

PROGRAM for **A**CHIEVING **C**HARACTER **E**DUICATION

For
Non-Denominational Christian
Homes and Schools



M. Monica Speech

PACE[©]



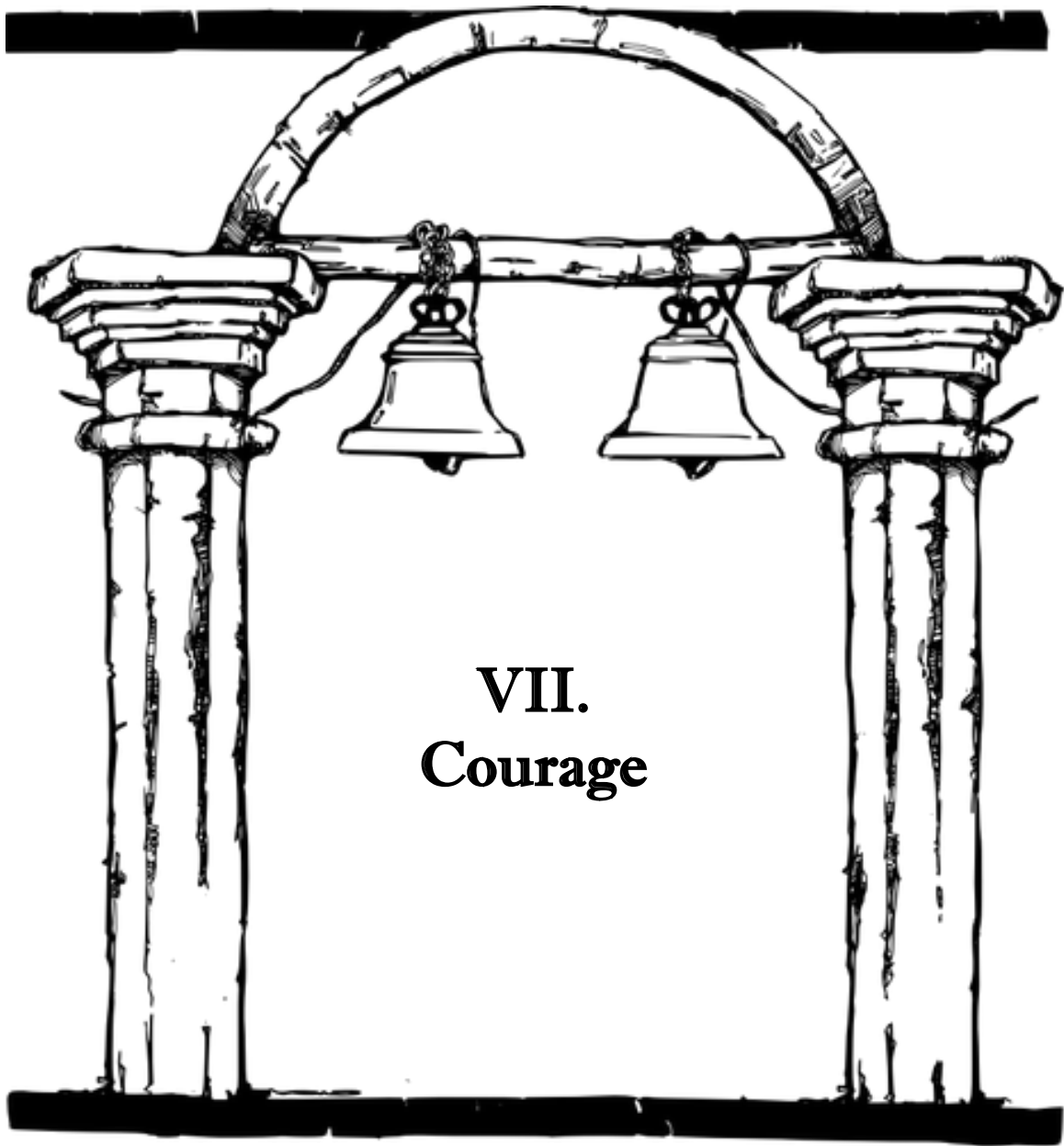
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*This manual is dedicated to the loving memory of George Fred Cross, Jerry Lafferty,
and Eunice Tolliver.*

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VII. Courage

Please read the green textual additions on the following pages for a guide to the *PACE* manual.

Note: This is not a full treatment of the virtue. Each section has many more activities.



I. QUOTATIONS: Courage



- A. "You must do the thing you think you cannot do." ~*Eleanor Roosevelt*
- B. "Two roads diverged in a wood, and I -
I took the one less traveled by,
And that has made all the difference." ~*Robert Frost*
- C. "Keep your fears to yourself, but share your courage with others." ~*Robert Louis Stevenson*
- D. "Don't be afraid of life's challenges." ~*Louisa May Alcott*

The first section of each virtue contains a series of quotations, some simple and some more complex. When the "theme virtue" is introduced to the students, post the quotations in prominent locations around the learning environment (on walls, doors, blackboard, etc.). These quotes serve to preview, explain, and reinforce each concept.

