**Courage Chapter Overview**

**Lesson Use Guidance**:

* If using in a **proactive or classroom setting** (advisory, character education, etc.), the following sequences are advised. Note that these are note the only iterations, and any lesson can be pulled individually to use with a group of students or an individual student.
	+ Potential Sequences:
		- Lessons A à B
		- Lessons C à D
		- Lessons A à B à C à D
		- Lessons A à B à C à D à E
	+ Lesson B requires knowledge from Lesson A, and Lesson D requires knowledge from Lesson C.
* If using in a **responsive setting** (Dean’s office, to respond to a specific student behavior), pull the lesson with the overview that best fits the behavior you want students to reflect on.

**Lesson Overview:**

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| **Lesson Name** | **Brief Summary & Notes** |
| 1. **What is Courage**
 | **Lesson Type:** Knowledge Building**Objective**: To define courage and evaluate various scenarios in which one might show courage. **Summary**: This lesson asks students to propose a definition of courage and then evaluate four different scenarios in which a student might be acting courageous. Each scenario is then changed slightly and students are asked to reevaluate if the student was still acting courageously.  |
| **Notes:** * For time or content, you might choose just one or two of the scenarios for students to focus on.
* Q7, p. 5, is a scenario that involves alcohol use. If you’d prefer not to use this in your setting, delete this question.

**Potential Discussion questions, if using in a classroom setting:** * Q2, p. 1: How does that definition compare to yours? What might you borrow from that definition to add into your own?
* Choose one of the scenarios to discuss with students.
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| 1. **Quotes About Courage**
 | **Lesson Type:** Reflection on Personal Experience**Objective**: Explore some perspectives on courage and determine whether they align with your own views.**Summary**: This lesson includes four quotes from celebrities/influential figures about courage and asks students to (1) paraphrase those quotes and (2) reflect on how those quotes resonate with them.  |
| **Notes**: * You may choose to split this lesson up and only have students interact with some of the quotes (perhaps two in one lesson, two in a later lesson).

**Potential Discussion Questions**: * Choose one of the quotes you asked students to interact with. Some suggestions:
	+ Ask students to compare their paraphrased quote with a partner (e.g., “Share your paraphrasing of Dr. Angelou’s quote with your partner. If your partner wrote something you appreciated or liked, add it to your own paper.”)
	+ Poll the room for who disagreed vs agreed with the quote (e.g., “Raise your hand if you agreed with Emma Donoghue’s quote” or “1 finger in the air if you agree with Mary Anne Radmacher’s quote, 2 fingers if you agreed with part of it, and 3 if you disagreed with it.”). Use data to call on students (e.g., “Beth, I saw that you partially agreed, tell us about that.”)
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| 1. **The Bystander Effect**
 | **Lesson Type:** Knowledge Building **Objective**: Explain what the bystander effect is and the psychological factors that lead to it.**Summary:** In this lesson, students explore the Bystander Effect by reading two summaries of studies conducted; there’s an option to watch a video. The Bystander Effect describes the psychological phenomenon where individuals are less likely to intervene in an emergency when the situation is ambiguous, there are multiple people witnessing the situation, and they experience social pressure from others’ inaction.  |
| **Notes:*** This lesson should be followed by Lesson D (Becoming an Upstander) so students can learn how to combat the Bystander Effect.
* A replication of the second study discussed in the lesson can be found here: <https://www.youtube.com/watch?v=KE5YwN4NW5o>
	+ This video is optional; it supplements the information on p. 3 of the lesson.

**Potential Discussion questions:** * Q3, p. 2: What strikes you about this study?
* Q5, p. 2: How might this study help us understand or appreciate acts of courage?
* Q8, p. 5: Recall the example on p. 2: only 31% of students tried to help a peer experiencing a seizure when there were other witnesses around. How does **diffusion of responsibility** explain this?
* Q9, p. 5: Consider that social pressure is a factor at play in the bystander effect. How might social pressure complicate decisions to act courageously? Hint: think about this part of our definition of courage: “deciding to act in a manner that incurs risk.
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| 1. **Becoming an Upstander**
 | **Lesson Type:** Knowledge Building **Objective**: Consider some steps that can help overcome the Bystander Effect.**Summary:** In this lesson, students learn about a framework titled CARE to help them overcome the Bystander Effect. They are then presented with different situations in which one might intervene and asked to consider which component of the framework they’d use and what they would say. The goal of this lesson is to empower students to intervene in ways that feel safe for them.  |
| **Notes:*** For time or content, you might choose to focus on only two scenarios on pp. 4-6.
* For time, consider splitting this lesson in half: cover pp. 1-3 in one session and 4-6 in another.

**Potential Discussion questions:** * Q1-4, p. 2: Let’s practice using the CARE structure to intervene. Imagine you are in your biology class, and your teacher, Mr. Davis, tells you to turn and talk to your neighbor and remind each other of each organelle in the cell and its function. Your neighbor, Jordan, immediately begins taunting another student, Kirby, who is sitting behind you, about their appearance.
	+ Q1: Create a distraction: How might you create a distraction in this moment? What could you say or bring up to interrupt the bullying?
	+ Q2: Ask directly: How might you ask the student who is being bullied if they need or want support? Would you do it in this moment or wait until later?
	+ Q3: Rally others: Who might you rally to help? When might you share this with your teacher?
	+ Q4: Extend support: What might you say to the student afterward to extend support?
* Choose one or two of the scenarios on pp. 4-6 to discuss.
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| 1. **Social Media and Courage**
 | **Lesson Type:** Knowledge Buildingand Reflection on Personal Experience**Objective**: Consider how social media may lead to conformity and how that impacts our abilities to be courageous.**Summary**: In this lesson, students watch a video titled, “Does Social Media Lead to Social Conformity?” and pause at key points to reflect. They consider how social media may or may not lead to conformity and groupthink, when that might be bad or good, and then reflect on its connection to courage.  |
| **Notes**: * This lesson is completely dependent on a video, “Does Social Media Lead to Social Conformity?” created by PBS’s channel, *Above the Noise:* [*https://www.youtube.com/watch?v=fduXfLDimh8*](https://www.youtube.com/watch?v=fduXfLDimh8)
* Pause points for the video are noted on the lesson handout.

**Potential Discussion Questions**: * Q1, p. 1: This video asks us: Have we lost our individuality on social media? Before watching more, what are your initial thoughts in response to this question? Try to give an example.
* Q1, p. 1:Do you think conformity is good or bad? Does conformity demonstrate courage? Explain.
* Q5, p. 2: Myles, the host of this video, says that conformity is ‘hard-wired.’ What does he mean by this? How might this make it harder to be courageous in certain situations?
* Q8, p. 2:In the video, Mitch Prinstein, Chief Science Officer of the American Psychological Association, explains some research that found we’re more likely to like a post on social media that has already been liked, especially those that have been liked by your friends. How does this demonstrate ‘groupthink’?
* Q10, p. 3:Up to this point, how has this video contributed to your thoughts around conformity and courage? What might make it hard to be courageous, particularly on social media?
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