



Heroes

Lesson Plan

3 The Hero Factor

Recommended Age Group: Primary 5 and 6

Duration: 2 hours

Equipment required: outline of a life-sized person with a question mark

'Self-Help' presents stories and quotes from a wide range of people who displayed the qualities Smiles wanted to inspire in readers. There are examples of them on this website. He believed that reading lots of examples of people achieving success through their good character could inspire readers to do the same. Smiles also said that heroes were not perfect. A role model can have good and bad personal characteristics, or not achieve something perfectly first time.

In this workshop your pupils will be encouraged to consider the characteristics that they believe make someone a hero or role model and how their stories might be told today by using parallels to TV talent shows.

Warm Up

Movement memory (10 min)

This is another fast paced exercise focussing on listening and responding to set instructions.

- When pupils hear 'Judges coming' they must stand and look very worried, tidy their appearance and smile nervously.
- When pupils hear 'You have won H Factor' they jump up and down with excitement.
- When pupils hear 'You have lost H Factor' they slow down and pretend they are very upset.
- When pupils hear 'We're on air' everyone must stop fast and listen (this is a good one to use to grab the attention of group).
- Ask the group for other instructions to add to this exercise

One voice (10 mins)

- This exercise will encourage pupils to come together and focus on being a group. Get one pupil at a time to say a number from one to 10. The plan is to only hear one voice at a time.

- If more than one person says the same number at the same time then the group must go back to the beginning and start at number one with someone new saying numbers 2, 3, 4 etc.

Core Activity

Amazing Adverts (30mins)

- Ask the group to create a short TV advert asking the viewers to enter the 'H Factor'.
- As a group agree on what the prize is for winning H factor, what the judges are looking for and how to enter the competition.
- Pupils can make up a jingle or even take on the role of one of the judges.
- Perform and feedback.

Create a contestant (55 minutes)

- Get the pupils into groups of four or five. Trace a life-size silhouette of a body on a large piece of paper. The aim being to create someone they think should win the H Factor.
- The group should write all the information about this person on the inside of the silhouette. On the outside, get them to describe his or her physical appearance.
- Name, age, lifestyle, all describe the good points of this person but get pupils to describe bad points too. Why does this person have the H factor?
- In the group, get pupils to take on the role of the No 1 Fan Club for this character. Get pupils to create a video message to judges in which they are describing the character and explaining why they have the H factor.
- After viewing each group's work, set up three chairs and ask for volunteers to take on the role of the judges.
- As the teacher, take on the role of the TV presenter, ask judges for comments on the videos they have just seen and ask them to vote for their favourite.
- If the group are finding it difficult to improvise as judges, give them ideas of stock characters, such as
 - 'Cross Ross' - never happy with any contestant, moans
 - 'Happy Sally' - thinks everyone is great and cries with joy or sadness
 - 'Fickle Flora' - cannot make her mind up about any contestants
- Discuss as a group: What should the winner of the H factor win? Should heroes be treated like celebrities? Are celebrities heroes?

Endings

Rewind and relax (15 mins)

- Ask pupils to find somewhere comfortable on the floor to lie down. This exercise aims to focus the group into recalling the work they've done and enjoy the relaxing experience of lying down listening to a calm voice while visualising the activities in their minds. Use the script below as a starter.

Script 1:

Lying down on the floor, take a deep breath - in through your nose and out through your mouth and again. With each breath you take, imagine having a feeling of heaviness while lying on the floor. Make your arms and legs as tight as you can and then release them. Enjoy the feeling of letting go and relaxing. Now, picture in your mind the start of the workshop today as if you are watching it on a TV screen. Remember the running around in the game of tig, etc.

Continue with this slow, soothing narrative of the workshop until you get to the present exercise and ask the group to pause on their TV screens with the image of lying down on the floor, feeling relaxed.

Script 2:

Whenever you feel stressed over the rest of the day or week, picture this image and take a few deep breaths to remind you of this relaxing time.

- Finish off with playing a little relaxing music.
- Stop the music and ask the group to listen to you count to 10 using the script below. Get the group to slowly become more alert and awake until at the number 10 they are standing up feeling alert but this time with no tension.

Script 3:

- One* begin to move your fingers and toes
- Two* stretch open your mouth and yawn, open your eyes
- Three* bring your hands up to your face and gently rub your face waking yourself up
- Four* stretch out your arms above your head and stretch your legs to be as long as you can, yawn
- Five* turn over to your side and hug your knees into your chest
- Six* slowly move into a sitting position
- Seven* give a yawn, arms stretched above head
- Eight* still sitting take a deep breath in through your nose and out through your mouth. With each breath you take in feel yourself growing in strength and energy
- Nine* slowly move to standing
- Ten* now standing give your face a gentle slap to wake yourself up and little shake out with arms and legs



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Potential Development

- Ask your pupils to imagine where the contestants on the H Factor might be and what they will be doing in a year
- Get them individually to write a diary or magazine interview with the contestants showing what they are doing a year after the H Factor.
- With your class compare the values Smiles' admired as heroic with the ones they identified.
- Look for similarities and differences. Get pupils to consider why Smiles included the characteristics and if he thought anyone can be a hero if they follow these behaviours.



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