



# Heroes Lesson Plan

## 2 What is a Hero?

**Recommended Age Group:** Primary 5

**Duration:** 2 hours

**Equipment required:** flipcharts or similarly sized paper.

Samuel Smiles believed anyone could be successful if they worked hard and were dedicated to doing the best job they could. For Smiles it is 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 men who displayed the qualities Smiles wanted to inspire in readers, examples can be viewed on this website.

In this lesson plan your pupils will be encouraged to consider the characteristics that they believe make someone a hero or role model.

### Warm Up

#### Hero tig (10 mins)

- Ask the group to help you devise the 'Hero Tig' game, what gesture, movement or sound should be made if you are caught?
- What do you have to do to release someone?
- Get them to rehearse the moves and sounds as a group and then PLAY.

#### Clever Carousel (15 mins)

- Set up four flipchart sheets of paper around the room and write one the headings listed below on each sheet.
  - 'A hero is someone who....'
  - 'A hero never....'
  - 'A hero always...'
  - 'My hero is ...'
- Split the class into equal sized groups with a group sitting around each of the sheets.
- Each group has four minutes to write down as many endings as they can think of to the sentence headings.
- After four minutes each group moves clockwise to a different sheet of paper and writes down endings to that heading.
- After every group has moved three times, each sheet should have four groups of

endings for each heading.

- Bring the group back as one large class and discuss what was written. Post these on a wall as inspiration throughout the workshop.

## Core Activity

### Sculptor at work (25 mins)

- In pairs, ask one person to be the clay and the other to be the sculptor. The sculptor can gently move the clay into position just by using one finger. When the sculptor takes away their finger, the clay holds this position.
- Ask the sculptor to create a sculpture of a hero. Try to encourage the class to think beyond the cliché and consider the heroic ability within everyday people.
- Ask the pieces of clay to hold their pose as half the class, the sculptors, move around the room looking at the exhibits.
- Take on the role of a tour guide going around a gallery looking at exhibits and asking for feedback from the sculptors about the statures: do they have similarities? differences? what exhibit do you want to keep looking at?
- Swap around so the sculptor can get a chance to be the clay and the clay can be the sculptor. This time the sculptor should create the person that needed help from the hero.
- Take on the role of a tour guide going around a gallery looking at exhibits and asking for feedback from the sculptors, do they have similarities, differences?
- As a group consider if there were any general differences in gesture, expression & physicality between the hero and the person being helped.

### Recipe for success (1 hour)

- Create a TV cook-along programme in which you and your fellow chefs are making 'Make a Perfect Hero'. This should be a short (no more than five minutes) fast paced programme.
- Discuss as a group what you would need for your TV programme to be successful and viewed by millions, e.g. funny presenter, famous chef, catchy jingles or catchphrases and obviously a great recipe.
- Consider what ingredients you would need - 'a generous helping of goodness, a dash of kindness' and what would you tell people to watch out for in the process of making this hero: 'Sieve out all the selfishness and bring to the boil any nastiness'.
- Prepare 3 still images to show the beginning, middle and end of your TV programme. Present these back to the class and discuss how this story can be developed.
- Go back to your groups and rehearse a full improvisation developed from these three images and the class discussion.
- Try to make the cook along as physical and comedic as possible to help the audience really see with their imagination this real life hero standing in front of them.
- Rehearse, perform and feedback.

## Endings

### Then and now (10 mins)

- Give each pupil a card to complete the sentence 'When I thought of a hero I thought of.....'
- Turn over the card and complete the sentence 'Now when I think of a hero I think of.....'
- Collect in all cards and choose a few varied responses to be read aloud by pupils.

## Potential Development

- Create a class wall display of the characteristics the pupils have identified that can make anyone a hero. This could be done in two ways:
  - Combine a display of words and meanings with class self-portraits of themselves doing something they enjoy or hand-drawn or cut out collage pictures of people they admire.
  - Get pupils to recall and create the hero recipes they created in the drama activities with illustrations of the ingredients that make a hero. This could be a joint recipe or individual ones.



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