

Hildegard Center for the Arts “Heroes Among Us”

“What It Means To Be a Hero”

For Grades 3-6 but can be modified for other grades

Purpose: To help students learn the characteristics of a Hero and use that knowledge to help students display those characteristics in their personal conduct and actions

Objectives:

- Students will be able to name three qualities or characteristics of a hero
- Students will be able to identify at least one person who has made the choice to help others in his or her community and can be considered a hero
- Students will be able to make a list of five ways they can help make a difference in their communities
- Students will discuss their learning process through reflection

National Standards that may be met:

- Students adjust their use of spoken, written and visual language to communicate effectively with a variety of audiences and for different purposes.
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
- Students use spoken, written and visual language to accomplish their own purposes.

Discussion:

1. Ask the students to share their thoughts based on the question “What is a hero?”
2. Stimulate class discussion surrounding the following statements:
 - A good citizen is anyone who can and does make a difference in their communities.
 - A good citizen chooses to help the community.
 - A good citizen is open to the differences between community members and is willing to listen to other ideas.
 - A good citizen is a positive role model for others in the community.
 - A good citizen does the right thing.
3. Ask the students to give examples of good citizens in their community.
4. Ask the students to list the characteristics of a Hero and discuss the similarities between a good citizen and a hero.
5. Ask the students to discuss how the characteristics and actions of a hero go above and beyond those of a good citizen.
6. Ask the students to list heroes found their community, from their state, from their country and explain why they feel they should be called heroes.

Activity:

1. Have students fold a piece of letter-size paper into four squares.
2. For the first square, ask students to use their imaginations and write the name of or draw a picture of their favorite superhero (e.g. Green Hornet).
3. For the second square, ask students to write about and /or draw a picture their favorite well-known “real” hero (e.g. an astronaut).
4. For the third square, ask students to write about and/or draw a picture of their favorite community hero (e.g. police officer or nurse)
5. For the last square, students to write about a time they themselves were a hero, had a chance to be a hero but chose not to act and/or will try to be a hero in the future.
6. For all the squares, make sure the students include reasons for their choices.
7. Ask the students to explain how they plan to conduct themselves so that someday they may be considered heroes.
8. Ask the students to share and discuss their class papers with the rest of the students.

Final Discussion:

After students have all shared the information they included on their “squares”, begin a class discussion with the following:

1. Who are the people you know who make the choice to help their communities? Why? How?
2. Can choosing to serve your community make you a hero? How?
3. Can students be heroes? If so, give some examples.
4. Make a list of five things you as students can do to help your community.
5. Make a list of five ways you as students can be heroes in your school, in your families and in your community.

Collect all of the lists and post them on a bulletin board or compile them in a booklet for students to review.