

## *Courage: Lesson One*

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**Lesson Title:** What is Courage?

**Objective:** To introduce courage / what others think about courage

**Grade:** 6/8 **Time:** 25-30 minutes

**Materials:** Board and Marker, Courage Sheet 1

1. Tell the class that we are going to start a unit on courage. The goal of this unit is to help students see how courage can be used in positive ways that can help you in many areas such as building friendships, doing well in school, learning about your interests, resisting peer pressure and stopping bullying.
2. Ask the class for their definition of courage. Write the different definitions on the board. Use a student definition for bullying or one of these: Courage: the ability to face your fears OR Courage: to face fears with determination and confidence.
3. There is one feeling that must be present to demonstrate courage. Ask the class to name that feeling. It is fear. Explain to the class that you can't demonstrate courage without having fear. Ask the class to define fear. Use one of the student's definitions of fear or this one: Fear: to be afraid of something.
4. Ask the class to name people who have displayed courage. Try to get famous examples (Martin Luther King, Gandhi, Rosa Parks, New York City Fire Fighters, Peacekeepers in Afghanistan) and personal examples (someone who stopped a bully, a mom who went back to college, someone who tried out for a play).
5. Pass out Courage Sheet 1. Explain the directions to Section A, and ask the students to complete the section.
6. Let the students get into groups of three to six people. Ask individuals in the group to share their answers in Section A. Have the groups come to a consensus on which answers should be True or False in Section A. Ask a recorder in each group to write down the answers.
7. Ask the recorders to come to the front of the class and give their group's answers to Section A. Write down the answers on the board. Ask students to explain why they thought certain answers were true or false. This exercise is meant to start a classroom discussion.
8. Explain the directions to Section B and ask the students to complete the section. Repeat Steps 6 and 7 for Section B.
9. Review the definition of courage, fear and how courage varies for different people, as was demonstrated in Courage Sheet 1.

# Courage Sheet 1

## Section A

Answer the following questions True or False.

- \_\_\_\_\_ You can use courage in positive or negative ways
- \_\_\_\_\_ It is easier to be courageous if you are in a popular group
- \_\_\_\_\_ Students at school are often courageous
- \_\_\_\_\_ Peer pressure is overrated
- \_\_\_\_\_ It takes courage to admit to others when you made a mistake
- \_\_\_\_\_ It is always better to keep out of things unless it directly involves you

## Section B

Rank the following from most courageous (1) to least courageous (6).

- \_\_\_\_\_ To try out for a sports team when your not sure if you will make the team
- \_\_\_\_\_ To try to make a new friend when your not sure if they will like you
- \_\_\_\_\_ To say no to cigarettes when all you other friends are smoking
- \_\_\_\_\_ To try to water-ski in front of your friends when you have never tried it before
- \_\_\_\_\_ To admit to your parents that you told them a lie
- \_\_\_\_\_ To help someone who is being bullied

## *Courage: Lesson Two*

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**Lesson Title:** Courage Quotes / Which examples of courage interest you?

**Objective:** To examine courage quotes / have students explore what different examples of courage influence them the most

**Grade:** 6/8 **Time:** 25-30 minutes

**Materials:** Board and Marker, Courage Sheet 2

1. Review the definition of courage, fear and how courage varies for different people, as was demonstrated in Courage Sheet 1.
2. Ask the students whether they know about the Nazis. Have a student explain what he or she knows about Hitler and how he ruled Germany. Talk about the courage that people demonstrated during World War II.
3. Read the poem "Because" on Courage Sheet 2 to the class. Ask the class why they think the Nazi victim wrote the poem. This exercise should start a classroom discussion on using courage to help others. Ask students to give examples of people who used courage to help others.
4. Read the quotes on Courage Sheet 2 to the class. Ask the students write down their first, second and third favorite quotes.
5. Have the students get into groups of three to six people. Ask each student to tell their group their favorite quotes and why they like them. Have the groups write down their first, second and third favorite quotes. Have a recorder from each group tell the class their favorite quotes and why.
6. Ask the students to rate what takes the first-, second- and third-most courage in handling conflicts on Courage Sheet 2. Ask the students why they rated as they did in order to start a classroom discussion about using courage to handle conflicts without fighting.
7. Ask students to write about a famous person or a person that they know that used courage. Have them write at least five sentences about the situation and how using courage affected the people involved.
8. Review using courage to help others, the courage quotes, handling conflicts, and different situations in which courage was used.

