

Courage

This is the third week of our Courage unit. Students will focus on courage and how to use it to show humility in situations that often inspire pride and arrogance.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Servant Leaders

Students will work together to brainstorm ways to be a servant leader in a variety of contexts. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Check and Change

Divide the class into groups of 4-6. Give each group a copy of the handout below. Read each statement and then decide if the person talking is bragging about or simply celebrating their success. If there is bragging, change the statement to celebrate success rather than bragging about personal accomplishments or attributes.

For Partners
15 minutes



Humble Exploration

Pair up students and have them identify one skill that their partner has that they want/need to know more about. Ask them 3 questions to get more info. Your goal is to interview 2-3 people in 15 minutes. It takes humility to admit that someone knows more than you and to be willing to seek them out for information/assistance!

For Individuals
15 minutes



Humility in Our World

Research a famous person that demonstrates humility in their words and deeds. This could be a historical figure or a current person. Write a paragraph supporting your perspective that they illustrate humility.

Technology-Focused
15 minutes



Something New

Identify one new thing you want to learn. Use technology to research steps necessary. Share your goal with the rest of the class and identify your first step. It takes courage and humility to try something new, and even more courage to share that desire with others!

Servant Leaders

Students will work together to brainstorm ways to be a servant leader in a variety of contexts.

Lesson Timeframe

30 minutes

Required Materials

- Projector or Smart Board for video
- Internet access for video
<https://www.youtube.com/watch?v=XITzLd6oXC0>

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



Lesson Objective

Students will:

- Gain a deeper understanding of the kindness and courage required to embrace humility in a variety of situations
- Practice using courage and humility at school and at home

Teacher Connection/Self-Care

Sometimes there is a misconception that teachers must be experts in all things. Do you feel pressure to never make a mistake, to always have the answers, to be “in control” at all times? If so, forget all that. Right now. Just toss it. You don’t have to be all things to all people; you can’t be. It actually takes more courage to admit when we don’t know it all, when we aren’t in total control, and when we need help. Remember that you are human and that your job as a teacher is actually to lead, inspire, facilitate, ignite, and serve. Today, think about how you lead and have led this entire year through service: service to your students, to the school, to your colleagues, and to yourself. There are few things more courageous than that.

Share

3-5 minutes

So far we have explored the concept of courage and how it connects with vulnerability. We’ve also explored the concept of heroes and how each of us is a hero in our own right. As we round the halfway point in our courage unit, we shift our focus to a concept that many people do not connect with courage: that of humility.

What does the word humble mean to you? (Invite student responses.)
 What comes to mind when you think of the word humility? (Invite student responses.)



Inspire

4-6 minutes

The concept of humility is frequently confused with the word humiliation. Humiliation is negative and often causes embarrassment and sometimes even shame. An example of this might be feeling humiliated when your parents scold you in front of your friends or when a bully on the bus picks on you publicly.

Humility is NOT negative. It is a choice we make in how we interact with others and the world around us. For this unit humility is defined as being modest about our own abilities and willing to put the good of others before our own desires. This conscious decision actually requires a great deal of courage and kindness. You are making a decision to elevate others and their wants/needs/preferences before yourself. This does not mean you are devaluing your own accomplishments, ideas, or desires. You are in control of these decisions and can find a balance between placing yourself and your wants and needs first and the importance of using humility with others when the opportunity arises.

What does this look like?

The easiest way to think about this is to focus on important actions rather than specific people, including yourself. Think about a time when you scored really high on a test or won an award or important game; where did you place the focus? Was it on the positive actions that lead you to this success or was it on yourself specifically? If you react with humility, you focus on the action and the work it took to achieve your goal, rather than how you did it in comparison to others. It can be very tempting to become prideful in your accomplishments: look at me, look how good I am! However, it takes courage to allow the spotlight to be on your team as a whole or to remind others that you achieved your goal through hard work and perseverance.



Empower

15 minutes

Explain that the class will now watch a video on the concept of a servant leader, which is a leader that intentionally chooses to place the good of the team or group above their own personal agenda.

Step 1

Watch the following video: <https://www.youtube.com/watch?v=XITzLd6oXC0>

Step 2

As a class, brainstorm ways that we can be “servant leaders” in our class, our school, and our community to help people as a whole, not just ourselves. If desired, write the answers on the board and vote on the top 3 suggestions! Encourage the students to focus on humility as they identify ways to develop this type of leadership.



Reflect

5-7 minutes

Guide the class in a discussion about humility.

- What makes this concept so difficult?
- How does it take courage to allow others to shine when you are tempted to step in and take over?
- How does it take courage to lead with humility?

If this concept feels extremely difficult, you are right! Many, many adults struggle with this concept and you may even encounter others in your life that place little, if any, positive value on this trait. However, being humble and kind rather than prideful and arrogant can help those around you feel better about themselves and increase the overall mood of your group, school, and even community! This week use courage to practice humility in at least one situation in which you find yourself the leader. This might be at home with younger siblings, with others in your neighborhood, or in class with your peers. Take on the challenge and grow as a kind and courageous leader! Humility in a leader creates a very positive environment for everyone involved.

Check and Change Mini-Lesson Scenarios

Divide the class into groups of 4-6. Give each group a copy of the handout below. Read each statement and 1. Decide if the person talking is bragging about or simply celebrating their success. 2. If there is bragging, change the statement to celebrate success rather than bragging about personal accomplishments or attributes.

Scenario 1: You score the winning goal in your championship game. You post a picture of yourself alone holding your trophy.

Is this humble or not? If not, how could you change it?

Scenario 2: You are the only one who can do the new dance everyone is talking about. All of your friends ask you to do the dance. You offer to explain how to do it so everyone can participate.

Humble or not? If not, how could you change it?

Scenario 3: Your best friend just gave you a huge compliment on your new haircut. You flip your head back and say, "Well with a face like this, how could I go wrong?"

Humble or not? If not, how could you change it?

Scenario 4: You and your group get an A+ on your science project. You text your mom that you got an A+. She congratulates you and notes how much hard work you put in. You thank her and say, "Yes, it was really hard for me to get everything done, but I'm glad I was able to finish everything!"

Humble or not? If not, how could you change it?

Scenario 5: You got a 100% on the end of year math test. Most of the class failed the test. People start calling you a genius and want your help with their math homework. You offer to go over some of the harder math problems with anyone interested during lunch this week.

Humble or not? If not, how could you change it?