

TEACHER'S GUIDE

Ethical Reflection

Heroes

This is the teacher's guide for the student handout with the above title. The left side of this page is a copy of the student handout with answers as well as space for additions to add. The right side lists objectives, grades, directions, and curriculum connections.



Every part of the world has been touched in some way by tragic events. People have responded to those events in very different ways. Use the quote below to help you reflect on how heroes are often revealed in and after tragic events.

"My hope is that we will have a new understanding of heroism, and how complex, deep and universal it is"

- Ann Medlock, creator of the Giraffe Heroes Project

What do you think ms. Medlock means when she says that heroism is universal?

Make sure students understand what "heroism" and "universal" mean. Some answers may be: every nation has a hero; hero means the same thing for everyone; there may be several different heroes with different reasons from one event.

What does heroism mean to you?

Explain to student to think about both the idea of values (what you believe is important) and character (how you act on your values). Remind students that heroes can be actions, speeches, and writings.

Describe a time when someone acted as a hero. What did they say? Do?

Students may have various answers from the firemen that run into the buildings to a grandmother who raised her children on her own. Remind students that heroes come in all shapes and sizes. You only need to be a hero in one person's eyes to be a hero at all.

Heroes are found in many cultures including our own. List some people that have come from various cultures around the world and are considered heroes. What values or character traits did they demonstrate?

Answers may include: Martin Luther King, Jr., Gandhi, Rosa Parks, personal family or friends, and Nelson Mandela. Character traits may include courage, honesty, perseverance, responsibility, etc...

Additions: Follow-up activities

Search through the newspaper for people who you would consider heroes. Cut out their pictures or stories and keep them on file. As students find these stories, have them keep aware of how a newspaper is put together, what sections it contains, and how stories are written.

As a class project, create and publish a "Heroes Newspaper" to distribute to the school and community.

Objectives:

Students define and discuss the idea of heroes and heroism.

Grade level:

4-12

Directions:

Ask students the question, "are there any good things that can come out of tragedies?"

Hand out the activity sheet and have students write answers first or begin with a discussion of the answers.

Subject/Material

Connections:

Use this activity as part of an English, History, Journalism, or psychology class.

This activity works well as part of a unit on heroes, tragedies, war, non-fiction writing, or newspaper writing.

For CMT preparation, students can practice non-fiction reading as well as personal response as part of the "Additions" section.