COURAGE
WHAT IT TAKES TO CARE
COURAGE

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COURAGE CONCEPTS

During this week, please read and think about each of these “I” statements. As you read each of these lines, consider if this is the way you see yourself, and if this is the way other people see you.

• I know that using power can help or hurt others.
• I will be aware of times when I have power, and I will notice how that power affects others.
• I am aware that others may give me power that I may or may not deserve.
• I will not give power to others who don’t deserve it.
• I can stand up to someone’s power over me or others.
• I choose to be assertive but not aggressive in using my power.
COURAGE QUOTATIONS
Sometimes, great writers, musicians, and thinkers say things in a way that helps us understand who we are and who we want to become. Here are this week’s courage quotations to think about. Try reading these to friends and family and get their reactions.

_The most common way people give up their power is by thinking they don’t have any._

– Alice Walker (Author, Poet, and Activist)

_I am not interested in power for power’s sake, but I’m interested in power that is moral, that is right and that is good._

– Martin Luther King, Jr. (Civil Rights Leader)

_In every community, there is work to be done. In every nation, there are wounds to heal. In every heart, there is the power to do it._

– Marianne Williamson (Activist, Author, and Lecturer)

_When the power of love overcomes the love of power, the world will know peace._

– Jimi Hendrix (Rock and Roll Musician)
COURAGE PRACTICE FOR LESSON 1

In class we talked about and played with the idea that each person has power over others in some way, and we examined how that power can be used to stand up for others or to exclude and hurt others. Between today and your next C to C lesson, try observing others’ use of power, and try using your own power to help someone else by doing the following:

1. **Make a list of some of the people who currently have power over you.**

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2. **Try to find one instance during the week when someone else uses his/her power over others. Describe what happened. Was there anything you could do to help?**

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3. Finally, let's see if you can use your own power to do some good. Find a way to use your power to do something nice for someone or to help someone out of a tough situation. Write about what you did and how it made you feel.

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CARING FOR OTHERS

Respect, Kindness, Compassion, and Generosity

COURAGE CONCEPTS

Please read each of the statements below and think carefully about each one. Do these statements describe you? Are there any things you want to change about how you treat other people?

- I know that others are just as important as me and worthy of my respect.
- I try to be caring towards others, not just family and friends.
- I look for opportunities to be kind to other people.
- I can imagine how others might feel.
- I feel I have a responsibility to care for others.
COURAGE QUOTATIONS

Here are some quotations from writers, thinkers and researchers about being kind and caring for others. Read them slowly and think a bit about each one.

Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.

– Desmond Tutu (South African Activist and Archbishop)

Remember there’s no such thing as a small act of kindness. Every act creates a ripple with no logical end.

– Scott Adams (Cartoonist)

What wisdom can you find that is greater than kindness?

– Jean Jacques Rousseau (Genevan Philosopher)

If you have not often felt the joy of doing a kind act, you have neglected much, and most of all yourself.

– A. Neilen (Writer)
COURAGE PRACTICE FOR LESSON 2

A lot of recent research about the brain has shown that being kind or generous to someone else not only makes the receiver of the kindness feel good, but it has a positive effect on the brain of the one who is being kind. So, each gift of kindness does good both ways. For this week’s assignment, try to do the following:

1. Practice at least three random acts of kindness towards someone at school, at home, or in your neighborhood. Surprise a neighbor by doing a chore for him/her, spend some time with someone younger who looks up to you, or do something nice for someone you care for. Make these acts of kindness total surprises. List the acts of kindness you did.

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2. Write about the other person’s reaction. Write about how you felt.

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If you want others to be happy, practice compassion. If you want to be happy, practice compassion.

– Dalai Lama (Tibetan Spiritual Leader)

3. Could you find opportunities every day to do something just out of pure kindness, without having been told to do so? List a few of these opportunities.

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Lesson Three

BEING MINDFUL

Aware, Calm, and In Control of Yourself

COURAGE CONCEPTS

A lot of times we get ourselves in trouble if we speak or act without taking a moment to think through the consequences of our actions. Remember the difference between the two ways the boy in the video jolt talked to his girlfriend? Being “mindful” means you are in control, not your emotions. Here are some “I” statements to read and think over carefully.

• I can be mindful on purpose; I can be calm and in control.
• I can be aware of what I feel, think, and do in the moment.
• I am learning how to feel and understand my emotions.
• When it comes to actions, I am learning how to be in the driver’s seat.
• I try to be aware of how I feel before doing something that affects others.
• Being mindful, I make better and healthier decisions for myself and the world.
COURAGE QUOTATIONS

Many great thinkers have recognized that being mindful and in control has helped them to be better friends and to avoid overreacting to sticky situations. Take time this week to think deeply about each of these quotations.

Don’t run through life so fast that you forget not only where you’ve been, but also where you’re going. Life is not a race, but a journey to be savored each step of the way.

