

Hidden Heroes

are:

Ordinary people doing small things that make a difference

Lesson 1A

This introductory lesson is designed to set the stage and is a prerequisite for all future Our Hidden Heroes lessons. Lesson 1A is specifically designed for those students who have been introduced to the program in an earlier grade. This lesson will help to access your students' prior knowledge about the Our Hidden Heroes program giving them a good foundation on which to further build their understanding and knowledge of the Hidden Heroes concepts.

This lesson addresses the question, "What characteristics or qualities constitute a good role model / Hidden Hero?"

**Purpose:**

This review lesson is aimed at students who have experienced the program in Grade 3/4. It will provide students the opportunity to reconnect with their understanding and definition of what a Hidden Hero is, as well as re-establishing both the underlying philosophies and principles of the *Our Hidden Heroes* program. For those who are new to the program, see Lesson 1b.

Duration: 2 classes of 30 – 45 minutes

Social Responsibility Strands Addressed:

- Contributing to the Classroom and School Community
- Valuing Diversity and Defending Human Rights
- Exercising Democratic Rights and Responsibilities

Objectives:

The students will:

- Be able to define the terms role model & Hidden Hero
- Develop a list of qualities that depict a Hidden Hero & role model
- Identify their own Hidden Heroes

Materials:

- Paper and pencils for each student
- Two different coloured highlighters for each pair of students
- Chart paper

Suggested Assessment Tools:

- Journal entries addressing some or all or some of the closure questions.

Setting the Stage:

Hidden Heroes/role models are important because they set examples from which people can observe and pattern positive behaviours. It is our belief at Hidden Heroes Education Society that as people increase positive behaviours they also increase their feelings of self-worth. Patterning our behaviours after positive role models can also help students build positive values, as well as teaching them how to set and achieve attainable goals.

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This lesson addresses the question, "What characteristics or qualities constitute a good role model / Hidden Hero?"

More importantly, Hidden Heroes/role models provide a sense of hope and act as an example to illustrate that dreams and goals can be fulfilled "one step at a time".

Remember, ANYONE can be a Hidden Hero – a teacher, a parent, a friend, an athlete, a relative, and a pet. The question then becomes, '*what characteristics or qualities constitute a good hidden hero/role model?*'

Procedure:

- Without too much preamble", as this is designed to be a pre-assessment, write the words "Hidden Hero" on the board (if you have new students to your school that may not have been introduced to the Hidden Heroes concept before, you may want to write "Hidden Heroes/Role Model"). Instruct the students that you will set a timer for 5 minutes and their task is to write as much as they know about being a Hidden Hero, such as: what qualities they may possess, who could be a Hidden Hero, and how does a role model fit with being a Hidden Hero?
- When the time is up pair students up to share their responses. They are to choose one highlighter (yellow so everyone is the same) and highlight each response that they both have. Highlight, in a different colour, ideas that are solely their own.
- Have the students choose their top 3 choices of the shared ideas (yellow highlighted ones) to share out to the class. Repeat for the other colour.
- When sharing out to the class, students are to only share those ideas that have not been given already.
- Teacher records the classes shared ideas on a Know/Want to Know/Learned (K.W.L.) chart also filling in some of their "wonder" ideas – to be used as a guide to direct future lessons.
- If some key concepts, ideas or characteristics were not mentioned, the teacher may want to ask students to elaborate, or leave them to be covered later in the program.

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Closure:

To ensure that the students comprehend today's objectives of *being able to identify and list qualities and characteristics of a Hidden Hero*, invite them to write, in journal format, on one or all of the following suggestions:

- What they believe it means to be a positive role model/ Hidden Hero
- Who they currently see as a Hidden Hero/role model in their lives
- Why they chose that person (What qualities/characteristics does that person possess?)