## Courage Sheet ##2

Because - By a Nazi Victim

They first came for the communist and I didn't speak up

Because I wasn't a Communist.

Then they came for the Jews and I didn't speak up

Because I wasn't a Jew.

Then they came for the trade unionists and I didn't speak up

Because I wasn't a trade unionist.

Then they came for the Catholics and I didn't speak up

Because I wasn't a Catholic.

Then they came for me

And by that time there was no one left to speak up.

### **Courage Quotes**

There are risks and costs to a program of action, but they are far less than the long-range risks and costs of comfortable inaction. John Kennedy

The ultimate measure of a person is not where they stand in moments of comfort but where they stand in times of challenge and controversy. Martin Luther King Jr.

Courage is resistance to fear, mastery of fear, not absence of fear. Mark Twain

Courage is what you are afraid to do. There can be no courage unless you are scared.

Each of us must be the change we want to see in the world. Gandhi

What you want to do, you do. The rest is just talk.

Even if you are on the right track, you will get run over if you just sit there. Will Rogers

Without courage, you cannot practice any other virtues consistently. Aristotle

What matters is not the size of the dog in the fight, but the size of the fight on the dog.

### **How to Handle Conflicts**

**1. Talk it out**

**2. Ignore it**

**3. Get help**

## *Courage: Lesson Three*

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**Lesson Title:** Proud people use courage in positive ways

**Objective:** To have students recognize that people who use courage in positive ways often can identify

**Grade:** 6/8 **Time:** 25-30 minutes

**Materials:** Board and Marker

1. Review using courage to help others, the courage quotes, handling conflicts, and different situations in which courage was used.
2. Ask the class to give you examples of using courage in negative ways. Examples: jumping off a roof to impress your friends (true story, and the boy broke his leg), smoking cigarettes, etc.
3. Ask the class to give you examples of using courage in positive ways. Examples: making a new friend, trying to learn how to roller blade, taking class that might be difficult, etc.
4. Tell the class about the Harvard study that found that people who take positive risks can often identify things that make them proud and generally have a higher self-esteem than people who take negative risks.
5. Have the students put their name on the top of a piece of paper. Ask the students to pass the paper to their left. Have the students write something positive about the other person that should make them proud. Give examples: nice hair, positive attitude, good at math, honest, funny, fun, dependable, kind, good at basketball, etc. Repeat passing the paper a few times.
6. Have the first row come up to the front of the class with their paper. Line the students up. Read one of the pieces of paper and ask the students to guess who it is. (Do you think it is Tasia? Ronnie? Bee? etc.) Repeat this exercise for all rows.
7. Review the correlation between being able to identify things about which you are proud and using courage in a positive way.

## *Courage: Lesson Four*

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**Lesson Title:** Proud people use courage in positive ways II

**Objective:** To have students recognize that people who use courage in positive ways often can identify

**Grade:** 6/8 **Time:** 25-30 minutes

**Materials:** Board and Marker, 'What I think' sheet

1. Review the correlation between being able to identify things that make you proud and using courage in a positive way.
2. Pass out the What I Think sheet. Read the directions and ask the students to fill out the sheet. Stress the importance of being truthful.
3. Ask the class to add up the numbers they circled. If your total is 37 or under, your self-concept is good. If the total is between 38-44, your self-concept is fair. If the total is over 44, you should work on improving your self-concept.
4. Split the class into groups of three to six.
5. Ask the groups to write down five ways that you can improve your self-concept.
6. Have a reporter from each group share with list with the class.
7. Review the correlation between being able to identify things that make you proud and using courage in a positive way.

## What I Think

Circle the number that best describes what you think for each situation. Circling the number one means "I feel that way sometimes" and circling the number five means "I feel that way all the time." Circle two, three or four if you are somewhere in the middle.

