



Heroes Lesson Plan

4 Reach for the Stars

Recommended Age Group: Primary 7

Duration: 2 hours

Equipment required: none

Smiles believed anyone could be successful if they worked hard and were dedicated to doing the best job they could. For Smiles it was a person's characteristics and values that make them a hero or a role model. '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 on this website. His message was that success in life depended not on individual intellect but on good character and hard work. 'Self-Help' was very popular and many readers were inspired to work towards their dreams by reading it.

In this workshop your pupils will explore the story of one reader who was inspired to follow their dreams. They will be encouraged to think about what their own dreams are and how they can be achieved.

Warm Up

Samuel Smiles Tig (10mins)

- Using the traditional concept of tig but keeping the energy and pace going at all times, use quotes by Samuel Smiles and get a few pupils to be the tiggers. In this version of tig the class will be using the quotes to free each other.
- When a pupil is 'tug' they should stand and say 'Life will always be...er...' and act as if you they forgotten the rest of the line.
- To release someone the pupil must say "Life will always be what you make it" and then they are free to run about.
- Now repeat the activity with a different Samuel Smiles quote e.g. 'So little is done...' To free someone, a pupil should say: "So little is done because so little is tried".

When energy is dipping ask the group as a whole to show what you must say and do if you are caught and how to release someone. Ask them to be more controlled with gestures, louder voice projection and clarity in the delivery of their lines.

Who was Samuel Smiles? (5 mins)

Introduce Samuel Smiles by reading out the facts below:

Fact 1 - He is a famous writer but he is not alive.

Fact 2 - He wrote about people who worked very hard in their lives, he wrote about his heroes.

Fact 3 - Lots of people all over the world read Samuel Smiles books which helped them follow their dreams. Listen to what one girl said about Smiles and the impact his book had on her:

'I had never heard of this book until it was presented to me as a prize for good composition and the one who distributed the prizes said that he hoped we should one day be a credit to our school and our town, and I think that from that time I have done nothing but dream of the day when I could do something for myself.' From letter to John Murray by Renee Hopkins a 14 year old school girl.'

Fact 4 – you know two of his famous lines, can you remember them?

Shake hands discovery (10mins)

- Get the class to shake hands with as many pupils as they can in two minutes and ask what their dream is. With each pupil they shake hands with, they should tell them their own dream.
- Ask for volunteers to relay back who they spoke to and what their dreams were (take a note of these dreams for the next exercise).

Steps to success (1 hour, 10 mins)

- Give each group one of the dreams given earlier in the workshop and ask them to create three images that show the stages of how to achieve that dream. For example, if the dream is running their own catering company, images might be getting work experience at a café, studying Food Technology or Business Management at university, charge friends for doing catering at their parties etc.
- Identify some of the pupils' and their dreams to bring them to life and promote discussion of thoughts and feelings related to the scene.

Ending

Dream catcher (25mins)

- Ask each pupil to write their dream on one side and pass this to another pupil to their right.
- Now with the new card, ask each pupil to read the dream, turn it over and write down on the other side three steps that could help achieve that dream.
- If anyone is willing to volunteer to read out their dream and the steps to achieve it, let the rest of class hear and if time, give further advice or guidance.

Potential Development

- Get the class to draw pictures of themselves having achieved their dream. Get them to draw a portrait and to make sure it shows items and clues to what they are and if they are successful.



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