. The first thing the teacher asked him to do was to take a deep breath and put his head under the water. But Zach wouldn't do it – he was terrified at the thought of having his face under water. It didn't matter what the teacher said - he just wouldn't do it. And his parents couldn't persuade him either.

Then he had more lessons, at school. But it was still the same. Zach refused to put his face in the water. So now Zach can't swim very well - nowhere near as well as the other kids. And it's all because he is too scared to put his face in the water.

He hates the swimming carnival. Every year he pretends to be sick so that he doesn't have to swim. And he doesn't like going to the beach much either. That's because all his friends muck around in the water, doing handstands and trying to catch the waves - but Zach can't do that because he still won't put his head under water.

Use your procedural questioning skills to facilitate a whole group discussion of the following questions:

1. Zach is too scared to put his face in the water. Does that matter?
2. Would it have been better for Zach if he had been able to make himself put his face in the water? *Take responses and after each, ask why or why not.*

Whole group discussion – Scenario 3

6 minutes

 Olivia is 8 years old. She lives in the country, in a place where there are lots of moths - small ones, big ones, furry ones and smooth ones. And at night, when the lights are on in her house, they swarm and flap about the windows, trying to get inside. Olivia is scared of moths. She hates it when they flap their wings, and she hates the look of them too - especially the big furry ones, like this:

Show image 11 - marbled emperor moth.



She imagines how it would feel if those furry wings brushed up against her hand - or her face. And the thought of it makes her feel sick.

Her little brother is scared of moths too. Every time he sees one he starts to scream.

Her mum is always telling Olivia, and her little brother too, that there's no reason to be afraid of moths and that the moths can't hurt them.

 Is that true? What do you think?

Olivia believes what her mum says about the moths. But that doesn't stop her and her brother of being scared of them.

Tonight her mum is out and her dad is talking to his dad on the phone. His dad - that's Olivia's grandpa - is sick, and her dad is trying to work out how to help him.

Olivia is in her bedroom and her little brother is there too. Olivia is pasting animal pictures into her sticker book. Her little brother is trying to do that too, but he keeps putting the stickers upside down, and Olivia has to help him. Then, suddenly, her brother starts screaming.

Olivia looks up quickly - and sees a huge moth - the worst sort, with a furry body and big black spots on its wings.

'Olivia, can you look after your brother for a minute?' her dad calls out.

Olivia's scared. She wants her dad to come, but he can't. He's trying to help her grandpa. She doesn't know what to do. She closes her eyes for a minute, and then makes up her mind. She goes to the cupboard and takes out a towel, just like her mum always does. Now the moth is sitting on her bedside table, under her reading light. She feels sick and panicky as she throws the towel over the moth, scoops the towel up in her hands, and races to the back door. She opens the door and shoves the towel outside - and then slams the door shut. BANG!

Then she watches the huge moth struggle out of the towel and fly away. And the next minute her dad is there, hugging her.

'You were very brave, Olivia' he says.

👏 Are moths dangerous?

👏 Does Olivia know that?

👏 Have you ever been scared of something that you knew couldn't hurt you?

Use your procedural questioning skills to facilitate a discussion of the following questions:

1. Is it silly of Olivia to be scared of moths?
2. Her dad says, 'You were very brave, Olivia'. Is he right?
3. Do you think Olivia was brave to take the moth outside? *Take responses and after each one, ask: What makes you think that?*

Whole group discussion – Scenario 4

6 minutes

📖 Kai loves surfing. And most weekends, Kai goes surfing with his friends.

Show image 12 – surfer.



But last weekend, something scary happened.

All Kai's friends had left the water. They had paddled their surfboards in to the shallows and then carried their boards up onto the beach. Kai was the only one who was still there, lying on his surfboard, looking out to sea. He just wanted to catch one more wave.

'Come on', he thought, 'just one good wave.' But the sea was flat, and so he waited. He couldn't see his friends jumping up and down on the beach, and he couldn't hear them calling out.

He waited and waited, and at last he saw it - a beautiful wave that grew bigger and bigger as it moved closer to him. He paddled hard and then stood up on his board. He was carried along by the wave - as fast as he had ever gone on his board. The next thing he knew he was in shallow water, near the beach.

It was then that he noticed his friends. They were racing towards him, and screaming. 'Get out of the water' they yelled, 'Hurry - get out!'

👏 What do you think was happening?

Once Kai was safe on the beach, one his friends said, 'Why did you stay there?'

'Why not?' said Kai. 'I just wanted one more big wave - and I got it.'

'But the sharks!' his friend said. 'There were sharks all around you.'

'I didn't know they were there', said Kai.

👉 Are sharks dangerous?

👉 Did Kai know the sharks were there?

Use your procedural questioning skills to facilitate discussion of the following question:

4. Do you think Kai was brave to stay in the sea with the sharks? *Take responses and after each one, ask:* What makes you think that?

Whole group discussion – Scenario 5

6 minutes

📖 Lily lives on a farm. She loves living there. She loves watching the kangaroos hop across the paddocks, and the parrots flying back and forward from the trees to the dam. There are lots of other birds too. And there are lizards in the garden. They're very friendly, and sometimes she feeds them with mincemeat.

But there's one animal Lily keeps away from. It's the brown snake that lives down by the creek. Her dad has taught her to look out for snakes- he says that they will only bite you if you scare them. But Lily always wears thick boots, just in case.

Today Lily is looking for the lizards. It's been three days since she's seen them, and she's puzzled. Usually she sees them every day- sunning themselves on the fence posts or just lying on the grass.

So she walks down to a pile of branches that have fallen from the big tree by the fence. That's where the lizards live - underneath the branches. She bends down to see if the lizards are there, but as she does, she hears a noise from right behind her. It's a rustling sound and she turns her head, expecting to see the lizards. Instead, she finds herself staring at a big brown snake.

She opens her mouth to scream. But then she remembers: snakes will only bite you if you scare them. So she clamps her mouth shut, and stays perfectly still. And she watches as the snake slithers away, underneath the fence. And then she runs as fast as she can, up to the house.

Use your procedural questioning skills to facilitate a discussion of the following questions:

1. How do you think Lily felt when she saw the snake? *Take responses and after each one, ask:* What makes you think that?
2. Have you ever been really scared by something? What did you do? How did you react?
3. When Lily saw the snake, what do you think she felt like doing?
4. Why didn't she do that?
5. Do you think Lily was brave?
6. Can you say why?

End the lesson

That is the end of this topic, we will be starting a new topic next week. You might like to keep on thinking about the issues we have been discussing in this topic and talk about them with your friends and families.

~~~END OF TOPIC~~~

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