

COURAGE

ACTIVITY PACK

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COURAGE COURAGE

People often think courage involves acts of epic proportions, the stuff of life and death decisions in a matter of nanoseconds. But courage is on display in smaller, more personal acts every day. These activities allow students to consider all kinds of courage.

This activity packet includes a selection of resources for educators, families, and students.

BOOKLIST: A list of books about courage recommended by RIF

CLASSROOM ACTIVITY: An activity about courage for the classroom

HOME ACTIVITY: An activity about courage designed to help students continue learning at home

STUDENT ACTIVITY: An activity about courage for students to complete independently

We suggest you print and copy the **Home Activity, Student Activity, and Booklist** pages and send them home to extend the learning.

For more reading resources, visit

www.RIF.org/literacy-central/collections/middle-school-family-literacy-initiative-courage

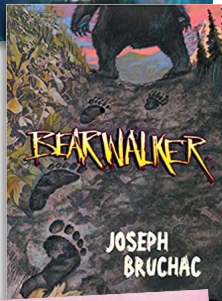
COURAGE BOOKLIST

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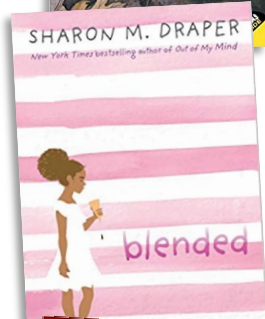
Amari and the Night Brothers

Author: B.B. Alston,
Fantasy/Sci-Fi, Grades 3-7



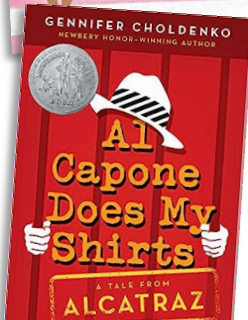
Bearwalker

Author: Joseph Bruchac,
Nature, Grades 3-7



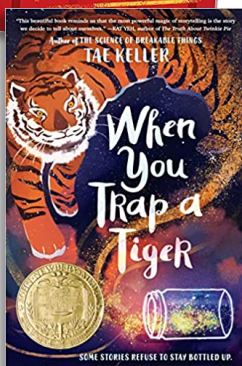
Blended

Author: Sharon M. Draper, Family, Grades 3-7



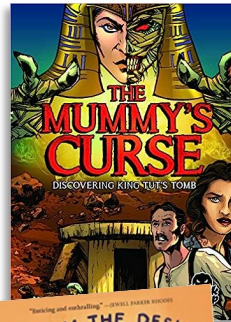
Al Capone Does My Shirts

Author: Gennifer Choldenko, Funny, Grades 3-7



When You Trap a Tiger

Author: Tae Keller,
Adventure, Grades 3-7



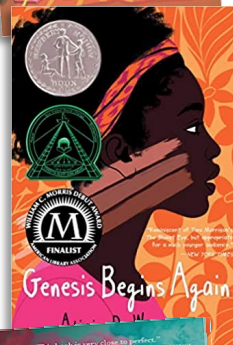
The Mummy's Curse: Discovering King Tut's Tomb

