Courage lesson plans

\* Please note that anything with an asterisk is just a suggestion. The diversity of options with asterisks are interchangeable and purposed to stimulate your own ideas. Any one of these suggestions could be replaced with a written paper, any form of art project (drawing, painting, music, paper mache, clay, wood, knitting/embroidery, metals, etc. etc.), an experiment, a presentation, a mindmap, a computer program, a web design project, a piece of poetry or a song, an interpretive dance or play, a group project, or anything else. What we feel is most important is that both the Learner and the Teacher agree on an exercise/activity they both feel would be maximally engaging, fun, and effective.

ARTS AND TRADES

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| [Teaching art, teaching music, teaching dance, teaching painting, teaching drawing, teaching drama, teaching sculpture, teaching needlework, teaching knitting, teaching cooking, teaching creativity, learning art, learning music, learning to paint, learning to sculpt, the Education for Life Program, creative kids, artistic kids, art in the context of, music in the context of, One Community education, open source education, One Community school, One Community education, teaching strategies for life, curriculum for life, One Community, transformational education, open source education, free-shared education, eco-education, curriculum for life, strategies of leadership, education for life, transformational education, new paradigm learning, genius training, the ultimate classroom, teaching tools for life, for the highest good of all, Waldorf, Study Technology, Study Tech, Montessori, Reggio, 8 Intelligences, Bloom's Taxonomy, Orff, our children are our future, the future of kids, One Community kids, One Community families, education for life, transformational living, thinking out of the box, learning how to learn - not what to learn, learning to think, using your brain for a change, brainy builder](https://www.onecommunityglobal.org/arts-and-trades/) | **TEACHING ARTS WITHIN THE CONTEXT OF COURAGE** |
| Courage Arts Theme Icon | **The Arts**   * **What Does Courage Look Like?** Have students draw a picture of courage in action. Have them title their picture by completing the sentence "Courage is...." If possible, display the pictures in the classroom. * Invent and draw\* your own hero. * Create an emblem\* of courage with odd/recycled materials. * Craft an item/lucky charm/gift\* that will give you or another person a good feeling in times of struggle. * Craft a 3 piece puzzle with 3 different materials\*, each section standing for one the components of courage (bravery, determination, and faith). * Create a presentation of a story\* of how you overcame an obstacle by showing courage, via either movie, play, or speech\*. |
| Courage Trades Theme Icon | **Trades**   * Create and plan an obstacle course/expedition day trip\* where overcoming the obstacles are linked to the components of courage (bravery, determination, and faith). * Create an open source educational multimedia presentation\* about 10+ of the most common fears and phobias, why they exist, and which different trades/activities may help to resolve each of them. Include real life examples of people that you research and/or interview when possible. |

ENGLISH

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| [Teaching english, teaching literature, teaching reading, teaching writing, teaching english, teaching sentence structure, teaching storytelling, teaching verbal skills, teaching non-fiction, teaching fiction, teaching creativity, learning writing, learning reading, learning to write, learning to read, the Education for Life Program, creative kids, artistic kids, art in the context of, music in the context of, One Community education, open source education, One Community school, One Community education, teaching strategies for life, curriculum for life, One Community, transformational education, open source education, free-shared education, eco-education, curriculum for life, strategies of leadership, education for life, transformational education, new paradigm learning, genius training, the ultimate classroom, teaching tools for life, for the highest good of all, Waldorf, Study Technology, Study Tech, Montessori, Reggio, 8 Intelligences, Bloom's Taxonomy, Orff, our children are our future, the future of kids, One Community kids, One Community families, education for life, transformational living, thinking out of the box, learning how to learn - not what to learn, learning to think, using your brain for a change, brainy builder](https://www.onecommunityglobal.org/english/) | **TEACHING ENGLISH WITHIN THE CONTEXT OF COURAGE** |
| Courage English Theme Icon | * Think of 10 words that make you feel courageous and encourage you to get active and share\* them in a group. * Write and read a (fictional or non-fictional) story\* out loud, which contains a character that overcomes the odds, with specific attention on your emphasis on positive and negative moments of the character. * Record your own personal story\* of failure, defeat, or fear and examine your story, then change the story by re-recording\* it with a different and courageous outcome and perspective. * Research and create an informative speech\* about where the word courage comes, where in history the word courage was used the most, and how the usage of the word courage has changed over time. * Write a paper on a courageous historical figure\* and identify their courageous practices and why/how that figure developed courage. * Gather popular speech quotes about courage from people of different cultures and languages (translating them into your language) and make a research paper and comparison chart\* and about what they all have in common. |

