



# **Year 6**

## **PSHE transition**

### **Lesson 6**

**Being Brave**



## Starter

Write down 5 words that you associate with being brave.



# Introduction

What superpower would you like to have and why?



# Discussion

- What super powers are good?
- How would super powers help a young person to be brave?
- What else could help a young person feel braver?
- How could being brave help a young person feel more resilient?
- How could their life be different if they were braver?
- With superpowers what might that person do differently that they couldn't do before?
- How might their life be different?



## Note

Facing our fears makes us stronger and more confident, so that when tough times hit, we know we will have more experience handling tough situations and therefore increasing our resilience.



# Activity – page 14 and 15

Design yourself as a superhero and answer the questions on page 14 and 15

**Being**

**Design yourself as a Superhero**

Your Superhero name

My Superhero name is Worry Buster. I can bust worries, fly and be invisible.

14

**brave**

If you were a Superhero, what powers would you like to have?

How would super powers help you be more brave?

What else could help you feel more brave?

How could being brave help you feel more resilient?

15



# Discussion

Can you give an example of how you might be brave in school.  
Write it down.



## Thinking time

How might someone feel about themselves after being brave?

Is it brave to walk away from situations instead of having an argument or fight?





## Activity

Draw out a scene showing how your superhero would deal with the following scenarios.

Seeing someone being bullied

Not knowing who to play with at play time

Forgetting their homework

Losing their PE kit.



## Extension

Create a comic strip of your superhero saving the day.

Can you identify how others in your comic strip feel?