Extensions:

- Recap what the students already know about being a Hidden Hero. Read a story from the suggested reading list and have the students identify the characteristics and qualities that the main character possesses that would qualify them as a Hidden Hero.
- Have the students create an Acrostic Poem with the term "Hidden Heroes"

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Lesson 1B

This introductory lesson is designed to set the stage and is a prerequisite for all future Our Hidden Heroes lessons. (The exception being if the students have already been exposed to the Hidden Heroes concepts in earlier grades – If so go to Lesson 1a.)

This lesson addresses the question, “What characteristics or qualities constitute a good role model / Hidden Hero?”



Purpose:

This introductory lesson will provide students the opportunity to understand, appreciate, and start to apply the philosophy and principles of the Hidden Heroes Program. It is designed to encourage students to develop their own definition of a Hidden Hero.

Duration: 2 classes of 30 – 45 minutes

Social Responsibility Strands Addressed:

- Contributing to the Classroom and School Community
- Valuing Diversity and Defending Human Rights
- Exercising Democratic Rights and Responsibilities

Objectives:

The students will:

- Be able to define the terms role model & Hidden Hero
- Develop a list of qualities that depict a Hidden Hero & role model
- Identify their own Hidden Heroes

Materials: *(All Lesson Resources are located at the end of this lesson)*

- Chart Paper for each group of students
- Markers
- Hidden Hero stories, “Randerson Ridge Elementary School Grade 7 (2 separate stories)” – Lesson Resource 1b.A, and “Small Communities Can Make a Big Difference” – Lesson Resource 1b.B
- BC Quick Scale Performance Standard - Grades 4 to 5 – Lesson Resource 1b.C
- Journal – Lesson Resource 1.D

Suggested Assessment Tools:

- Journal entries addressing some or all or some of the closure questions.

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This lesson addresses the question, “What characteristics or qualities constitute a good role model / Hidden Hero?”

Setting the Stage:

Hidden Heroes/role models are important because they set examples from which people can observe and help pattern positive behaviours. It is our belief at Hidden Heroes Education Society that as people increase positive behaviours they also increase their feelings of self-worth. Patterning our behaviours after positive role models can also help students build positive values, as well as teach them how to set and achieve attainable goals. More importantly though, Hidden Heroes/role models provide a sense of hope and act as an example to illustrate that dreams and goals can be fulfilled “one step at a time”.

Remember, ANYONE can be a Hidden Hero – a teacher, a parent, a friend, an athlete, a relative, a pet. The question then becomes, ‘*what characteristics or qualities constitute a good hidden hero/role model?*’

Procedure:

- Place the students in small groups and pose the following questions orally or on the board. Allow students to brainstorm their ideas within their group using the chart paper provided:
 - “What is a positive role model?”
 - “What qualities or characteristics do you think a positive role model should/would possess?”
- Create a class list of qualities and characteristics of positive role model. The list could be created using a pair/share strategy and then further taking it into a jigsaw activity to involve the whole class.
- Next instruct the students to consider their lists and have them think of some people they know who they would consider a positive role model.
- First have them spend a few minutes on their own to choose one of their role models and write down the characteristics/qualities that their role model possesses. You could provide them with an example of someone you consider to be a positive role model.
- Allow students to share their examples within their groups and then with the whole class.
- Teacher can make copies and distribute one set of the 3 Hidden Hero Stories (“Randerson Ridge, Parts I & II” and “Small Communities”) to each group.
- Each group will discuss how these stories reflect positive role models and the Hidden Heroes concept – Refer to their class list and see if any qualities or characteristics can be added.

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This lesson addresses the question, “What characteristics or qualities constitute a good role model / Hidden Hero?”

Closure:

To ensure that the students comprehend today’s objectives of *being able to identify and list qualities and characteristics of a Hidden Hero* invite the students to write in journal format on one or all of the following suggestions:

- What they believe it means to be a positive role model/ Hidden Hero?
- Who they see as a Hidden Hero/role model currently in their lives?
- Why did they choose that person (what qualities/characteristics does that person possess)?

