

Notes to the Teacher

Carly Lorntsen

School of Education, University of Northern British Columbia

EDUC 402: Diverse Classrooms

Dr. David Litz

Notes to the Teacher

Within each grade level, I strongly believe that teaching, modeling, and fostering courage in the classroom is highly essential. This idea of learning about courage will indeed increase levels of reciprocity between the teacher and students. Individuals in the learning environment will exchange courageous acts with one another for mutual benefit. In this case, learning about courage will allow all parties involved to have the same rights and to teach others the art of being brave. Often, being brave and courageous in today's society is a difficult task for many individuals of all ages. The teacher can influence students to be courageous through a growth mindset that will be cherished and remembered.

Through the discipline and subject area of courage, it is incredibly important to acknowledge and teach. Often, the knowledges, experiences, cultures, and voices that are valued in this case consist of extroverted individuals that enjoy taking the lead while soft-spoken voices are often silenced or left out. Common stereotypes and perceptions of being courageous and a driven leader in any situation include those simply believing that forceful and loud individuals are more suited for leadership roles while soft-spoken individuals are often not considered to be brave and ready to tackle life's challenges. Learning about courage can aid in assisting those soft-spoken students and teachers to acknowledge that they are in fact, the best leaders in the room. Learning about courage and acting on it will build powerful, confident, driven, and fearless individuals inside and outside of the classroom. Through my own experiences of being a soft-spoken person, I developed this lesson plan of the meaning of courage through my heart to assist those students that want to be heard through their voice, heart, and soul. In fact, during my teaching of this lesson, I noticed an incredibly shy student begin raising her hand during lessons and approaching me numerous times throughout the school day. Therefore, it made me recognize

that I was making an impact with lessons such as in how to be courageous. Additionally, I believe that having conversations about courage through these types of lessons will build critical thought through the idea of right versus wrong and seeking justice while fighting for one's rights and freedoms when needed.

While courage is an extremely important topic for students to learn, I strongly believe and advocate that teachers bring courage into the classroom through the pedagogical approach of the collaborative learning approach. This approach will solely involve students working together on learning tasks in a small group that ensures participation of everyone. Through this pedagogical approach, I believe that it will enhance respect, collaboration, integrity, and accountability to teach students how to be courageous in sharing their voice and ideas. Through classroom learning, we could see this take form through write-pair-shares and think-pair-shares.

Through courage lessons such as the one I developed, I believe that they are vital to all learners. The topic of courage and how it is acted out can help teachers recognize their value as they make a difference in the lives of their students and it can indeed engrave worthiness and value on each individual students' heart, brain, and voice.