

# Courage

**COURAGE** means to be brave. Courage means having the strength to face fear and overcome something difficult.

## LESSON 1

Read the definition **COURAGE** to students. Read: **People show courage in many ways. When people do what is right, even when it's not the easy or popular choice, they are using courage. Some people show courage in the jobs that they perform for the community, such as firefighters, soldiers, and police officers who are willing to risk their own lives to protect others.** Instruct students to think of three people that they know who show or have shown courage. As time allows, invite students to describe the individuals they selected and tell why they were chosen.  
*[School/Home Link](#) Ask students to discuss with a family member courageous things that you have done together.*

## LESSON 2

Review the definition of **COURAGE**. Explain to students that there are different types of courage. Write two types of courage on the board: **Physical Courage and Moral Courage.** Read: **Physical courage helps you face dangers that threaten your safety and health. You would need physical courage if your boat capsized and you needed to swim to shore. Moral courage is what enables you to stand up to your friends and say "No" if you are asked to do something wrong. You need moral courage to stand up for your beliefs and values, even when others are making fun of you.** As time allows, instruct students to describe situations that require courage and to categorize the type of courage identified.  
*[School/Home Link](#) Ask students to describe the two types of courage to a family member and discuss an example of each.*

## LESSON 3

Review the definition of **COURAGE**. Write the following on the board: **Cowardice (geocar), Safety (agdem), Weakness (thensrgt), and Bravery (efra).** Read: **The scrambled letters inside the parentheses can be changed around into words that have something to do with courage. Using the word beside each group of mixed up letters as a clue, rearrange the letters to find the antonym (words that mean the opposite) of each word.** Allow time for students to unscramble the words, which are: Courage, Danger, Strength, and Fear. If additional clues are needed, point out that once unscrambled, all four words are included in the definition of courage.  
*[School/Home Link](#) Tell students to ask a family member to describe the most courageous thing that they have ever done in their own life.*

## LESSON 4

Review the definition of **COURAGE**. Read: **The United States of America exists today because of the courage of many people throughout its history. How did the following people show courage? How has their bravery made your life in this country better? 1) George Washington, 2) Dr. Martin Luther King, Jr., 3) Susan B. Anthony, 4) Neil Armstrong, 5) The men and women of our armed forces.** Allow time for discussion. As time allows, have students think of other people who displayed courage. Ask them to write two sentences about one of the people, describing how they displayed courage and how their courage impacted our nation's history.  
*[School/Home Link](#) Tell students to ask a family member about a person they feel that showed courage.*

## LESSON 5

Review the definition of **COURAGE**. Tell students they will evaluate their own personal level of courage. Explain that they will illustrate the results of their self-evaluation by creating a bar graph or a pie chart. Write the following situations on the board: **1) reading aloud in front of people, 2) telling the truth, 3) playing a musical instrument in front of others, 4) meeting new friends, 5) admitting mistakes, 6) trying out for a team sport, 7) resisting peer pressure, 8) standing up for an idea, even though no one thinks it's a good idea, 9) trying to accomplish something that is difficult, 10) doing what's right, even if others make fun of you.** Tell students to consider each situation and think about their actions or decisions that demonstrate courage or the lack of courage. Instruct them to use a scale of one to ten to graph the degree of courage they feel is required to overcome each situation, with number ten being the highest degree of courage and number one showing the lowest. As time allows, ask students to choose one area where they would like to strengthen their courage and tell how they could improve.  
*[School/Home Link](#) Ask students to show their graph to a family member and discuss the results of the self-evaluation.*

## Louisiana Content Standards and Grade Level Expectations

ELA-1-E6, ELA-4-E2, ELA-4-E5, ELA-4-E7, ELA-3-E3, ELA-7-E1, ELA-7-E2, ELA-7-E4