



Grade 9 | COURAGE | Lesson 1

LESSON 1:

Defining Courage, The First Part of the Formula

Student Outcomes	SEL Standards
<ul style="list-style-type: none">• Identify examples of courage• Connect the courage definition to the student's personal life.• Compare/Contrast social courage situations• Organize a list of social situations by the level of courage needed to follow through with the task	Self Awareness Self Management Social Awareness

Educator Prep

- Think about opportunities where you have had to show courage in small and big ways. Be prepared to kick off conversation with these examples as needed.
- Please note: this lesson refers to a video and/or discussion about the story of Jesse Lewis that was part of Lesson 6 in the Choosing Love In Our Brave New World unit grades 9-12:

Today, you are going to meet Scarlett Lewis. Her son left a message on her chalk board that sparked the Choose Love Movement. You will hear about Jesse's message and the Choose Love Formula. Our collective goal throughout this program is to Have a Lot of Fun and to Be Courageous, just as Jesse demonstrated in his short lifetime."

Show video: [The Choose Love Formula](#)

****This video touches on the Sandy Hook tragedy and Jesse's death. If you feel that this information is too much for your students to hear during this time, you can start the video at 51 seconds.**

Lesson

"We will begin with courage because so much of what we do every day takes courage."

"Courage is defined as the willingness and ability to work through obstacles despite feelings of embarrassment, fear, reluctance, or uncertainty. When you make positive choices, even though they may be difficult for you, you're practicing courage. Big acts of courage typically involve a larger risk, such as overcoming pain or danger, while small acts of courage help you overcome everyday challenges like presenting in front of the class, solving conflicts, or stating an unpopular opinion."

"What are some examples of heroic acts of courage?"

Encourage students to identify examples from the news, from stories they've read, or from history.

“Choosing to do the right thing when no one is watching, or choosing to be kind to someone who is outside your social group takes courage and can have tremendous benefits for yourself and others. There are opportunities to be courageous every day. We will follow with the benefits of gratitude, forgiveness, and compassion in action, all of which lead us to choose love.”

“What are examples of everyday acts of courage?” Encourage students to identify acts of courage in their personal lives, school, or community.

“Listen to the following examples of courage. Put yourself in the person’s shoes and take their perspective. How much courage do you think you’d need to do what they did?”

After each scenario, ask students to raise their hands showing from 1 to 5 how much courage it would take to make that scenario a reality (1 being a low-level of courage and 5 being a high-level of courage). The following are some situations to pose to your class:

- Asking someone out on a date.
- Volunteering to take the penalty shot in the last minutes of an important game.
- Asking a teacher for help

- Telling an adult you trust you’ve been mistreated (either by a peer or someone older)

- Going on your first job interview.
- Standing up for equality (based on sexual preference, ethnicity , religion etc..)
- Standing up for someone who is being teased. (being an upstander and not a bystander)

- Taking your driver’s test.

- Saying hello to a new student or new neighbor in your town

- Sitting at lunch with the student who sits alone

BE COURAGEOUS!!!

“Sometimes we’re called on to demonstrate great acts of courage, while other times it’s small acts of courage that can make a huge difference. Acting courageously benefits you and your community.”

“Before he died, Jesse left a message for his big brother that was found in his bedroom. It said, ‘Have a lot of fun.’ Our hope is to inspire and enlighten each and every one of you this year and for us to ‘have a lot of fun’ together!”

“We will use Google Classroom just like in your other classes to open discussion threads, have discussions when not in this classroom and also to hand in your exit slips after some of our lessons. This Google Classroom is a space to express yourself and your feelings and thoughts in a healthy, positive way.”

“How do you feel after hearing about Jesse’s final act of courage? Take a moment to write about it on the exit slip provided on GC. Let students know they have the option to also partake in the Choose Love Movement on social media (Facebook and Instagram).

Social Media Extension

Remind students, they have the opportunity to follow the classes’ social media page or Choose Love on [Instagram](#), and to invite their friends, families, and caregivers to do the same. Throughout the program this account will be used to model appropriate online behaviors, and to help students understand how their SEL learning transfers to social media.

Reminder: Encourage students to send the Choose Love Formula to another friend or family member on social media.

Teacher Toolbox

Talking about love, emotions, compassion, and forgiveness in school is likely unusual for students. You may notice behaviors such as laughing, distraction, mockery of the content, or generally acting out throughout the curriculum. If you notice this happening, rather than punishing students’ negative behaviors, simply acknowledge that it might be uncomfortable to discuss these topics. Let students know they are encouraged to participate, but it will never be mandatory. It’s their choice whether to share or not. Also let them know that you hope to create a classroom culture where everyone feels safe and comfortable participating.

Concepts like courage, gratitude, forgiveness, and compassion are likely familiar terms to your students. In this curriculum we want to deepen students’ understanding of these terms and broaden their behavioral application of those skills. If students seem comfortable applying these terms to their immediate friends and family, ask them where else they might be useful and who else they might apply to.

By learning about and discussing these specific subjects, students will cultivate connections with each other. By practicing social and emotional learning skills, students can become more resilient and better able to bounce back after disappointments. They'll practice being more compassionate toward one another throughout the curriculum.