

KiDs Beach Club®

Presents



CHARACTERLEADS™

COURAGE

CharacterLeads.org

MEET THE AUTHORS

DR. HEATHER CATO



Dr. Heather Cato is an educational strategist with more than 15 years of experience in the field of education. Dr. Cato's experience includes classroom teacher, curriculum director, and professional developer. She holds a PhD in Reading Education from Texas Woman's University and an EC-12 Principal Certification, among others. Dr. Cato is driven by the belief that every student deserves high-quality learning experiences facilitated by exceptional educators who are highly skilled in their craft.

DR. FRANK BANFILL

Dr. Frank Banfill is a global developer of leaders and organizations. Dr. Banfill trained leaders across six continents, started a college in Africa, and wrote or contributed to three books including the Handbook of International and Cross-Cultural Leadership Research Processes (Routledge). Dr. Banfill is the executive producer of an award-winning weekly children's TV show that emphasizes character development for preteenagers. He holds a PhD in Global Leadership-Organizational Management from Indiana Tech.







COURAGE

LEADERSHIP CONNECTION

Our character word for this week is Courage. What is the most important thing that a leader needs? According to a study of leaders across 12 countries, it is courage¹. Courage starts with knowing what you stand for, which in turn enables the leader to handle difficult situations with calm and clarity². Courage enables leaders to face their challenges with honesty³. Leaders need moral courage to take a stand against pressures to violate ethics or ignore an organization's stated values⁴.

Courage is developed over time and stems from a strong value system. "Peace of conscience is much greater than peace of mind. It means that you are truly true to that which you have internalized as being right and that gives you tremendous courage" (Pruzan, 2008, p. 109).

We know from various studies that a person's values, or lack of them, are established during their childhood, especially the preteenager years. As we help children consider and establish values, we are helping them develop the courage needed to be leaders as adults.

References

¹Bass, B. M., & Bass, R. (2008). The Bass handbook of leadership: Theory, research, and application (4th ed.). Free Press.

²Dresler, L. (2012, October 19). Standing in the fire: Leading in high-heat situations with clarity, calm and courage. International Leadership Association annual conference, Denver, CO.
<http://www.ila-net.org/Conferences/CDROM/2012Materials/90A.pdf>

³Hedges, K. (2014, September). If you think leadership development is a waste of time you may be right. Forbes. <http://www.forbes.com/sites/work-in-progress/2014/09/23/if-you-think-leadership-development-is-a-waste-of-time-you-may-be-right>

⁴Taft, S. H., & White, J. (2007). Ethics education: Using inductive reasoning to develop individual, group, organizational, and global perspectives. Journal of Management Education, 31(5), 614–646. <https://doi.org/10.1177/1052562907307641>

Pruzan, P. (2008). Spiritual-based leadership in business. Journal of Human Values, 14(2), 101–114. <https://doi.org/10.1177/097168580801400202>

DEFINITION

> Standing up for what I believe in; bravery

QUOTATION

"I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."
— Nelson Mandela

OBJECTIVE

I can show courage or bravery by standing up for what I believe in.

LEADER

> Ruby Bridges



COURAGE

COURAGE



CHARACTER WORD

Courage - Standing up for what I believe in; bravery

TOPICS ADDRESSED

- courage
- bravery
- standing up for what you believe in

TEACHING OBJECTIVE

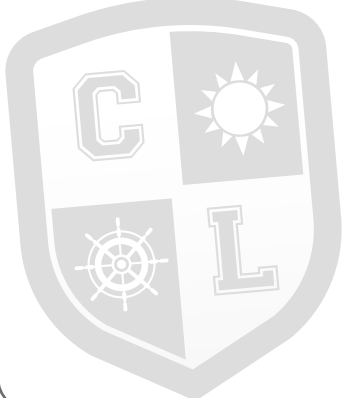
I can show courage or bravery by standing up for what I believe in

QUOTE

"I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."
—Nelson Mandela

SUPPLIES NEEDED

Assembly presentation for Courage



Assembly Guide

VIDEO RECAP

SUMMARY

The video addresses the issue of having courage. Alex is stressed because he has to deliver a note to his parents from the school principal. He is tempted to open it but remembers that he has been growing as a leader and doing the right thing. At Beach Club, he learns about what it means to have courage.

INTRODUCTION

Introduce the Character Word

Today we will be thinking a little bit more about what the word courage means. It would take a lot of courage for someone to jump between those two rocks. Today as you watch the video, I want you to think about the ways the kids at Kids Beach Club show courage.

