CHOOSE COURAGE

BELIEVE IN YOU LESSON PLAN
**OPENER (10 MINUTES)**

- Hand out a copy of Web of Courage to the students to complete.
- Allow students to work in pairs or small groups to discuss their responses and allow for several students to share openly with the class.

**EPISODE 5 – ALLISON SCHMITT**
*(FILM: 10 MINUTES/26 SECONDS)*

- Post video discussion questions
  - In what ways did Allison Schmitt demonstrate courage?
  - In what ways are these demonstrations of courage similar or different?
  - Think of how you have demonstrated courage in the past. How do your examples compare to the courage Allison demonstrated?

**RISK TAKERS LESSON (20-25 MIN)**

- Working in pairs or groups of four, have students develop two separate lists of good and bad risks. Have them record as many as they can. Give age-appropriate examples to help prompt student thinking and discussions.
  - Bad risks: accepting a dare from a friend, lying, cheating, stealing, smoking, drinking alcohol, taking prescription drugs, taking illegal drugs;
  - Good risks: volunteering, making new friends, participating in sports, not sharing homework with peers, public speaking, asking for help when needed, etc.
- After creating each list, have pairs/groups rank the good risk and bad risk lists separately. The ranking needs to be based on the amount of courage required to take each one of the risks (1 = least amount of courage required and 10 = most amount of courage required).
- Once students create their lists, hang them up around the room and have students walk around in their pairs/groups.
- Discuss the different lists that students developed by talking about why certain risks are either good or bad and why certain types of risks require more courage than others. If groups ranked the same risk differently, ask why and how they assigned these rankings.
CLOSING (5 MIN)

Use the following as possible discussion questions:

» What role does courage play in taking risks? Is more courage required to take good risks or bad risks? Why?

» What are some potential outcomes of good risks? What are the possible consequences of bad risks?

» Which risks are most popular or most common with students today?

» Does peer pressure influence your "risk-taking behavior"?

» Do some students believe that it takes courage to take a bad risk?
WEB OF COURAGE: Complete as many boxes as you can.

- Book or Movie about courage:
- Fictional characters who display courage:
- Real people who display courage:
- Synonyms for courage:
- Antonyms for courage:
- A time that I had courage was....
- I can help someone gain courage by....
- A time I wish I had more courage....

EPISODE FIVE – CHOOSE COURAGE
DAILY MINI-LESSONS

EPISODE FIVE – WEEK ONE

CHOOSE COURAGE

DAY ONE
MAKE A DIFFERENCE MONDAY
Discuss or journal: What was most interesting about this episode to you?

DAY TWO
TAKE TIME FOR YOU TUESDAY
Mindful Mantras. Have each student create a mantra if they do not have one. After 5 minutes to think about the mantra or creating one, have each student share their personal mantra. Share the examples listed below to help prompt the students.
1. Choose courage.
2. I can do anything.
3. Fear not.

DAY THREE
WE STAND TOGETHER WEDNESDAY
Create a class motto about helping others. Use the motto all month long as the class aspires to help others.

DAY FOUR
THOUGHTFUL THURSDAY
1. What does this expression mean: “Find courage?” 2. Name something that you do to display your courage?
3. Why do people have fears? 4. What is a way that you work to overcome your fears?

DAY FIVE
FUN FRIDAY
Create a class road map/list of ways that your school can help and motivate others.
DAILY MINI-LESSONS

EPISODE FIVE - WEEK TWO

CHOOSE COURAGE

DAY ONE
MAKE A DIFFERENCE MONDAY
What can you do individually to help others? Affirmation day: Share your affirmations with the class:
1. I am beautiful.
2. I am strong.
3. I am kind.
4. I am successful.

DAY TWO
TAKE TIME FOR YOU TUESDAY
10-minute silent time: Have students use this time to focus on a personal task or catching up on an assignment or focusing on ways to overcome fear.

DAY THREE
WE STAND TOGETHER WEDNESDAY
Have your class work together to write a communal story. Start with one sentence on the board. Have your students take turns coming up to the board and adding one sentence to the story. Each person will be able to use his or her creativity to further the story. Focus on ways to overcome obstacles.

