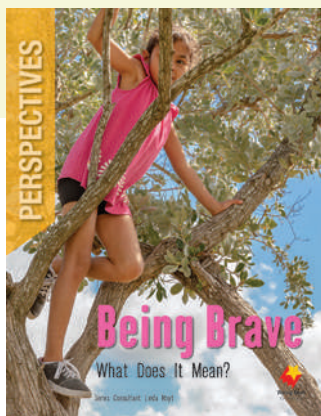


Lesson Plan

Fluent Plus
reading stage

Level 27

PERSPECTIVES



Being Brave: What does it mean?

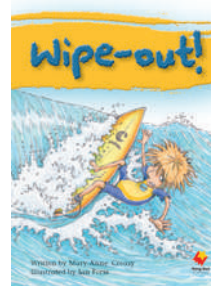
Contents

- Emergency
- Speak out!
- Trying new things
- Taking a stand

Paired connected texts



Riding the Waves discusses learning to surf, different surfing moves, where the best waves are in the world and surfing safety.



Wipe-out! is a narrative about Tom preparing for a surfing competition. After experiencing a wipe-out in the surf, Tom is scared to return to the water.

Content vocabulary

auditioned brave calm crisis emergency fear frightened nervous relieved scared worried

Key concepts

- Being brave can mean doing something that you're scared to do.
- Being brave can mean different things to different people.

PERSPECTIVES Being Brave: What Does It Mean?



Initiate ideas

Introduce the book

Ask: *When have you been brave?* Have students talk with a partner about this.

Show the students the front cover of *PERSPECTIVES: Being Brave: What Does It Mean?*

Say: *This book is about being brave. It has several texts that discuss different points of view about what bravery is.*

Read the title and ask: *What does being brave mean to you?*

Discuss students' ideas.

Read the text

Give each student a copy of *PERSPECTIVES: Being Brave: What Does It Mean?* Have them browse through the book.

Have students turn to "Emergency" on page 6 and 7.

Say: *This is a newspaper article about a girl and her grandmother who are involved in an emergency.* Read the introduction aloud to the students. Say: *Keep this question in mind as you read the text.*

Have students read the text independently. Ask: *Why does Maria say that Grace saved her life? Do you think Grace was brave? Why?* Have students talk with a partner and then share their ideas.

Respond to the text

Ask: *Have you been in an emergency? Were you brave? Is everyone brave in an emergency?* Have students talk with a partner.

Introduce the Graphic Organiser: Agree or Disagree?

Say: *Work with your partner to complete the first section on your graphic organiser.*

Collect students' graphic organisers to revisit later.

Explore further

Read the text

Have students turn to the "Speak out!" section on pages 8 and 9 and read the introduction.

Invite a student to read aloud one of the "speak outs" to the group. Ask: *What is your view on this opinion?* Discuss.

Continue reading and discussing each "speak out" opinion in a similar manner.

Ask: *Have you ever done something new that you were scared to do? What happened?* Provide time for students to share their personal experiences.

Have students turn to "Trying new things" on pages 10 and 11. Say: *Look at the image. Talk with your partner about what is happening and how you feel about it.*

Ask: *What might the boy be feeling? Do you think he will dive in? What can you do if you are feeling scared about doing something?*

Have students talk with their partner and then share their ideas with the group.

Ask: *How would you describe this sort of bravery? Are there other types of bravery?* Discuss as a group. Record students' ideas on a chart.

Respond to the text

Ask: *What new things are you learning about being brave? What new opinions are you forming?* Discuss as a group.

Have pairs of students revisit their graphic organisers. Say: *Think about what you have read. Use this information to complete section two of your Agree or Disagree? charts.*

Collect students' graphic organisers to revisit later.

Draw conclusions

Read the text

Have students turn to “Taking a stand” on pages 12 and 13, and read the title and introduction aloud to them. Ask: *What would you do if you thought a friend of yours was being mean to another friend?* Discuss as a group.

Have students read the text independently. Ask: *What messages did you get from this story?* Have students talk with a partner and then discuss as a group.

Respond to the text

Read out the following statement: *Tom should have stood up to Oli.*

Ask students to move to one side of the room if they agree with the statement or move to the other side if they disagree. Discuss students’ choices and invite individual students to share their reasons for their opinion.

Repeat with other statements related to the story. For example: *Sam should have stood up to Oli sooner./Tom should not have involved Sam in his problem./Sam made the right decision to stand up to Oli./Tom was brave./Sam was brave.*

Have pairs of students revisit their graphic organisers. Say: *Think about the information you now have and complete Section 3 of your Agree or Disagree? charts.*

Bring it all together

Have students meet with their completed graphic organisers. Invite students to share their Agree or Disagree? charts at a group discussion. Use the students’ ideas to record points onto a chart.

Discuss the various points of view and opinions that arise. During the discussion, encourage students to draw on information in the texts to back up their opinions.

Express opinions

Setting the task

Students can choose one or both of the following options as a way to show their thinking or express their opinion.

Writing

Have students respond by writing about their opinion. Say: *Think about what you have learnt about being brave, and how you feel about this information.*

Present the Graphic Organiser: *How to write about your opinion* (see *PERSPECTIVES: Being Brave: What Does It Mean?*, page 16). Support students by guiding them through the steps involved.

1. Have students revisit the question posed in the introduction on page 4. Ask: *What is your opinion now about being brave? What’s important to think about?* Have students discuss with a partner.
2. Model how to find further information about the topic, or, if appropriate, students could do independent research.
3. Say: *Now that you have the information you need, you can write a plan. Use the graphic organiser to help you.*
4. Have students publish their writing. Say: *Think about the graphics or images you can include to support your written opinion.*

Role-play

In small groups, have students present a role-play about an aspect of being brave. They could base it on Grace’s experience from the text “Emergency”, on one of the images from the book, on Sam’s experience from the text “Taking a stand”, or they could come up with their own ideas. Have them practise their role-plays and present them to the class.

Think tank

If students are passionate about the issue, they may like to think about it further and take action.

Students could formulate a personal goal related to being brave.

Have students talk with a partner or in a small group about something they need to be brave to be able to do. Students could then write about their goal: what they want to achieve and how they will be brave, and overcome their fear to do it.

Graphic Organiser: Agree or Disagree?

Mark a cross on each line to show your opinions. Write reasons why you think this.

1. In an emergency being brave is the most important thing

Strongly disagree  Strongly agree

Why?

2. Fear can be a good thing

Strongly disagree  Strongly agree

Why?

3. Taking a stand to help a friend is always worth doing

Strongly disagree  Strongly agree

Why?

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