

LESSON PLAN EXERCISES

Introduction & Theme for month: COURAGE

RELATED VALUES

LOVE:

Acceptance, Forbearance, Patience, Patriotism, Sacrifice, Thoughtfulness, Tolerance, and Trust

TRUTH:

Accuracy, Fairness, Fearlessness, Honesty, Integrity, Intuition, Justice, Purity, Quest for knowledge, Reason, Self-analysis, Self-awareness, Sincerity, Trusting, Truthfulness and Unity of thought, word and deed.

RIGHT CONDUCT:

Social Skills: Good behaviour, Good relationships.

Ethical Skills: Code of Conduct, Courage, Determination, Duty, Perseverance and Responsibility.

PEACE: Dignity, Equanimity, Faithfulness, Focus, Humility, Patience, Reflection, Self-acceptance, Self-control, Self-esteem, Self-discipline, Self-respect, Understanding, and Virtue.

NON-VIOLENCE:

Psychological: Benevolence, Compassion, Concern for Others, Consideration, Co-operation Forbearance, Forgiveness, Joy of Life, Loyalty.

Social: Brotherhood/ sisterhood, Environmental Care, Citizenship, Equality, Social Justice, Universal Love.

Background for teachers:

According to the Webster's Dictionary, COURAGE means mental or moral strength to venture, persevere and withstand danger, fear or difficulty. Chambers Thesaurus gives the following synonyms: bravery, pluck, guts, fearlessness, dauntlessness, heroism, gallantry, valour, boldness, audacity, nerve, daring, resolution, fortitude, spirit, mettle.

One of the greatest challenges for teachers and carers is to have the COURAGE to keep persevering under the most trying of circumstances. Another challenge is to have the COURAGE to be consistent in the way that they discipline those in their care. Some children fight against any form of discipline to such an extent that it can undermine classroom management. Children can push us to the limits of endurance, when they are trying to test their boundaries. It is often very tempting to give up on them, or to let them have their way for the sake of peace and quiet. When we do this the child, or young person, usually becomes more entrenched in the pattern of disruptive behaviour. He or she may keep moving the goal post further and further out until we say *no*. Educational research indicates that both children and young people need us to say *no* sometimes because deep down they feel cared for and more secure when they have clear boundaries.

COURAGE also plays an essential part in the physical, social, emotional development of children and young people as well as their academic progress. Encouraging them to be COURAGEOUS is another important task for teachers. Children not only need support in facing

and meeting new physical and academic challenges, but also in being able to make COURAGEOUS decisions. The teacher/carer can help the pupil to make informed choices by offering guidance and consistent, positive feedback.

QUOTES

Life is a challenge, meet it (*Sai Baba*)

I will fear nothing except myself when I try to deceive my conscience. (*Yogananda*)

We must not be afraid to love (*Mother Teresa*)

POEM

The following poem is for Junior and Secondary levels to stimulate thought discussion, and class work related to the value of COURAGE.

Courage by Zita Starkie

I'm going to be brave and say "no"
When you ask me to tease that new boy.
I'm going to refuse to follow your lead
And I'm not going to take his new toy.

I'm going to be brave
I'm going to have courage
I won't be frightened for long.
I'm going to be brave
And face all my fears
My courage is making me strong.

When I'm my doing homework alone
You know I won't sit down and cry.
I'll have courage to give it my very best shot
I know that I've just got to try.

I'm going to be brave
I'm going to have courage
I won't be frightened for long.
I'm going to be brave
And face all my fears
My courage is making me strong.

When my heart starts to pound like a drum
'Cos my teacher has asked me to read
I'll be like a lion and get on with the job
'Cos courage is all that I need.

I'm going to be brave
I'm going to have courage
I won't be frightened for long.
I'm going to be brave
And face all my fears
My courage is making me strong.

If my mum asks me if it was me,
Who spilt the milk over the mat,
I won't tell her a lie, I'll be brave and I'll sigh
It was me and I'm sorry for that.

I'm going to be brave
I'm going to have courage
I won't be frightened for long.
I'm going to be brave
And face all my fears
My courage is making me strong.

POEM

This poem is for Secondary level.

Courage to be me by Zita Starkie

There was a time I sought the world's approval
Didn't have the courage to be me.
I tried so hard to make a fashion statement
And had the latest films on DVD.

I never showed what I was really thinking
I wasn't brave enough to ever say.
So I stood and watched in guilty silence
When they mocked you in their play.

