

Courage

This is the final week of our Courage unit. Students will focus on courage and how the ultimate demonstration of courage is to embrace kindness in every situation, regardless of how you are being treated.

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



Build Me Up!

The class as a whole will take turns building each other up with public affirmations and kind words of encouragement in a simple game of “monkey in the middle”. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Kindness Attributes

Divide the class into groups of 4-6. What are the attributes of a kind peer? Using an idea web (see below for sample handout), create a tool to help identify a kind peer. Share your answers with the class as a whole.

For Partners
15 minutes



Kindness Contract

With your partner, complete the attached kindness contract. Make sure to identify 3-5 CONCRETE ways the two of you can demonstrate kindness towards each other both in school and in your community, regardless of if you are friends outside of class or not.

For Individuals
15 minutes



Self-Talk Cards

Using index cards, create 5-10 positive self talk cards for use each morning. Each statement must be present tense, empowering, and kind to yourself. Example: “I am a terrific public speaker.” Keep the cards next to your bed and read them aloud every morning throughout the entire week!

Technology-Focused
15 minutes



Words Have Power

As a class, brainstorm 3-5 commonly misunderstood texts that could cause harm depending on how someone interprets them. Example: “You’re so lame lol.” Discuss kinder options and the importance of implied voice behind words when someone is not physically present to add vital facial expressions to their words to help others interpret them correctly.

Build Me Up!

The class as a whole will take turns building each other up with public affirmations and kind words of encouragement in a simple game of “monkey in the middle”.

Lesson Timeframe

30 minutes

Required Materials

- Index Cards
- Pencils

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:

- Explore the connection between courage and kindness.
- Practice using courage and kindness at school and at home.

Teacher Connection/Self-Care

Welcome to the last lesson of the last unit! Congratulations! This is a great time to celebrate all you have accomplished this year, both personally and professionally, knowing that you likely grew through pain, you reached goals through trials, and you found success after failure. We know growth is not the easy road; it is often the road less traveled and sometimes you have to have the courage to press on, to speak truth, to share kindness, and to be vulnerable. Today, though, celebrate the journey. Revel in the lessons learned and the challenges met. Recognize how brave and good and kind and persevering you were this year. Write an affirming statement about your accomplishments this year. For example:

“This year, my lesson plan about ____ really worked and made my students better learners.”

“This year I was at my best when ____.”

“This year, I was a leader in ____.”

Then, write a courageous goal for next year around one of the kindness concepts you taught this year. How can you infuse respect, caring, integrity, inclusiveness, respect, and courage into your teaching and leading, and what will you need to do to get there? Celebrate today, but continue the work tomorrow.



Share

3-5 minutes

What does kindness look like to you? (Invite student responses.)

Think back to our original definition of courage: Courage is being willing to try new things, to stand up for yourself and for others, and to do the right thing even if others pressure you to do the wrong thing.

How can we apply kindness to this definition? (Invite student responses.)



Inspire

4-6 minutes

This is the fourth week in our courage unit. So far we have explored courage and how it connects with vulnerability and humility. This last week focuses on the ultimate demonstration of courage: the act of kindness! Kindness may not feel like an act of courage, but to truly show kindness in ALL settings can definitely be a challenge.

Even in tough situations, such as standing up for yourself and others, we can still place kindness at the center of our words and actions. This takes courage because we might not be accepted. We might even be made fun of, teased, or bullied. Using courage to be kind is always worth the risk!



Empower

15 minutes

Explain that the class will now play a game aimed at using kindness to build up each student in the class.

- Form a circle in your class. If space allows, use chairs to create a circle with one chair placed in the middle. If space is limited, have every person remain seated on top of their desks.
- Starting with the teacher (or a volunteer if desired) have one person sit in the middle of the circle. If you were not able to make a circle, have them simply stand up to indicate they are the focus of the first round.
- Each person on the outside of the circle must share one kind comment about the person in the middle. If desired, use a sentence starter such as, “_____ (name) rocks because_____!”
- There shouldn’t be any duplicates or “close calls”. Each person must come up with a personal affirmation for the person in the middle.
- No vague statements such as, “Kaiya rocks because she is cool!” Statements need to reflect the specific person.
- Keep rotating until the entire class, including the teacher, have experienced a turn in the middle of the circle.