Author: Blake Hoena, Horror, Grades 3-8



From the Desk of Zoe Washington

Author: Janae Marks, The Arts, Grades 3-7



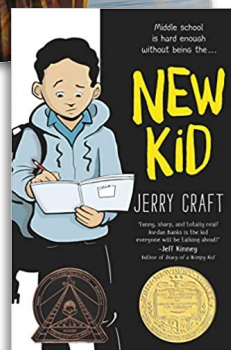
Genesis Begins Again

Author: Alicia D. Williams,
Problem Solving, Grades 4-8



The House in the Cerulean Sea

Author: T.J. Klune, Mystery, Grades 4-8



New Kid

Author: Jerry Craft, Friendship, Grades 3-7

CLASSROOM ACTIVITY

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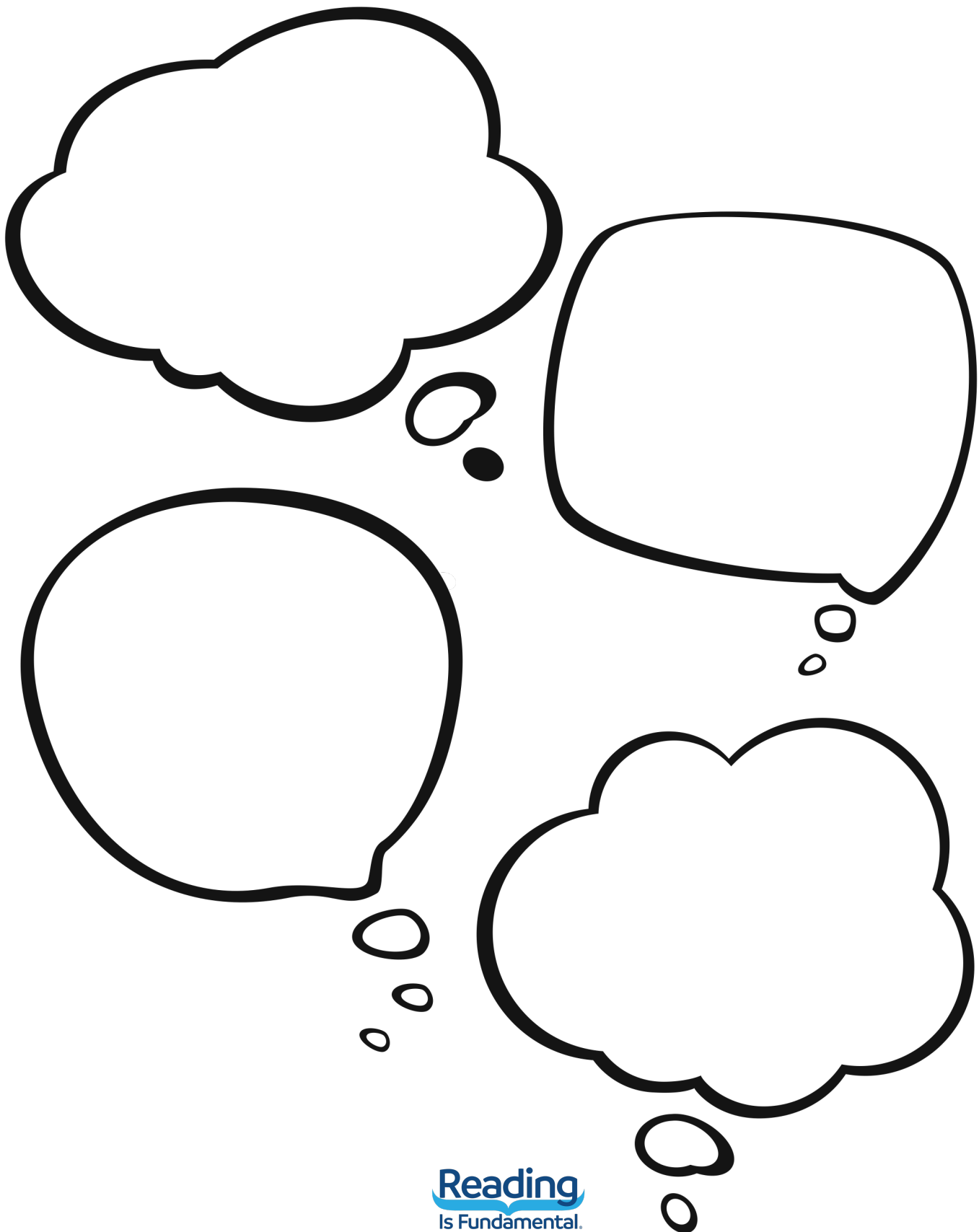
WHAT WERE THEY THINKING?

We never really know just what we might do when faced with a frightening or precarious situation. Would we respond with courage? What might we be thinking? This activity lets students safely imagine their own reactions.

STEPS

1. Read and discuss stories of courage (e.g., books, articles, scripts). Talk about what makes an act courageous and whether there are different types of courage. Have students discuss in pairs or small groups whether they consider themselves to be courageous, in all settings, ever/sometimes, etc.
2. Locate and select 4 to 6 images of courage in action, including any of the following and more: photographs, movie stills, illustrations. We recommend you print and post the images, or you could also create handouts or a digital presentation.
(Note: We have included a page in this packet with four images that you may use.)
3. Have students consider each image and write a thought bubble to accompany the image. If there is more than one person in the image, have the student select one person's perspective to take.
 - Support this step by using the cutout thought bubbles included in this packet and providing prompts, such as *Why might this be scary for this person? Is the act depicted here something that would scare you? Would you do this?*
4. Debrief this activity by having the class attempt to identify at least 3 different types of courage (e.g., intellectual, physical, social) they saw in the images.

COURAGE THOUGHT BUBBLES



COURAGE IN ACTION

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HOME ACTIVITY

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MOVIE NIGHT

Your middle schooler has been learning about courage at school and this activity is designed to extend the learning at home.

Small and subtle acts of courage occur every day and any good story has at least one moment where courage is on display. For this activity, we encourage you to find a movie that showcases courage, watch it with your middle schooler, and have a post-screening discussion.

STEPS

1. Identify a movie that is largely about courage. You can search online for movies about courage for middle schoolers or think about genres you and your family like that might fit (e.g., biography, sports, adventure).
2. Schedule a movie night. Although it's not necessary, you could create an extra special screening: darkened room, pillows/blankets, and whatever treats will add to the experience for your family.
3. Watch the movie together.
4. Immediately after the movie, turn the house lights up and have a discussion. You can use the following questions as prompts, or just talk freely about the courage you witnessed in the movie.
 - What scenes in the movie called for courage?
 - Which character(s) displayed courage?
 - How would the story have gone differently if the characters did not have courage when they needed it?
 - Do you think you would have acted the same way the character(s) did in those situations? If not, how would you have acted differently?

STUDENT ACTIVITY

STUDENT ACTIVITY

GRAPHIC COURAGE

You've probably noticed that courage doesn't always take the form of jumping out of an airplane or into a frozen river to save someone (although it sometimes does). Courage can be personal, quiet, and small, too. However you've experienced your own courage, this activity will help you capture it...and share it, if you want.

STEPS

1. Think of a time in your life when you displayed courage. Remember, this may have been a personal "display" of courage – it's possible no one else knew about it. Note: If you would prefer, you can base this entire activity on a character from a book you are reading. Just use the character's act of courage in place of your own throughout the assignment and note the book/author.
2. Imagine an audience of people that are either younger than you and/or possibly not feeling courageous. Complete the rest of this activity with that audience in mind, even if you never share your results.
3. Create a graphic that shows your courageous act with annotations. Include at least one of the following: visual/drawing/diagram, thought bubbles, title, caption, comment (perhaps a final comment/lesson).
4. Write a small reflection, only a paragraph or two, about your feelings about acting with courage at the time and about representing your courageous act in this piece.
5. (Optional) Share your piece, either with other students in your class who completed the same assignment or, following your teacher's guidance, with younger students in your school.