1. I don't like other people.

sometimes 1 2 3 4 5 all the time

2. I can't help feeling the way I do.

sometimes 1 2 3 4 5 all the time

3. It is someone else's fault if I am unhappy.

sometimes 1 2 3 4 5 all the time

4. I am disappointed in myself.

sometimes 1 2 3 4 5 all the time

5. It is difficult for me to think of a few things that I do well.

sometimes 1 2 3 4 5 all the time

6. I should never be criticized for what I do.

sometimes 1 2 3 4 5 all the time

7. People don't like me.

sometimes 1 2 3 4 5 all the time

8. It is difficult for me to think of things that make me proud.

sometimes 1 2 3 4 5 all the time

9. I must never show or express my fears.

sometimes 1 2 3 4 5 all the time

10. I don't help people who are picked on by others.

sometimes 1 2 3 4 5 all the time

## *Courage: Lesson Five*

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**Lesson Title:** Using Courage to take positive risks

**Objective:** To identify positive and negative risks

**Grade:** 6/8 **Time:** 25-30 minutes

**Materials:** Board and Marker, Penalty Kick video in Your Choice, Your Chance series (copy is at 1930)

1. Review the correlation between being able to identify things that make you proud and using courage in a positive way.
2. We talked about how people can use courage to take good or bad risks. We also learned that you can tell if a person doesn't feel good about himself or herself if they are trying to prove something by taking bad risks.
3. Give an example of a bad risk (riding a bike on a freeway).
4. You can tell if a person feels OK about himself or herself by whether they take good risks.
5. Give an example of a good risk (telling a teacher if your friend is getting bullied). Ask the class to give you some examples and write them on the board.
6. Tell the class that we are going to watch a video about a boy named Eric who has hemophilia. People with hemophilia can get a lot of internal bleeding just from small bruises. Untreated internal bleeding can cause loss of limbs and even death. Watch to see what good and bad risks are taken.
7. Show the Penalty Kick video.
8. Ask the class: What good risks were taken in the video? What bad risks were taken in the video? How did the Eric and George's family situation (environment) increase their chances of taking bad risks? Do you think Eric will drink George's vodka? Do think Eric could say no even with his bad home situation?
9. Review how the types of risks you take relate to self-concept.



## *Courage: Lesson Six*

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**Lesson Title:** Unit Review

**Objective:** To review the major concepts of the unit

**Grade:** 6/8 **Time:** 25-30 minutes

**Materials:** Board and Marker

1. Review the correlation between being able to identify things that make you proud and using courage in a positive way.
2. Explain to the students that this lesson is the last one with a focus on courage. Handout the Courage Review Sheet and go through it with the students. Pick up the papers when finished.
3. Split the class up into two groups.
4. Play Jeopardy. Write a Jeopardy game on the board with the answer squares empty. (The questions you ask are on the Courage Review Sheet).
5. Play Final Jeopardy. The teams can bet none, some or all their points.
6. Review the key concepts of the unit. Ask the class to tell you what they learned from this unit.

# Courage Review

## Courage

1. What is a definition of courage? To face danger with confidence and determination
2. What feeling must you have to be courageous? Fear
3. Tell about a time when you saw someone not display courage when they could have.
4. What is a positive way you can display courage?

## Self-concept

1. What is self-concept? How you see yourself
2. What is a risk factor? The amount of danger in an action
3. Tell an act of courage that someone with a poor self-concept may take.
4. Tell an act of courage that someone with a positive self-concept may take.

## Handling conflicts courageously

1. What are three ways you can handle conflict courageously?  
A) Talk it out B) Ignore it C) Get help
2. Which one of these three ways to handle conflict takes the most courage?

## Quotes

1. What is Martin Luther King's quote about courage?
2. What is Will Roger's quote about courage?
3. What is quote about courage that refers to a dog?
4. What is Ghandi's quote about courage?

## Miscellaneous

1. Name a favorite quote about courage.
2. State the main message of Because by the Nazi victim.
3. Who is a famous person you know who displays courage?
4. Who is someone not famous you know who displays courage?