

'Brave' Lesson Plan

CURRICULUM OBJECTIVES (ENGLAND)

Taken from the curriculum guidance for 'Relationships Education, RSE and Health Education'.

Children should know:

- How to recognise if relationships are making them feel unsafe or unhappy.
- How and where to seek help or advice from others.
- How to recognise who to trust and who not to trust.
- How to report concerns or abuse and to have the vocabulary and confidence needed to do so.

LESSON OBJECTIVES

- ✓ For the children to understand & explain what exploitation is
- ✓ For the children to know how to keep themselves & others safe
- ✓ For children to know who to talk to if they need help

RESOURCES

The 'Brave' story

Read the advice on page 8 to prepare yourself

Relevant signposting organisations, people and contact numbers for your context, such as the Safeguarding Lead, Pastoral Care Team or organisations such as Place2be.

Optional:

Images for the houses mentioned in the introduction activity

Emoji images either on a screen or printed out

Check in activity worksheet from the website



STRUCTURE

This lesson plan can be built to meet your timing structures.

1 lesson of approx. 75 mins :

- 1.Introduction option 1
- 2.Learning Activity - Read 'Brave' & answer the discussion questions
- 3.Assessing Understanding
- 4.Closing Activity - Check in option 1

2 Lessons of approx. 45 mins each:

- 1.Introduction option 2
2. Learning Activity - Read 1/2 of 'Brave' Split the discussion questions
3. You may wish to leave assessing understanding for lesson 2
4. Closing Activity - Select a check in option for each lesson & for lesson 2 the Reminder

KEY VOCABULARY

Lower: Value Fair Trust Help Free Safe

Core: Justice Equality Slavery

Higher: Exploitation Trafficking Human Rights



'Brave' Lesson Plan

INTRODUCTION (1 TO 10 MINS)

Option 1:

Explain to the class that today you are going to be learning about fairness, equality, justice etc (choose the best words to match the needs of the individuals in the class).

Imagine if 'Mr Jones' was paid £1 for each day he worked at school and 'Miss Williams', £5000! Would that be fair?

We are going to read a story together about unfairness, about people being treated unequally and without value. We are going to think about how we can treat others fairly and make sure we are also treated fairly.

The big word used to describe what happens to Bella, one of the characters in the story, is exploitation. Listen carefully because we are going to answer questions as we go / once we have finished reading.

Option 2:

Choose one or more of the following activities to illustrate value, injustice and inequality:

1. Ask the class how much money the chef at Buckingham Palace, The Whitehouse or a known celebrity's house should be paid? Then ask them if it would be OK for the chef to work 16 hours a day, 7 days a week for no pay and discuss why? Does it show value to the chef?
2. Ask the children to draw a picture of a big fancy house and explain there will be a 1st, 2nd and 3rd place awarded for the best pictures. Then apply different restrictions to individuals, some have no pencils to draw with, some have no paper, some have colours, others do not. Discuss how it makes them feel and name the inequalities, discussing how it doesn't value everyone equally.

Ask the class to name different types of inequality and injustice they know about.

This may include things in the news at the moment, (poverty, racism) as well as more personal things.

Explain that we are going to read a story together about unfairness, about people being treated unequally and without value. We are going to think about how we can treat others fairly and make sure we are also treated fairly.

The big word used to describe what happens to Bella, one of the characters in the story, is exploitation. Listen carefully because we are going to answer questions as we go / once we have finished reading.



LEARNING ACTIVITY (35 -65 MINS)

Read the Story - 45 minutes: Read the 'Brave' book, it can be read in sections or in one sitting.

Option 1 - Read the whole book (approx. 45 minutes)

Option 2 - Read up until 'Marketplace', finishing on page 36 (approx. 20 minutes)

Discussion Questions: On the next page are the questions we suggest asking which can be discussed or answered individually by pupils as a written exercise. Utilise the questions that best suit your class and split if doing Option 2.

Understanding exploitation: Explain to the class that today there are children, women and men who are treated like Bella and Jenny. All over the world, even in this country, people are being forced to do work and are not treated with value; their bosses are unkind and sometimes they are trapped and cannot leave. There are over 45 million of them, which is the amount of people who live in Spain!

Understanding there is support: There are people helping children like Bella and Jenny. Share the name of the organisations in your country and some of the work they do. Explain that there could be times in their life now or in the future when they grow up where someone might try and treat them unfairly, by maybe asking them to do things they don't want to do or not by paying them properly for their job.

