

# Activity 1:

# Being Brave

## Learning Outcome:

To explore how it feels to be brave.

## Context:

Being brave invites us to face uncomfortable, scared feelings, and to actively work with them. Being brave enables us to feel more in control. This activity encourages pupils to explore what being brave means to them, ways that they could feel braver and how this could make them feel more resilient.

## Activity:

Start the session with groundrules, to ensure that children feel safe to speak and only share what they don't mind others knowing.

- Remind the pupils what resilience means and how we need to build this to help us cope with difficult situations we may face.
- In small groups, ask the children to think of simple examples of when they have had to be brave in a difficult situation, e.g. someone is calling you names and you walked away, owning up to doing something that you might get into trouble for, speaking in front of the whole class/school, sticking up for someone. Ask the groups to write down some of the examples on post its and stick them on the flipchart.
- Ask the groups to think about how doing those brave things made them feel, e.g. proud, pleased with themselves, happy, resilient, like they could cope better with difficult situations. Ask the groups to write these words or phrases down and stick those on another flipchart.
- Go through some of the scenarios, reflecting the range of acts.
- Explain that we all have different things that we find difficult, so for one person the thought of standing up in front of a large audience would be terrifying, whereas someone else may find that okay but not know how to comfort someone who is upset. We all have different qualities that make us unique.
- Ask the children what helps us feel brave, e.g. having friends to help us, practising something, being congratulated on trying.
- Teacher to think of an example where they want to be brave and how they might go about that and feed back to the children.
- Invite the children to think about things they would like to do, but don't make them share.

## Time:

30 mins



## Resources:

- Post its
- Pens
- Flipchart

## Thing to consider:

Some pupils may not have the self-confidence to feel brave, ensure pupils do not feel inadequate if they struggle to come up with ideas. If this is the case focus on imaginary situations and whether they represent bravery.

Consider that sometimes being brave backfires or children have a negative experience of when they were brave (such as being humiliated for sticking up for a friend).

## Extension activity:

Ask pupils to draw a cartoon strip showing a time that they felt brave or carried out a brave act.