

Activity 12 - No Fear

Grades: 4 - 5

Instructional Materials

- poster board
- markers or paint
- copies of Attachments 12 and 13

Introduction

Have students define courage. Tell students courage is taking action in spite of being afraid. Explain that people with courage are willing to take thoughtful risks to accomplish something worthwhile. Stress that people should not take foolish risks in a situation where there is no chance for success. Risks may be physical, mental, social or financial.

A. Invite students to tell about a time they took a thoughtful risk. Discuss how they felt before and after the event.

B. Have students share examples of things they would be afraid to do. (walk around in the dark, speak in front of the class) Help students determine whether these risks are thoughtful or foolish. Discuss what steps they could take to make the risk less frightening. (a flashlight in the dark, a helmet when you skateboard)

C. Explain that warriors in many cultures carried shields or banners to display their courage and communicate something about them. Show students pictures of Native American shields, European crests, and Japanese banners. Explain the significance of the animals and colors.

D. Have students design a banner or shield that represents them and one act of courage they have accomplished. Provide copies of Attachment 12 for instructions.

E. Have students share their shields or banners with the class. Invite students to discuss why it is important to be courageous on occasion.

Assessment

Use the rubric on Attachment 13 to evaluate the banners and shields.

Enduring Understanding

Successful people exhibit the traits of creativity, goal setting, intelligence, courage, and kindness.

Guiding Question

How can gifted students exhibit courage?



Name _____

There are three major parts of a banner or a shield that reveal a person's heraldry. Heraldry is a visual language originally used to identify knights.

The surface of the shield or banner can be divided into parts or "fields". These fields symbolize parts of someone's personality or feats of bravery they have performed.

The **charge** is a symbol or picture that represents trait or object.

The **tincture** refers to the colors used on the banner or shield. The rules of tincture state that no metal should be placed next to another metal (gold, silver) and no color should be placed next to another color. Even the colors have meanings.

