

KEY STAGE 2 LEARNING ACTIVITIES

This year's Red Nose Day film for primary schools focuses on resilience, confidence and friendship. Use the film and the topic map activities as the focus for some inspirational cross-curricular learning with your pupils.

ENGLISH (SPOKEN LANGUAGE) – Taking on new challenges

- Watch the Red Nose Day film about Teddy
- Talk about Teddy's story
- Share examples of taking on new challenges and discuss strategies

ENGLISH (WRITING) & PSHE – A story of resilience

- Talk about the meaning of resilience
- Create a storyboard for a story about someone showing resilience
- Write a story about resilience
- Evaluate each other's work

Red Nose Day Key Stage 2 Topic Map

PSHE & DT – High-flying birds

- Learn how to make an origami bird
- Discuss strategies for dealing with challenges and setbacks
- Create a display of the birds as a reminder of resilience

PHYSICAL EDUCATION – Pose with a Nose

- Perform yoga poses inspired by the Red Nose animals
- Focus on moving, stretching and breathing
- Link the poses and create a dance

MATHS – Every pound counts!

- Discuss facts and figures about how different amounts of money raised for Red Nose Day could be used
- Set fundraising targets for the class and school
- Create infographic posters presenting the facts and figures using pictograms, bar charts, tables and graphs

INSPIRATION FOR THE ACTIVITIES

This year's Red Nose Day film is about Teddy, a nine-year-old who loves having fun with his friends, baking, playing video games and trying new things. Teddy was born with cerebral palsy, which affects his movement and coordination. He also has epilepsy and is visually impaired, with partial sight in his right eye and astigmatism in both eyes.

Growing up, Teddy struggled with his confidence. He didn't have any friends who could fully understand how it felt to be him, and sometimes felt he was being judged by other children.

Last year, Teddy started going to music and drama sessions run by North East Sight Matters and funded by Comic Relief. Although he was nervous at first, Teddy found his voice and embraced the challenge, making friends and being himself.

The sessions helped him grow in confidence and build up his resilience, and the group has gone from strength to strength – even working together on a play to raise awareness about visual impairment.

Show our short film in your class and then use these activities – several of which have cross-curricular links – to build pupils' understanding of how friendship and resilience feature in Teddy's story, and how their Red Nose Day fundraising can help support life-changing projects like North East Sight Matters.



OTHER LEARNING RESOURCES

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

Film

The short film about Teddy and how North East Sight Matters has helped him.



Assembly

A PowerPoint for use in assemblies, which acts as an introduction to Red Nose Day 2022.



Primary poster

A starting point for discussion about Teddy's story.



A story of resilience

A worksheet pupils can use to storyboard their own stories about resilience.



Pose with a Nose

A set of cards showing the yoga poses for this year's PE activity.



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 Teddy's story. If you would like further information or support, please visit comicrelief.com/support

ENGLISH (SPOKEN LANGUAGE)

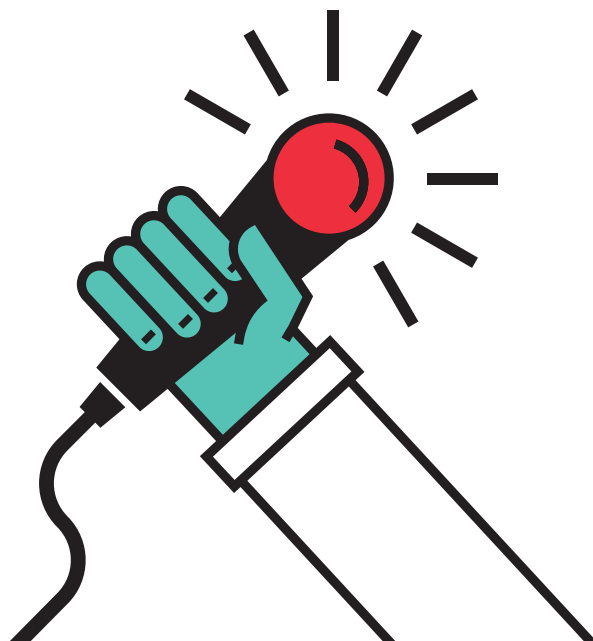
Taking on new challenges

Watch the film about Teddy with your pupils. Ask them to make notes as they watch – this is an excellent opportunity to evidence note-taking skills.

Check pupils' understanding of different aspects of the film and allow time for them to ask questions and extend their comprehension. You could reflect with them about their own direct or indirect experience of disability, particularly if there are children in your school with similar conditions to Teddy.

Open up a conversation about taking on new challenges. Ask children to share examples of when they have started something new, as Teddy did when he first went to North East Sight Matters. You could divide the class into small groups of two or three to do this, or keep everyone together to talk about their experiences. Encourage pupils to think and talk about what we can do to help ourselves when something is challenging and we need to show resilience. How can our friends and family help us?