— Stephen Richards (Author)

Life is what happens to you while you’re busy making other plans.

— John Lennon (British Rock and Roll Musician)

Life’s not about waiting for the storm to pass. It’s about learning to dance in the rain.

— Vivian Green (R&B and Soul Singer)

Your vision will become clear only when you look into your heart. Who looks outside, dreams. Who looks inside, awakens.

— Carl Jung (Swiss psychiatrist)
COURAGE PRACTICE FOR LESSON 3

Between now and next week’s class, take a moment to practice being mindful. Find a comfortable, quiet place inside or outside. You could choose a place associated with good memories or just imagine being in a place and time with good feelings.

1. Sit quietly and listen to the sound of your breath as you breathe in and out. Feel your body starting to relax as you continue to breathe deep from your belly. Focus on your quiet breathing and feeling relaxed and peaceful.

2. Describe below something that is causing stress in your life. It might be schoolwork, or a relationship with someone, or something you are worried about now or in the future.

3. Bring the calmness you feel listening to your breath to the problem you are thinking about. Feel your worries lessen with each breath out. Feel yourself having control over the situation. Let your mind rest about it.
4. Try this a few times during the week.

5. Record your feelings and thoughts about your stressful event. Why did you pick this particular stress or worry? How did it feel when you tried to be more aware and in control of the event through mindfulness?

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*Remain calm, serene, always in command of yourself. You will then find out how easy it is to get along.*

— Paramahansa Yogananda (Indian Yogi)
BEING SOCIAL
Managing Expectations and Responsibilities

COURAGE CONCEPTS
Other people count on us every day. Our teachers count on us making an effort to learn. Our parents count on us to behave and to do the best we can. Our friends count on our friendship. Read each of these statements slowly and mindfully. Do these statements reflect who you are in the real world? Are you someone who can be counted upon?

• I want to be someone others can count on and respect.
• I understand that with respect comes responsibility.
• I realize what I do or don’t do makes a difference to others.
• I do what I said I would, so that others don’t have to pick up the slack.
COURAGE QUOTATIONS

Here are some things that other people have said about those we count on and those who count on us.

“It is easy to dodge our responsibilities, but we cannot dodge the consequences of dodging our responsibilities.”

– Josiah Charles Stamp (British Civil Servant and Banker)

“My philosophy is that not only are you responsible for your life, but doing the best at this moment puts you in the best place for the next moment.”

– Oprah Winfrey (Talk Show Host and Media Mogul)

“The success of each is dependent upon the success of the other.”

– John D. Rockefeller (Oil Industrialist)

“Responsibility is the price of greatness.”

– Winston Churchhill (British Prime Minister)
This week’s assignment is a little bit different from the others in the C to C program. This week, we want you to talk to an adult in your life. It could be a parent, a teacher, a neighbor, or an adult you trust and know pretty well.

1. **Ask this adult if you can have just a few moments of their time.**

2. **Tell the person you chose that you have been talking in school about responsibility and being counted on.**

3. **Ask the adult to tell you about a time that he/she felt really let down by someone. Describe what they told you and how they felt about the experience.**

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4. Finally, ask the person what he/she learned from this experience. Describe what they told you.
Lesson Five

BEING ‘CUEFUL’ AND HAVING INSIGHT

Reading Other People’s Feelings and Moods

COURAGE CONCEPTS

This week we explored the importance of being able to read other people’s feelings and moods. We send each other hundreds of nonverbal messages through body language during every interaction. Being aware of nonverbal messages has been shown to improve anyone’s chances of hearing and sending clear messages to other people. Think about each of these statements. How would you rate yourself?

- I pay attention to other people’s body language as well as their words.
- I can tell when someone else is having a bad day.
- I am able to give people space when they need it.
COURAGE CONCEPTS (CONTINUED)

• I try to listen closely to what other people are saying to me.
• I think about how my actions might make other people feel before I jump into a situation.
• I try to imagine how it feels to be in someone else’s situation.

COURAGE QUOTATIONS

Here are some short quotations from famous people about the importance of reading other people’s cues. Think about each one and ask yourself how you might become more “cueful.”

You can’t fake listening, it shows.
— Raquel Welch (Actress)

What you do speaks so loud that I cannot hear what you say.
— Ralph Waldo Emerson (Essayist, Lecturer, and Poet)

If you find it in your heart to care for somebody else, you will have succeeded.
— Maya Angelou (Author and Poet)
This week your assignment is to be a “cue detective.” As you walk the halls at school or the streets of your neighborhood, pay attention to the body language that other people you interact with use to make their point. What can you learn about them? Try to pay attention to a few of these cues:

1. **Eye Contact:** Does this person make eye contact with you? Do you with him/her? What does this say to you?