Play the Video

FOLLOW-UP DISCUSSION QUESTIONS

GRADES K-2

- Why was Alex so scared at the beginning of the video?
- Did Alex's friends have good advice for him on how to handle the envelope? Why or why not?
- How can Alex show courage when he delivers the envelope to his parents?
- Share a time that you had to have the courage to do something. How did it make you feel?

GRADES 3-6

- Why was Alex so scared at the beginning of the video?
- Did Alex's friends have good advice for him on how to handle the envelope? Why or why not?
- How can Alex show courage when he delivers the envelope to his parents?
- Have you ever been scared to tell your parents or teachers something? What did you do?
- What makes it hard to have courage sometimes?
- Why do you think it's important for leaders to have courage?

COURAGE

DEFINE THE WORD

After the video and discussion, explain to students that the word courage means standing up for what I believe in or showing bravery.

APPLICATION

To make a personal connection, introduce the objective to students: *I can show courage or bravery by standing up for what I believe in.* Challenge them to consider how they might show courage in a difficult situation that they are currently facing.

COURAGE



CHARACTER WORD

Courage - Standing up for what I believe in; bravery

TEACHING OBJECTIVE

I can show courage or bravery by standing up for what I believe in.

QUOTE

"I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."
—Nelson Mandela

SUPPLIES NEEDED

GET CONNECTED
none

OBJECTIVE LINK
strips of paper, marker

CHARACTER CONNECTION
chart paper or whiteboard,
picture of Ruby Bridges

WRAP-UP
Writing journal (optional)

MAKE IT STICK
REVIEW GAME
Beach balls, pennies,
jump rope or hula hoop

Classroom Lesson

WHAT'S THE POINT?

Perhaps it's because people are prone to worry and fear over circumstances that are out of our control rather than having courage. Courage starts with knowing what you stand for so when you are scared or worried you can handle the situation calmly. So where does your courage come from? In what or who do you place your trust? Often people draw courage from their own abilities, the money they have in the bank, their connections, or their popularity. But in today's lesson, we will discover that courage really comes from conviction in what you believe.

GET CONNECTED

Building relationships; introducing today's lesson



none

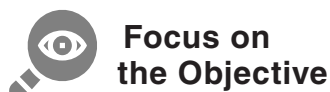
Use the following conversation prompts to get to know the students and to introduce today's lesson.

Conversation Prompts

- Our character word today is courage. What does courage mean to you?
- How would you describe a person who has courage?
- Show me how a person who feels scared might look and act. Show me how a person with courage looks and acts.
- Many young people are afraid of swimming. What things might help a person who is afraid of swimming to have courage? (life jacket, lessons, lifeguards, etc.)

OBJECTIVE LINK

Teaching the objective to students



Objective - I can show courage or bravery by standing up for what I believe in.

Remind everyone that today's character word is courage. Help them understand that learning about character qualities, such as courage, helps them learn more about and develop into leaders. Today's Objective focuses on the ways in which people can show courage. Point out that people can show courage by:

- Being brave
- Standing up for what you believe in

Activity - Strips of Paper

strips of paper, marker

Prepare

Write each action listed below on a slip of paper. Write the objective on the board. Guide students to take turns selecting on a slip of paper. Once a student selects a strip of paper, read the directions to the class. As a class, students should then recite the objective according to the directions on the slip of paper.

- In fast forward mode while jogging in place
- In a whisper, while tiptoeing
- Shouting while marching
- In slow motion, while jogging in place
- In a normal voice while walking backward



Focus on today's Quotation

"I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."

— Nelson Mandela

Nelson Mandela was a civil rights leader in South Africa. He actively fought for non-white citizens to have the same rights as white citizens and spent much time in jail for his protests. Because of his courage, he became a symbol for his people and would later become president of South Africa.

Conversation Prompts

- What do you think Mr. Mandela meant when he said courage is not the absence of fear?

COURAGE

CHARACTER CONNECTION

Teaching today's character word



chart paper or whiteboard, picture of Ruby Bridges

As we learned earlier, giving courage means standing up for what you believe in; bravery, but what does that really mean? Let's take a closer look at what showing courage looks, sounds, and feels like .

*Teacher will create the following chart:

Courage		
Looks Like	Sounds Like	Feels Like

Students will brainstorm examples of what it looks like, sounds like, and feels like to show courage. (Ex. looks like walking away from a fight, etc.)

In Character Leads, we will talk about leaders that showed good citizenship and excellent character. These people are important because they provide real-life examples of our character word and show us what it takes to become more effective leaders. Today's leader proves that even young children can show confidence in a big way.

*Read the Character Leader Spotlight below:

Ruby Bridges

Before 1954, almost all schools were segregated by race. That meant that black and white students did not go to the same school. In 1954, the Supreme Court of the United States ended segregation. Ruby Bridges was the first black student to go to a school that was not segregated in New Orleans, Louisiana.

