

Courage

This is the second week of our Courage unit. Students will focus on courage and how it relates to the concept of being a leader.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Self-Proclaimed Hero

Students will examine areas that bother them and identify ways they can become a hero by using courage to broach this topic with others. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Top 10 List: Heroes

Divide the class into groups of 6-8. Each group will brainstorm the top 10 qualities of a hero. What does a hero look like to you? After all the groups are done, have each share and compile a combined list using only the non-duplicated answers.

For Partners
15 minutes



Unsung Heroes

Who in our community uses courage to help keep us safe, happy, and healthy? Many heroes go without recognition. With your partner, identify at least one unsung hero in your community/country that provides help, even if they aren't directly rewarded for it. Note: try to dig a little deeper beyond the typical police/firefighter answers!

For Individuals
15 minutes



The Hero in Me

Using the template below, write your name in the center bubble. Fill in a surrounding bubble with an example to illustrate how you can or have been a hero to others. Don't limit yourself to just being a hero to your peers. You can be a hero to younger children, adults, and even strangers! (See below for template.)

Technology-Focused
15 minutes



International Heroes

In small groups, research international articles for heroes around the world. Identify one person and share their heroic qualities with the rest of the class. What makes them a hero in your opinion?

<https://www.dogonews.com/category/world>

Self-Proclaimed Hero

Students will examine areas that bother them and identify ways they can become a hero by using courage to broach this topic with others.

Lesson Timeframe

30 minutes

Required Materials

- Paper
 - Pencils
 - Projector or Smart Board for video
 - Internet Connection
- <https://www.youtube.com/watch?v=tqF1Enrgo2g>

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



Lesson Objective

Students will:

- Practice using courage to be a leader in an area they feel passionate about
- Apply courageousness to a variety of situations in group and individual settings

Teacher Connection/Self-Care

Take some time to reflect on your most courageous acts this year. Remember that courage includes kindness, vulnerability, leadership, and standing up for what you believe in. Was there something you fought for this year? Did you try a new teaching strategy that really worked? Did you try something that failed miserably that you had to own and learn from? What was something really kind you did for yourself this year? If you struggle to think of a courageous act, it isn't too late! Start today! Infuse courage into your next hour. Do something intentional and kind for yourself. Make a request of your principal for something you need next year. Bring up that strategy or idea or concern to your PLC group that you have been meaning to discuss all year. It isn't too late to be courageous; make today the day!

Share

3-5 minutes

How would you define the term hero? (Invite student responses.)

How do heroes use courage and vulnerability to accomplish their goals? (Invite student responses.)

Yes, there are some common ideas that come up when we explore heroes. These characteristics of strength, courage, bravery, and confidence are all common themes when we think of the heroes of our world and our media.



Inspire

15 minutes

Last week we introduced the concept of courage and the idea that vulnerability plays into our ability to act courageous in a variety of settings. This week we will apply both of these concepts as we explore the concept of heroes. We often think of heroes as people that are larger than life, with powers or abilities that far outweigh our own personal strengths. However, each of us is fully capable of being a hero in our own right!

Let's watch a short video to explore ways that each one of us can use to be heroes in our own way. Pay special attention to the questions the Kid President asks. Your opinion to these tough questions matters! You are the future leaders of our country and even our world. Your voice counts!

<https://www.youtube.com/watch?v=tgF1Enrgo2g>



Empower

15 minutes

Explain that the class will now explore different ideas to the questions posed in the video. Write the 3 questions mentioned in the video on the whiteboard. Students will answer them individually on a piece of paper:

- What bothers me most? (Feel free to give these additional prompts if needed: in our school, our community, and our world.)
- What can I do about it?
- Who can I bring with me?

Allow 5-7 minutes for students to answer all three questions. Divide the class into small groups of 3-5 and have each person share their answers with their group.



Reflect

5-7 minutes

Guide a discussion on the “making” of heroes. Each of us has unique qualities and skills that we can offer our community. These special characteristics allow us to champion a cause if we are passionate enough! You have the power to be a hero, even if you have never stepped out of your comfort zone prior to this activity.

- Review the basic steps to moving forward:
- Think about what bothers you.
- Make a list of what YOU can do about it. (This might be a direct action that you can do or even reaching out to others that have the power to change things that you can't based on your age.)
- Brainstorm who you can bring with you. (Who is willing to join you in speaking out? Think beyond friends; other peers, adults, and community members might all be bothered by the same thing you are!)

If desired, collect the paper from each student and read them anonymously throughout the unit as time allows. It's time to celebrate the heroes present right here in this class!