Deep down inside my guilt lay festering
I left courage for another day.
So much at stake if I objected
I threw my self-esteem away.

I took my Nokia out at parties
And drank what ever would impress.
To me courage meant a drink I saw in adverts
I hid fear well; they couldn't guess.

My friends were hanging out on corners
Smoke rings passing time of day.
School work piled up and was forgotten
But I knew I couldn't stay.

Came a day I stood aside and watched it
I saw them clearly on parade.
I saw the showmanship and clowning
The daily games and masquerade.

That day courage grew and gripped me
It took me in its strong embrace.
I wore my oldest battered trainers
With the broken dyed shoe-lace.

I walked the long and lonely gauntlet.
They looked at me with great surprise.
They saw the trainers and the laces
I saw the laughter in their eyes.

They jeered like monkeys whooping
They pointed and they stared
My face flushed pink and scarlet
I hated that I cared.

But my courage found me standing firm
I held my head up high
"Do you like my battered trainers?"
I asked the largest guy.

"I thought I'd be quite different;
I'd set another trend
And if you can't accept it
It doesn't matter in the end."

They stood in silence gaping
No one chose to even speak
I remembered when they mocked you.
It was just the other week.

Then they all began to shuffle
As they watched me stand my ground
And as I walked right through them
No one dared to make a sound.

POEM

The King's Knight.

By KaiAmea

“Do you have the courage to tell the truth?”
Asked the King of his Knight.
“Do you have the courage,
To stand your ground and fight?”

“Yes, I have the courage, my Lord!”
The Knight replied with a salute.
“To defend the weak,
To speak out for the mute.”

The King smiled in acknowledgement,
For he was very wise,
Hand outstretched to the Knight,
“Then, my good man, arise!”

“Yet I have another question,
Listen and hear me out.
Do you also have the courage,
To truly be yourself?”

The Knight wavered with uncertainty,
Confusion upon his face,
“My Lord, I am a royal Knight,
I live to uphold my place.”

Said the King...

“That is not enough!
Within you must be free.
Only if you're honest
Are you any good to me!

Honest about your achievements,
Honest when you feel weak,
Honest about what makes you laugh,
Of what in your life you seek.

You need to know the inner YOU,
In each and every way,
If you have the courage for this,
Then you are welcome to stay.”

Said the Knight...

“I have the courage to build friendships,
Courage to forge the bonds,
I strengthen them with honesty,
They last my whole life long.”

The King took the Knight's hand,
All your dreams shall come true,
If you live up to your standards,
And have the courage to be you!”

Questions:

1. Why would the Knight need courage to fulfill his role?
 2. How do you think the Knight would be honourable?
 3. Why would he need courage for this?
 4. What did the King ask the Knight next?
 5. Why do you think does it take courage to be yourself?
 6. How does being honest sometimes take courage?
 7. Can you think of a time when you had to use courage to be yourself?
 8. What was the final reason for the King blessing the Knight?
 9. How did you feel when you read the poem?
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CURRICULUM SUGGESTIONS

WHOLE SCHOOL: A day could be set aside as COURAGE day. The school could prepare for the day by inviting suggestions from the pupils and the staff as to how the day could be marked. A suggestion box could be placed in a prominent place.

Pupils could be encouraged to take part in schemes, such as the Duke of Edinburgh Award, adventure holidays and army training days. An assault course could be set up in the school grounds and pupils and staff could devise other activities involving some kind of challenge.

The school could launch a campaign entitled, "HAVE THE COURAGE TO SAY NO". This could include issues such as bullying, smoking, drug taking, vandalising and stealing. A short brief during assembly, or from their form teacher, could inspire the children.

At Junior level, children could be encouraged to reflect upon the benefits of being COURAGEOUS. This could take the form of telling them about the lives of some inspirational people such as Robert Bruce, Joan of Arc and Edmund Hilary.

At Secondary level, pupils could do a project leading to a presentation in front of the whole school, on people who have had the COURAGE to use personal challenges as a spur to help others. Suitable examples could include Helen Keller, Steven Hawkins and W. B Yeats. Helen Keller, despite her blindness, helped to set up the American foundation for the blind and was also an active member of the Socialist party and the suffragette movement.