Extension:

The following activity is designed to ensure that the students can both interpret and associate different qualities and characteristics of a socially responsible person. In addition, the students will also be able to demonstrate their understanding of the ministry’s performance standards on social responsibility by being able to determine where someone may fall within those guidelines.

- Teacher can invent or read a story such as “*Ordinary Mary’s Extraordinary Deed*” by Emily Pearson, or “*Swimmy*” by Leo Lionni, to the class. Each story addresses some aspect of social responsibility such as ‘*Contributing To The Classroom And School Community and/or Exercising Democratic Rights and Responsibilities.*’ Specifically, these strands could focus on the responsibility of being “*friendly and kind and often seeks opportunities to help or include others*” or “*...emerging sense of idealism – wants to make the world a better place...*”
- Once the story has been read hand out copies of the “*BC Quick Scale Performance Standards – Grade 5*”.
- Have the students, working in pairs or small groups, try to decide where they feel the main character would fit within these strands, and why they believe that particular strand best describes the situation presented. Students also provide justification for their choice. Try to allow the students to work through this activity themselves, offering as little guidance as possible, this will allow you to determine where everyone is and what material may have to be readdressed.
- Debrief and share the students’ results.

Closure:

To ensure that the students have a working knowledge of the performance standards – have each student create a scenario, or better yet, write about an actual time when they “Fully Met” or “Exceeded Expectations” for social responsibility.

Randerson Ridge Students Find Dozens of Hidden Heroes

Bill Robinson, Founder & CEO, Hidden Heroes Education Society: *“I am in total agreement with Bria Sharkey's mom, Corrine, who says that when her job is something she loves, it's like playing all day.*

I love writing this column. I love doing the Hidden Heroes video features and, most of all; I love going into elementary and high school classrooms supporting our school-based Our Hidden Heroes program.

Last week I got twenty-six Hidden Heroes nominations from Mary-Lynne Epps' Grade 7 class at Randerson Ridge Elementary School. I'll do my best to reflect what these students had to say about their Hidden Heroes in the limited space I have here.”

Danny Rye nominated his uncle, Cavan, who drives people with handicaps to wherever they need to go, and doesn't charge them.

Cole Newman and Declan Burdett nominated Mathew Pringle who graduated from Randerson Ridge last year. Mathew has many physical challenges, which he deals with extremely well. Declan describes him as courageous, brave, selfless, and kind. Cole says he put smiles on people's faces and is always in a positive mood.

Rob Kroeker nominated Valerie Robinson, another person who has overcome major challenges. Valerie was moving toward becoming an Olympic level marathoner when she found out she had Multiple Sclerosis. Rob says she now has two sons, a very busy life, and he has never heard her complain once.

Spencer Oberst nominated Zamboni drivers because they get up between 4 and 5 in the morning to make sure the rink is ready for kids to practice.

Tyler Berreth, Michael Gibbard, and Mitchell Read nominated their Principal at Randerson Ridge, Greg Halfyard, because he often gives up his lunch hour and other breaks to organize sports activities or to help students who are having academic challenges. Michael says he never says anything negative to them and he always compliments them on things they do.

Josh nominated his friend Daniel who stood up for him when people were calling him names, and Tara Bradley nominated her friends, Cassandra Kneivel, Katie McKibben, and Ritchie Hall, who, she says, are caring, kind, supportive and generous, and never make her feel bad about her learning.

Crosby Rushton sees Britta Peterson as a Hidden Hero because she is responsible, well organized and "incredibly nice". She also plays rugby on the national team and influences others to make good choices. Mackenzie Bayliss thinks her friend, Stephanie Faccio, who is also in Grade 7 in Edmonton, is a Hidden Hero because she tries to stop scientists from testing products on animals.