HEALTH

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| [Teaching health, teaching exercise, teaching vibrant living, teaching nutrition, teaching relaxation, teaching physical activity, teaching how to eat, teaching sports, teaching play, teaching about the body, teaching healthy regimens, learning health, learning exercise, learning vibrant living, learning about nutrition, the Education for Life Program, creative kids, artistic kids, art in the context of, music in the context of, One Community education, open source education, One Community school](https://www.onecommunityglobal.org/health/) | **TEACHING HEALTH WITHIN THE CONTEXT OF COURAGE** |
| Courage Health Theme Icon | * Ask 5 people of your family and friends\* what courage means to them. * Find out about foods\* that lift your mood and could help you with being more courageous. * In a journal, write an entry\* where you identify a moment\* in which you stopped something you wanted to do because of fear, then and think and write about self talk that could help you resolve it with courage. * Interview (or research) a local sports player or team about how they prepare mentally for a big event. Write a report\* that reflects how they do this. * Write a paper\* on how meditation, breathing, relaxation and centering techniques can help you with being more calm in times of struggle. * Write a training plan\* to prepare someone for a regional charity marathon. |

MATH

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| [teaching math, teaching arithmetic, teaching algebra, teaching calculous, teaching calculations, teaching geometry, teaching trigonometry, teaching architecture, teaching engineering, teaching addition, teaching subtraction, learning math, learning arithmetic, learning algebra, learning calculous, learning calculations, learning geometry, learning trigonometry, learning architecture, learning engineering, learning addition, learning subtraction, the Education for Life Program, creative kids, artistic kids, art in the context of, music in the context of, One Community education, open source education, One Community school](https://www.onecommunityglobal.org/math/) | **TEACHING MATH WITHIN THE CONTEXT OF COURAGE** |
| Courage Math Theme Icon | * Count backwards/down from 100\* switching between only naming odd or even numbers every 5 Numbers (in 100 seconds). Lower primary can use lower number to being with. * Divide various food items in three equal parts\* courageously by not measuring before (eg. banana, apple, cake, etc.). Could use playdough in different shapes * List a personal ranking\*of the strength of 10 different currencies by converting one into the other and create a geographical world graph of the results. * Calculate the odd percentages of card combinations in a game of poker and create diagrams\* illustrating the mathematics behind how bluffing could affect one’s or others play. * Endeavor to solve a hard geometrical puzzle\* that involves logical thinking and challenge others to solve it in shorter time than you. |

SCIENCE

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| [teaching science, teaching chemistry, teaching biology, teaching about plants, teaching about animals, teaching about space, teaching geology, teaching astronomy, teaching earth science, teaching physical science, teaching oceanography, teaching meteorology, teaching zoology, teaching human biology, teaching botany, systems theory, learning science, learning chemistry, learning biology, learning about plants, learning about animals, learning about space, learning geology, learning astronomy, learning earth science, learning physical science, learning oceanography, learning meteorology, learning zoology, learning human biology, learning botany, systems theory, the Education for Life Program, creative kids, artistic kids, art in the context of, music in the context of, One Community education, open source education, One Community school](https://www.onecommunityglobal.org/science/) | **TEACHING SCIENCE WITHIN THE CONTEXT OF COURAGE** |
| Courage Life Science Theme Icon | **Life Sciences**   * Let someone blindfold you and safely walk you around an area, to have you guess\* 10 plants/animals (with the rest of your senses other than sight). * With help from an adult, gently capture two (safe) insects that are unknown to you and examine each with a magnifying glass, then create a list\* comparing all possible properties that you can come up with (height, length, color, legs, etc), then release them where you found them. Then, research and record\* the scientific name of insect and why it has adapted to its current form. * Record data of the average waste a human causes throughout a week and identify their byproducts that could be recycled or reused\* by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.   **For the more advanced students**   * Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence\* for the phenomenon of the future facing overpopulation and its effects on the environment. * Write a report\* about the chemical reactions and changes in the human body when feeling, confronting and overcoming fear and follow up with an encouraging oral presentation. |
| Courage Physical Science Theme Icon | **Physical Sciences**   * Find five different individual materials that you are unfamiliar with which stimulate each of your five senses and compare the materials in terms of characteristics and which sense they stimulate the most. Create a collage\* that reflects this. * Construct a functioning sundial\* using only materials that were formed by chemical reactions. * Identify\* what kind of elements of the periodic table are present in our natural surroundings and present a new design\* of a “natural” periodic table of the elements in print form. * Research about a figure in the history of sciences who challenged accepted scientific theory and what the reason for their approach was. |
| Courage Earth Science Theme Icon | **Earth Sciences**   * Draw a chart\* to compare the advantages and disadvantages of the seasons towards the natural surroundings and its inhabitants. * Make a one week weather prediction\* based on observation of your surroundings, and plan a rain-or-shine outdoor event without checking the weather forecast. * Identify and analyze at least five different rocks/minerals\* and list differentiating criteria and explain how and why rocks have persisted throughout time. * Find a piece of nature (soil, plant, rock, etc.)\* and classify the use and need and importance of the object for its surrounding environment (bigger picture). * Develop your own scientific graph\* about the worst case scenario and the outcome on earth’s atmosphere in the current course of industrial pollution and climate change. * Create a media presentation\* by analyzing the locations, sequences, or time intervals that are characteristic of an earth feature that may require courage to study, such as today’s (active) volcanoes. Include the dangers on the surrounding environment and people, and also the possible positive impacts. |

