

LEARNING WITH ETHAN

Why not use this year's Red Nose Day film for primary schools as the starting point for some inspirational cross-curricular learning with your pupils?

The activity ideas in this topic map have been designed for you to use in the classroom, but can also be adapted for children who are learning from home.

This year's Red Nose Day film for primary schools is about Ethan, a nine-year-old who loves singing, baking, playing football and making people laugh. When he was 14 months old, Ethan was diagnosed with cerebral palsy – a brain condition which affects development. As well as being non-verbal, doctors said he would never sit unaided, crawl, walk or run.

A month later, his parents discovered Steps Conductive Education Centre, funded by Comic Relief, and Ethan's never looked back. As well as helping to build his physical strength, the team at Steps taught Ethan Makaton (a form of sign language) to help him communicate. He's now in Year 3 at a mainstream school.

Show our short film in your class or bubble and then use these cross-curricular activities to build pupils' understanding of Ethan's story, engage with some of the issues it raises and inform their fundraising for Red Nose Day.



OTHER LEARNING RESOURCES

Download all our resources for primary schools at comicrelief.com/primary



Film

The short film about Ethan and how he has been helped by Steps Conductive Education Centre.



Assembly

A PowerPoint for use in assemblies, which acts as an introduction to Red Nose Day 2021.



Primary poster

A starting point for discussion about Ethan's story.

FURTHER INFORMATION OR SUPPORT

Please be aware when watching the Red Nose Day film and using these activities that some children in your class might have personal experience of disability and the issues raised by Ethan's story. If you would like further information or support, please visit comicrelief.com/support



ENGLISH – SPOKEN LANGUAGE



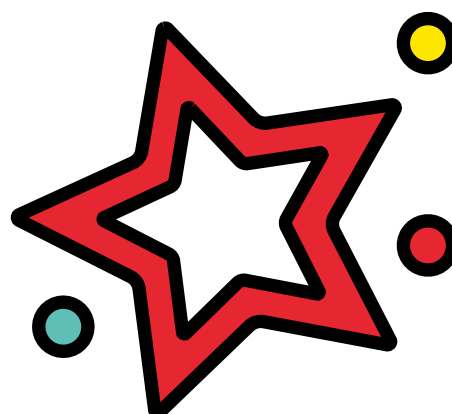
Ethan's story

Watch the film about Ethan with the pupils. Ask them to make notes as they watch the film – this is an excellent opportunity for pupils to evidence their note-taking skills. Talk through the questions below to get them responding, describing and giving opinions. Encourage them to listen carefully and speak clearly, using their notes to inform the answers they give.

- How old was Ethan when he started to walk? (4)
- What is the name of the condition that affects Ethan? (cerebral palsy)
- How does it affect Ethan? (it affects his movement, co-ordination and speech)
- What piece of technology does Ethan use to communicate? (a voice box)
- Can you think of other ways we can communicate if we can't speak? (sign language, Makaton, gestures, facial expressions, body language)
- What are Ethan's favourite things to do? (baking, playing computer games, football, walking the dog with his friend Olivia)
- What is the name of the centre that has supported Ethan? (Steps)
- What special event is coming up when we're going to raise money to help children like Ethan? (Red Nose Day)
- Does Ethan's story make you want to raise more money for Red Nose Day? Why?



Check pupils' understanding of different aspects of the film and allow time for them to ask questions and extend their comprehension. This is an opportunity to reflect with pupils about their own direct or indirect experience of disability, particularly if there are children in your school with cerebral palsy.





ENGLISH (WRITING) & PSHE



Writing biographies

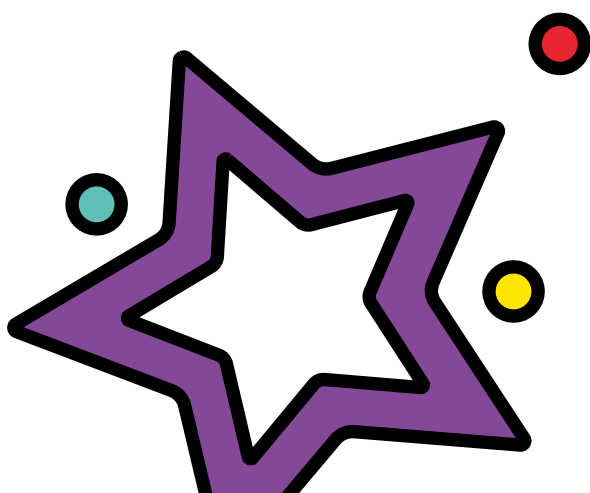
Use Ethan's story as an opportunity for pupils to create a biography and demonstrate skills such as note-taking and editing.