Come back together as a class to share strategies, encouraging pupils to describe their thoughts and feelings clearly, listen carefully to others, and respond appropriately to their classmates' contributions.



ENGLISH (WRITING) & PSHE

A story of resilience

Talk with the pupils about what resilience means. As a class, agree a definition and display it for everyone to see during the lesson.

Divide the class into talking trios and ask them to share their views about resilience. Can they think of examples when they have been resilient? How do different characters show resilience when faced with tricky situations like bullying, loss or disappointment? How can you tell when people are being resilient?

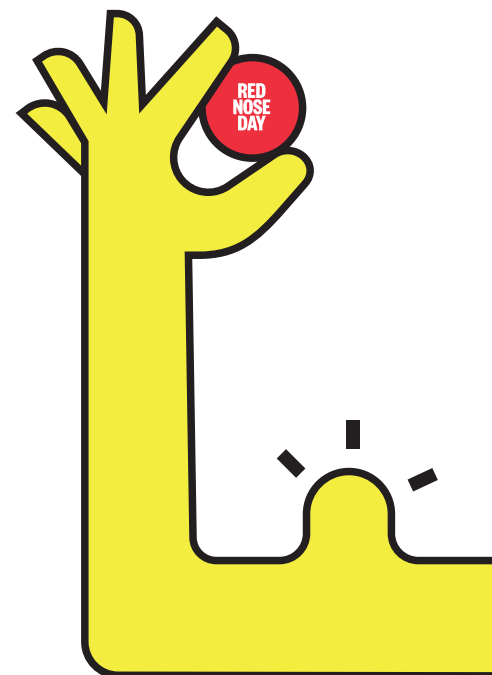
Teddy showed resilience by being himself – even when he felt nervous about trying something new. Watch all or part of the film again and encourage pupils to identify the signs of this.

Download the worksheet on the following page and give a copy to each pupil. Ask them to create a storyboard with a beginning, middle and end for a story about someone showing resilience. Their story could be about a time they or someone they know showed resilience, or it could be a story they have made up.

Get writing!

When storyboards are complete, ask pupils to use them as a starting point for writing up their story of resilience. Encourage them to incorporate their own personal writing targets and write in paragraphs, think carefully about vocabulary and use organisational devices such as headings and bullet points. They should think about where the story is taking place, who is in it, and the order in which things happen.

Working in pairs, ask the pupils to share their stories and suggest improvements to each other's writing. Encourage them to propose grammatical changes where appropriate and to proofread for any mistakes.



A story of resilience

Introduction

Build-up

Conflict/Climax

Resolution

PSHE AND DESIGN & TECHNOLOGY

High-flying birds

Learning a new, challenging skill is a great way for pupils to put resilience into practice and develop strategies for managing emotions. As Teddy's experience shows, trying new things can also be a great way to gain confidence and have fun!

This activity focuses on pupils making origami birds – a tricky but rewarding challenge. Before the lesson, practise following the instructions on the right to make an origami bird yourself. Download a full instruction sheet at **((add url))**. As well as enabling you to offer practical help as needed, this will give you insight into the steps pupils are likely to find difficult along the way.

Give each pupil a square piece of paper – about 15cm x 15cm is ideal – and share the instructions with them. Can they make their own origami bird?

Ask pupils to think about the strategies they will use to stay on track when the activity gets difficult. As they work, take regular breaks to ask them how they're feeling, and how they have overcome any frustrations or difficulties so far. Provide additional help to pupils as needed.

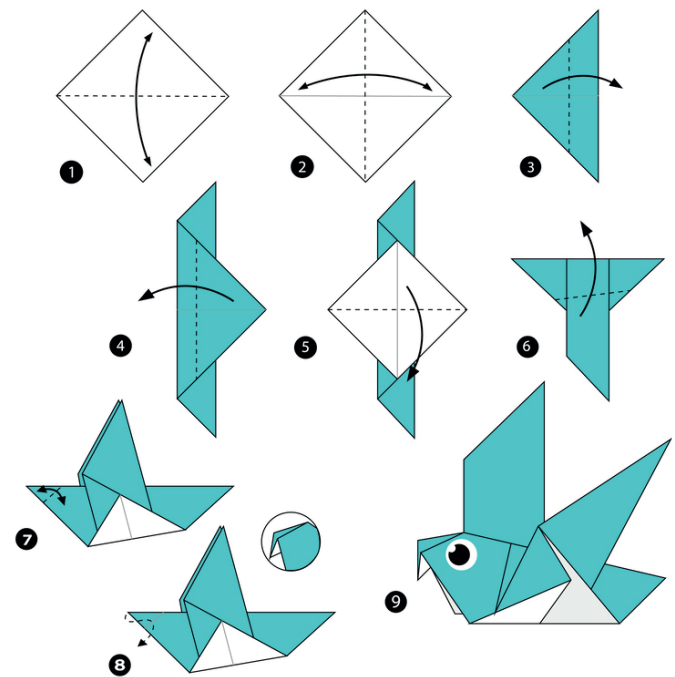
Once every pupil has made an origami bird, reflect on the activity as a class. Talk about any hurdles encountered and how pupils overcame these. How did they manage any feelings of frustration? What strategies did they use to deal with challenges and setbacks?

