

FACILITATION STRATEGIES

CORE LESSON

1 PREVIEWING ACTIVITY

- Write the word HERO on the board.
- Provide each child with a piece of paper and a pencil.
- Ask them to write down all the heroes that they can think of in one minute (real or imaginary).
- Share the responses, writing them on the board.
- Ask them:
 - What are the qualities of a hero?
 - What is a 'super hero'?
 - Who decides when someone is a hero?
 - Have you ever been a hero? Explain.
 - What is the difference between a hero (reality) and super hero (fantasy)?

2 LINK TO THE COMMERCIAL

- Ask them if they think they have been influenced by someone they admire. Share responses.
- Ask them if they think it is possible to be influenced by someone who is not always acting in a positive way. Share thoughts. (Example: An older brother tells you to try a cigarette. You admire and trust him, so you do it. Was it a good choice?)

RATIONALE

Children learn what they live. They watch others and imitate their actions. It is important for young people to learn to make their own health choices and to remember that they too are role models for younger children.

PURPOSE

To provide opportunities for young people to discuss heroes, role models and leadership skills, so they can become positive role models for others.

FOCUS FOR VIEWING: MIMICS

As you watch this commercial, think of the role models who influenced this little girl.

Think about whether they are even aware they have had this influence on her.

VIEW THE COMMERCIAL

MIMICS

(30 SECONDS)

3 POSTVIEWING ACTIVITY

MODEL SEARCH

- Discuss the commercial by asking them to identify the influences. Ask them if they think the role models were good or bad. Ask them if they think the role models knew what was influencing the little girl.
- Go back to the list generated from the previewing activity. Ask them to focus on 'types' of individuals who could be called positive role models for young people (police officers, parents, grandparents, coaches, teachers, doctors, counselors, etc.).
- Explain that the task today is to see how they could be positive role models for younger siblings, friends, neighbours and schoolmates.
- Divide them into pairs and provide each with a piece of paper and a pencil. Ask them to collectively brainstorm specific ways they could be a positive influence on others (i.e., wear a bicycle helmet, follow the rules of the road, say no to drugs, use appropriate language, etc.).
- Share the suggestions and put them in a booklet entitled "Model Search".

CLOSURE

What did you learn in this lesson?

Why is it important to realize you are a role model for others?

What positive, healthy life choices can you make that will impact yourself and others?

EXTENSION ACTIVITIES

SKILLS EXTENSION ONE

▶ MY HERO

SUBJECT FOCUS: LANGUAGE, PERSONAL AND SOCIAL STUDIES

- Explain to the children that they will have an opportunity to write a letter to their favourite hero.
- Review the list from the core lesson and remind them that heroes are not always positive role models.
- Ask them to plan their letter in the following manner:
 - Who are they writing to?
 - Why have they selected this hero?
 - What type of an influence has this hero had on them?
 - What are some specific things this hero does to be a positive role model?
 - What are some things the hero does that might give a poor message?
- Ask them:
 - What messages about making healthy, substance-free, positive, well balanced life choices are YOU going to give your hero?
 - Plan, draft, edit and publish the letters!

CLOSURE

Share the letters!

What did you learn about heroes and role models in this exercise?

Do you think it is important to discuss this issue? Explain.

What did you learn about your own role as a 'hero' with others?

A Step Further

Consider sending the letters to the 'heroes'. If they are fictional, send them to the network where they are viewed. Ask for responses to the letters. Send them to local papers to be published as part of a 'Children's Editorial!'