Explain that there is always someone they can talk to for help, (name some of those people in their context).

ASSESSING UNDERSTANDING (5 - 10 MINS) OPTION 2 - LEAVE FOR LESSON 2

Depending on the child's ability, ask them to demonstrate that they can explain:

- One of the following words... exploitation or unfairness
- How they saw exploitation taking place in the story of 'Brave'
- How they might experience exploitation as a child or an adult
- Who they can talk to if they need help for themselves or someone else

CLOSING ACTIVITY (3 - 15 MINS)

Remind the children that there is always a trusted adult they can talk to should they need help for themselves or someone else, (reinforce those people specifically).

Option 1:

Checking in: ask the children to share how they feel now. You can ask them to use a word, to demonstrate with a facial expression or to use the emoji images printed out or on the screen.

Option 2: Checking in as above. Then, if required, use one of our suggested emotional regulation activities which can be found on our website.



DISCUSSION QUESTIONS

- 1.WHY DID BELLA'S MUM THINK IT WOULD BE A GOOD IDEA FOR HER TO WORK FOR THE OLD LADY?
- 2.IF YOU WERE IN BELLA'S POSITION, HOW WOULD YOU FEEL?
- 3.WHAT DO YOU THINK BELLA'S MUM DID WHEN HER DAUGHTER WAS NOT RETURNED TO HER THAT WEEKEND?
- 4.WOULD YOU HAVE ACTED DIFFERENTLY TO BELLA IN ANY PART OF THE STORY?
IF SO, WHAT PART OF THE STORY, AND WHAT WOULD YOU HAVE DONE INSTEAD?
- 5.WERE THERE OTHER OPPORTUNITIES FOR BELLA TO ESCAPE FROM THE OLD LADY?
IF YES, WHAT WERE THEY, AND WHY DIDN'T BELLA TAKE THOSE OPPORTUNITIES?
- 6.HOW AND WHY DID THE FRIENDSHIP BETWEEN BRAVE AND BELLA DEEPEN?
- 7.DO YOU KNOW SOMEONE YOU COULD TRUST TO TALK TO IF YOU OR SOMEONE YOU KNEW FOUND YOURSELF IN A SITUATION LIKE BELLA?
IF YES, WHO IS IT? IF NOT WHO COULD IT BE?
- 8.CONSIDER HOW THE OLD LADY WAS KIND TO BELLA IN PUBLIC BUT NASTY TO HER IN PRIVATE.
DO YOU THINK THAT A PERSON WHOSE BEHAVIOUR CHANGES LIKE THAT IS SOMEONE WHO CAN BE TRUSTED?
- 9.THERE ARE A LOT OF CHILDREN IN THE WORLD WHO ARE TRAPPED LIKE BELLA WAS WITH THE OLD WOMAN.
HOW DOES THAT MAKE YOU FEEL?
- 10.OUT OF ALL THE CHARACTERS IN THIS STORY, WHICH ONE WOULD YOU LIKE TO BE AND WHY?
THE OLD LADY, BRAVE, BELLA, JENNY, OR RORY?



DEFINITIONS:

Modern slavery is defined as the recruitment, movement, harbouring or receiving of children, women or men through the use of force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation. It is a crime under the Modern Slavery Act 2015 and includes holding a person in a position of slavery, servitude, forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. (UK Government)

Human Trafficking is the recruitment, transportation, transfer, harbouring or receipt of people through force, fraud or deception, with the aim of exploiting them for profit. Men, women and children of all ages and from all backgrounds can become victims of this crime, which occurs in every region of the world. The traffickers often use violence or fraudulent employment agencies and fake promises of education and job opportunities to trick and coerce their victims. (United Nations)

Exploitation Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs. (United Nations Office on Drugs and Crime)

LEGISLATION:

UN CONVENTION ON THE RIGHTS OF THE CHILD - The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

ORGANISATIONS & HELPLINES:

U.K. <https://www.modernslaveryhelpline.org/> - 08000 121 700

CHILDLINE: 0800 1111

BARNARDOS:

Barnardo's is one of the few organisations in the UK to provide direct, specialist support to trafficked children.

They help these young victims cope with the practical and emotional traumas of being trafficked. Their specialist support workers help them to understand what is happening with social care services, the police and immigration – in ways that they can understand.

