**Title: Developing Personal Power – Our ‘I CAN’ Part 2**

**Introduction to the Lesson**

This is the third in a series of 6 one-hour lessons written by consultant, Lucy Holbrook, which explore the concept of ‘power’ – power over, power to, power with and power within. The aim is to give learners a comprehensive Power Toolkit that includes an understanding of how to use their internal body resources to support that external process of non-violent social change. This lesson follows on from ‘Developing Personal Power Part 1’.

Please see the supporting document written by Lucy explaining the rationale for the lessons (Resource Sheet 72).

**Curriculum links:** RSHE, Citizenship, English

**English National Curriculum for Citizenship links**: **KS2** Knowledge, skills and understanding: ‘2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences’; ‘2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities’; ‘2f to resolve differences by looking at alternatives, making decisions and explaining choices’.

**Learning Outcomes:**

* To understand how our feeling, thinking and behaviour connect in our brain.
* To understand how our Personal Power is linked to using equal amounts of feeling and thinking in our behaviour choices.
* To recognise how important our internal body state is to effective non-violent action.

**Concepts:**

Powerful

Power

Surrender/yielding

These concepts come from the work of Paul Linden- a specialist in body and movement awareness education, whose work focuses on the interplay between self-exploration and effective action (www.being-in-movement.com).

**Links to violence:**

When we don’t have power – the strength to execute something – we don’t really have a choice.

Power and surrender **–** we are taken over by the power of the other.

**Links to non-violence:**

Powerful – how we feel when we move; working from the inside or inner realm; our ability to control our environment – internal and external – while we maintain safety to achieve our goals, wishes, dreams and needs.

Power and yielding – we can go with… be sensitive to, curious about, empathic for the other so not taken over by them, but can engage with them.

**Key Vocabulary**:

Personal Power – I CAN

Curiosity – mind set of an explorer – ‘Oh, that’s interesting… I wonder why/what/if/how, etc.?’

Feelings

Thinking

Behaviour

Repetition

Imagination

Intention

Persistence

**Resources:**

Resource Sheet 81: Our amazing brain quiz

Simple model of the brain PowerPoint

Resource Sheet 82: Script imagination and intention activities script

Resource Sheet 83: Feelings, thoughts and behaviour event sheet

Resource Sheet 78: I CAN toolkit images

Resource Sheet 88: Simple model of the brain image

Poem ‘The Power of One’ by Ashish Ram [https://www.poemhunter.com/poem/the-power- of-one/](https://www.poemhunter.com/poem/the-power-of-one/)

PowerPoint (of lesson optional)

As background to the theme of Personal Power for teachers: Kiran Bir Sethi TED talk: <https://www.ted.com/talks/kiran_sethi_kids_take_charge?language=en>

1. **Starter activity**

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| **Activity** | **Time**  |
| 1. Introduce this lesson as Part 2 of exploring Personal Power and creating your Personal Power Toolkits. This lesson focuses on understanding how our feeling, thinking and behaviour connect in our brain.

For this starter activity you can choose either 1. To do Our Amazing Brain quiz (RS81), OR
2. Use the quote (PowerPoint) to generate some discussion around how we use our thinking and intention, which comes up again later in the lesson.

Hand out or show ‘Energy follows thought; what you focus on grows’ quote for the learners to discuss in pairs/table groups/as a class (depending on their age and capability) asking them to consider what they think this quote means?  | 10 mins. |

1. **Main activity**

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| **Activity** | **Time**  |
| 1. Share the Simple Model of the Brain PowerPoint Show slides 3 – 7 which in this lesson explains how our feelings and thinking are interconnected and interdependent; and in particular if we don’t feel safe (internally in our autonomic nervous system) we don’t get access to the thinking part of our brain.

(NB slide 8 is for Lesson 4)Follow this up with slides 10-13 about Feeling Safe Matters and How we Learn. | 10 mins. |
| 1. **Imagination and Intention Activities**

Read out the RS82 Imagination and Intention Activities Script (paired work) then reflect on the activity (in groups or as whole class). | 12 mins. |
| 1. **Interconnection between our feelings thinking and behaviour**

Show slides 15 and16 from Simple Model of the Brain PowerPoint using the notes to explain the information.Invite the learners to fill in RS83 Feelings, Thoughts and Behaviour Event sheet. Again this can be done alone, in pairs, table groups or as a whole class. They can choose their own event from their experience, or you can offer them scenarios (NB if you chose something from a book or film guide the learners not to do just do the same ‘behaviour’ as the character. If they would choose the same behaviour you want them to be able to understand and explain why). | 20 mins. |

1. **Reflection**

Share those elements for Personal Power toolkit covered in this lesson along with poem ‘The Power of One’ <https://www.poemhunter.com/poem/the-power-of-one/>

Have short discussion about how this poem illustrates the idea of Personal Power. Do they feel they have more Personal Power as a result of the two lessons? What’s been most useful or interesting? How does Personal Power link to non-violent action?

**d. Suggested follow-up activities**

**1.****Sticky Hands – Speaking and listening with our bodies as a way to explore power and co-operation.** (10-15 mins)

Pair the learners facing each other; they should both have one foot forward and one foot back (preferably the same one as it makes it easier to do the activity).

One is leader while the other follows and the task of the one leading is to move hands around but in way that it is possible for the other to follow and mirror the movement. They should do this in silence.

Do it for 2 or 3 mins. and then swap around.

Gather feedback asking the following questions:

* What did they find easy about leading?
* What did they find hard about leading?
* What did they find easy about following?
* What did they find hard about following?
* What EWS (early warning signs) or feelings did they notice in their body while they were leading?
* What EWS or feelings did they notice in their body while they were following?

**2.** **The Power of YES and NO** (10-15 mins)

YES, and NO are about our boundaries – what we want to say yes to and no to in our lives. This activity is about exploring how we say YES and NO and how many different ways can we say it and still mean it e.g. softly, angrily, strictly, jokingly, manipulatively.

In pairs: one just says YES whilst the other just says NO. Then swap over. Start with 1 -1.5 mins. You can vary the time for this activity – the shorter it is the lighter hearted; the longer the time the more intense it is likely to feel.

**Afterwards ask the learners**

* What was it like only saying YES?
* What was it like only saying NO?
* What EWS or feelings did they notice in their body while they were leading?
* What EWS or feelings did they notice in their body while they were following?
* Did they find one easier or harder than the other?
* Did they feel they really meant their YES/NO?
* Did they feel their partner really meant their YES/NO?