In more recent times, Steven Hawkins, has taken a courageous stance against the disabling effects of motor-neurone disease. He has pursued his scientific work with the aid of computer technology and become a great authority and well-known writer. W.B.Yeats, struggled bravely against the educational and social stigma of being diagnosed autistic and dyslexic to become a pioneer of a new and revolutionary approach to the treatment of Dyslexia.

Older pupils may like to contact Amnesty International (www.amnesty.org) or The British Red Cross to learn more about prisoners of conscience and what they can do to help them. The school could invite speakers to talk about the subject of COURAGE.

These could be drawn from the fire, ambulance and police services as well as from organisations such as Concern, Greenpeace, (www.greenpeace.org.uk), Amnesty International, (www.amnesty.org.uk), Naturewatch (www.naturewatch.org), WSPCA (www.wspa.org.uk), Uncaged Campaigns (www.uncaged.co.uk).

A heart with a lion inside could be used as an appropriate symbol to commemorate the day and badges could be presented to pupils who have displayed COURAGE, for example, in the face of bullying, by telling the truth, by overcoming disability and by standing up for what their conscience tells them is right as opposed to giving in to peer pressure.

ENGLISH:

At Junior level:

- SSEHV materials from the books and CDs can be used as the basis of discussion, activities and work. Lessons can be based on the following sections: Book 1 - Lessons 1.3 “Fearlessness”, 1.5 “Love of Learning”, 1.6 “Owning up”, 1.18 “Courage” and in Book 2 - Lesson 2.14 “Inner strength”, 2.15 “A positive attitude”, 2.19 “Courage and Confidence” and 2.23 “Human rights”.
- The songs “Who’s Afraid” (track 4) and “I love learning” (track 6) can be found on CD1. The following can be used from CD 2: “Cheerfully sing a song” (track 13), “Self control” (track 16), “You can if you think you can” (track 19) and “I had a dream” (track 23).
- The first of the above poems, “Courage”, can be used in a similar way.
- Dipak Fakey’s Human Values board -games (available from SSEHV Promotions Ltd) is also a very useful source for activities.
- Pupils could be asked to talk about the importance of COURAGE. Suggestions could be placed on a mind map/flow diagram, which can be displayed in class.
- Stories and poems could be written on the theme of COURAGE. Possible titles could include, “The day I was brave as a lion”, “The brave cat/dog, etc”, and “My brave friend”. These could also be displayed.

At Lower Secondary level:

- Book 3 could be used as a basis for discussion and work. In particular Lesson 3.2 “Truthfulness”, 3.10 “Perseverance” and 3.13 “Accepting and learning from mistakes”.
- The second poem in this newsletter, can also be used as a basis of stimulus and discussion.
- A play could be written as a joint class project concerning the theme of COURAGE. Two contrasting scenes could be presented: one that displays COURAGE and one that does not.
- Essays and poems can be written that are related to the topic. Possible titles could include, “The most courageous person I know”, “How I learnt to be brave” and “I had the courage to say no.”
- Projects could also be set on the life and works of people such as Gandhi, Martin Luther King, Louis Braille, Helen Keller and Steven Hawkins.

At GCSE level:

- Pupils could give a talk about COURAGE or the lack of it. A debate could be arranged, Topics could include: “It takes more COURAGE to follow your conscience than anything else” and “Without COURAGE we would never be able to achieve anything great”.
 - Letter writing practice could involve the theme of COURAGE. Pupils could write letters of praise and congratulations to local, national or international groups whose work may put their health, or lives, at risk. Suitable examples of this could include the local fire, police and ambulance services, Greenpeace and the Red Cross. Pupils could write to Amnesty International for information about prisoners of conscience.
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A number of set texts could be used to explore the theme:

- In *“To Kill a Mockingbird”* by Harper Lee, Atticus shows great COURAGE as he fights to get justice for his black client.
- In *“Mice and Men”*, by John Steinbeck, George shows great COURAGE in putting Lennie out of his misery at the end of the book. .
- In the play *“A View From a Bridge”*, Arthur Miller demonstrates how misguided COURAGE can isolate communities and individuals.
- Shakespeare can also be used to explore the theme:
 - In *“The Merchant of Venice”* Antonio and Shylock exemplify people who are more stubborn than courageous; they allow ethnic, cultural and religious differences to poison their relationships.
 - The play *“Romeo and Juliet”* embraces a similar theme.
 - In *“Macbeth”*, Macbeth is hailed at the beginning of the play as a man of great COURAGE who fought for king and country with no thought for his own safety.
- In poetry, the poem *“Dolce et Decorum Est”*, the war poet Wilfred Owen describes how soldiers keep going despite all their suffering because it is their duty.
- *“The Charge of the Light Brigade”*, by Alfred Lord Tennyson, also is a testimony to men who showed great bravery by persevering in their duty despite the fact that they knew that they were riding to their death.

