

STORYKEEPERS HOMESCHOOL

The Mingles in Wilderland

MULTI-AGE LESSON 7

Stepping Into the Circle

The Value of Courage

Fear, Responsibility, Action, and Shared Strength

Learning Modules for Four Age Levels

Lower Elementary · Upper Elementary · Middle School · High School

One story. Four levels of challenge. One complete family packet.

FAMILY GUIDE

Lesson 7 at a Glance

Everything needed for all four age levels is contained in this packet.

BIG IDEA Courage is not the absence of fear or the certainty of success. It is choosing a worthy action while afraid, accepting one's share of the danger, and taking the next step without knowing who will stand beside you.

The Thread Through the Story

Timbit's purpose has grown throughout the journey, but Chapter 83 exposes a failure of courage: he has assigned danger to others while remaining behind with his invention. Pippin tells him the truth. He accepts it, reorients, and walks alone toward the Aridite assembly. In Chapter 84 he enters the circle trembling, speaks against Gaia, and asks others to choose. His solitary act becomes shared courage as Horatio, friends, Aridites, and finally Shadowrend step beside him. Chapter 85 does not glorify fearlessness; it celebrates a community changed because one frightened person accepted responsibility and moved first.

WHERE IT APPEARS	COURAGE MOMENT
Chapter 83 · The Reckoning	Pippin names Timbit's avoidance; he accepts the truth and changes course.
Chapter 83 · The Walk	Timbit understands that he must face the danger he asked others to face.
Chapter 84 · The Circle	He enters alone, trembles, breathes, remembers his father, and speaks.
Chapter 84 · The Stand	He invites others to act; courage spreads through example and choice.
Chapter 85 · The Feast	The community honors shared action, and Timbit returns to friendship and ordinary life.

Learning Objectives by Level

LEVEL	LEARNER WILL...
Lower Elementary · Grades 1–3	Use a physical courage path to identify fear, worthy purpose, support, and the next safe step.
Upper Elementary · Grades 4–5	Design, build, test, and revise a bridge model representing supports that carry action across fear.
Middle School · Grades 6–8	Perform contrasting inner and outer voices to analyze courage as action under fear.
High School · Grades 9–12	Distinguish moral courage from recklessness, performance, obedience, and risk transferred to others.

FAMILY GUIDE

How to Use This Lesson

A movement, design, auditory, and analysis rhythm

1. Begin with the embodied Shared Family Launch.
2. Never require disclosure of private fears; fictional or ordinary examples are acceptable.
3. Use safe, proportionate challenges only.
4. Return for one principle and one next step at the Family Roundtable.

What Each Level Needs

LEVEL	MATERIALS
Lower Elementary	Four floor signs, Courage Cards, small marker or figure
Upper Elementary	Paper, index cards, tape, two books, coins or washers, Bridge Record
Middle School	Inner/Outer Voice Script, recorder optional, performance notes
High School	Courage Threshold Matrix, case cards, Position Brief, story text

SAFETY NOTE Courage education must not pressure children into unsafe physical risks, unwanted disclosure, secrecy from caregivers, or confronting dangerous people alone. Seeking help can be the courageous action.

Timing

- Shared Family Launch: 10 minutes
- Age-level work: 30–60 minutes
- Family Roundtable: 10–15 minutes
- Optional extension: record Timbit's inner and public voices as an audio scene.

SHARED FAMILY LAUNCH

Feel Fear, Choose a Step

10 minutes · All ages

Embodied Demonstration

Stand at one side of the room. Place four signs leading forward: FEAR, WORTHY PURPOSE, SUPPORT, and NEXT STEP. Read an ordinary or story-based Courage Card.

5. At FEAR, name what the character's body or mind might experience.
6. At WORTHY PURPOSE, name what matters enough to act for.
7. At SUPPORT, name a person, skill, truth, plan, breath, or request for help.
8. At NEXT STEP, take one physical step and state a safe, specific action.

9. Recall Timbit: he shook with fear, breathed, remembered his father, and spoke.

Ask Everyone

- Can courage include trembling, tears, or asking for help?
- What turns a dangerous action into recklessness rather than courage?