Use the finished origami birds to make a display for pupils to look back on as a reminder of their resilience.

Fly higher

Why not turn your origami bird-making into a contest? Who can make the most realistic bird? Who can make the most birds? You could even turn it into a Red Nose Day fundraiser by suggesting pupils make birds for their friends and family in return for a donation.

How to make an origami bird



1. Start with a square piece of paper and turn it so it is a diamond. Fold the paper in half from top to bottom to make a crease and then open it up again.
2. Fold it in half in the other direction, to make a triangle.
3. Fold in the top of the triangle along the dotted line, as shown in the illustration.
4. Then fold back the top of the triangle along the dotted line.
5. Fold the paper in half downwards.
6. Fold upwards along the dotted line to make a wing. Turn over the paper and do the same on the other side.
7. Fold the tip of your bird's head as shown, then fold back.
8. Fold inwards along the creases to make a beak.
9. Draw on eyes, and your bird is finished!

PHYSICAL EDUCATION

Pose with a Nose

As Teddy's story shows, trying something new can be good for our wellbeing!

This activity focuses on moving, stretching and breathing. Explain to pupils that movement releases happy chemicals in our bodies that help keep us smiling.

Download the Yoga Pose cards on the following page.

You could either print off copies to give to pupils or display them for the whole class to see.

If you have them, hand out Red Noses and ask everyone to wear one and think carefully about breathing deeply. Tell them to use the Nose as a reminder to keep taking big breaths throughout this activity.

Move through the animal poses on the cards slowly – either as a group, or by asking pupils to complete them independently. They should hold each one steady, staying aware of how to make shapes with their body and how their muscles feel in each pose.

Nose flows!

Now add to the task by asking children to link the poses together and create a dance. Play some upbeat music to encourage the flow and talk with the pupils about how the music affects their movement.

- What happens if we change the tempo?
- Can you come up with your own yoga pose for an animal of your choice?
- What could you add to your dance to make it longer?



GET YOUR RED NOSES NOW!

Order your Red Noses through our exclusive schools' deposit scheme at comicrelief.com/nosesforschools



YOGA POSES & RED NOSES 2022



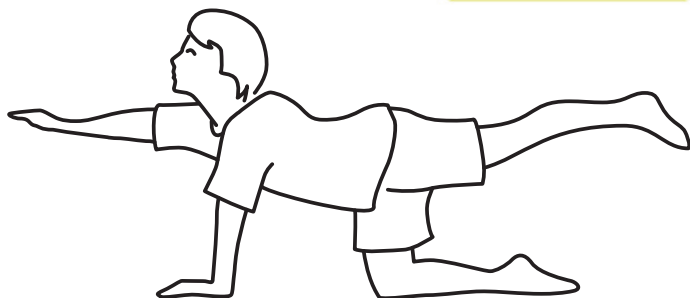
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Dot the Cheetah



Dot

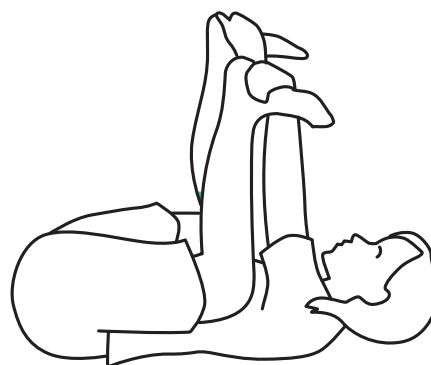


On your hands and knees, take a deep breath in and stretch out your left arm and right leg. Stretch out your back and imagine you're a cheetah, running faster than any other mammal in the world! Rest back down on your hands and knees. Then repeat, stretching out your right arm and left leg.

Dash the Sloth



Dash



Lie on your back. Hug your knees into your chest and tuck in your chin. Grab the outside of each foot and lift your legs up to the ceiling. Pretend that you're a sloth, hanging upside down from a branch!



Sky the Giraffe



Sky



Stand up tall and straight and reach your arms high above your head, pressing your hands together. Bend to each side and then down to the ground, keeping your arms and legs straight. Walk around the room like a giraffe, keeping your arms and legs as straight as possible.