At A/S level:

- Pupils could be asked to prepare a debate for presentation to the school. Suitable titles could include, “ COURAGE ”, and “ It takes COURAGE to be oneself”.
- Pupils can also use the quotes at the beginning of this newsletter.
- Essays and poems can be based on the same or similar titles.
- Pupils could also research the life and works of the Dyslexic writer W. B. Yeats and scientist Steven Hawkins as part of their contribution to disability awareness. (See whole school project.)

In the A/S Literature course, the theme of COURAGE can be explored in different ways:

- *“The Diary of Anne Frank”* portray a young Jewish girl and her family whilst hiding from German nazis.
 - The main characters in *“Cry the Beloved Country”*, by Alan Paton and *“The Barrel of a Gun”* by Ruth First, take a brave stand against racial prejudice.
 - In *“She Stoops to Conquer”*, by Oliver Goldsmith, stock characters such as the pair of young lovers show great bravery persevering towards achieving their own goals.
 - In *“The Bee Meeting”*, Sylvia Plath, illustrates how a woman can overcome her fears of relationships. Pupils can consider how far this attitude of COURAGE is typical of the women that the author depicts in her other writings: *“Wintering”* and *“A Birthday Present”*.
 - G. B. Shaw’s novel, *“St. Joan”*, and John Bunyan’s, *“Pilgrim’s Progress”*, can be used as books which are inspirational in their content. The main characters show great COURAGE as they strive unceasingly to serve what they consider to be right and good.
 - By contrast pupils could also consider how COURAGE should not be confused with stubbornness. The novel, *“Wuthering Heights”*, by Emily Bronte, illustrates how Heathcliffe’s stubbornness caused suffering to himself and any one he came into contact with.
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- Orwell's novels, "*Homage to Catalonia*", "*Animal Farm*" and "*Nineteen Eighty Four*", illustrate how misdirected COURAGE, towards a cause that is not righteous, can lead to great suffering at the hands of a repressive government.
- Shakespeare's "*Othello*" shows that even a man who has been hailed for his great COURAGE can behave in a way that is foolish and short sighted.
- Alexander Solzhenitsyn's book, "*A soul in exile*", tells how the writer was imprisoned in Siberia and later exiled from his country for speaking up against the government. (Plough publishing)

RELIGIOUS EDUCATION

A multi-faith activity could be set up for COURAGE DAY. Individual pupils or small groups could research a particular religion or faith. Their work could be mounted and displayed in a prominent place. Projects could be based on the lives of great spiritual teachers, or groups, from different faiths, who have been a shining example of COURAGE. In the Christian tradition, pupils could examine the lives of Jesus, his disciples and Christian martyrs from different countries. From the Jewish tradition, the story of Daniel could be studied and performed in assembly. (See "Daniel and the Lion" by Daniel Berrigan)

At Secondary level, pupils could read about the life of Oscar Romero. Oscar, a fearless defender of the poor of El Salvador, won the Nobel Peace prize and honorary degrees, but was assassinated because he had the courage to stand up for his beliefs. His book "The Violence of Love" would be a useful source. They could also look at the work of Christian groups throughout the world that are trying to work towards unity in diversity.

A suitable example would be those who are working to combat sectarianism in Ireland by setting up activities which bring together children from both Catholic and Protestant backgrounds. In Islam, the life of Muhammad could be studied. In particular the way that he bravely turned his back on his business and family when he received his calling, spent time alone on the Hira mountain and then returned to Mecca to preach on street corners. Pupils could also be inspired by the courage of Badsha Khan, a devout Muslim associate of Gandhi. (See Eeknath Easwaran's book, "Non Violent Soldier of Islam"). Badsha Khan raised the world's first non-violent army of 100,000 unarmed soldiers. They were willing to overcome their oppressors by their capacity to endure suffering and death without conceding. The deaths hundreds of his "soldiers of God" inspired all India to persevere with non-violent revolution.

In the Buddhist tradition, pupils could study the life of Guatama Buddha, who courageously gave up wealth and comfort in his search for enlightenment. They could also look at the lives of other Buddhist leaders such as the Dalai Lama, who has bravely fought for the right of Tibetan people to openly follow their spiritual practices.

