



PURPOSE

To help students choose heroic excellence.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Explain heroes as people who have lived excellent lives.
2. Identify concrete ways to imitate a personal hero.

MATERIALS & RESOURCES

- Supplemental Materials:
 - **“Young Wonders’ stepped up, changed the world,”** CNN article (<http://www.cnn.com/2012/12/20/world/cnnheroes-young-wonders/index.html>)
 - **Great Innovators; “The Wright Brothers and the Airplane,” Story-Bots** video (<https://www.youtube.com/watch?v=Z1LCUtPx73o>)

VOCABULARY

- **hero:** a person who lives an excellent life, respecting the dignity of all people
- **habit:** a person’s regular practice or tendency, especially one difficult to give up

PROCEDURE

Step 1: Review the previous lessons.

Ask students to recall the topic of the previous lessons (powers to think, choose), and then to explain how they have used these powers since those classes. Then ask:

- Why is it important to regularly take intentional excellent actions?
- When we make excellent choices, we change ourselves. How do you think this happens?

Step 2: Teach that intentional, excellent actions put us on the path toward becoming heroes.

Ask students: Do you have a favorite hero? Why do you like him/her? Can you think of a hero in your everyday life? Discuss the kinds of jobs that people often associate with heroic, such as police officers and firefighters.

Discuss the characteristics and actions of a hero, then ask students to think of people in their school and community who they think fit the characteristics of a hero.

Write on the board:

- **hero:** a person who lives an excellent life, respecting the dignity of all people
- **habit:** a person's regular practice or tendency, especially one difficult to give up

Explain: The true heroes, whether they are known by the entire world, or whether they're hidden and quiet, are those who live an excellent life. They do this by developing excellent habits—those regular, intentional actions that are excellent. Brainstorm with a class a list of excellent habits that a person can have.

With each excellent action they take, they add to their bucket of excellence, until they have so much excellence that they can be considered heroes—small steps, one at a time!

Step 3: Teach the three characteristics of a hero.

Write on the board:

1. Heroes try daily to climb the ladder of excellence.
2. Heroes try again when they fall.
3. Heroes respect human dignity.

Play the *Everyday Hero* game with students. Ask them to look around the room and pick any object they could use as part of a superpower—a pencil, eraser, notebook, etc. Then pretend with the class that everyone is a superhero, and that they can use everyday objects for heroic things—i.e., “with a pencil, I can write as best I can the letters we are studying,” or, “with an eraser, I can erase sadness and draw a smile on my mother's heart.”

Give students these examples before starting. Afterward, skit out a news story with the students, interviewing them with the *Undercover Heroes* game questions.

Hello, (name)!

This is the Children's Report, and we would like to ask you about your hero life!

- What is your favorite power?
- When did you use it last time?
- How can this power help you to grow in excellence?

- Is being a hero hard? (Give students an opportunity to think about times in their own lives when they faced a challenge to help someone. For example, “I was helpful when I made friends with the new kid,” or “I was helpful when Mark fell off his bike and I brought him to his mom.”)
- What would you say to other children about how to be heroes every day?

Step 4: Summarize: Today we have begun to see how everything fits together. Because humans have special powers to think and choose, only they can become heroes! To become a hero is to make consistent, daily choices to grow in excellence, to try when we fall, and to respect human dignity—our own dignity and the dignity of those around us.

FOLLOW-UP & HOMEWORK

Ask students to ask their parents about a heroic thing they do or did once and to draw it.

SUPPLEMENTS

Supplement 1: Heroic excellence is something we pursue our entire lives. It can begin when we are very young! Use the [“Young Wonders’ stepped up, changed the world,” CNN](#) article to tell the story of young heroes taking heroic actions, then discuss:

- Is one excellent action enough for us to be heroes? Why or why not?
- How will you pursue excellence for the rest of your life?

Supplement 2: Share the [Great Innovators; “The Wright Brothers and the Airplane,” StoryBots](#) video, and discuss with the students the way that the [Hero’s Statement](#) could apply to the Wright brothers.