

Courage - Lesson 1 Teacher's Notes

Time: 90 minutes

Level: Intermediate/Advanced

Community Building - Life

Warm-up 10

How was your week? How's work/school? Anything out of the ordinary or special happen this week?

Life to Topic

Class Discussion 10

i. Teacher writes 'COURAGE' on the board. Students brainstorm all synonyms and antonyms they think of when they hear the word courage eg. hero, brave, fear, etc.

ii. Teacher reads the dictionary definition to the class.

1. The state or quality of mind or spirit that enables one to face danger, fear, or difficulties with confidence and resolution; bravery.

2. have the courage of one's convictions, to act in accordance with one's beliefs, esp. in spite of criticism.

Source: <http://dictionary.reference.com/browse/courage>

iii. Teacher explains the definition and asks if anyone has any problems understanding the dictionary definition. Ask class to give examples of facing danger, fear, and difficulties.

iv. Name someone you know or that you've read about that has COURAGE and give your reasons why you think they have courage. They may refer to the examples they have already given above.

Topic

Reading 40 - total

Article - The Hunter and the Woodman

Pre-reading

Class Discussion 5

What is a fable? Do you have fables in your home country? Do you enjoy reading or listening to fables in your first language?

*A **fable** is a short story that features animals, plants or forces of nature, which are given human qualities, and illustrates a moral lesson.*

Reading 5

Students read fable, 'The Hunter and the Woodman', see Student's Notes. Students are asked to underline any new words in the article.

Post-reading

Class Discussion 10

Teacher writes the list of all new words on the board. Discuss which words are important to the main meaning of the story. The class provides the meaning of the important words or guesses from context what the new words mean. Possible new words: woodman, lair, bold, oak, pale, chattering, and track.

Speaking 15

In pairs, students discuss the following reading questions:

1. How would you describe the hunter? Use 4-5 adjectives to describe his character based on this short fable.
2. Think about your own life with regard to courage, fear and boldness. Are you like or unlike the hunter? Explain.
3. What are some areas in your life where you demonstrate boldness and courage? What are some areas where you would like to see yourself be more bold or courageous?

Class Discussion 5

Teacher asks volunteers to share and report back their comments or ideas from their pair discussion groups.

Topic to Life

Class Discussion 15

Students silently read the proverbs or quotes on courage, looking up the glossary for the meaning of difficult words. They decide whether they agree or disagree with the quotes. Later on the class will discuss as a whole the meaning and whether students agree or disagree with the quotes.

Proverbs or Quotes on Courage

1. To see what is right and not to do it, is want of courage. -- Confucius Analects
2. Life shrinks or expands in proportion to one's courage. -- Anais Nin
3. Whatever you do, you need courage. Whatever course you decide upon, there is always someone to tell you that you are wrong. There are always difficulties arising that tempt you to believe your critics are right. To map out a course of action and follow it to an end requires some of the same courage that a soldier needs. Peace has its victories, but it takes brave men and women to win them. -- Ralph Waldo Emerson
4. Courage is the first of human qualities because it is the quality which guarantees all others. -- Winston Churchill

Source: <http://www.heartquotes.net/Courage.html>

Glossary:

Want of = lack of

Shrinks = becomes smaller

Expands = becomes larger

In proportion to = the increase or decrease of one thing as corresponds to another

Tempt = to make someone want to have or do something

Critics = those who say that they do not approve of something

Guarantees = makes certain that something will exist

Writing 15

Pre-writing: list on the board 'Who, When, Where, What, Why and How'
Use their previous examples of facing danger, fear and difficulties to answer those questions. Put down those answers in point form, then have the class re-tell the story from the outline. Start them writing their own stories.

Think about a life situation where you showed great courage. *Who was involved? When did it take place? Where were you? What motivated you at the time? Why did you show courage? How did the situation change you?*

Students should recall the story and write about it for the remainder of the class. If students do not finish they can finish for homework. Tell students to give a catchy title to their story. Students should be prepared to read or tell your story to the class next week.

Lesson 1 - Courage Student Handout

Reading - The Hunter and the Woodman

A hunter, not very bold, was searching for the tracks of a Lion. He asked a man who was cutting oaks in the forest if he had seen any marks of his footsteps or knew where his lair was. "I will," said the man, "at once show you the Lion himself." The Hunter, turning very pale and chattering with his teeth from fear, replied, "No, thank you. I did not ask that; it is his track only I am in search of, not the Lion himself."

The hero is brave in deeds as well as words.

Source: <http://aesop.pangyre.org/fable/the-hunter-and-the-woodman.html>

New Words:

Speaking

In pairs, discuss the following reading questions with your partner:

1. How would you describe the hunter? Use 4-5 adjectives to describe his character based on this short fable.
2. Think about your own life with regard to courage, fear and boldness. Are you like or unlike the hunter? Explain.
3. What are some areas in your life where you demonstrate boldness and courage? What are some areas where you would like to see yourself be more bold or courageous?