For the Jewish tradition there are many examples in the Old Testament, that reflects the theme of COURAGE.

In the Hindu tradition the Ramayana can be used in the same way.

In the Sikh tradition, the life of Guru Nanak could be researched and in particular, his brave stand against differentiation between Hindu and Muslim. In more modern times organisations such as Sikh Missionary Society, in Britain and the Sikh Research Centre in Canada, (founded in 1969) could be researched to investigate how they took a COURAGEOUS stand campaigning for the right of Sikhs to be able to observe the practice of kesh, or uncut hair, whilst working and going to school in western countries.

Pupils could also do a project on how people from different faiths have maintained the traditions of their own religious practices despite extreme persecution through the ages. Suitable examples could include the Jews during the Holocaust and the Western Muslims during the September 11 aftermath. Finally pupils could research the lives of those who have had the COURAGE to promote living inter-religious dialogue. Examples could include Rudolph Otto (1869-1937), the founder of the Inter Religious League and in more modern times the Dalai Llama and Sathya Sai, who teaches that there is only one religion - the religion of love.

Pupils could discuss what is meant by the word COURAGE. They could be encouraged to look at the theme of COURAGE in relation to their own lives. They could, for example examine their own behaviour in terms of COURAGE. They could look at issues such as telling the truth, facing up responsibilities, doing school work, making a presentation, apologising, admitting being in the wrong, owning up and standing up for what they know is right. They could discuss ways in which they could take a personal stance against, for example, bullying, stealing, smoking or take drugs.

DRAMA

At all levels, both Junior and Secondary, pupils could enact plays based on the lives of people who have demonstrated COURAGE. Suitable examples could include Joan of Ark, Robert Bruce, Helen Keller, Martin Luther King, Ghandi, Anne Frank and others. Two different families or groups could be portrayed: one that displays COURAGE and another that does not. Pupils could write a play based on their own experiences of being COURAGEOUS (see religion). An event from history could be enacted such as Ghandi's stand against the salt tax.

PSHE

Teachers could introduce the theme of COURAGE by asking pupils to define what they mean as COURAGEOUS behaviour. The teacher could guide them to look at their own day-to-day behaviour (see religion). The ideas could be placed on a flow diagram (spider-gram) and used as a basis for discussion and further activities. A display could be set up illustrating their findings. Pupils could suggest modern heroes or heroines that have shown COURAGE such as Gareth Gates, who overcame his fear of speaking in order to take part in the competition Pop Star. They could also share stories involving incidences where they, their friends or others have shown COURAGE by, for example, telling the truth or refusing to join in with bullying.

Pupils could write to Greenpeace (www.greenpeace.org.uk) to find out more about the plight of the Brazilian Amazonian tribes and their COURAGEOUS stand against illegal logging. (www.greenpeace.org.uk/amazon.htm) They could find out ways of helping the campaign, through fund raising, tree sponsoring and writing letters to MPs and people of influence.

Teachers could recommend certain books that could provide inspiration, These could include "Be not afraid" by Johann Christoph Arnold (Plough publishing) The book addresses topics such as fear, grief and loss; and since September 11, fear of terror and vulnerability. He tells the stories of ordinary people and children who had the courage to conquer their deepest fears. "Love, Greg and Lauren" by Greg Manning (Plough publishing), is the story of a mortally wounded woman. A victim of September 11, she was determined to live for her husband and son, despite being only given a fifteen percent chance to live after sustaining burns over 80% of her body. Another inspiring heroine is Cassie Bernall who, as a teenage girl, chose to embrace life with COURAGE after the Littleton Massacre of April 1999 (see "She said yes" by Misty Bernall. Plough publishing)

GEOGRAPHY

At Junior level, children could study ways in which people have shown great COURAGE by living in environments which are challenging, or where they face natural hazards. Examples could include Eskimos, desert nomads, people who live near active volcanoes, or those regularly effected by earthquakes, or weather hazards, such as hurricanes.

At Secondary level, they could explore the subject at greater depth by looking at:

- (a) arid areas (irrigation, desalination plants, water storage),
- (b) cold areas, (insulation, thermal heating.),
- (c) areas that get flooded (fortifications such as the Thames Barrage, Dutch barrages on the Zuider Zee),
- (c) the replanting of trees (such as in Nepal to reduce run-off into the Ganges and flooding of areas such as Bangladesh),
- (d) mountain sides (terracing and netting).