Ask the pupils if they know what a biography is. Have they read one? Who was it about? Share some examples with the class.

Explain to the pupils that they are going to write a biography of Ethan. Watch the film again and ask them to note down key facts about Ethan's life that they can use as research for their biography (if you have completed the previous listening activity, they will already have some helpful notes).

As they write, encourage the pupils to think carefully about vocabulary and to use organisational devices like headings and bullet points. Working in pairs, ask them to talk about what they have written and suggest improvements to each other's writing.

To extend this activity, you could ask the pupils to write and illustrate an autobiography, or a biography of a friend or a family member.





PSHE



Overcoming challenges

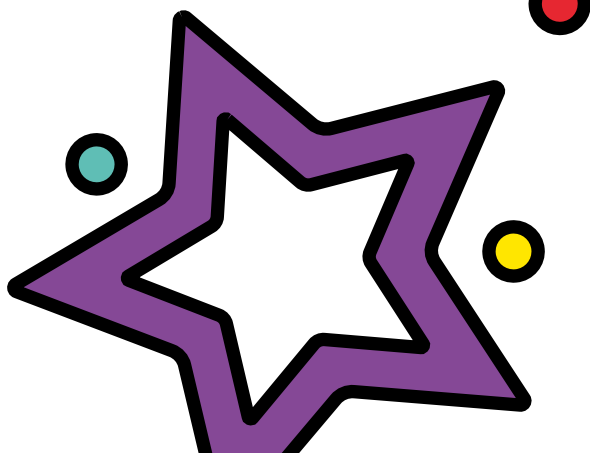
Reflect with the pupils about the challenges that Ethan has had to overcome in his life. Talk about the difficulties he has experienced with walking and communicating. What challenges does he face on a daily basis? What qualities have helped him to overcome these?

- Ask the pupils to think of a challenge they are facing at the moment; it could be something related to learning, a physical activity or behaviour.
- Help them to identify a goal – something that they want to change and achieve in relation to this challenge.
- How are they going to know when they have achieved their goal? Is it measurable?
- What is standing in the way of them achieving it? Encourage the pupils to think about their personal qualities and emotions, as well as practical obstacles.
- How can they overcome these challenges? Talk about the qualities Ethan demonstrates in dealing with the challenges he faces on a day-to-day basis.
- Talk about strategies for managing setbacks and staying positive.



You could ask the pupils to set milestones towards achieving their goal and revisit progress regularly, encouraging friends to support one another along the way.

How about identifying a class challenge and setting a group goal?





MATHS

Every pound counts!

Explain that every pound raised for Red Nose Day makes a difference to children like Ethan.

Share the following facts with the class:

- £10 could get 40 meals to children and families in need in the UK
- £50 could buy a bike for a health visitor in Ghana so they can provide vital health care for hard-to-reach families
- £100 could buy ten pairs of warm, winter shoes for children living in a refugee camp in Lesbos
- £500 could pay for a one-to-one therapy session for ten young men in the UK experiencing mental health problems.

