

Mini-lesson

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

- What do you need before stepping into your courage zone?
- Why do different people have different comfort and courage zones?



MATERIALS

Read-aloud book: [I am Courage](#) (3:49)
Read-aloud book: [Courage](#) (4:55)
Worksheet: [Step into your Courage Zone \(PDF\)](#)

THEMES

Self-Awareness
Perspectives
Self-Reflection

Before you Begin

- Print out the [Worksheet: Step into your Courage Zone \(PDF\)](#).
 - Choose your book: We are providing two books for this lesson. Choose either book or use both! Both highlight the importance of courage in different ways and we liked them both enough to share them with you!
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THINK • GIVE

Watch: [Courage](#) (4:55) by Bernard Waber.

OR

Watch: [I am Courage](#) (3:49) by Suan Verde and Peter Reynolds.

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.

As you read the book, stop at certain points and survey the students about their feelings on what situations might feel comfortable for them and which ones might require more courage. This could begin to highlight that different people need courage in different situations.

CONNECT + CLOSE

What Does Courage Mean to You?

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

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 a 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 you think different activities require different levels of courage for different people?
- What can you do to step into your courage zone?
- Are there people who can help you step into your courage zone?
- How do you think people who are really good at something (e.g. musician, lawyer, athlete, scientist) might find new ways to step into their courage zone in their areas of expertise?
- What are two things you could do to step into your courage zone?

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, using 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? Explain.