

Becoming Courageous

Introduction

What is Courage?

Objective:

1. To get children to begin thinking about courage.
2. To think of courage as a skill that can be learned.

Rationale:

1. Courage something that most people don't spend a lot of time consciously learning about, so many might think that it is either something you have or you don't have. When courage is broken into a set of learnable skills, then it becomes something that we can all improve. Resilience happens as a result of becoming more courageous.
2. Thinking and talking about courage increases awareness of it.

Alignment to the British Columbia Core Competencies:

Personal Awareness and Responsibility; Self Determination and Self-Regulation;

1. I can imagine and work toward change in myself and in the world.
2. I can persevere with challenging tasks.

Supporting Literature:

1. Lucy Hone TEDx talk: [3 Secrets of Resilient People](#)
2. David Brooks TED talk: [The lies our culture tells us about what matters - and a better way to live](#)

Materials and Resources:

1. Courage Journals. I use exercise books, but you can use any type of book or journal. Courage Journals are used to reflect on the content of the day's lesson. Each child should have their own.
2. Storybook: *If I Never Forever Endeavour* by Holly Meade.
3. Storybook: *Mirette on the High Wire* by Emily Arnold McCully.
4. Cards to use with *Mirette and the High Wire* (at end of lesson)

Lesson (approx. 1 hour)

Becoming Courageous

Introduction:

1. Organize students to listen to a story.
2. Welcome students and explain that the class will be meeting each week to learn about courage. Begin a conversation about courage. What is courage? Has anyone ever done anything courageous?
3. Read the story, *If I Never Forever Endeavour* by Holly Meade
4. Facilitate a conversation about the bird and his struggle. What are the benefits of being courageous? What are the challenges? Is being courageous worth it?

Main Activity:

1. Explain to the class that you are going to teach them skills that will help them to become more courageous in their lives. Introduce the definition of courage that we will be learning, which is “Using our whole heart to mold and shape challenges into triumphs”
2. Introduce the 5 Elements of Courage: *Wide Awake, Pause, Contemplate, Act, Reflect*. Explain that each of these elements can be broken down into learnable skills, and that we will be learning a new skills every week or two. You can show the website which has all of the skills listed.
3. Introduce the storybook, *Mirette on the High Wire*. Ask the students to look for the 5 elements of courage in this story.
4. After reading the book, use the worksheet provided to tease out the 5 elements of courage. Cut out the cards and have the students lay them out in front of them. Go through the story, and have the students look for the elements of courage. When they recognize an element, they hold up the corresponding card. Depending on the age and experience of your class, you can do this as an individual activity or organize the class into groups of 5, which each member of the group looking for one element of courage.

Reflective Activity:

Introduce Courage Journals. Courage Journals will be used to think about and reflect on the learning we are doing in our Becoming Courageous class. Question for today: Have you ever done anything courageous? Write about it and try to list the 5 elements of courage in your example.

Extensions:

Using the Language of Courage: Rather than being a specific activity, using the language of courage can be described as a culture shift. As a group (teacher and students) notice and name the element of courage they are observing. There is a sheet at the bottom of the lesson where the teacher or student can write down what they have observed. These can be printed off as stickers, where they can be placed in a child’s planner at the end of the day, or printed on paper, and placed on a bulletin board.

Creative Activity: *my small act of courage* is an activity that can be printed off of the “creative activity” button on the website. Students think of something they have done that is courageous and analyze it to break it down into the 5 elements of courage. If the students need more direction, you could think of an example of something your whole class has learned together. Write the steps on the board and have them copy onto the worksheet **Print the sheets single sided**. Instructions are on worksheet 2.

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Mirette on the High Wire

Cut out the cards.

Hold up the card that fits the point in the story where Mirette displays each element of courage.

Notice

Pause

Contemplate

Act

Reflect

Becoming Courageous

<p>I noticed _____ being courageous.</p> <p>Notice Pause Contemplate Act Reflect</p> <p>This is what I saw:</p> <hr/> <p>Signed _____.</p>	<p>I noticed _____ being courageous.</p> <p>Notice Pause Contemplate Act Reflect</p> <p>This is what I saw:</p> <hr/> <p>Signed _____.</p>
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