Angela Ho nominated her older brother who is studying to become a doctor because he keeps persisting at everything he does until he succeeds; Michelle Cavin nominated her older brother, Alan, who she says is a great role model for her because he is responsible and caring; and Cassandra Kneivel says her sister, Taylor, is a Hidden Hero because, as captain of her provincial basketball team, she worked hard in the gym all summer when other people her age were on vacation or at the beach.

Katie McKibben describes her cousin, Tayler McPhee, as selfless and trustworthy, someone she can always go to if she is having a bad day.

Cherine Oltman nominated her mom, Faith Hunt, because she always tries to understand her ways and asks how she can help. She also describes her mom as "selfless" because she bakes bread even though she can't eat it herself.

Randerson Ridge Students - Part 2

Now I want to write about four more Randerson Ridge Grade 7 students who have nominated their parents as Hidden Heroes and two others who nominated their pets. We have something to learn from all six of these nominations.

These students have proved once again that it is not the one in a million heroes, the famous ones, that make the biggest difference in most of our lives; it's the millions of Hidden Heroes, people we see regularly (and sometimes our pets) who are our true heroes.

Bria Sharkey wrote, "Hidden Heroes are confident, positive, courageous, and brave. That's why I want to nominate my parents, Lyle and Corrine Sharkey."

Bria went on to say that her parents are truly selfless, consistent, persistent, and non-judgemental. Occasionally, she added, they may slip on the non-judgemental part, but 99.9% of the time they don't.

"If I had different parents, she concluded, "I would be a totally different person than I am today."

Kaylin Godin sees her mom, Delores, as "the most amazing person I have ever met" because no matter how many "ordeals" she has had to face, "she still manages to keep everything together."

Kaylin concluded, "She is both inspiring and encouraging and that is why she is far more than just a mom, she is my hero."

Jason Normand sees both of his parents as heroes. His dad gets up early to take him to hockey and always tries to compliment him. His mom is also committed to his sports and music. She also makes his lunch every day and helps with his chores.

Taylor Stiller nominated her mom, Kelli, as a Hidden Hero because she understands what it's like to be a kid in school.

Taylor tells us that her mom is never down even though she has gone back to school, and she is very busy with bookkeeping, schoolwork, housekeeping, cooking, and volunteering in the community. In summary he says, "Mom is hardworking, positive, helpful, caring, and very special. I'm lucky she's my mom."

Now let's move on to pets as Hidden Heroes:

I recently received an email from a friend entitled, "If Dogs Were Our Teachers, We would Learn the Following Lessons." Some of the "lessons" included: Even if you are mad at someone, never pass up the opportunity to have fun. When it's in your best interest, practice obedience. Let others know when they've invaded your territory but avoid biting when a simple growl will do.

There were other lessons we could learn from our pets as well. Some of these lessons you will hear from Carlee Meldrum and Paige Lagasse.

Carlee says her dog, Tory, is one of her best friends. "Whenever I have a bad day, Tory comes up to me wagging her tail and she cheers me up. I know that I can trust her and she never gets mad at me. Every morning, to make sure I'm not late for school, she jumps up on my bed and starts licking my face. Luckily, she only does this on weekdays. That's how she shows responsibility ... Although she is a dog, she is my role model."

Paige nominated her pet turtle, Swirls, as a Hidden Hero. "He's always happy and doesn't have a worry in the world," she wrote. "In that way he's my role model because I always worry too much." Paige continued, "He never stops trying at anything he does. He's energetic and always in a mood to play ... He's definitely not aware of what he does for me, and I wish I could tell him. "Swirls might not make a big difference in the world but he makes a HUGE difference in my life."

Is there someone in your life, other than your pet turtle, that has made a big difference for you? Have you told them? Why don't you do it today? Better yet send them a card.



Bamfield Community School students

Small Communities Can Make a Big Difference

As I have said many times before in this column, we are all surrounded by Hidden Heroes but unfortunately we often tend not to notice them because we have become a society of "fixers". We tend to look for what's wrong and try to fix it, instead of focusing on what's right and building upon those strengths.