DAY FOUR
THOUGHTFUL THURSDAY
Create signs to post in the classroom or around the school hallways that promote positivity.

DAY FIVE
FUN FRIDAY
Pay it forward Friday: Do something nice for someone using the Pay it Forward. Ensure students understand and can define serial reciprocity (paying it forward).
DAILY MINI-LESSONS

EPISODE FIVE – WEEK THREE

CHOOSE COURAGE

DAY ONE
MAKE A DIFFERENCE MONDAY
Class discussion: What stands between you and success?

DAY TWO
TAKE TIME FOR YOU TUESDAY
What are some questions that you have about the episode? How can you, personally, help others and make our world a better place? Fear is scary and the ability to help others is important.

DAY THREE
WE STAND TOGETHER WEDNESDAY
Divide students into groups of five and have them write a script for 90 second “commercial” for helping others and mentorship. The commercial is a 90 second video that can be created using a phone or classroom technology.

DAY FOUR
THOUGHTFUL THURSDAY
Have students make a list of the qualities that they should look for in a mentor.

DAY FIVE
FUN FRIDAY
If you could medal in the Olympics Like Allison did, what would your sport be. Share your ideas as a class.
**DAILY MINI-LESSONS**

**EPISODE FIVE - WEEK FOUR**

**CHOOSE COURAGE**

**DAY ONE**

**MAKE A DIFFERENCE MONDAY**
Students take out their whiteboards or some scratch paper and then give them the assignment to define DEPRESSION and ways that they can help others.

**DAY TWO**

**TAKE TIME FOR YOU TUESDAY**
Sit and reflect for ten minutes on yourself and others that may need an extra bit of encouragement.

**DAY THREE**

**WE STAND TOGETHER WEDNESDAY**
Film the 90 second commercial from the previous week. Allow students to edit, put music to the video etc. and be prepared to show the video the following week.

**DAY FOUR**

**THOUGHTFUL THURSDAY**
Choose Courage. What is an idea or project that you think would be helpful in your school?

**DAY FIVE**

**FUN FRIDAY**
Have students list all of the things they have done thus far this month to help others? Try and reach 100 examples of helping others using everything everyone in the class has done.
DAILY MINI-LESSONS

EPISODE FIVE – WEEK FIVE

CHOOSE COURAGE

DAY ONE
MAKE A DIFFERENCE MONDAY
Be kind or offer a hand to someone that is not one of your friends.

DAY TWO
TAKE TIME FOR YOU TUESDAY
Ten minutes of quiet time. Play a song and encourage students to completely decompress.

DAY THREE
WE STAND TOGETHER WEDNESDAY
Show the 90 second video from previous week’s activity.

DAY FOUR
THOUGHTFUL THURSDAY
Journal Prompt: Take ten minutes to write the answer to the question. Fear, depression, and anxiety can be challenging, but I know ... helps me.

DAY FIVE
FUN FRIDAY
All school challenge: represent your favorite Olympic Activity. Class activity ideas: basketball, soccer, curling, etc.
SUGGESTED WRITING TOPICS
Use the following topics as writing prompts for weekly writing opportunities. Students should complete a one page journal entry based on the topics below. At the end of the academic year, the students’ journals should provide reflection and motivation to continue being the best person they can be.

• Make every day count.
• Change your game from the inside out.
• Walk louder than you speak.
• Describe your character.
• Why is discipline so important?
• Why is accountability important?
• How can you inspire others?
• Communication...how can you improve your communication skills?
• What is your favorite song? How does it motivate you?
• What would you do if a bully bothered you on your way home?
• What would you do if you did very poorly on a test?
• How can you help others in your community?
• Chase the goal, chase your dreams.
• Make memories, what have you done to help promote your school?
• What would you do if you found a magic wand?
• If you were principal of this school, what would you do?
• If you could break the Guinness Book of Records, what would it be for?
• What would you do, if you just won the lottery?
• If you could go back in time and change one thing in your life, what would you change?
• What do you consider your greatest accomplishment to date and why?