KEEP THE DEFINITION Fear + worthy purpose + responsible action = courage. Danger by itself does not make an action brave.

LOWER ELEMENTARY - GRADES 1-3

Walk the Courage Path

Movement, emotion naming, and safe action planning

LEVEL OUTCOME Complete at least five Courage Cards using the four-part path and identify one safe request for help.

Home Educator Guide

Run the Path - 20 to 30 Minutes

10. Place the four signs in a path. Give the learner a small Timbit marker or invite the learner to walk.
11. Read one Courage Card. Stop at each sign and complete its sentence.
12. At SUPPORT, require at least one example of asking for appropriate help during the activity.
13. At NEXT STEP, act out only safe actions such as speaking, telling the truth, trying again, apologizing, or calling an adult.
14. Repeat with five cards, including Timbit entering the circle.

Debrief

- Which step changed fear the most?
- Did fear have to disappear before action?
- When is leaving and getting help courageous?

LOWER ELEMENTARY PRINTABLE

Courage Path and Story Cards

Place the signs on the floor; cut apart the cards.

FEAR	WORTHY PURPOSE
I feel or notice _____.	What matters is _____.
SUPPORT	NEXT STEP
I can remember, plan, breathe, or ask _____.	I will safely _____.

Courage Cards

You made a mistake and need to tell the truth.	Someone is being treated unfairly and a trusted adult is nearby.
A new task is difficult and you may fail.	A friend needs help, but you cannot solve the problem alone.
Timbit must enter Gaia's circle and speak.	You need to apologize without knowing whether forgiveness will come.

LOWER ELEMENTARY

My Next Courageous Step

Draw a safe action taken while fear is present

My fear or worry:

What matters:

My support:

Draw the next safe step:

FAMILY CLOSE Say together: "I can be afraid and still take the next right step."

UPPER ELEMENTARY · GRADES 4–5

Build a Courage Bridge

Design–build–test–revise with symbolic load

LEVEL OUTCOME Build a paper bridge that carries a “fear load,” explain the meaning of its supports, and revise after testing.

Home Educator Guide

Set Up

Place two books 6–8 inches apart. Provide paper or index cards and limited tape. Coins or washers become the fear load. No premade bridge example is needed.

Design–Build–Test–Revise · 35 to 50 Minutes

15. Sketch a bridge from AVOIDANCE to RESPONSIBLE ACTION. Label at least three planned supports: purpose, truth, preparation, breathing, mentor, friend, skill, or help.
16. Build the bridge with the limited materials.
17. Place one coin at a time on the center. Before each coin, name a fear or cost Timbit faces.
18. Record the failure point or maximum load.
19. Revise one structural feature and one symbolic explanation.
20. Test again and compare evidence.

Debrief

- Which support strengthened the model most?
- Why is support not the opposite of courage?
- What would make crossing reckless?

UPPER ELEMENTARY PRINTABLE

Bridge Design and Test Record

Use before and after building.

First Design

SUPPORT IN THE BRIDGE	WHAT IT REPRESENTS

Test Record

TEST	FEAR LOAD HELD	WHAT HAPPENED	REVISION
1			
2			

UPPER ELEMENTARY

Bridge Reflection

Use after the second test

1. My strongest physical support was:

2. It represented this source of courage:

3. The first design failed or bent because:

4. Revising a plan is courageous when:

5. Timbit's most important "bridge support" in Chapter 84 was:

MIDDLE SCHOOL • GRADES 6–8

Two Voices at the Threshold

Auditory performance of inner fear and outward action

LEVEL OUTCOME Create and perform paired inner and outer monologues showing that courage can coexist with fear, doubt, bodily reaction, and need for support.

Home Educator Guide

Prepare the Performance • 30 to 45 Minutes

21. Read Timbit's walk in Chapter 83 and entrance in Chapter 84.
22. Write INNER VOICE lines: guilt, fear, imagined failure, bodily sensation, memory, and wish for friends.
23. Write OUTER VOICE lines: the words and actions others can observe.
24. Perform with two readers alternating or overlapping carefully. A solo learner may record the voices separately.
25. Add three sound cues: footsteps, breath/heartbeat, and the silence before speech.
26. Perform a second time after Horatio enters. Change the inner voice without making fear vanish.

