

# Medbury Preparatory School

## Unit Planner: ICT\_Heroes

|                    |            |   |
|--------------------|------------|---|
| <b>Group:</b>      | Year 6     | <b>Unit Description:</b><br>A look into the difference between being famous and being a hero. Examining who an, "everyday hero" is, the pupils will carry out a compare and contrast between two different heroes, one from New Zealand and World War 1 or 2 context and the other from a more modern time (New Zealand or elsewhere in the world). |
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| <b>Start Date:</b> | 30/06/2008 |   |
| <b>Duration:</b>   | Term       |   |

|          |          |          |                 |                               |
|----------|----------|----------|-----------------|-------------------------------|
| <b>D</b> | <b>F</b> | <b>S</b> |                 | <b>Assessment Procedures:</b> |
|          |          |          | Observation     |                               |
|          |          |          | Worksheet       |                               |
|          |          |          | Conference      |                               |
|          |          |          | Journal         |                               |
|          |          |          | Self Assessment |                               |
|          |          |          | Anecdotal       |                               |
|          |          |          | Chart           |                               |

### **Achievement Objectives, Learning Outcomes and Essential Skills:**

#### **English: Written Language**

Level 3/4 \* *Can locate, and select 3-5 key points relating to factors researched*

#### **ICT: Integrated Units**

Year 6 Results \* Heroes Presentation

#### **Skills: Essential Skills**

Information Skills \* *Able to take researched information and present it in a slideshow in a logical manner*

Information Skills *Can extract main ideas and thoughts from pictures, word lists, sentences and paragraphs in both paper and onscreen pages.*

#### **Social Studies: Time, Continuity & Change**

Level 3 *Can record how two different heroes have affected our world, the way we live and compare the impacts they have had on society.*

#### **Key Activities / Lesson Plans:**

##### KEY QUESTIONS

Who are your heroes, people we admire? Why?

Does New Zealand turn out more heroes than other countries for the size country that we are?

Who are the top ten heroes in New Zealand?

Who are the top ten heroes in the world?

What are the qualities and attributes of a hero and which ones are the most important?

Can you have a personal hero? Are they really heroes?

How are heroes in cartoons similar or different to real heroes?

What shapes and influences a hero? Anything in common that connects them in this?

Are heroes created only when there are big events involved, or are there everyday heroes?

What is courage and bravery? What does being brave mean? How do we know when we've been brave?

When have you been brave? Does choice come into it?

Do some jobs attract people who are more likely to be heroes?

What types of people do others think are heroes but you think aren't really?

Do some jobs or vocations help people to become heroes?

## Key Activities / Lesson Plans:

the idea that heroes are born – not made;

Are heroes expected to be role models

and what our expectations are of this. • explore the concept of “being brave”. What does it mean to be a hero today?

What’s the difference between being a hero and being a celebrity/being famous?

Why do people do heroic deeds?

How do we define heroism?

Who decides who the heroes are?

How is a hero recognized?

How do people cope with overnight celebrity status?

How do we honour our heroes?

How do we view our celebrities - what is the difference?

What responsibility do heroes have?

How does society acknowledge acts of bravery?

How can we share the lives of Heroes with others?

What qualities do you think Heroes in the future will have? What might Heroes characteristics or qualities in the future be like?

### KEY WORDS

hero, heroes, history, vc, war, everyday, bravery, courage, stories, top ten, famous, celebrity, famous, biographies,

### MOTIVATION

Watch "An Ordinary Bloke" - TVNZ on demand - take notes and practise recording main ideas.

### ACTIVITIES

1. Outline the achievement levels in Keynote/presentation program.
2. Paired Verbal Fluency Activity on Charles Upham information
3. Acrostic on first name last name of Upham Who, What, When, Where, Why and How
4. Pupil used what they have learned to research their chosen hero and compare/ contrast them against Upham.

### Other Ideas

Biography Hash – Everyone knows a way to one’s heart is through his or her stomach... This activity “hooks” the learner into learning what makes a thorough biography about a person’s life. Use ten different food items to create this edible “hash.”

### Biography Stew Ingredients

Yellow Raisins: Represent the person’s birth date and place

Corn Chex: Represent family members, because some family members can be a bit corny sometimes

Goldfish Crackers: Represent childhood and school life, because fish gather in schools

Bugles: Represent hobbies, interests and activities, because sometimes we like to blow our own horns

Pretzels: Represent anecdotes, because all people have interesting stories in their lives, with twists and turns, ups and downs, just like a pretzel.

Chocolate chips: Represents career, because when a person makes a lot of money or has good fortune, we say that he/she is “in the chips”

Cheerios: Represent the reasons for fame, because we cheer a famous person’s successes.

M&M’s : Represents later life/old age, because the M&M’s stand for More Mature

Black Raisins: Represents death, because we become shriveled and then the lights go out.ou could modify it to use whatever you’d like. Some of the parts of this “hash” are golden raisins...for birth place and birth date... Other ingredients include goldfish crackers (fish gather in schools), cheerios (reasons for fame), pretzels (twists and turns in one’s life) and more.

### EXTENSION

1. Produce a poster on: "Be a Hero"
2. Produce a recipe on: "How to make a hero"
3. Create a montage of NZ heroes.
4. Dress as a hero you have researched and 'talk' about 'yourself'.