A wise person once said, "By focusing on what's right, we create the energy to fix what's wrong." That's one of the key messages in our *Unleashing the Hero Within* workshop which is a direct descendent of this newspaper column as well as our school-based *Our Hidden Heroes* program.

It's our theory that when enough of us become committed to increasing the frequency of our small Hidden Hero-like acts, we will, as our motto says, transform the world one person, one family, one community at a time.

Last week I did a series of *Unleashing the Hero Within* workshops with students and adults in Bamfield, a community of only a few hundred souls. The response was extraordinary. They definitely got the message and a seed was planted with the students, teachers, and parents, a seed that I believe has the potential to make a significant positive difference in this community.

Just minutes before I raced out of the school to catch the Lady Rose back to Port Alberni, I knew the students had got it. I had just finished delivering a PowerPoint presentation on our Rotary Rural School Projects in Zimbabwe all of which started, I told them, when Comox Rotarian, Doug Ante, made a personal commitment to do a small thing, to gather a suitcase full of pens for the students in a rural school where not even the teachers had pens.

That commitment led to Doug visiting a number of Rotary clubs on Vancouver Island asking us to collect pens. Instead we raised \$2.5 million worth of education supplies for more than 100 rural schools in Zimbabwe.

Hearing this story, eight of the students raced back to their classroom, grabbed pens they had been given the day before by an RCMP officer, and asked me to send them to the students in Zimbabwe. I'm sure the others would have too but I had left to catch the Lady Rose back to Port Alberni before they thought of it.

The thank you card the students gave me also showed that they got the message. Here are just two of their comments: "I hadn't noticed before how many people do small things that make a big difference," said Logan. "Thanks Bill for coming. Maybe this will change my life," said Casey.

The teachers definitely got the message too. They have decided to work with students to produce a regular monthly Hidden Heroes column in their community newspaper, *The Beacon*, as well as a regular interview feature on their Channel 5 television broadcast to the community. Others in the community will be invited to contribute as well. Small communities definitely can make a big difference.

Quick Scale: Grade 5/6: Social Responsibility

The following Rating Scale consists of the four strands of Social Responsibility and are summarized and represented in a student friendly language. These scales can be used by the students to self-evaluate their progress at anytime throughout the program.

Aspect	Not Yet Within Expectation	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Contributing to the Classroom and School Community	-I'm not very friendly to other people. -I don't like working in groups or on classroom activities.	- I am usually friendly and help others. - If I'm asked, I usually cooperate in classroom and in group activities.	- I am friendly, considerate and helpful. -I like to add my ideas to classroom and group activities.	- I am friendly and offer help to others. - I show leadership in the classroom and in group activities.
Solving Problems in Peaceful Ways	-I blame other people when I am in trouble. -I don't know how to solve the problem.	- I try to let others know when I'm angry. - I need help when I don't agree with others, but I don't know when to ask for it. - I know one or two ways to solve problems.	- When angry, I express myself, listen to others and try to come to a reasonable solution. - I see problems and can solve them without adult help.	- I try to solve problems in a variety of ways and know when to use adult help. - I understand what others are saying and I use a lot of ways to solve problems. - I can evaluate if the way I solved a problem worked.
Valuing Diversity and Defending Human Rights	-Sometimes I am not polite and respectful to others.	-I am usually polite and respectful, but I need help to see if things are fair for everybody.	-I treat others fairly and with respect; and am interested in fair treatment for everyone.	-I am fair and respectful and am dedicated to making sure that everyone is treated fairly.
Exercising Democratic Rights and Responsibilities	-There is nothing that I can do to help the classroom, school, community, or world be a better place.	-I'll help where I can to make my world a better place, but someone has to tell me what to do.	-I want to make a difference in my world, but I need help on what those things might be.	-I want to make my world a better place and I am beginning to figure out how I can do that.