Debrief

- Which voice carried more fear?
- Which outward action counted as the threshold crossing?
- How did another person's arrival strengthen courage without creating it for Timbit?

MIDDLE SCHOOL PRINTABLE

Inner and Outer Voice Script*Use Chapters 83–84; remain faithful to events.*

MOMENT	INNER VOICE · UNHEARD	OUTER VOICE · SEEN/HEARD
After Pippin's accusation		
Walking toward the assembly		
Entering the circle		
Gaia addresses him		
Horatio stands beside him		
Timbit asks others to stand		

Sound Score

FOOTSTEPS	BREATH / HEARTBEAT	SILENCE
Where used:	Where used:	Where used:

MIDDLE SCHOOL

Performance Reflection*Use after both versions*

1. The strongest evidence that Timbit remained afraid:

2. The exact action that transformed fear into courage:

3. How the sound design changed the interpretation:

4. Why Horatio's support did not erase Timbit's courage:

5. A sentence distinguishing courage from confidence:

HIGH SCHOOL · GRADES 9–12

The Courage Threshold

Decision analysis, moral risk, and responsibility

LEVEL OUTCOME Evaluate courageous action using fear, worthiness, proportionality, personal responsibility, transferred risk, preparation, and alternatives.

Home Educator Guide

Part 1 · Threshold Analysis · 20 Minutes

- 27. Analyze Timbit before and after Pippin's challenge.
- 28. Compare entering the circle with his earlier decision to send others into danger.
- 29. Apply the Courage Threshold Matrix to Timbit, Pippin, Shadowrend, and Caelum.

Part 2 · Case Decisions · 20 Minutes

For each case, decide whether the action is courage, recklessness, compliance, avoidance, or mixed. Change one fact and test whether the classification changes.

PROPOSITION Courage requires accepting a fair share of the risk one asks others to bear.

Part 3 · Position Brief · 15 to 20 Minutes

Qualify the proposition, use Timbit's change in Chapter 83 and stand in Chapter 84, address leadership delegation as a counterargument, and name limits on solitary action.

HIGH SCHOOL PRINTABLE

Courage Threshold Matrix

Use precise evidence and proportional judgment.

TEST	TIMBIT	PIPPIN	SHADOWREND	CAELUM
Fear present?				
Worthy purpose?				
Risk proportionate?				
Own share accepted?				
Safer alternative?				
Preparation/support?				
Classification				

Case Variations

- The person acts mainly to impress witnesses.
- The person has a safe way to summon qualified help.
- The person orders others into danger while remaining protected.
- The person acts alone because delay would cause immediate harm.

HIGH SCHOOL

Position Brief

Use after The Courage Threshold

Your Qualified Claim

I AGREE / DISAGREE / THINK IT DEPENDS with the proposition because:

Evidence

Timbit before the threshold:

Timbit after the threshold:

Counterargument

Delegation does not always avoid courage because:

Concluding Standard

I would distinguish courage from recklessness by asking:

COME BACK TOGETHER

Family Roundtable

10–15 minutes • All ages

One Next Step

Each learner shares a fictional, story-based, or ordinary example. No one must disclose a private fear.

LEVEL	SHARE
Lower Elementary	Fear, worthy purpose, support, and next safe step.
Upper Elementary	One bridge support and what strengthened it.
Middle School	One difference between Timbit's inner and outer voices.
High School	One test distinguishing courage from recklessness or avoidance.

Discuss

- Why was Pippin's accusation itself courageous?
- Did Timbit become courageous before or after entering the circle?
- How did courage spread without becoming a crowd impulse?
- When is asking for help the brave action?

THE IDEA TO CARRY FORWARD Courage does not wait for fear to vanish. It identifies what matters, accepts responsibility, uses available support, and takes the next proportionate step.

Protect Safety

Never turn this lesson into a dare. Courage serves worthy purposes through responsible action; unnecessary danger proves nothing.