Note: There are 11 quotes for each virtue studied.



II. DEFINITION: Courage



COURAGE: (noun) the quality of mind or spirit that enables one to face danger or hardship with confidence, resolution, and firm control of oneself; bravery

Adjective: courageous

Synonyms: nerve; guts; spirit; mettle; fortitude; firmness

Antonyms: cowardice; fear

The second section contains a definition of the virtue. Included in the definition section are parts of speech, synonyms, and antonyms, because they will be useful when defining and using the words in sentences. The definition of the virtue should be written on the blackboard and discussed at the beginning of the month.



III. STORIES: Courage



<i>The Book of Virtues</i>	<i>The Moral Compass</i>
<u>Kindergarten</u>	
“The Wee Wee Woman” (p. 445)	“The Mouse Who Was Afraid” (p. 254)
<u>First Grade</u>	
“Chicken Little” (p. 443)	“The Man, the Boy, and the Donkey” (p. 221)
<u>Second Grade</u>	
	“Heroes” (p. 274)
“Jack and the Beanstalk” (p. 450)	
<u>Third Grade</u>	
“Hansel and Gretel” (p. 453)	“Molly Pitcher” (p. 301)
<u>Fourth Grade</u>	
“David and Goliath” (p. 447)	“The Knights of the Silver Shield” (p. 255)
<u>Fifth Grade</u>	
“The Minotaur” (p. 462)	“The Little Girl Who Dared” (p. 77)
<u>Sixth Grade</u>	
“A Laconic Answer” (p. 475)	“A Prayer at Valley Forge” (p. 299)

The third section includes stories from *The Book of Virtues* (BOV) and/or *The Moral Compass* (TMC) by William J. Bennett. The teacher assigns stories for the students to read throughout the month. There are several recommendations for each grade. Stories can be read aloud to the younger students; older students will read independently. It’s a good idea to thumb through *The Book of Virtues* and *The Moral Compass* to read some of the stories before starting the program.

Note: Not all of the books for Courage are shown in this sample.



IV. BIBLE PASSAGES: Courage



All Bible passages can be found in the *New International Version (NIV) Bible*.

- A. There is no greater example of courage in the Bible than the story of Jesus' Passion and death on the Cross. ~*Mark 15:33-41*.
- B. In *Matthew 14:25-33* Peter fears but Jesus tells him to have faith.
- C. Moses showed courage when he defied the Pharaoh and led his people out of Egypt. ~*Exodus 12:31-36*.
- D. We must be brave to be followers of Christ. ~*Luke 9:21-25*.
- E. In *Matthew 10:28* we read about what we should fear.
- F. Read about the lack of courage in Pontius Pilate's actions in *Matthew 27:11-26*.

**In the fourth section, students will read passages from the Bible.
This will help them to learn how people from Biblical times exhibited the virtues
that they are studying.**

Note: There are 22 Bible verses per virtue.



V. HEROES OF THE WORLD: Courage



Read about these people and the stories that demonstrate the virtue of Courage. If time allows, do further research on these heroic figures.

You can also add to this study by discussing the following questions, or by asking the student to answer one (or more) of them.

A. What characteristics made this person heroic?	B. What heroic actions did this person do?
C. How does this person exemplify the virtue being studied?	D. Can you identify with anything in this person's life?

“A hero is someone who has given his or her life to something bigger than oneself.”
~ Joseph Campbell



1 The story of **Hannah** is one of the most courageous stories about women in the Old Testament. Hannah wanted to have a child more than anything, but she couldn't, as she was barren. She prayed and prayed to God and promised that if she had a son, she would give him back to God and dedicate him as a holy man who would serve God all his life. And she did have a child, a son, whom she named Samuel. Hannah kept her promise and allowed him to be raised in the Temple. She still counseled him and stayed involved in his life, but he stayed at the temple all the time and Hannah could only visit him once a year. Can you imagine how hard that must have been for her? She had

In the fourth section, students will read passages from the Bible. This will help them to learn how people from Biblical times exhibited the virtues that they are studying.

Note: There are 22 Bible verses per virtue.



VI. RECOMMENDED BOOKS: Courage



Kindergarten

The Something

Natalie Babbitt

The sixth section provides a list of books to read in conjunction with the selected virtue of the month. The teacher reads or assigns books to the students. The key is to take them out of the library at the beginning of the month so that the books are available to the students when needed. These books can be part of the Language Arts curriculum, recreational reading, or extra credit. Many are Newberry and Honors Books. Educators will have to decide if a book is the right fit for each individual child.

Note that only one book per grade is shown in this preview - but there are approximately 10 books per grade level for each virtue in the manual.