2. **Facial Expressions:** Look closely at the person’s face. Is she or he smiling? Sad? Confused? Fearful? What does the person’s face say about how she or he is feeling?
3. Posture and Body Orientation: Look at how the person is standing or sitting. Is she or he relaxed and open, or closed and protected? Can you see tense muscles? What might this person’s body language be saying to you?

4. Distance: How close is this person while he or she is talking with you? Is he/she close or at a distance? Does he/she move closer or farther away? What might this distance or closeness mean?
Lesson Five

5. **Tone:** Listen carefully to how this person is talking. Can you hear excitement, anger, fear, sadness in his/her voice?

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6. **Make sure to pay attention to your own body language.** What cues were you giving other people about how you feel?

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GROUPS, CLIQUES, STEREOTYPES

Taking Individual Action

COURAGE CONCEPTS

Sometimes it is easier just to follow the crowd than it is to stand up for what you know is right. In any school, you will find different groups of kids who band together. Sometimes kids join together to accomplish a goal, for example, on a sports team, but other times they do it to exclude other people. Belonging to a group can have both good and bad consequences. Think through each of these statements. How do you or don’t you fit in a group?

- If I don’t step outside my group now and then, I limit my possibilities.
- I don’t judge people by stereotypes. Stereotypes get in the way of knowing and caring about others.
COURAGE CONCEPTS (CONTINUED)

- I am aware that groups make me feel like I belong, but they can also keep me apart from others.
- I am part of a few groups, but I can still do my own thinking.
- I don’t let the group do my thinking for me.

COURAGE QUOTATIONS

Take some time to think about each of these quotations. How does each of these statements from famous people relate to your school life?

In high school, there are so many cliques. You’re never safe.

- Blake Lively (Actor and Model)

For the strength of the Pack is the Wolf, and the strength of the Wolf is the Pack.

- Rudyard Kipling (English Author)

Attempting to get at truth means rejecting stereotypes...

- Harold Evans (British Journalist)
COURAGE PRACTICE FOR LESSON 6

During the coming week, try to think about groups, cliques and stereotypes. Groups give us a feeling of belonging, like a family, or may encourage us to do something positive, like a student council. Cliques are groups that become exclusive. Rather than define themselves by a common goal, cliques define themselves by who can and who can’t be in the group. Stereotypes are judgments we make about other people before we really know who they are. This week’s lesson is to take a look at the groups, cliques and stereotypes you encounter every day.

1. Think of each group you belong to and write it down. Maybe it’s band, a team, a dance group, or 4-H. Or maybe it is a group you formed on your own, like a group of friends with similar interests. Try to describe each one.

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2. Now think about cliques and stereotypes at school. Try to list all of the cliques that try to exclude other people or are just for some people and not for others. Think about the categories you use to describe people you don’t know. Make a list of all of these.

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3. Now, think about the groups you would like to belong to. What is their purpose? What do you need to do to belong? Write down your observations.

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*My biggest problem in middle school was catty girls, cliques, and trying to figure out if I wanted to be a part of one of those, just figuring out who I was and all that.*

– Lindsey Shaw (Actress)
COURAGE CONCEPTS

This week we have been exploring ideas about our responsibilities to others and ourselves in cyberspace (online). Many students get hurt online by other students who may or may not understand the power of their remarks on the net, or the fact that online remarks can last forever. Here are some statements to read and think about this week:

• When I post a message online, I realize who can read my words.
• When I receive a text, I think before I reply.
• I am as respectful to others online as I am anywhere else.
• I try to be a good net-citizen by being aware of what I share and who I share it with.
• I step up to correct wrongs and do what I can to support others online.
COURAGE QUOTATIONS

Here are some great quotations from other people who have thought about the responsibility all of us have to be good net-citizens:

If you bully somebody face to face, and they get upset, you see them cry and be hurt. When it’s over the Internet, you can’t see the emotional reaction and go along thinking it’s no big deal.

– Robin Kowalski (Psychologist)

The future depends entirely on what each of us does every day; a movement is only people moving.

– Gloria Steinem (Feminist, Journalist, Activist)

It is our choices...that show what we truly are, far more than our abilities.

– Dumbledore (Wizard in J.K. Rowling’s Harry Potter series)

Always be a first-rate version of yourself, instead of a second-rate version of somebody else.

– Judy Garland (Actress and Singer)
COURAGE PRACTICE FOR LESSON 7

This is a chance to try out what you have learned in C to C about the Cybervillage. This week try to be an “Upstander” rather than a “Bystander” on the Internet, including posting on a site, sending an email, or a tapping out a text message. Reach out to someone who needs a friend, or stand up for someone who is being made fun of. Do something nice in the Cybervillage. Practice courage, speak up for what is right, don’t be afraid to go against the crowd, be mindful and cued in before you share something online. Use your power to be a good net-citizen.