Pupils could also find out more about the COURAGE of supporters who campaign to replace nuclear power with renewable energy, for example, by opposing the re-opening of the Wylfa Nuclear Power Station in North Wales. (www.greenpeace.org.uk/magnox.htm) .

At GCSE, level pupils can explore the topic of COURAGE through the investigation of tectonic hazards. Suitable topics could include:

- (a) why people are prepared to take the risk,
- (b) predicting hazards in advance,
- (c) good planning to reduce the effect of hazards,
- (d) the effect on settlements,
- (e) surviving hazards and picking up the pieces and
- (f) getting back to normal.

At A/S and A levels, Environmental hazards can be explored under the following classifications: geophysical, (geological, geomorphic and climatological), biological, (floral and faunal) and those caused by human activity or a combination of reasons.

At S level, pupils could be asked to suggest and justify a classification of climatic hazards.

HISTORY

At Junior level, pupils could look at inspirational figures in History who have overcome difficulties such as the explorers and those who fought to improve the lives of people such as Florence Nightingale, Elizabeth Fry and Emily Pankhurst, Gandhi, Martin Luther King and Nelson Mandela.

They could also research various Martyrs who died for what they believed in such as Thomas Moore and the Toll Puddle Martyrs.

They could also look at the way people have responded to invasion. Suitable examples could include the Incas and Mayan's against the Spanish, the North American plains Indians and in particular Red Cloud and the Onglala Sioux.

At Secondary level, pupils could look at various movements that have sought to improve the lives of people despite possible danger to their own lives. Examples could include the Resistance movement in France during World War 2 and the Anti-Apartheid Movement in South Africa and America.

Pupils could also research the lives of people whose courageous stand has effected change in government policy. A suitable example would be the poet priest and author, Daniel Berrigan. Despite being imprisoned for his pacifist stance, he galvanised a protest movement, which turned the tide against the Vietnam War.

At GCSE level, suitable topics could include: the Suffragette Movement; General de Gaulle and the French Resistance Movement; the Pacifist Movement; Ghandi and Indian Independence; Martin Luther King and the Civil Rights Movement; the Anti-apartheid Movement and their leaders, such as King Albert Thuli and Nelson Mandela.

Pupils could also focus on individuals or groups who took COURAGEOUS action in order to bring about social, economic or political reforms.

At A/S and A level the same could be studied at greater depth.

ART

At Junior level, children could make collages, draw murals or make a display of paintings and sculptures to illustrate the COURAGE of certain individuals or groups (see whole school). These could be displayed on COURAGE DAY. Pupils could produce a piece of work that was adventurous in its content, style or presentation.

At Secondary level, pupils may like to focus on the work of artists who have shown COURAGE in pioneering new styles of painting and sculpture. Suitable artists could include: Paul Cezanne, Vincent Van Gogh, Paul Gaughin, Henri Matisse, Andre Derain, Edvard Munch, Salvador Dali, Pablo Picasso, Georges Braques, Albert Gleiser, Fernand Leger, Ronbert Delaunay, Marcel Duchamp, Max Ernst, Joan Miro, Andre Masson, Paul Delvaux, Wilfredo Lam, Victor Brauner, Wassily Kadinsky, Paul Klee, Gerrit Rietveld, Victor Pasmore, Ben Nicholson, Jackson Pollock, Theodor Werner, Serge Poliakoff, Antonio Tapies, Corneille, Eduardo Paolozzi, Stanley Hayter and Alberto Burri.

In sculpture they could include Edgar Degas, Auguste Rodin, Jacques Lipchitz, Constantine Bracusi, Germaine Richier, Barbara Hepworth, Henry Moore, Marino Marini, Constantin Brancusi, Arp, Alberto Giacometti, Henry Matisse, Ossip Zadkine, Gabo, Antoine Pevsner, Alexander Calder, Reg Butler, David Smith and Anthony Caro.

At GCSE, A/S and A level pupils could be inspired to be COURAGEOUS with their own work, through visits to Galleries of Modern Art and exhibitions by modern artists. Their art projects could reflect the certain movements in art such as Futurism, Dada, Surrealism, Cubism, Impressionism, Art of Determined Relations (Constructivism and Op-art) and Art of Internal Necessity (Abstract Expressionism.)