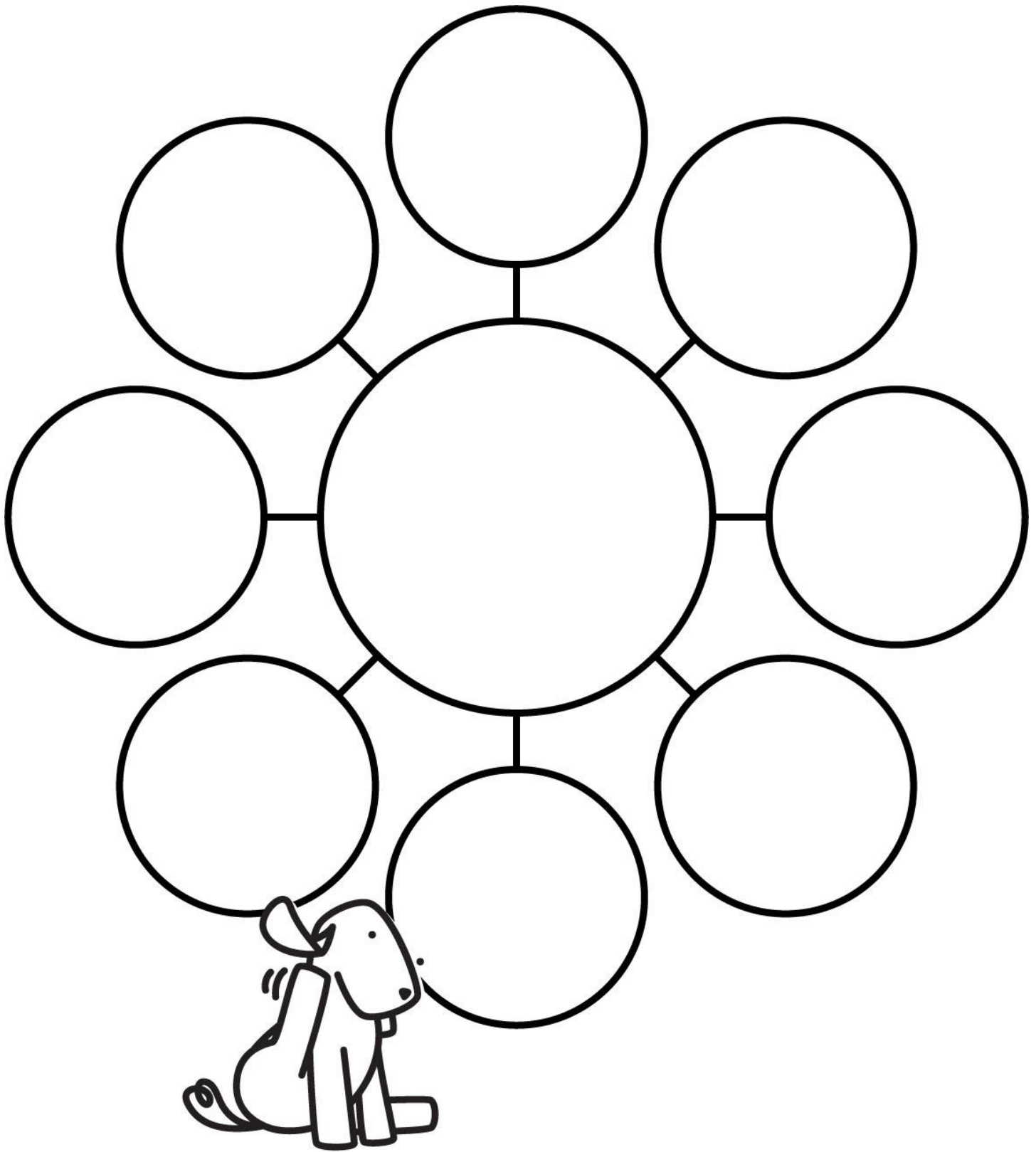


Reflect

5-7 minutes

Using index cards, have each student complete an exit ticket highlighting their favorite affirmation. What fills your bucket the most? What kind words can you carry with you for the rest of the day? How can you use courage to pass this kindness onto others throughout your day today?

Kind Peer Attributes



Kindness Contract

The below kindness contract is made between

_____ and _____

We both agree to demonstrate kindness to each other
whether we are in school or in our community.

To show kindness, we agree to do the following things:

1. _____
2. _____
3. _____
4. _____
5. _____

Signature

Signature

Date

Date