Chip the Hippo



Chip



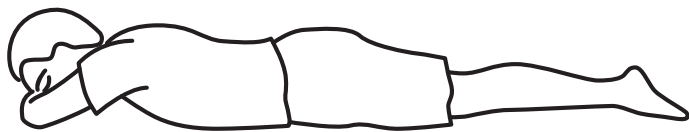
Kneel down and sit back on your heels. Slowly bring your forehead down to rest in front of your knees, stretching your arms back towards your feet. Breathe in and out slowly, pretending you're a hippo wallowing in the water.

YOGA POSES & RED NOSES 2022



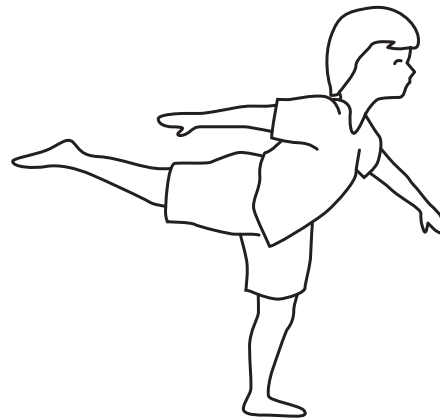
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Rocco the Alligator



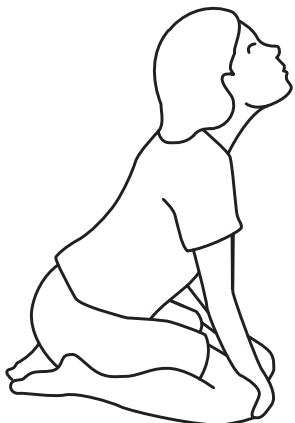
Lie down on your tummy and rest your head on your arms. Stretch out as far as you can, with your feet shoulder-width apart. Close your eyes and let your body relax, like an alligator floating down a river.

Flo the Flamingo



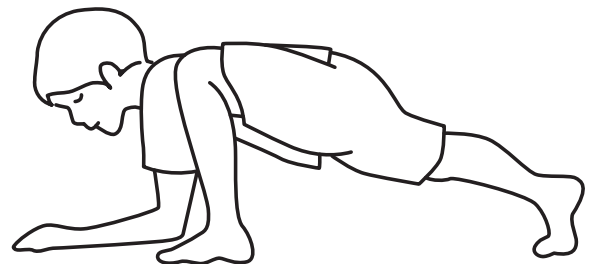
Stand with your feet together and stretch out your arms like wings. Keeping your balance, lean forward and stretch one leg out behind you. If you want to, flap your wings and honk like a flamingo! Try both legs – do you balance better on one than the other?

Lucky the Lion



Kneel down and sit back on your heels. Put your hands on your knees and spread out your fingers. Breathe in through your nose, then open your mouth, stretch out your tongue, open your eyes wide and breathe out through your mouth, roaring like a lion.

Cam the Chameleon



Lie down on your tummy, then lift yourself up on your elbows. Stretch your right leg forward and try to get your foot as close to your hand as possible. Hold the stretch for a moment, then relax and try again on the other side. Can you reach further forward on the left or on the right?

MATHS

Every pound counts!

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

Share the following facts with the class:

- £5 could support a young person in the UK through a mental health helpline or live online chat.
- £10 could provide 20 reading books for children in community learning centres in Northern Uganda, where free pre-school services are very limited.
- £20 could provide a supportive coffee morning for families in the UK to share advice on caring for their children's mental health.
- £50 could provide training to a pre-school teacher and a health volunteer to help improve the health, wellbeing and education of young children in Kenya.
- £100 could buy mobility aids for five young disabled people in Malawi, so they can go to school.
- £500 could get 2,000 meals to children and families most in need in the UK.

Based on this, how much would the pupils like to raise this Red Nose Day as a class? How much do they think you should try to raise as a school?

Agree a fundraising target with the pupils and ask them to create an infographic poster showing the target total and how much they want to raise through different fundraising activities. Based on the facts above, what could the money buy? Encourage them to present the facts and figures using pictograms, bar charts, tables and graphs.

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.



CURRICULUM LINKS



**FUNNY
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18 March 2022

Taking on new challenges

English – spoken language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Participate in discussions, presentations, performances, role play, improvisations and debates

A story of resilience

English – writing (composition)

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

Draft and write by:

- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors

PSHE (PSHE Association programme of study)

- H20: strategies to respond to feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H24: problem-solving strategies for dealing with emotions, challenges and change

- H29: about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

High-flying birds

Design & Technology

- Take part in a variety of creative and practical activities
- Select from and use a range of materials and components, including construction materials, according to their functional properties and aesthetic qualities

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- H29: about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

Pose with a Nose

Physical Education

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns

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)