DESIGN TECHNOLOGY

Pupils could design and make inspirational objects for COURAGE DAY. These could include badges (such as a picture of a lion with a heart in the centre), a school plaque (see quotes) or some other representation of COURAGE through a sculpture, collage, tapestry or other medium (see whole school). They could also design something that would help a disabled person. This could be as simple as a ramp or more complex, according to age and ability (see also Peace Garden, SSEHV Newsletter 1). Pupils could also design something which shows their own COURAGE to be innovative (see section on Art).

MATHS

At junior level, children could be given a sticker when they have shown great COURAGE in tackling a particularly difficult or demanding piece of work. These stickers could be placed on a large graph. The graph could be analysed at the end of a suitable period of time.

At Upper and Secondary levels, pupils can be asked to devise surveys concerning COURAGE. These findings can be analysed as both quantitative and qualitative evidence and displayed in a prominent place of the school for COURAGE DAY or longer. A variety of types of graphs can be used to display the evidence such as bar, line, flow, scatter, and pie diagrams. The survey can be conducted in the form of questionnaires. Pupils could be asked to tick the relevant box (boxes) and write comments in appropriate places. Suitable questions could include:

- If you cannot understand or do something straight away do you lose COURAGE and get disheartened? *Yes, no sometimes, never.”*
- Do you think that it is important to be COURAGEOUS with your school work attempting to do it even when it is very hard? *Yes, no, sometimes, not sure.*
- How do you feel when you have been COURAGEOUS and have finally made a break through? *OK, not sure, very happy, excited, proud of yourself? (You may tick as many boxes as you want).*
- Why do you think that people often give up easily? *Only think of negative things, don't value themselves enough, have not been shown how to be COURAGEOUS? (You may tick as many boxes as you want).*

At GCSE level, pupils could be set work based on the trial and error method. The teacher could use the opportunity to focus on the benefits of not being afraid to make mistakes. It may also be useful for the teacher to explain that making mistakes can be a positive aid to learning because we are discovering, in the process of making “mistakes”, what is useful to us in our quest to obtain a correct solution.

By discarding what is not needed, a final solution to the problem is arrived at through the process of illumination. The teacher could point out that we all need to be COURAGEOUS when presented with work that we find difficult. Pupils could be reminded not to be afraid to ask for help when they need it, or to explain to the teacher that they are finding the work difficult.

BIOLOGY

At Junior level, the topic of COURAGE could be introduced through the study of the immune system. Pupils may like to draw pictures of anti-bodies fighting off “enemy” germs.

At Secondary level, pupils could consider the COURAGE of people such as Lord Melchett and members of environmental concern groups such as Greenpeace in taking an active stand against the use of genetically modified crops. Supporters, for example, chained themselves to the bulk carrier Explorer which was carrying 20,000 tonnes of GM Soya.

Also prominent biologists such as Dr Lind Kahl of USFDA (Food and Drug Agency) and Dr Vivien Howard, MB.CHb.PhD.FRC Path for arguing that there has been no proper risk assessment made before the GM crops went on trial. Pupils can look at the way that pollen is spread by insects, wind, machinery, people, etc and how bees pass it into honey (Professor Jean Emberlin). They can consider how far woodland and hedges act as a barrier to spreading.

At GCSE level, pupils could explore the topic at greater depth. A suitable question would be:

- At 60m from a GM crop 2% of pollen can be found downwind. In normal weather pollen will remain viable for 24 hours. The number of pollen grains per plant is 14-50m. There may be about 20,000 plants per acre producing approximately 70 kg pollen.
Discuss in the light of the above the promise that no boundary width can possibly be set up to stop cross pollination of other maize crops. What possible implications are there for organic farming and consumer choice?

At A/S and level pupils, could consider the following questions in the light of GM crops:

(a) *Assess the implications of 50,000 bees in a hive each travelling up to 7 miles (Echert).*

(b) *High thermal can lift pollen clouds in the air so it can travel 50-180 km over the sea.*

(c) *What effect do genes from GM crops have on useful soil fungi (Hoffman 1994)*

(d) *Antibiotic resistance used in marker genes could spread. Discuss*

(e) *Discuss the possible effects on the immune, endocrine and nervous systems of GM foods. (Dr Vivian Howard MB.CHb.PhD.FRCPath).*

