

Show Me Your Hero

Time

Two sessions of 45 minutes plus homework

Equipment

- Paper and pen for students to create interview questions

Objective

Through interviewing adults they know, students will gain an understanding of the different reasons people have for choosing their heroes and see the strength of the link between who you are and who your heroes are.

Introduction

‘Show me the man you honor, and I will know what kind of man you are.’ - Thomas Carlyle

The people we choose as heroes say a lot about the type of person we are. The heroes we have as a child are also powerful shapers of who we become as adults. If you tell someone your hero is Che Guevara, you tell them much about yourself. You tell them something different when you explain that your hero is Rosa Parks or Spiderman.

Part One

Script

You are going to find out about the heroes of an adult in your life. They might be your parents, or your coach, or your uncle Bob. You're going to do this because someone's hero tells a lot about them. Between tonight and next week, you will interview an adult you know about their heroes.

Before you go to meet the people you're interviewing, we need to come up with some interview questions.

The two basic questions to have the students ask are: **Who was your hero as a child?** and **Who is your hero now?** Put the students in small groups (3-4) and have them create a set of questions to expand their knowledge of the two heroes. There are some examples below.

When was your hero born?
What did your hero do for a living?

Where was your hero from?
What made them your hero?



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Part Two

Script

The last thing you need to do is choose who you're going to interview. Write down a list of at least three adults that you could interview. Your homework is to go home and ask those people if you could interview them. If it's not someone you live with, you will have to organize a time. Next week at this time you will be sharing your interview to the class in a one-minute presentation. I also want you to think about what hero the adult chooses says about the values that are important to them.

Before sending them home, ensure the students have a list of potential interviewees. Check with them a few days before the interviews will be presented to ensure everyone has completed the assignment. You can also choose whether you think a written submission should be required for your students.

Part Three

Script

Each person is going to get one minute to present their interview. At the end I want you to tell me what values you think the person you interviewed has based on the heroes they told you about.

Set up your classroom (or even better, commandeer a special purpose room) to facilitate the presentations.

Assessment

- Set of interview questions made with small group.
- Verbal presentation of the interview and quality of the value conclusions made.
- A written submission of the interview questions if asked for.

Extensions

For a technology component you could have students record their interviews in audio or video format and collect them for display. You could use YouTube or similar service to create an archive of hero interviews.

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