



The Warrior, Part 1



Skill Objectives

Students will

- practice critical reading and thinking.
- explore and comprehend the concept of warriorship.
- explore and comprehend concepts of courage, compassion, humility, resilience, and accountability.
- practice interpretive skills in reading.
- apply teachings to their own lives.



Materials

- pens and pencils
- journals
- paper
- computer and online dictionary
- Warrior Readings: "Tibetan Legend," "Quotations for Warriors"



Time

- 40-50 minutes

FYI

Purpose

Although they may endure struggles in their lives, students may not think of themselves as warriors in the way this lesson defines the term. Here, it refers to the qualities necessary to endure—and lead: courage, compassion, resilience, humility,

and accountability. These qualities can and should be cultivated and practiced. In this lesson, students read about, discuss, and write about these qualities as they redefine and redirect their own struggles.

Explore

- Use five minutes or so to explore the meaning of some key terms. Next to the word *courage*, write other key values on the board that exemplify civic leadership, such as *compassion*, *humility*, *resilience*, and *accountability*. Initiate a discussion about what students know about them. Together, come up with a definition for each word. Later, when time allows, have students check the definitions using an online dictionary. Write the definitions on the board and encourage students to write them in their journals.
- Explain that students can learn a lot about the traits of compassion, humility, courage, resilience, and accountability by reading and listening to legends, such as the one they will read today.
- Spend 15-20 minutes reading and discussing the text. Distribute the "Tibetan Legend" found in this guide's Appendix. Read the legend aloud as students follow along. Ask them to circle important and unfamiliar words. After, facilitate a discussion using some of the following or similar questions:

The legend says that "there will come a time of enormous chaos in the world."

- *Has this already happened?*
- *Is that true of the whole world? Is it true of the city?*
- *Is it true of your neighborhood?*

The legend says warriors must struggle against the powers that threaten us with weapons of "vast

destruction." The warriors know that the weapons arise from the choices, lifestyles, work-styles, and relationships that the people who govern these powerful factions have chosen to have with one another. These are weapons of the mind. *What is the text referring to here? What are these weapons of the mind?*



The Warrior, Part 1 continued

- Warriors have two weapons of their own: wisdom and compassion. *How can these qualities be weapons? How can they be practiced and developed?*
- The writer asks, *“What if we are those Warriors? What if our job is to let go – and encourage others to let go – of hatred and aggression, and to instead bring awareness and vision to our practices? What if we form businesses, do deals, resolve disputes, and fight our battles, first and foremost with wisdom and compassion? How will business be done differently, and how will problems be changed? And how will we feel at the end of each day, having brought great wisdom and compassion to our practices?”* Invite students to answer these questions.
- Ask students to offer their interpretations of the last paragraph. *If there is injustice, unfairness, and suffering, what, according to Hillel, are we supposed to do about it? Why?*

Activity

Nominate Warriors

- You may wish to spend about 15 minutes for this activity.
- Divide the group into smaller groups of three or four students. Ask each group to come up with a ranked list of their top three “traditional” warriors. “Traditional” here refers to action and adventure heroes of movie and television.
- Next ask each group to nominate and discuss non-traditional candidates for the title of warriors. Have each group member nominate someone. These need not be ranked. These should be people who struggle courageously and humbly to do what is right, whose actions display compassion and wisdom, and who are resilient and accountable for their actions.
- Finally, ask the groups to compare and contrast the two lists. Have each group report out to the larger group on what the people on the two lists have in common and where they differ from each other.

Reflect

- Ask students to reflect on what they have learned about being a warrior by writing in their journals for about five minutes. Use the following or similar questions:

- *What do you think it means to be a warrior?*
- *How will you apply what you have learned to your own struggles? Give specific examples.*



The Warrior, Part 1 continued

✓ Assess

CRITERIA for Session 2 Rubric	Beginning: Score of 1	Emerging: Score of 2	Advancing: Score of 3	Exemplary: Score of 4
Listening and public speaking skills	Comprehension may be partial or flawed; no evidence of critical thinking	Comprehension is satisfactory; interpretation is superficial and limited to literal meaning	Comprehends text and its implications; can question and critique the text	Comprehends, questions, critiques, and connects text to other texts and lessons
Sense of cohort and responsibility	Flawed or partial understanding of concept	Understanding of concept satisfactory; not connected to other concepts	Advanced understanding of concept through comparison and contrast with similar concepts	Comprehension of concept sophisticated and nuanced, and can be supported by evidence and argumentation
Creative thinking and self expression	Flawed or partial understanding of concept	Understanding of concept satisfactory; not connected to other concepts	Advanced understanding of values through comparison and contrast with similar concepts	Comprehension of values sophisticated and nuanced, and can be supported by evidence and argumentation
Comprehension of program and group expectations	Flawed or limited application	Some application to personal circumstances	Can apply text to personal circumstances to gain insight	Application of the text to personal circumstances is sophisticated, nuanced, and creative