

MY SCARY BUT BRAVE DAY



Sometimes, natural disasters like earthquakes or floods can be very scary. During these times, people feel many emotions such as fear, sadness, or confusion. It is okay to feel this way. Talking or writing about our feelings helps us feel better and stronger. Sharing emotions with someone we trust makes us feel less alone. Remember, all feelings are important and expressing them is a healthy way to cope.

Lesson

Language

Grade

5

Learning Objectives

Students will reflect on personal experiences through journaling and autobiographical writing.

Duration

40 Minutes

Required Materials

Some photos
Pencils

Preparation and Implementation

As the activity requires some photos to show, print them before the lesson.

PROCESS

1 INTRODUCTION (5 Minutes)

- The teacher writes on the board in capital letters:
“I was scared, but I was brave.”
Teacher makes a short speech to relax students to talk about fear.

Speech :“Today we are talking about scary and brave moments. First, I want to remind you that feeling scared is something very natural. Everyone feels fear sometimes — children, adults, even heroes in stories.

Fear is not a bad thing. It helps us stay safe and pay attention when something dangerous happens. What makes us strong is that even when we feel scared, we can also find ways to be brave.

In this activity, you will have the chance to share a moment when you felt both scared and brave. You can do this by writing, drawing, or telling a short story. Remember: there are no wrong answers, and every feeling you share is important.”

Teacher starts a brainstorming session by asking: “Is it possible to feel scared and brave at the same time?”

After the responses of the volunteer students, say: “Everyone feels scared sometimes, adults feel it too. This is a normal feeling. What really matters is what we do when we are scared. That’s what being brave means: doing the right thing even when it is hard.

- Asks the class the following questions:
 - “Have you ever felt scared?”
 - “What happened?”
 - “What did you do?”
- Then, students are asked to translate the phrase “being brave” into Turkish.

2 DISCUSSION (10 Minutes)

- The teacher tells a short example story:
“I remember one day. There was a big storm. I was at home with my sister. I was scared, but I stayed calm. I helped my sister.”
- Find the following structures in the text with students:
Feelings: scared, calm, worried
Verbs: was, stayed, helped
- Write on the board:

- “I was...”
- “Then...”
- “I felt...”
- “I did...”

3 IMPLEMENTATION (20 Minutes)

Purpose: Students will create their own short autobiographical writing.

Method: Guided writing task

Task:

“Write about a time when you felt scared but tried to be brave.”

Can be real or imaginary.

▀ **Writing structure:**

Students are given the following framework (on the board or as a worksheet):

EVALUATION

Purpose: Sharing, awareness and brief feedback.

Application:

- The teacher asks 2-3 volunteer students to read their writings out loud.
- Then the following questions are asked to the class:
 - “What do you think about their story?”
 - “Was it real or imaginary?”
 - “What kind of feelings did they express?”
- Teacher gives general feedback:
 - “Great use of feeling words!”, “You used past tense well!”

RECOMMENDATIONS

💬 For students who can write less, sentence completion cards or pictorial support can be used.

Before you make this lesson, you can give targeted grammar topics and vocabulary in another lesson to make students be ready for this activity.