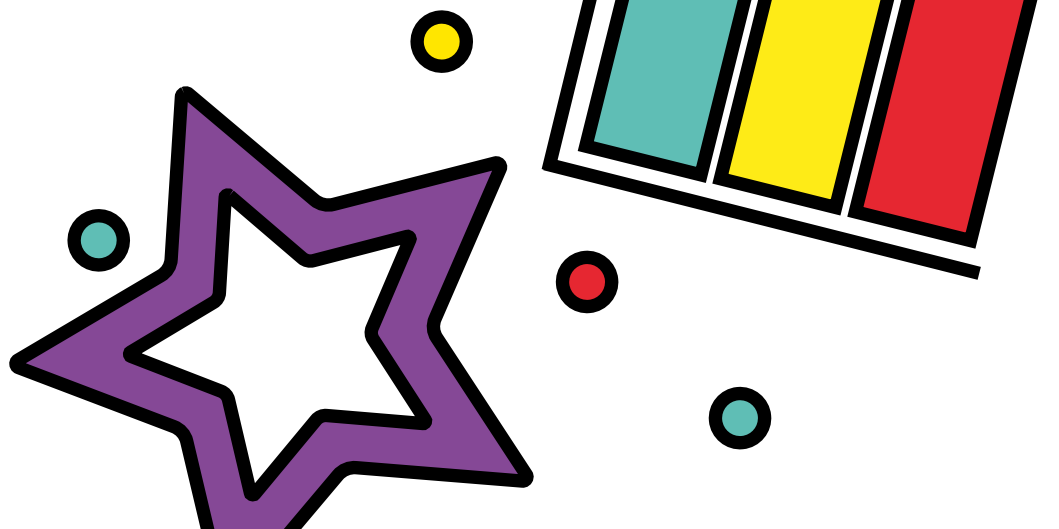
Based on this, how much would you like to raise this Red Nose Day as a class or bubble? As a school?

Agree a fundraising target with the pupils and ask them to create an infographic poster showing the target total, how much they want to raise through different fundraising activities and what the money could buy, based on the facts above.



Encourage them to present the facts and figures using pictograms, bar charts, tables and graphs.

Why not display the finished posters around school, to remind everyone why you're raising money for Red Nose Day and how it will make a difference?





PHYSICAL EDUCATION



Football fundraising

Ethan loves playing football with his friends. Why not use this as the inspiration for an active fundraising activity?

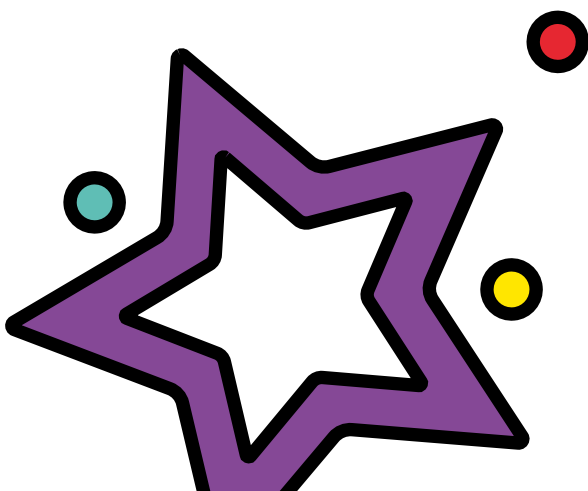
Ask the pupils to think of Red Nose Day fundraising ideas using a football. They don't have to be fans of the beautiful game – they can devise their own ball challenge as long as it's something their families and friends will sponsor them to do.

For example, pupils might decide to set themselves the challenge of:

- Scoring as many goals as possible in half-an-hour
- Throwing and catching a ball 100 times with a partner
- Doing as many keepy-ups as they can
- Dribbling a ball around the playground for 10 minutes.



Give the pupils opportunities to practise the skills they need to complete their challenge. Encourage them to keep a record of their performances and try to improve and achieve a personal best by Red Nose Day!



CURRICULUM LINKS

Ethan's story



English (spoken language)

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently

Writing biographies



English (writing lower KS2)

- Draft and write by using simple organisational devices (e.g. headings and sub-headings)
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- Read aloud their own writing, to a group or the whole class

English (writing upper KS2)

- Select appropriate grammar and vocabulary
- Use organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)
- Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes

PSHE Association programme of study

- H27 To recognise their individuality and personal qualities
- H28 To recognise personal strengths, skills and achievements and interests

Overcoming challenges



PSHE Association programme of study

- H24 Problem-solving strategies for dealing with emotions, challenges and change
- H29 About how to manage setbacks/perceived failures, including how to reframe unhelpful thinking

Citizenship

- Realise that people and other living things have needs, and that they have responsibilities to meet them
- Learn that family and friends should care for each other

Every pound counts



Maths

- Interpret and present data using bar charts, pictograms and tables (Year 3)
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts (Year 4)
- Interpret and construct pie charts and line graphs (Year 6)

Football fundraising



Physical education

- Use running, jumping, throwing and catching in isolation and in combination
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best