White/silver- faith and purity

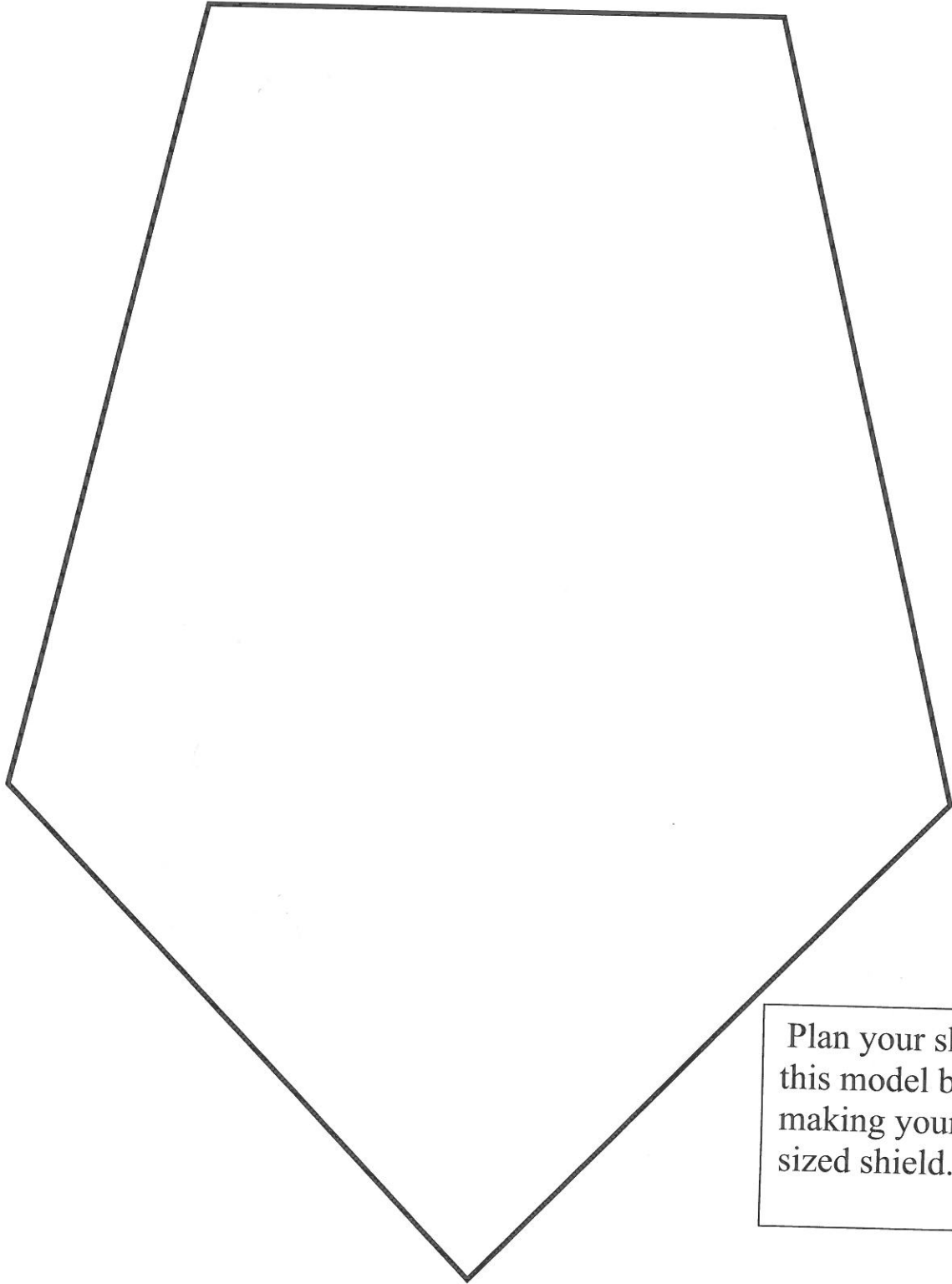
Yellow/gold- honor and loyalty

Black- grief or anger

Purple- royalty, passion or suffering

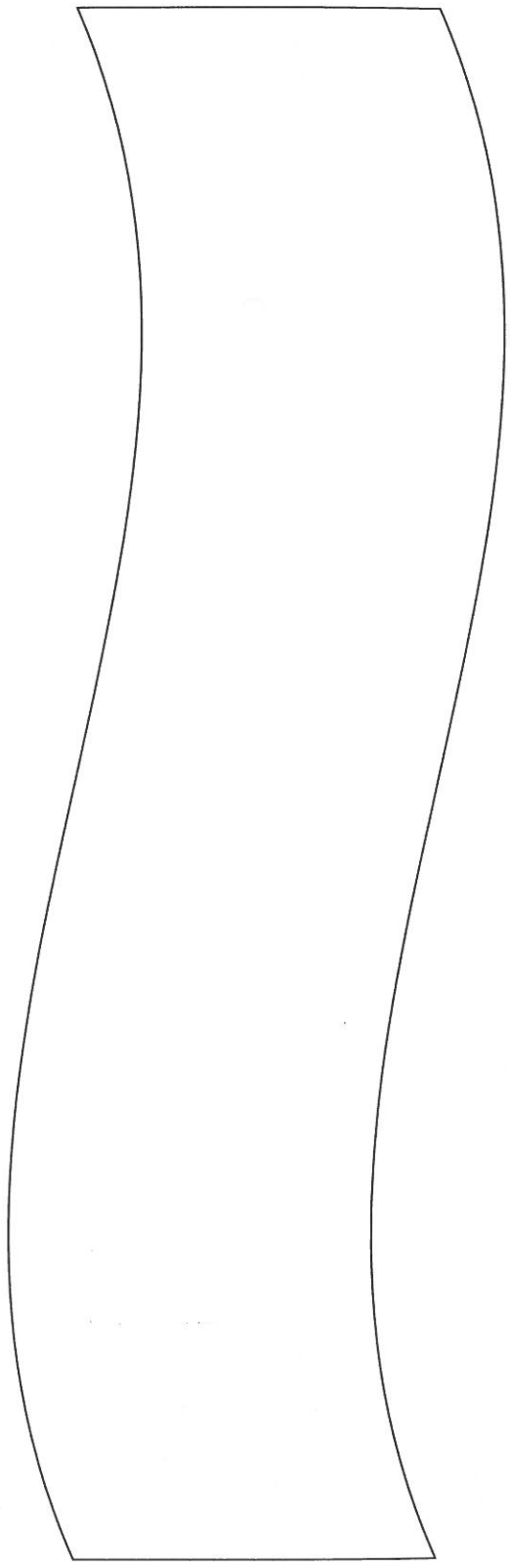
Blue- tenacity and religious

Green- youth and health



Plan your shield on this model before making your full sized shield.

Use this banner
to plan before
you make your
full sized
banner.



Attachment 13

Shield or Banner

Name _____ Score _____ /21

Content Standard	Standard	Student Assessment	Facilitator Assessment
Shield or banner represents the student.	3		
Shield or banner represents the student's act of courage.	3		
Shield or banner has logical fields.	3		
Shield or banner follows the rules of tincture.	3		
Shield or banner uses appropriate charges to represent the student.	3		
Skill Standard			
Shield or banner is in color.	3		
Shield or banner shows student pride in his/her work.	3		

4= Exceeds standard

3= Meets standard

2= Nearing standard

1= Below standard