**LESSON PLAN**

**D&AD, Lesson No 1: Creative Bravery**

THE PURPOSE OF THE LESSON

Understand the need for bravery in creativity.

BY THE END OF THIS LEARNERS WILL HAVE EVIDENCE TO SUPPORT THESE OUTCOMES

Learners will have identified what bravery is, when they have been brave themselves, and seen examples of bravery in creativity.

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| TIME | TASK | RESOURCES NEEDED |
| 10 MIN | **Getting Started**  Today we’re going to be looking at the creative process, how we all have the ability to be creative and one of the key tools that helps everyone to be more creative.  To get started, what we’d like you to watch a piece of advertising that has been hailed as ‘great creative work’ across the world.  As you watch the case study that explains how this piece of work came about and what it was for, write down your thoughts about why you think it was a strong project.  <https://drive.google.com/open?id=1SVD3NRn2lX2AgGVlp_t01kB_Si1sD67M> | Presentation, video, pens, paper |
| 5 MIN | **If in classroom, get into small groups.**  Get the groups to discuss what they thought about the campaign and show them more images of the video to see if they have any new thoughts about why this was such a good campaign. | Discussion, pens, paper |
| 5 MIN | **FEEDBACK**  Get the teams to feedback to each other what they thought stood out about the campaign.  If anyone mentions bravery, use this to lead onto the next segment. If not, ask the room if anyone wrote down brave. | Discussion |
| 10 MIN | **Bravery: What does it mean to you?** *Setting the scene*  Over the next few lessons, we’re going to be exploring creative bravery and how we see this is and an essential skill for the future workforce.  Discussion. What do people think of when they hear the word ‘brave’? What kind of jobs do you think require bravery? Can bravery mean different things to different people?  Bravery vs. Fearlessness  Bravery to say “I don’t know”  Bravery to be yourself | Discussion |
| 15 MIN | **What’s something people you and your friends are afraid of?**  Working in teams of two, write down some examples of things that people your age might be afraid of. Holding a spider, climbing a tree, putting your hand up in class, life during pandemic.  Then share with the class.  Has anyone ever tackled one of these fears (they don’t need to say which one if they don’t feel like)? How did you feel before, during, and after? | Paper & pens |
| 5 MIN | **Creative bravery in action**  To finish, let’s take a look at another example of a brave campaign. This one is championing people’s achievements in and outside of sports thanks to their belief in themselves and their dream. It’s an untraditional take on motivational campaign showing that anyone can become great at anything as long as they believe in their dreams and pursue them despite what other say.  What’s extra special about this is that the spokesperson for this campaign is an athlete who had to end his career as an NFL player because of this political activism against police brutality.  After watching, we’ll discuss what you think was creatively brave about this campaign.  <https://drive.google.com/open?id=1h70l7sYt3pmuI8siz-QNfuRYyqa9T7AL>   * Not an expected sports campaign * Doesn’t talk about the brand * Shares a memorable and motivational message about what people can achieve * Uses current sports events to accelerate its message, especially about the Colin Kaepernick | Discussion & video |