Ruby's first day of school was very different from what we experience today, and took a lot of courage, especially for a young girl. Ruby was escorted to her first day by US Marshalls, or special police, that protected her from angry protesters. Can you imagine how scary it would be to go to school with a bunch of angry adults yelling horrible things at you? Ruby showed courage by doing the right thing. One of the police officers that went with her named Charles Burke said, "She showed a lot of courage. She never cried. She didn't whimper. She just marched along like a little soldier, and we're all very, very proud of her."

COURAGE

On the first day, no parents allowed their white children to go to school. Barbara Henry became Ruby's teacher, and eventually, parents did start bringing their children back to school. Even though Ruby was standing up for her rights, things weren't easy. She and her family received threats, and her father lost his job. They had to make the decision to stand up for what they believed was right even when things were challenging.

Ruby went on to become a travel agent, got married, and had four sons. She became an author and established The Ruby Bridges Foundation to promote tolerance and equality through education. She has been honored with several awards for her bravery, and we still honor her today as an American hero.

Application

Courage starts with knowing what you stand for. When you know what you believe and what you stand for, you can face challenges in a calm way. Leaders need courage to do the right thing. When you have to decide whether or not you should do something, you have to ask yourself:

- Does it line up with my values or beliefs?
- Does it break any rules that leaders I respect have put in place?
- Is it safe?

We just read about how Ruby Bridges stood up for what she thought was right. Let's practice scenarios that we would need courage for. Reach each scenario then help students process each one to determine what they would do in that situation.

Scenario #1: You are at recess and one of your friends is saying mean things about someone else. What would you do? (Help students go through the questions and make a plan about what they would do. Have students act out the scenario as time permits.)

Scenario #2: Your sister says that you should ride your bike past the boundary that your parents have set to prove that you are brave. What would you do? (Help students go through the questions and make a plan. Students may have difficulty understanding the difference between bravery and carelessness. Emphasize student safety.)

Scenario #3: You really want to try diving into deep water at the lake. You have on a life jacket and your parents are in the water waiting for you. You are still very scared. What would you do? (Help students go through the questions and make a plan about what they would do.)

I want to challenge you to show courage and stand up for what is right, even when you feel afraid.

COURAGE

Teaching Tip

When planning your wrap-up, it may be a good idea to have older students write in a journal or on a sheet of paper about one more than one of the questions.

WRAP UP

Applying today's character word



writing journal (optional)

TODAY'S LESSON

Today we learned that courage means standing up for what you believe in; bravery. We also learned how one can show courage or bravery by standing up for what they believe in.

Conversation Prompts

- > What questions do you have about today's character word?
- > What opportunities do you have to stand up and do the right thing?
- > Where can you get the courage to stand up and do the right thing?

CharacterLeads Pages

Remind students that the CharacterLeads worksheet that their teacher gave them to complete during the warm-up time each day is a great way to learn more about how they can develop as a leader by learning more about the word courage.

MAKE IT STICK – REVIEW GAME



Playing a game to review today's character word.

When introducing today's review game, remind students of today's character word, courage. Ask them to tell how people can show courage when playing games. Sometimes it's hard to get out of your comfort zone when trying a new game. Challenge the students to demonstrate courage when playing today's review game.

Option 1 – UP FOR GRABS

Beach ball

Guide all the students to sit in a large circle. Number students off 1-8. Tell them to remember their numbers. Place the beach ball in the center of the circle. The teacher will call out a number 1-8. Everyone in the circle with that number will race to the center of the circle to get the beach ball. The one who gets the ball first gets to answer a review question. Continue until all questions are answered.

Option 2 – BULL'S EYE

Pennies (or any tossing object), jump rope or hula hoop

Prepare

Arrange the jump rope or hula hoop on the floor in a circle to resemble a target.

Split the group into teams. (Two teams will compete against each other.) Each team needs one penny. A player from each team will toss a penny and the closest one to the bull's eye (center of the jump rope spiral "target") gets to answer the question. Continue with other players from each team until all review questions have been asked/answered. The team with the most points wins.

REVIEW QUESTIONS

1. What is today's character word? (courage)
2. What does courage mean? (Standing up for what I believe in; bravery.)
3. Name one thing courage looks or sounds like.
4. How did Ruby Bridges show courage?
5. What is one thing you really admire about Ruby Bridges?
6. Why do you think Ruby Bridges' parents decided to send her to school even though it was scary?
7. Name a time that you or someone you know showed courage.
8. Is it easier to have courage when you're standing up for yourself, or someone else? Why?
9. Why is it important for leaders to show courage?
10. Recite today's objective. (I can show courage or bravery by standing up for what I believe in.)