Quotes on Courage

Read the quotes and decide if you agree or disagree with them.

1. To see what is right and not to do it, is want of courage. -- Confucius Analects
2. Life shrinks or expands in proportion to one's courage. -- Anais Nin
3. Whatever you do, you need courage. Whatever course you decide upon, there is always someone to tell you that you are wrong. There are always difficulties arising that tempt you to believe your critics are right. To map out a course of action and follow it to an end requires some of the same courage that a soldier needs. Peace has its victories, but it takes brave men and women to win them. -- Ralph Waldo Emerson
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Critics = those who say that they do not approve of something

Guarantees = makes certain that something will exist

Writing

Think about a life situation where you showed great courage. Who was involved? When did it take place? Where were you? What motivated you at the time? Why did you show courage? How did the situation change you?

Recall the story and now write about it in the space below. Give a catchy title to your story. Be prepared for next week to read or tell your story to the class.

Title: _____

Courage - Lesson 2 Teacher's Notes

Time: 90 minutes

Level: Intermediate/Advanced

Community Building - Life

Warm-up 10

Teacher welcomes the class and asks about their week or weekends. Teacher asks about any new words they encountered in the previous week. Follow up with homework from previous lesson – Students read their courage stories to the class.

Life to Topic

Class Discussion 5

1. What is your definition of “sacrifice?”
2. What kinds of sacrifices, if any, have you made in your life? (*Gave up playing soccer in order to get a job to help with family expenses, gave up time with friends in order to take your little brother to the playground, gave your favorite jacket to a homeless person, etc.*) If students cannot think of examples, the previous examples can be put on the board and students can tell what they have in common to describe ‘sacrifice’.

Note: students may give a religious meaning to this word, especially if they are using their dictionaries

Topic

Reading 30

Article: ‘On Courage’ – See Student’s handouts

Pre-reading – What is a blood transfusion? Why might one need one? Do you know anyone who had a blood transfusion?

Post-reading

1. Are there any important words that you don’t understand from the story?
2. What misunderstanding had the little boy made? (What did the boy think he was going to sacrifice?)
3. What adjectives would you use to describe the boy’s character?
4. If you were to meet this little boy, what words would you say to him?

Grammar – mini lesson 15

Teacher reviews the WH questions with the class by giving and asking for several examples. (The teacher can also have all the students come up and write examples on the board. The teacher underlines incorrect grammar, and the students return to correct their own, or each other's work.)

- **Who** is your teacher?
- **Where** do you work?
- **When** did you come to Canada?
- **Why** did you move to Canada?
- **What** is your name?
- **How** many children do you have?

Students imagine that they will interview the little boy and his sister and they need to prepare interview questions. Student must write 6 WH questions. Teacher circulates the classroom to check questions and correct grammar errors.

Speaking 15

Role-play – Two students are chosen to play the roles of the boy and girl. The class takes turns asking them their questions.

Topic to Life

Speaking 15

In pairs, students share their ideas about fear and courage.

1. What makes you fearful?
2. How does this fear make you feel inside? Does it have any negative effects in your life?
3. Are there fears you had before, but don't have now?
4. How have you overcome fear?
5. What stops you from having courage and confidence now?
6. Did you ever think that you could face this fear? How?

Life

Homework

1. Students will memorize 1 or 2 of these well-known quotes about courage and be prepared to present to the class next week and tell the class why they selected the quote(s).
 - a. You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. -- *Eleanor Roosevelt*
 - b. Your options are limited only by your fears. -- *Unknown Author*
 - c. You will never do anything in this world without courage. It is the greatest quality of the mind next to honour. -- *James Allen*

Options = one thing which can be chosen from a set of possibilities

Limited = kept within a particular range

Honour = quality that combines respect, pride and honesty

Lesson 2 - Courage Student Handout

Reading

What is a blood transfusion? Why might one need one? Do you know anyone who had a blood transfusion?

On Courage

“So you think I’m courageous?” she asked.

“Yes, I do.”

“Perhaps I am. But that’s because I’ve had some inspiring teachers. I’ll tell you about one of them.

Many years ago, when I worked as a volunteer at Stanford Hospital, I got to know a little girl named Liza who was suffering from a rare and serious disease. Her only chance of recovery appeared to be a blood transfusion from her five-year-old brother, who had miraculously survived the same disease and had developed the antibodies needed to combat the illness.

The doctor explained the situation to her little brother, and asked the boy if he would be willing to give his blood to his sister. I saw him hesitate for only a moment before taking a deep breath and saying, ‘Yes, I’ll do it if it will save Liza.’