SKILLS EXTENSION TWO

▶ MODEL MURAL

SUBJECT FOCUS: FINE ARTS, LANGUAGE,
PERSONAL AND SOCIAL STUDIES

- Review the list of heroes generated in the core lesson. Add to the list if they have more suggestions.
- Review the list of qualities of a positive role model. Add to the list.
- Explain that they will be working in groups to help produce a “Model Mural”, which will represent their learning about the importance of positive role models.
- Divide them into groups of four or five and ask them to select one or two heroes or role models from the chart.
- Provide them with recycled paper to plan their part of the mural.
- Explain that the mural needs to give a message and that the message is to remember that **someone** is always watching you.
- Tell them they can use key words to describe a positive role model as well as symbols and drawings to represent a particular positive model. (If they wish, they can even make one up!)
- After the plan has been approved, provide each group with a piece of mural paper and paints or other media to produce their masterpiece.

Educator’s Note: *Remind them that the tone is to be POSITIVE and that only messages which promote healthy positive life choices will be accepted. Encourage at least one group to portray positive drug use choices by reminding them about the commercial.*

This project could take considerable time. You may wish to break it up in to several sessions.

CLOSURE

What did the commercial teach you about role models?

What did you learn while working on the model mural?

What is one thing you intend to do in order to present yourself as a positive role model with younger children?

A Step Further

Post the completed mural in a visible place in the community. Have the children write a one page summary of the lesson on a large sheet of chart paper to accompany the mural. Post a 'feedback sheet' for viewers!

EXTENSION ACTIVITIES

SKILLS EXTENSION THREE

▶ BUMPER HEROES

SUBJECT FOCUS: FINE ARTS, LANGUAGE

- View the commercial again, asking them to watch for the specific actions the little girl imitated.
- Share the responses, writing them on the board.
- Ask them what surprised them about the little girl's actions.
- Explain that today they are going to have a chance to let adults know how important their actions are to younger children. They are going to make bumper stickers to be placed on the vehicles in their communities.
- Brainstorm some POSITIVE messages that could be used to get the point across.
- Identify and analyze the ways in which program content and commercials in television are geared to the target audience. Example: "YOU ARE MY HERO. PLEASE TEACH ME WELL" or "REMEMBER – SOMEONE IS WATCHING YOU".
- Provide them with enough time to prepare several ideas. Then, after approval, ask them to print them neatly on strips of paper (bumper sticker size). Explain that they need to be NEAT, COLOURFUL, CLEAR and SIMPLE. Tell them to decorate their sticker after the message has been written on.
- Share the products with the class.

CLOSURE

Who do you think should see these messages? Why?

What did you enjoy most about this exercise?

Which message do you like the best? Why?

A Step Further

Consider asking your community leaders to pay for lamination of your bumper stickers. Investigate the possibility of applying an adhesive to stick to a bumper. Organize a campaign to pass the stickers out at a sporting event or in a shopping mall.

SKILLS EXTENSION FOUR

▶ HERO SURVEY - PART ONE

SUBJECT FOCUS: LANGUAGE, MATH, DESIGN AND TECHNOLOGY

- Review the list of heroes generated in the core lesson.
- Ask the students to raise their hands as you name the heroes if they agree this character is a hero to them.
- Ask for predictions as to the most popular heroes by grade levels in their school. Discuss.
- Explain that they are going to have an opportunity to conduct a survey by grade level or age to see if their predictions are accurate.
- Divide them into groups. Create and provide each group with a survey form – one per grade level or age.
- Ask them to conduct the survey and return to class with the results.

Educator's Note: *Be sure to ask permission from other teachers before interrupting their class. It would be helpful to set up one time, perhaps right after a break, to conduct the survey.*

CLOSURE

Share the results by grade level or age. Any surprises? How close were the predictions?

Which of these role models would you consider to be positive? Why?

Which would you consider to be negative? Why?

Ask them to provide suggestions on how to display this information for the next lesson.

▶ HERO SURVEY - PART TWO

SUBJECT FOCUS: MATH, LANGUAGE,
PERSONAL AND SOCIAL STUDIES, FINE ARTS

- Review the results from the hero survey conducted by grade level or age.
- Explain that they now need to use some of the ideas generated in the previous lesson to publish a display for this information. They can display the results using various forms of graphs. They can post the results as part of a HERO WALL. They can make a BIG BOOK ABOUT HEROES for the library – the possibilities are endless!
- In addition to displaying the results, have them write a critique explaining whether they think the heroes represented are positive or negative role models. They must support their opinions with reasons and post the critique clearly beside the survey results.
- Provide them with materials and time to publish their results and write their critique!