References

Ricks, Mark. "Ruby Bridges' First Day of School." *Medium*, *Medium*, 9 Feb. 2019, markricks.medium.com/rubybridges-fdc4ee377058

Teaching Tip

When planning your Objective Link activity, be mindful of the space and resources you have available to you. It may be necessary to modify or adapt the activity. Also, be time-sensitive by keeping your explanation and instructions short so students have maximum time to complete the activity.

ACTIVITIES TO REINFORCE THE OBJECTIVE

- > *I can show courage or bravery by standing up for what I believe in.*

Option 1 - Disappearing Objective

Prepare

Write the objective on the board. Ask the group to read the objective aloud together a few times. Call on a student to erase one word. Read the objective as a group, including the erased word. Repeat until all the words are gone and the students are able to recite from memory. Option: If you don't have access to a whiteboard, write the objective on a poster and cover each word with a sticky note instead of erasing it. Also, depending on the class you may want to split the group into teams to complete the activity.

Option 2 - Tricky Teacher

No Supplies Needed

Repeat the objective with everyone several times so that they are familiar with it. Then, say the objective aloud to them, but make a mistake. When they hear the mistake, they call out "Gotcha" and get one point. If the students don't catch the error, the "Tricky Teacher" gets a point. Play with everyone or in surf teams.

PROJECT / ACTIVITY IDEAS

- > Create a Courage Jar with popsicle sticks that each have a different positive affirmation on them. Place the jar in a prominent place in your classroom and encourage students when they are feeling like they could use a little extra courage to pull a stick and say the affirmation out loud to provide them a little extra encouragement. (affirmations may include: you are enough, be brave, be bold, be you, today is your day, just be yourself, etc.)
- > Set up an obstacle course with various things for students to complete (e.g. hop through hoola hoops, leap like a frog, walk backwards, etc.) Before you have students participate, have them identify what part of the course they think will be the easiest or the hardest part for them to complete. After completing the obstacle course, have students reflect on how they used courage to complete the part that they identified as the hardest.

- > Connect to social studies by having students spend some time researching an important historical figure. As they research, students make a T-chart of things that the person is known for accomplishing as well as times when the person had to demonstrate courage. The focus of this activity would be to highlight for students that although we know many of these figures because of the good they have accomplished, they also have had moments of defeat and moments where they had to persevere with courage.

WRITING PROMPT

- > **READ** - Read the information in the box below.
“I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.” — Nelson Mandela
- > **THINK** - Think about the ways someone can show courage.
- > **WRITE** - Write about a person who has shown courage. Explain how this person showed courage.

BOOK SUGGESTIONS

- > The Rooster Who Would Not Be Quiet! By
- > The Smallest Girl in the Smallest Grade Written by Justin Roberts
- > What Do You Do With a Problem? by Kobi Yamada.
- > Malala’s Magic Pencil by Malala Yousafzai
- > The Day You Begin by Jacqueline Woodson
- > Sheila Rae, The Brave by Kevin Henkes



COURAGE

M- Think of a time that you showed courage. Draw a picture of yourself in that moment.

Th- Think of a person in your life that shows courage. What did they do and what makes them courageous?

T- Your friend is over and she tells you that you should climb the roof, and then jump off to show how brave you are. Thinking about what you've learned about courage, what would you do?

F- Nelson Mandela said, "I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."

Think about something that you might be fearful of. Read the following sentence, and think about how you might still show courage:

I am afraid of _____,

but I can show courage by _____,

W- What comes to your mind when you think of the word courage? Draw or write your thoughts below:



DEFINITION

Standing up for what I believe in; bravery



Dear Parent,

This week our your child learned about the character quality of courage. We define courage as standing up for what you believe in; bravery. Through our Character Leads lesson, students considered how they could show courage by being brave and by standing up for what they believe in.

Here are some things you can do to reinforce the quality of courage at home.

- > Find ways to make trying new things a regular part of your family activities. Encourage your child to try new things (e.g. sports, art, music, after-school club). Even if your child feels they might not be good at it, teach them that the goal of trying something new isn't to be the best. Trying new things is a great opportunity to learn something about yourself.
- > Look for opportunities to encourage independence. Letting them try things on their own empowers them to feel a sense of accomplishment as well as gain confidence in their abilities. Even if they don't succeed, remember to encourage their efforts and growth.
- > Help your child practice positive self-talk. The things we tell ourselves influence how we see ourselves. If you hear your child frequently crying she "can't" help to reframe the statements by recognizing what she can do instead of what she cannot do.

"I learned that courage was not the absence of fear, but the triumph over it.
The brave man is not he who does not feel afraid, but he who conquers that fear."

— Nelson Mandela



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