“As the transfusion progressed, he lay in a bed next to his sister and smiled, as we all did, seeing the color returning to her cheeks. Then his face grew pale and his smile faded. He looked up at the doctor and asked with a trembling voice, ‘Will I start to die right away?’

“Being young, the boy had misunderstood the doctor; he thought he was going to have to give her all his blood.

“Yes, I’ve learned courage,” she added, “because I’ve had inspiring teachers.”

Author: Dan Millman

Comprehension Questions

1. What misunderstanding had the little boy made? (What did the boy think he was going to sacrifice?)
2. What adjectives would you use to describe the boy's character?
3. If you were to meet this little boy, what words would you say to him?

Grammar & Writing

Imagine that you will interview the little boy and his sister. Prepare 6 WH questions interview questions.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Speaking

In pairs, discuss your ideas about fear and courage.

1. What makes you fearful?
2. How does this fear make you feel inside? Does it have any negative effects in your life?
3. Are there fears you had before, but don't have now?
4. How have you overcome fear?
5. What stops you from having courage and confidence now?
6. Did you ever think that you could face this fear? How?

Homework

1. Memorize 1 or 2 of these well-known quotes about courage. Be prepared to present to the class next week and to tell the class why you selected the quotes.

1. You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face.

Eleanor Roosevelt

2. Your options are limited only by your fears.

Unknown Author

3. You will never do anything in this world without courage. It is the greatest quality of the mind next to honour.

James Allen

Options = one thing which can be chosen from a set of possibilities

Limited = kept within a particular range

Honour = quality that combines respect, pride and honesty

Courage – Lesson 3

Teacher's Notes

Time: 90 minutes

Level: Intermediate/Advanced

Community Building - Life

Warm-up 10

Teacher begins the class by asking about the student's previous week or weekend. Teachers follow up with previous homework. Student had previously memorized 1 or 2 quotes and they need to explain why they chose those quotes and if it impacted their week or life situation. (Do they think those quotes are true, why?)

Topic

Reading - 40

Article: 'David and Goliath' – See Student's Notes

Pre-reading

Predicting: Look at the illustration. What are the contrasts/opposites in this picture? (weak & strong, small & big, armoured & bare)

What do you think these two are doing?

Do you see an example of courage?

What do you think the result will be?

Do you know the names of the weapons in the picture?

Teacher gives background knowledge of the bible story. **Goliath** of Gath (one of five city states of the Philistines), is a **Philistine warrior**, famous for his battle with the young **David**, a **Jewish boy** who was to become a future king of **Israel**, described in the Old Testament. It was the custom for army champions to come out and challenge the enemy to individual combat. If no one came out to fight, it shamed the whole army (and the army's god).

Reading – Teacher instructs students to read silently.

Post-reading

In pairs, teacher instructs the students to retell the story to each other. One student begins retelling the story and then the other student finishes the story.

Teacher gives students a few minutes to prepare their answers before leading a class discussion.

Topic to Life

Class Discussion

1. Are there any words that you do not understand from the reading?
Note: 'uncircumcised' simply shows Goliath did not follow Israel's God.
2. In what situations are you courageous or fearful? (Teacher should personally answer this question first.)
3. What can we learn about courage from the life of David?
4. What impresses you the most about his life? 5. Choose one courageous person from your home country and tell about how they lived a courageous life.

Optional

Teacher may ask:

1. Where did David's courage come from? Do you know anyone who gets courage this way?
2. Have you ever prayed to God for courage? What was the result?
3. Would anyone like prayer for courage in a particular area of their lives?

Grammar mini-lesson 10

Teacher reviews the modal verbs with students for offering suggestions. Teacher gives sentences from real life to show how each is used. Students offer sentences using the modal verbs about their life.

Be sure to discuss what is socially appropriate; i.e. who can use strong suggestion or obligation.

Which answer could be used by a good friend, a teacher, a parent, a brother?

Mild suggestion: might, may, could, can.

Q: Where can I learn more about grammar?

A: You might/may/could/can find a lot of information on these websites.

Stronger suggestion: should.

Q: What can I do to learn more about grammar?

A: You should visit the websites that I gave you yesterday.

Obligation: ought to, have to, must.

Q: What can I do to learn more about grammar?

A: You ought to/have to/must visit the websites that I gave you yesterday.

Q: I still have many doubts about grammar!

A: You ought to/should have visited the websites that I gave you yesterday!

(Note: This is a rebuke)

Life

Speaking 15

Role-play - In pairs, s's take turns giving and receiving advice.

Situation 1 Your good friend is having a big examination next month. She/he is very nervous about it since it will determine future chances for Graduate School. Your friend is convinced that she/he will fail miserably (even though they've been studying for months). Give your friend some advice using several modals verbs. Make sure you include some advice about courage!