CLOSURE

What did you learn about young children's perceptions of heroes?

Why do you think the types of heroes changed for different age groups?

What did you learn while writing your critique?

How do you intend to help young children make healthy, positive, substance free life choices?

A Step Further

Invite several positive community role models to speak to the children. Ask them to focus on the importance of learning from others and making positive choices for yourself. (Consider – a high school athlete who is drug free, a member of the clergy, a media personality, a local hero, etc.)

MEDIA LITERACY LESSON

BE MY HERO

1 PREVIEWING ACTIVITY

- Print the word “HERO” on the board. Ask the students to give you words that come to mind when you mention this term. Print them around the title.
- Ask:
 - What is a super hero?
 - What are some examples of popular super heroes?
 - Who looks up to super heroes?
 - What is the difference between a super hero (fantasy) and a real hero (reality)?

2 LINK TO THE COMMERCIAL

- Explain that sometimes people try to imitate or ‘mimic’ what they see on television, because they want to feel important like the character they are viewing. Ask them why this might be a problem?

FOCUS FOR VIEWING: MIMICS

As you watch this commercial, think about the actions that the young girl is imitating.

VIEW THE COMMERCIAL

MIMICS

(30 SECONDS)

▶ POSTVIEWING ACTIVITY

SUPER HEROES

- Divide the students into groups of four or five. Provide each group with a piece of paper and markers. Tell them they have three minutes to sketch a “super hero”. (Encourage discussion among the students, but don’t answer any questions.)
- Post the sketches and discuss by asking:
 - What do you notice about all of the pictures? (similarities)
 - Do you think real heroes look like this?
 - Why did you all draw similar sketches?
 - Does anyone know what this is called? (stereotyping)
- Explain that producers use stereotypes to create a specific image because they don’t have a lot of time for you to get to know the character. It is important that you be aware of the fact that these characters are not real, but are part of a fantasy which is deliberately created to make you understand what the characters stand for. Also, discuss the negative side of stereotyping and the wrong or harmful impressions it can create.
- Discuss other ways the networks attract the younger children to this kind of programming.
 - fast moving pace
 - flashy, “new age” clothing
 - blend of fantasy and reality
 - appeals to their sense of adventure
 - music is upbeat and easy to mimic
 - characters have appeal and sense of awe
 - blend of action, suspense and humour
- Explain that young children tend to mimic what they see on television. If they see a super hero, they try to act like a super hero. Explain the term “mimic” (copying).

- Ask: How many of you have pretended to be a super hero at some point in your life? Which one? Why? What are the dangers of pretending to be a super hero? (i.e., fantasy vs. reality.)
- Explain that real heroes are people we can look up to and learn from. These would be called POSITIVE ROLE MODELS.
- Explain that today they are going to place a want ad in the local newspaper for a real hero.
- Review the characteristics of a hero. Focus on the positive aspects of being a role model.
- Their task is to place an ad in the local paper looking for the perfect real hero.
- Remind them of the five “W”s (WHO, WHAT, WHERE, WHEN AND WHY). Tell them to be certain their ad would only attract the finest candidates.
- Complete the ad as a class and post it!

CLOSURE

What was the most important criteria for the real hero to have?

Does the description of your real hero fit that of most super heroes you see in the media?

What do you think is the point of this exercise?

A Step Further

Consider role playing interviews based on the candidates who apply to the ads. Set up a panel of experts to decide whether or not they would hire each candidate. Take your role play “on the road”. Invite other groups to represent the “panel of experts”. Explain what the lesson was all about and what the children learned from the experience.