First Grade

John Henry: An American Legend

Ezra Jack Keats

Second Grade

Little House on the Prairie

Laura Ingalls Wilder

Third Grade

The Courage of Sarah Noble

Alice Dalgliesh

Fourth Grade

The Door in the Wall

Marguerite de Angeli

Fifth Grade

Number the Stars

Lois Lowry

Sixth Grade

Call It Courage

Armstrong Sperry



VII. DISCUSSION TOPICS: Courage



- ✓ Do you stick up for your friends when they are made fun of or rejected by a group, or are you too afraid that you will be mocked too? How should you react?
 - ✓ Is it courageous sometimes to walk away and *not* fight?
- ✓ Is being afraid a bad thing? Talk about some times when it's okay to be scared.
 - ✓ Do you have the courage always to follow the 10 Commandments? Is it hard sometimes to follow them?
- ✓ Talk about what scares you the most in your life, your community, or in the world today.
 - ✓ Do you deal with small physical discomforts or disappointments without complaining? Talk about why this behavior is courageous.

This section is devoted to Discussions Topics; discussions should take place throughout the month of study. The teacher chooses a topic and opens it up to the student or class. This is perhaps the most important step of all, since by listening to what the students say, we find out how strongly they have grasped the virtue. They will also benefit from hearing what other people verbalize. Many times, the discussion of a story is the linchpin to understanding the virtue.

Note that this is only a small sample of the Discussion Topics—there are 22 Discussion Topics per virtue.



VIII. WRITING ASSIGNMENTS: Courage



A. Write about the most courageous person you know. How does this person exhibit his/her courage?	B. Has there ever been a situation in your life when you have needed to be very brave? Where were you and what did you do?
C. Write about how family stories, movies and/or books have influenced the way you think about courage.	D. Courage is something you're born with; you can't develop it. Do you agree or disagree? Explain your answer.

A list of Writing Assignments is provided in this section. The teacher assigns a topic at least once a month. These writings may or may not be graded; they can be more of a creative lesson, although, as always, proper grammar, spelling, and punctuation are expected.

Note: There are 22 Writing Assignment prompts for each virtue.



IX. ENRICHMENT ACTIVITIES: Courage



A. MUSIC



2. **Bedřich Smetana** (1824-1884) is considered to be the greatest Czech composer of all time. His music demonstrates love for his native Bohemia (now the Czech Republic) and contains some of the history and stories of the country. You can hear this in his magnificent symphonic poem, *Vlatava* (also known as *The Moldau*). Smetana bravely continued writing music despite becoming deaf, and suffering from deteriorating health at the end of his life.

B. ART



1. Examine these paintings and discuss why they are examples of courage:
Crucifixion ~ **Pietro Perugino** (1446-1524)
The Gulf Stream ~ **Winslow Homer** (1836-1910)
Midnight Ride of Paul Revere ~ **Grant Wood** (1892-1942)
Signing the Declaration of Independence, 1776 ~ **John Trumbull** (1756-1843)

Section nine reinforces the materials studied throughout the month. It includes activities in the areas of art, music, nature, and general activities. These activities are often accomplished on Fridays or on days when you normally have extracurricular activities. Most of the Enrichment Activities can be conceptually tied in to other subjects in the curriculum such as art, music, science, and Language Arts. Also included in this section are pieces to be studied or memorized, such as poems.

Note: There are many more activities for each virtue than are shown here.

C. NATURE



5. Research police dogs (referred to as the “K-9 unit”) and the work they perform to aid police officers. A police dog’s nose is, on average, 50 times more sensitive than a human being’s nose. Go into your kitchen and close your eyes. Spend several minutes smelling the area around you; then write down the different things you smell.

D. GENERAL ACTIVITIES



1. If possible, talk to a war veteran and learn his or her story of bravery.
2. Act out the story of “Molly Pitcher” or “Hansel and Gretel” from *The Book of Virtues*.
3. Watch the movie *The Miracle Worker* for an example of the extraordinary courage of Helen Keller. *A Night to Remember* (1958) is a movie that takes place on the night of the sinking of the *Titanic*, and the brave (and some not-so-brave) people aboard the ship that night.



X. HOW TO PRACTICE THIS VIRTUE: **Courage**



- A. It takes guts to ask for help. Don't be afraid to do this.
- B. Don't run away from or ignore your problems. Face up to them, or ask your parents or a trusted friend/family member to help you deal with them.
- C. Be strong in the face of temptations. Be firm!
- D. Try to do something that intimidates you – a new sport, acting in a play, taking a public speaking class, cooking, etc. You will find that you have the nerve to do it after all.
- E. Safety is an important part of being brave. Take a CPR class, a First Aid class or learn the Heimlich Maneuver so that you can be ready if faced with an emergency.

This final section gives several hands-on opportunities for the children to apply the virtues in their everyday lives.

Note: There are over 20 suggestions on how to practice each virtue.