(f) *What is horizontal gene transfer? Suggest possible implications in terms of health, environment and socio-economics. (See findings of Professor Terje Traavik, head of Virology, School of Medicine, University of Toronto and Scientific director at the Norwegian Institute of Gene Ecology, Tromso University; Reddy and Thomas 1966; Inose and Murata 1995; Nordleet al 1996; Bergeison et al 1998; and Schubbert et al 1994)*

(For further information see Greenpeace "On Trial", and Farming and Livestock Concern UK. Tel Fax 10267 241243)

CHEMISTRY

At Secondary level, pupils could write to the environmental organisations Green Peace and Friends of the Earth. They could ask them how them for information as to how many of their members have been COURAGEOUS, even to the extent of risking their lives their attempts to remove or reduce the use of harmful chemicals. In May 2001, for example, Greenpeace volunteers scaled Sheffield's incinerator, shutting it down. Sheffield's incinerator had broken pollution laws 178 times during the years 1999 and 2001.

They could look at the kind of chemicals that are harmful to the environment and study their effects, such as acid rain on soils. To find out more about what their local authority is doing as part of the campaign to stop incineration pupils could write to it or to their local MP (visit www.locata.co.uk/commons). Pupils may also like to find out more about the campaign to empower people to take action to protect the climate (info@stopesso.com). They could also find out more about the campaign for real clean green fuels which promotes bio-diesel plant-based fuel. Information on how to reduce toxic chemicals in kitchens is available from www.greenpeace.org.uk/toxickitchen.htm .

At GCSE level, pupils could explore the theme of COURAGE through the study of radiation on nuclei. The teacher may like to refer to the chemical after effects of the Hiroshima bomb and the leakages from Sellafields and Chernobyl power stations.

Suitable questions could include:

Nuclei of some atoms are unstable and emit radiation. This radiation may be harmful, so workers near the radiation wear film badges.

- (a) What is the advantage of wearing these badges?*
- (b) What is the effect of radiation on these badges?*
- (c) Why is radiation harmful?*
- (d) Give two beneficial uses of radiation.*

At A/S and A level, this theme could be explored at greater depth.

PHYSICS

At Junior and Lower Secondary levels, the theme of COURAGE can be introduced by looking at the work of scientists that had the COURAGE to put forward ideas that contravened traditional and accepted beliefs. Examples could include Darwin and St Thomas Aquinas, who was condemned because his work was seen as heretical and those declared that the world was round.

Pupils could also research the life and achievements of three famous dyslexic scientists: Albert Einstein, Thomas Edison and Alexander Graham Bell. Pupils could also focus on the life and work of the physicist and writer Steven Hawking, who overcame his disability of motor-neurone disease. Further projects could be set on pioneering inventions that have helped people to challenge their disabilities. An example of this is Walt Woltose's voice synthesiser, which has enabled people with nervous and muscular disorders, such as multiple sclerosis, to communicate with others in a clearer way. Another example is artificial limbs that have helped, amongst others, victims of landmines.

At GCSE level, pupils can explore the same topic in more depth. Teachers could introduce the topic of COURAGE when looking at how momentum is conserved in a collision or explosion. Mention could be made of the work of the Red Cross and other organisations (highlighted by Princess Diana) to help victims of landmines in countries such as Afghanistan, Myanmar, Mozambique, Somalia and Ethiopia.

Suitable issues could include:

- Explain what you understand by *the momentum of a body* and the phrase *momentum is conserved*; and
- explain why the smallest fragments from an explosion cause damage over a wide area.

At A/S and A level, pupils could study the topic in greater depth.

MUSIC

Pupils could be encouraged to write a piece of music that is unusual. They could also use voice or instruments in a slightly unusual way.

They could study the lives of composers who showed COURAGE in their behaviour. A suitable example is Beethoven, who whilst going deaf, broke the strings on his piano because he was hitting them so hard. Pupils could also compose a piece of music on the theme of COURAGE, which could be played in assembly on COURAGE DAY.

LANGUAGES

At lower Secondary level, pupils could enact a play based on the theme of COURAGE. Key words related COURAGE could be displayed in a spider diagram (see dictionary definitions at the beginning of the Newsletter). Each child could be responsible for translating and writing up one of the related meanings.

At GCSE level, pupils could write about COURAGEOUS behaviour either fictional or true.

At A/S level, pupils could write an essay or a talk on the theme of COURAGE. Great French heroes/heroines such as Joan of Arc, or ordinary people such as the members of the French Resistance during the 2nd World War, could be subjects for essays and for talks.