

# Bravery

## Syllables

bra•ve•ry or brav•ery

## Pronunciation

brey-vuh-ree or breyv-ree

## Definition

Courage.

(Jonathan showed great **bravery** when he went through the high water to rescue the stranded kittens.)

**Simply put:** Being strong enough to follow your conscience instead of the crowd

## Related Terms

**Bold:** Willing to face danger.

**Courageous:** Brave and strong.

**Heroic:** Showing unusual bravery for a noble purpose.

## Fundamental Question:

How does bravery relate to heroism?

**Students will investigate the ideas that** heroes are brave and each of us has the capacity to become a hero.

(Note: The term hero is used for both males and females.)

## Objectives

Each student will:

1. Identify heroic acts on the international, national, and state or local levels;
2. Find similarities and differences between the behaviors of the identified heroes;
3. Determine the role bravery (courage) played in each of the acts; and
4. Suggest ways that the student is (or can become) a hero in everyday life.

## Before you begin

- Gather enough newspapers or news magazines for each child to have one. The material does *not* have to be identical; and
- Print out one copy of *Hero Onboard* for each student.

## Suggested Sidebars:

### Speaking of Bravery (Discussion Idea)

Does being brave, courageous, or bold necessarily make someone a hero?

That is, can you be brave without being a hero? Can you be a hero without being brave?

### Taking It to the Next Level

Find and read a non-fiction book about someone who is or was brave or heroic. Discuss what you read with your parents or teacher.

# Bravery

## Procedure

1. Bring in a picture of your own hero. Tell the students about this individual and explain why the person *is* your hero. Be sure to clarify how your hero meets the criteria of “showing unusual bravery for a noble purpose.” Ask the children to identify and share information about their own heroes.
2. Divide the children into groups of three. Instruct the groups to locate news articles identifying an heroic act on the international, national, and state (or local) levels (for a total of three articles per group). Distribute the newspapers and magazines. Also be sure that each group has a pair of scissors available for clipping out its chosen articles and a paper and pencil for making notes (step 3).

(Optional: “Make the rounds” and take note of how each group organizes itself for this task. Is there a leader? Does each child look for an article on a different world level or do all three children look for the same level simultaneously? Later, share what you observed (anonymously: “I saw one group that ...” rather than “I saw Pat, Laura, and Roxana’s group doing ...”) and allow the students to evaluate the methods used.)

3. Allow time for the groups to discuss their articles and to write down the similarities and differences between the behaviors of their identified heroes. (Not only homeland, age, gender, socioeconomic level, and so forth, but things like ideals, upbringing, goals, and history, too.)
4. Write the words *Similarities* and *Differences* next to each other on the board, to form two columns. As you have each group present its observations and findings to the class, record the similarities and differences between the heroes under its respective heading.
5. After the lists are complete, ask: “What can you tell about the role bravery (or courage) played?” Allow for all considered responses.
6. **Follow-up:** Distribute the *Hero Onboard* activity sheets and encourage the students to think of ways for bravery to lead or contribute to heroism.

Name \_\_\_\_\_

**Reminder:** Bravery means being courageous.

## Hero Onboard

How might being brave help you to do super heroic deeds? Develop a new board game that answers that question and illustrates how YOU show bravery in your everyday life!

What is the objective of your game? (Keep the theme “bravery” in mind.)

\_\_\_\_\_

How many people at a time may play? \_\_\_\_\_

In addition to the board, what playing pieces will you need (example: 20 cards, two dice)?

\_\_\_\_\_

What do players do to get started (example: shuffle the cards and place them face-down)?

\_\_\_\_\_

Step by step, how is it played? First (example: the youngest player picks a card from the deck):

\_\_\_\_\_

Next: \_\_\_\_\_

Then: \_\_\_\_\_

Finally: \_\_\_\_\_

How is the game scored? \_\_\_\_\_

On the back of this page, draw a picture of your game board. Then, using a box, markers, and other materials, construct the real thing! Invite your friends to try it out and to evaluate it (strong points, weak points, etc.). Use their suggestions to make any needed improvements.

Today's Thought: *One must think like a hero to behave like a merely decent human being.* —  
**May Sarton, poet and novelist**