



## Courage

**COURAGE** is the ability to meet danger without fear.

*Competency Area:* • Academic • Emotional/Social Career Readiness

### *Definition:*

COURAGE is the ability to face danger and find strength to overcome fear.

### *quote for Discussion:*

"Courage is the first of the human qualities because it is the quality which guarantees all the others." - Sir Winston Churchill

### *Lesson Purpose:*

To help students be a positive bystander when they see other students who are being bullied; and to act with courage make school the safest environment possible.

### *Goals/Objectives*

- The students will learn the importance of standing up a classmate being bullied.
- The students will learn skills to stand up to a bully.
- The students will practice positive bystander skills among their classmates.



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### Lesson:

Read: So often students who witness another student being mean to a classmate choose to not say or do anything to stop the bullying because they either don't know what to do/say or they are too afraid of being bullied themselves.

Give or show a real life example of bullies picking on other children to give students clear picture of what bullying looks like and might feel like. Locate and show pictures to create an instant connection for students. Say: This week we are going to learn how to "Be a Brave Bystander". You will learn 3 skills that will help you stand up for your classmates when others are being mean or unkind. You will also understand that bullying is harmless and has long-term consequences. Ask the following questions and discuss:

- Looking at these images, what thoughts or feelings stand out to you?
- How common is bullying in our school? What different forms of bullying do you see?
- What long-term impact does bullying have on children? How about adults?

Have students brainstorm skills needed to "be brave bystanders". Teach them that using "I" statements is one skill to develop. Other skills include choosing pre thought out comebacks, humor. Another is learning and having the courage to report without ratting. As time allows, have students practice these skills. Then, Divide students into 4 groups and present each with one of the following situations.



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### Situation #1:

You and a group of friends are sitting at the lunch table and one of your friends sees a student sitting by themselves at the table next to yours. The student is new to your school and to your class. Your friend begins to make fun of the clothes that the new student wore to school. All your friends start to laugh. What do you choose?

### Situation #2:

You are spending time with a new friend and they start talking about one of your other friends. The rumors aren't true but you want this new friendship to work out. What do you choose?

### Situation #3:

After school at the bus stop you are walking home and you see a group of kids from your class making fun of a younger student and picking on him. The kids from your class haven't always been friendly to you. What do you choose?

### Situation #4:

You and your friends went to the store after school; one of your friends decides that he wants to take some candy without paying for it. You know that if he gets caught shop-lifting that he and possibly you could get into lots of trouble. What do you choose?

Have each small group come to the front of the room and present their situation and image that they created. The students describe the following:

1. The importance of being a brave bystander.
2. How they would be a "Brave Bystander" in that scene.
3. Agree to be "Brave Bystanders"

### Common Core English Language Arts Standards:

SL.5.1, SL.5.1c, SL.5.1.d, L.5.1, L.5.5.a, L.5.5.c, L.5.3, L.5.4.b, L.5.5