

Introductory note for parents and carers

Welcome! This **Bite** takes around 15 minutes, but the ideas within may be revisited in conversations around the dinner table for weeks to come!

This **Bite** is available in both video and printed (PDF) formats. Each covers the same content, so choose the best option for your student's learning environment. There's no need to use the PDF as a worksheet if you choose the video.

If an adult is not available to assist, we recommend downloading the video version as stories and questions are read to students for them. The video can be paused during the 'thinking time' so students can work through the questions at their own pace.

Bites for the K – 2 age group are designed for children to tackle individually, with siblings or peers, and/or with the assistance of an adult. The adult's role is to read the stories and questions (if using the PDF), model genuine curiosity and to support the student to think for themselves.

Aim to be neutral when listening to ideas expressed by your student. Ask them to give reasons for their opinion rather than try to do the thinking and reasoning for them. Encourage the student to talk through their ideas by using expressions like 'Ok', 'hmmm, I wonder...' and 'interesting thought!'.

There is often not a single right answer when it comes to ethical dilemmas. In that way, ethics is different to other lessons like maths. Instead, what ethical inquiry helps us do is to look at a situation or idea from different points of view, and to think about the reasons behind those points of view. When we do this, we think more deeply about our own views, discover new ideas, and build a deeper understanding of the considerations in each dilemma. We develop our skills in critical thinking and ethical reasoning and our ability to make well- thought-out decisions in a range of circumstances.

Is it important to be brave?

Objectives/ethical concepts explored

Students consider whether:

- overcoming an unfounded fear – a fear of something that is not actually dangerous - counts as courage (or bravery)
- we can be said to be courageous if we fail to recognise the danger we face
- being able to overcome our fears helps us to accomplish some of the things that are important to us

Skills developed

- Listening and recalling
- Reflecting on own beliefs
- Developing criteria for determining decisions

Essential questions

- Do you think it was brave of Nari to dive off the board?
- Zach is too scared to put his face in the water. Does that matter?
- Would it have been better for Zach if he had been able to make himself put his face in the water?
- Do you think Olivia was brave to stand still when she saw a snake?

This Bite encourages students to think for themselves about the nature and importance of courage. Using real-life examples, we encourage students to reflect upon the idea that courage involves overcoming fear, and to consider whether or not it is important to develop courage as part of one's character.

Bites are based on Primary Ethics lessons developed for use by trained adult volunteer facilitators in NSW public schools. Our lessons are based on philosophical ethics and use a 'community of inquiry' approach – the *asking power* of the group – to work together in discussion. The community of inquiry approach provides students with the opportunity to reflect on and form their own responses and consider the ideas of others in a safe and supportive environment.

You can read more about the community of inquiry approach here: <https://primaryethics.com.au/about-ethics-classes/what-happens-in-an-ethics-class/>

And watch this video for a great explanation of philosophical ethics: <https://vimeo.com/199903>