



## Grade 3/4 Lesson 1

### Rewrite the Scene

#### Critical task

Rewrite one scene from the story so it portrays appropriate behavior.

#### Overview:

This introductory lesson provides an opportunity for students to understand, appreciate, and start to apply the philosophy and principles of the *Our Hidden Heroes* program. Using literature as a catalyst, students develop criteria for appropriate behaviour. Students then use the criteria to assess and modify the behaviour of story characters.

**Duration:** 2 classes each 30 – 40 minutes

#### Social responsibilities encouraged

- Solving Problems in Peaceful Ways
- Exercising Democratic Rights and Responsibilities

#### Learning outcomes

- Identify key concepts of the Hidden Heroes philosophy
- Distinguish between appropriate and inappropriate behaviour

#### Support materials

- Story from the Literature Bibliography – e.g., Bootsie Barker Bites, Chicken Sunday, Enemy Pie, Whoever You Are, Dear Children of the World, The Wump World
- *Rework the scene option 1* (Blackline master 1A)
- *Rework the scene option 2*; (Blackline master 1B pages 1 &2)

# DRAFT

## Suggested activities

For students who have completed the Grade 1 unit of the *Our Hidden Heroes* program, this lesson will reinforce prior knowledge while bringing into focus new target behaviours. One of our fundamental beliefs at Hidden Heroes is that “small positive, consistent actions can make a difference”. Remember, ANYONE can be a Hidden Hero – a teacher, a parent, a friend, an athlete, a relative, a pet.

### Session one

#### *Introduce a story*

- Select a story that demonstrates characters engaging in both positive and negative behaviours. Share the chosen story with the class stopping at key moments to identify the conflict in the story and to discuss the behaviour choices exhibited by characters. Discussion questions might include:
  - Why did the person behave that way?
  - How were others affected?
  - How did everyone involved in the situation feel?
  - What else could they have done?
  - What would you have done?

#### *Examine behaviours*

- List the behaviours displayed in the story in two columns: appropriate behaviours and inappropriate behaviours. Invite students to suggest additional appropriate behaviours that solve or avoid conflicts. This list becomes the student-generated list of appropriate behaviours that they can select from when rewriting a scene from the story.

#### *Develop criteria*

- Looking at the list of appropriate behaviours instruct students to discuss, with a partner, what appropriate behaviour looks like, feels like, and sounds like. Then as a class, share the ideas that were just discussed, and create criteria for appropriate behaviour (e.g. uses respectful words and tone, considers others feelings or points of view).
- Display the criteria in the classroom for student reference, encouraging students to be mindful of social responsibility language.

### Session two

#### *Introduce task*

- Review the criteria for appropriate behaviour developed in the previous session. Explain to students that their task will be to rewrite one scene from the story so it portrays appropriate behaviour.

# DRAFT

## *Select a scene*

- Re-read the story introduced in the previous session and identify scenes where inappropriate behaviour is displayed. Instruct students to select a scene to rewrite.
- Invite students to discuss with a partner ways in which the behaviour in the scene does NOT meet the criteria for appropriate behaviour. Provide students with a copy of *Rework the scene, option 1 or option 2*. (Blackline master 1A or 1B).

## *Rewrite the scene*

- Instruct students to explain or draw the original scene and to consider how the scene could be rewritten to show appropriate behaviour. Provide an opportunity for students to discuss with a partner how they might change the behaviour of the characters. Encourage students to be mindful of the criteria for appropriate behaviour.
- Invite students to rewrite (or redraw) the scene so the character displays appropriate behaviour. Discuss with students the scope of changes that can be made in effectively rewriting the scene. For example, the characters, setting and problem must remain the same.
- Encourage students share their reworking with a partner and self or peer assess the new behaviour in light of the criteria.

## *Share ideas*

- Invite individual students to talk about how the behaviour portrayed in the scene they wrote (or drew) meets the criteria for appropriate behaviour. Identify any new behaviours that should be added to the chart.
- Add student work to their portfolios or compile them into a booklet which can be displayed at the year end celebration.

## **Formative Assessment**

- While working, students can peer-assess on the basis of the criteria.
- During oral presentations, assess how well the criteria have been met, and how well students can support their decision (i.e. the scene they wrote or drew) in light of the criteria.

**Rework the scene Option 1**

|  |  |                  |
|--|--|------------------|
| <b>Original scene with inappropriate behaviour</b> |  |                  |
| <b>New scene with appropriate behaviour</b>        | <b>Uses respectful words and tone</b>              | <b>yes    no</b> |
|  | <b>Evidence:</b>                                   |                  |
|  | <b>Considers others feelings or points of view</b> | <b>yes    no</b> |
|  | <b>Evidence:</b>                                   |                  |

**Rework the scene Option 2**

|  |  |
|--|--|
| <p>Original scene: inappropriate behaviour</p> | <p>Reworked scene: appropriate behaviour</p> |
|--|--|

Decide whether or not the behaviours in the new scene are appropriate.

**Criteria for appropriate behaviour**

|  |            |           |
|--|------------|-----------|
| <b>Uses respectful words and tone</b><br><b>Evidence:</b>              | <b>yes</b> | <b>no</b> |
| <b>Considers others feelings or points of view</b><br><b>Evidence:</b> | <b>yes</b> | <b>no</b> |
| <b>Suggestions for improvement</b>                                     |            |           |