

SEL Activity

Step into Your Courage Zone



grades 4-5



15 minutes

Objectives

- Students learn that courage is different for everyone.
- Students find ways they can be courageous.

Essential Questions

- Why do different people have different comfort and courage zones?
- What are two things you could do to step into your courage zone?

Vocabulary

Courage: noun; mental or moral strength to venture, persevere, and withstand danger, fear, or difficulty.

MATERIALS + MEDIA

Read-aloud book: [I am Courage](#) (3:48)

Read-aloud book: [Courage](#) (4:55)

Worksheet: [Step into your Courage Zone \(PDF\)](#)

SEL CORE COMPETANCIES

Self-awareness
Self-management
Perspective-taking

Before you Begin

Print the [Worksheet: Step into your Courage Zone \(PDF\)](#) (1/student).

Program Connections

This activity focuses on bravery, a theme that runs through our core programs. To learn more, visit our [PROGRAMS](#) page.

THINK • GIVE

Explain: Courage looks different to everyone. We all differ in which actions and experiences feel comfortable and which take courage. As you watch/listen, consider how much courage it might take you to complete some of the tasks in the book.

Watch: [I am Courage](#) (3:49) by Susan Verde and Peter Reynolds OR [Courage](#) (4:55) by Bernard Waber. To highlight how different people need courage in different situations, stop at specific points as you read to survey students about their feelings on which situations might feel comfortable for them and which might require more courage.

CONNECT + CLOSE

What Does Courage Mean to You?

Hand out the Worksheet: Step into your Courage Zone ([PDF](#)) (1/student). Using the examples below (and any you choose to add to make this relevant for your class), students mark where each example action/experience below falls on the comfort to courage zone.

Examples:

- Climbing a rock wall
- Jumping off a diving board
- Learning to ride a bike
- Speaking in front of a group of people
- Standing up for a friend
- Walking through your house in the dark
- Being the “new kid”
- Eating new food
- Apologizing to a friend after an argument
- Going on a rollercoaster
- Admitting you made a mistake

Pair/share: Students compare their answers with a partner.

Discuss:

- Why do different activities require varying levels of courage for people?
- What two things could you do to step into your courage zone?
- Are there people who can help you step into your courage zone?
- How do people who are good at something (e.g., musicians, lawyers, athletes, scientists) find ways to step into their courage zone in their areas of expertise?

ACTION

Step into your courage zone! Try something new that you’ve never done before or attempt something that has been hard for you in the past. It’s okay to ask someone for help!

REFLECTION

Lead a discussion or allow students to journal. Use the following questions as a guide:

- What did you do to step into your courage zone?
- Who, if anyone, helped you?
- How did it feel to step into your courage zone?