Situation 2 Your neighbour is going for a big job interview next week. She/he is very nervous about it since it will determine a future promotion. Your neighbour is convinced that she/he will fail miserably (even though they are fully qualified). Give your neighbour some advice using several modals verbs. Make sure you include some advice about courage!

Speaking 15

Think about how David (lesson 3), the young boy who gave the blood transfusion (lesson 2) and the Hunter (lesson 1) relate to the idea of courage. Students share the stories they liked, the lessons they learned and areas where they are trying to be more courageous.

Homework

Scripture to memorize

Keep alert. Be firm in your faith. Stay brave and strong. (1 Corinthians 16:13)

Explain that faith refers to the source of David's courage.

The class might have a discussion about what they have faith in that gives them courage, (themselves, experience, luck, etc) and how reliable their source of faith is.

Students should find one situation in their coming week to put into practice the words of this passage, if possible. They will return next week to talk about how they applied this to their lives and how it affected their situation or life.

Lesson 3 - Courage Student Handout



Source: <http://christianity.about.com/od/biblestorysummaries/p/davidandgoliath.htm>

DAVID AND GOLIATH

The Philistine army had gathered for war against Israel. The two armies faced each other, camped for battle on opposite sides of a steep valley. A Philistine giant measuring over nine feet tall and wearing full armour came out each day for forty days, mocking and challenging the Israelites to fight. His name was Goliath. Saul, the King of Israel, and the whole army were terrified of Goliath.

One day David, the youngest son of Jesse, was sent to the battle lines by his father to bring back news of his brothers. David was probably just a young teenager at the time. While there, David heard Goliath shouting his daily defiance and he saw the great fear stirred within the men of Israel. David responded, "Who is this uncircumcised Philistine that he should defy the armies of God?"

So David volunteered to fight Goliath. It took some persuasion, but King Saul finally agreed to let David fight against the giant. Dressed in his simple tunic, carrying his shepherd's staff, slingshot and a pouch full of stones, David approached Goliath. The giant cursed at him, hurling threats and insults.

David said to the Philistine, "You come against me with sword and spear and javelin, but I come against you in the name of the Lord Almighty, the God of the armies of Israel, whom you have defied ... today I will give the carcasses of the Philistine army to the birds of the air ... and the whole world will know that there is a God in Israel ... it is not by sword or spear that the Lord saves; for the battle is the Lord's, and he will give all of you into our hands."

As Goliath moved in for the kill, David reached into his bag and slung one of his stones at Goliath's head. Finding a hole in the armour, the stone sank into the giant's forehead and he fell, face down on the ground. David then took Goliath's sword, killed him and then cut off his head. When the Philistines saw that their hero was dead, they turned and ran. So the Israelites pursued, chasing and killing them and plundering their camp.

Glossary:

Mocking = laughing at

Terrified = very frightened

Defiant= proudly refusing to obey authority

Defy = to refuse to obey or to act against

Persuasion = the act of making someone do or believe something by giving them a good reason for it

New Words:

Class Discussion

1.) In what situations are you courageous or fearful?
2. What can we learn about courage from the life of David?
3. What impresses you the most about his life?
4. Choose one courageous person from your home country and tell about how they lived a courageous life.

Grammar - Modal Verbs

Mild suggestion: might, may, could, can.

Q: Where can I learn more about grammar?

A: You might/may/could/can find a lot of information on these websites.

Stronger suggestion: should.

Q: What can I do to learn more about grammar?

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Obligation: ought to, have to, must.

Q: What can I do to learn more about grammar?

A: You ought to/have to/must visit the websites that I gave you yesterday.

Q: I still have many doubts about grammar!

A: You ought to/should have visited the websites that I gave you yesterday!

Speaking

Role-play - In pairs, student's take turns giving and receiving advice.

Situation 1 Your good friend is having a big examination next month. She/he is very nervous about it since it will determine future chances for Graduate School. Your friend is convinced that she/he will fail miserably (even though they've been studying for months). Give your friend some advice using several modal verbs. Make sure you include some advice about courage!

Situation 2 Your neighbour is going for a big job interview next week. She/he is very nervous about it since it will determine a future promotion. Your neighbour is convinced that she/he will fail miserably (even though they are fully qualified). Give your neighbour some advice using several modals verbs. Make sure you include some advice about courage!

Speaking

Class Discussion

Think about how David (lesson 3), the young boy who gave the blood transfusion (lesson 2) and the Hunter (lesson 1) relate to the idea of courage. Share about the stories you liked, the lessons you learned and areas where you are trying to be more courageous.

Homework

Scripture to memorize

“Keep alert. Be firm in your faith. Stay brave and strong”. (1 Corinthians 16:13)