SOCIAL SCIENCES

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| [teaching social science, teaching social sciences, teaching anthropology, teaching economics, teaching geography, teaching history, teaching law, teaching linguistics, teaching foreign language, teaching psychology, teaching sociology, teaching social research, learning social science, learning social sciences, learning anthropology, learning economics, learning geography, learning history, learning law, learning linguistics, learning foreign language, learning psychology, learning sociology, learning social research, the Education for Life Program, creative kids, artistic kids, art in the context of, music in the context of, One Community education, open source education, One Community school](https://www.onecommunityglobal.org/social-sciences/) | **TEACHING SOCIAL SCIENCES WITHIN THE CONTEXT OF COURAGE** |
| Courage Social Science Theme Icon | * Find pictures and create a collage\* of five situations where people show courage and how they are perceived by other people when doing so. * Write down ten ways\* how one can possibly cope with fear and use it to his/her advantage by showing courage. * Analyze your family and the roles they are playing\* focusing specifically on what they are encouraging each other to do and not to do. * Write and prepare a speech on how you would like to be remembered when you are old. Include what you would like to accomplish, what kind of character you want to be, and what legacy you would like to leave behind. * Compare and analyze\* how much current media (e.g., televised news, news maga­zines, documentaries, online information) presents acts of courage, and create\* an infographic that shows how they are depicted with the use of language. |

TECHNOLOGY AND INNOVATION

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| [technology, innovation, robotics, the science of learning, learning to learn, learning how to learn, computers, programming, coding](https://www.onecommunityglobal.org/technology-and-innovation/) | **TEACHING TECHNOLOGY & INNOVATION WITHIN THE CONTEXT OF COURAGE** |
| Courage Technology Theme Icon | **Technology**   * Take an old piece of technology and safely open it to look inside. Make a list\* of the components and how they work. * Create a blog/website\* about personal development and the development of courage. |
| Courage Innovation Theme Icon | **Innovation**   * Develop three strategies\* for facing difficult situations and turning disadvantages into advantages. * Choose an Object around you\* and for 5 minutes list as many usages as you can for that object. * Write down ways of self talk/neuro linguistic programming\* to become more courageous. |

**VALUES**

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| [teaching human values, teaching abundance, teaching acceptance, teaching accomplishment, teaching achievement, teaching care, teaching awareness, teaching balance, teaching belonging, teaching bravery, teaching brilliance, teaching compassion, teaching connection, teaching confidence, teaching cooperation, teaching collaboration, teaching discovery, teaching efficiency, teaching expressiveness, teaching fairness, teaching love, teaching exploration, teaching flexibility, teaching For The Highest Good of All, teaching fun, teaching giving, teaching grace, teaching growth, teaching harmony, teaching helpfulness, teaching honesty, teaching imagination, teaching joy, teaching modesty, teaching mindfulness, teaching peace, teaching precision, teaching reason, teaching reflection, teaching reliability, teaching self-control, teaching, thoughtfulness, teaching trustworthiness, teaching unity, teaching valor, teaching wonder, learning human values, learning abundance, learning acceptance, learning accomplishment, learning achievement, learning care, learning awareness, learning balance, learning belonging, learning bravery, learning brilliance, learning compassion, learning connection, learning confidence, learning cooperation, learning collaboration, learning discovery, learning efficiency, learning expressiveness, learning fairness, learning love, learning exploration, learning flexibility, learning For The Highest Good of All, learning fun, learning giving, learning grace, learning growth, learning harmony, learning helpfulness, learning honesty, learning imagination, learning joy, learning modesty, learning mindfulness, learning peace, learning precision, learning reason, learning reflection, learning reliability, learning self-control, learning, thoughtfulness, learning trustworthiness, learning unity, learning valor, learning wonder, the Education for Life Program, creative kids, artistic kids, art in the context of, music in the context of, One Community education, open source education, One Community school](https://www.onecommunityglobal.org/values/) | **TEACHING VALUES WITHIN THE CONTEXT OF COURAGE** |
| Courage Values Theme Icon | * Play a game\* for developing courage. (https://animalearning.com/2012/08/29/fresh-start-10-improv-games-to-develop-courage-compassion-and-creativity/) * Design and practice roleplays\* of bully-victim-hero situation. * Let somebody catch you while falling blind backwards\* and practice similar games of trust. (https://www.games4youthgroups.com/trust-games.html) * Develop your own courage game/practice as a workgroup\* where everybody contributes evenly to the creation of the games/practices. |