1. Describe the issue that made you want to be an “Upstander.”

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2. Write about what you did (without mentioning names).

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3. Write about what happened and how you felt.
THE COURAGE TO CARE

Developing Strength to Do the Right Thing

COURAGE CONCEPTS

This week we talked about having the courage to stand up for others, to go against the crowd to do what you know is right. These are hard things to do sometimes. Read each of the courage statements below and see if they describe you. If they don’t, what might have to change?

- I do what I think is right; I stand up for what I believe.
- I don’t spread rumors or join in when others are putting someone down.
- I don’t approve of it when I see someone pretending to be better than others.
- When I see bullying, I try to do something such as get help, stand up to the bully, or comfort the victim.
- I know the difference between being assertive and being aggressive.
COURAGE QUOTATIONS

Having courage is not an easy thing to do. However, standing up when someone else needs help, or you disagree with the crowd, is what a leader often does. Here are some good reminders of the importance of courage:

*The worst thing of all is standing by when folks are doing something wrong.*
– Kirby Larson (Actor)

*It takes a great deal of bravery to stand up to your enemies, but a great deal more to stand up to your friends.*
– Dumbledore (Wizard in J.K. Rowling’s *Harry Potter* series)

*Speak your mind, even if your voice shakes!*
– Maggie Kuhn (Activist)

*Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.*
– Winston Churchill (British Prime Minister)
**COURAGE PRACTICE FOR LESSON 8**

This week we would like you to think about acts of courage that you have seen recently. Can you think of a time when you or someone you know acted with courage? Be mindful about courage. Then, on the next few pages jot down the following:

1. **What was the courageous act that you or that other person did?**
   
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2. **Why did it require courage?**
   
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3. **How did you or that person feel after the act of courage?**
   
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4. What effect did his/her action have on the outcome of the situation that required courage?

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5. Finally, who are your heros? List a few of them and some qualities about them you admire and could practice yourself.

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COURAGE CONCEPTS

This week we looked back over all of the things that we have discussed about what it takes to have courage and care for others. Now it’s time to think about how that will shape us in the future. Read each of the courage statements below and see if they describe you. If they don’t, what might have to change?

- I can be the change that I wish to see.
- When one of us makes a positive change, it causes a powerful ripple.
- When a group of us work together to make positive change, it makes a big splash.
- I can practice the courage to care in my daily life.
COURAGE QUOTATIONS

Caring for other people takes courage, but courage is something you can find in a lot of places once you start looking for it and using it. Read the following quotation from the Cowardly Lion and think about the ways that you can show caring for others through courage.

Cowardly Lion:

*Courage. What makes a King out of a slave? Courage.*
*What makes the flag on the mast to wave? Courage.*
*What makes the elephant charge his tusk in the misty mist or the dusky dusk? What makes the muskrat guard his musk? Courage.*
*What makes the Sphinx the 7th Wonder? Courage.*
*What makes the dawn come up like THUNDER?! Courage.*
*What makes the Hottentot so hot? What puts the “ape” in ape-ricot? Whatta they got that I ain’t got?*

Dorothy and Friends:

*Courage!*

Cowardly Lion:

*You can say that again.*

– Excerpt from the movie “The Wizard of Oz”
COURAGE PRACTICE FOR LESSON 9

This is the last week, and now it’s time to gather up all your courage, get it out into the world, and show that you care for others. There’s nothing to write in your courage book. Your actions will speak for themselves. Think about the following things as you go about your life in your community or school:

1. **How have the last nine weeks made a difference in your life?**
   How can they still make a difference in your life?
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2. **How can you use what you’ve learned through C to C to make a difference in someone else’s life?**
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3. What can you do to help show other people that they can have the courage to care too?
GLOSSARY

Here are some words that might be helpful to know and think about while you participate in the Courage to Care program. Read, discuss, and think about these definitions as you go through the C to C lessons. There is also space provided for you to add to the definitions of these words so that they better fit your understanding.

• Citizenship: Being a responsible member of a larger group or community
  I think this also means...

• Clique: A small group of people who have something in common with one another and are selective about who they let into their group
  I think this also means...

• Cue: A small hint or indication used to signal the presence of a larger issue.
  I think this also means...

• Expectation: A strong belief that something will or should happen in the future.
  I think this also means...

• Insight: The ability to gain a deeper understanding of something.
  I think this also means...
• **Net-citizen:** Someone who is part of an online group or community.
  
  I think this also means...

• **Power:** The ability that someone has to influence other people.
  
  I think this also means...

• **Respect:** Admiring somebody for who they are, thing they have done, or what they can do.
  
  I think this also means...

• **Responsibility:** Having a duty to do something.
  
  I think this also means...

• **Stereotype:** An oversimplified view of a person or group of people based on general comparisons.
  
  I think this also means...

*Now it’s up to you!*