

# Local Heroes

## Social Sciences, Level 2

### The Learning Context:

*The class has already used social inquiry in previous social sciences units. The teacher now wants the students to use this process to find out about people in their neighbourhood who make significant contributions to community life (eg: a cultural leader, sports coach, religious leader, school teacher, youth group leader, school principal, volunteer worker, etc).*

*In the first part of the unit students will brainstorm a list of local people who use their skills and time to help and inspire others. Students will choose a 'local hero' from this list to investigate further. Working in cooperative groups they will interview their selected 'local hero' as well as people who benefit from the work that their hero does.*

*The second part of the unit encourages students to thank their 'local heroes' for the contributions they make to community life. Students may decide to host a morning tea for their 'local heroes', make thank you cards, produce a movie that celebrates their work, write a newspaper article about their hero for the community paper, fund-raise to buy a small gift for their heroes, etc.*

Approximately 10 lessons

### Achievement Objectives:

#### **SOCIAL SCIENCE CURRICULUM LEVEL 2:**

#### **Social studies**

*Students will gain knowledge, skills and experience to:*

- *Understand how people make significant contributions to New Zealand's society*
- *Understand that people have social, cultural, and economic roles, rights, and responsibilities.*

### Enterprising Attributes:

- *Generating and using creative ideas and processes.*
- *Working with others and in teams.*
- *Planning and organising.*
- *Collecting, organising, and analysing information.*
- *Communicating and receiving ideas and information.*

*Teachers to observe and collect evidence of these enterprising attributes in action.*

### Social Studies - Learning Outcomes:

Students will

1. *Identify a range of local people who offer their skills and time to the community.*
2. *Ask questions to find out what work these people do and how they meet community needs.*
3. *Share information about their 'local hero' to the class and the wider community.*
4. *Work cooperatively to thank their 'local hero' taking responsibility for an allocated role.*

### Resource Requirements:

- *Local people such as: a cultural leader, sports coach, sports person, religious leader, the Principal of the school, a teacher in the school, the Mayor, a local business owner, a person who works for a community organisation such as SPCA, etc. This person might be a student's caregiver. Where possible, encourage students to investigate people they have contact with.*
- *Decision Making Grid.*

# Teaching and Learning Sequence

*NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.*

*The future focus issues of citizenship, enterprise and sustainability can be explored during this unit. Our community, including our families, have many people, past and present that have made outstanding contributions to their community; in social, economic, cultural, political, and environmental ways. These people are often entrepreneurs, social or economic, or both. Enterprising New Zealanders are good role models for our young people. Sustainable communities are supported by New Zealand heroes, making links between citizens and improving their well-being.*

*The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.*

<p><b>Scene Setting:</b></p> <p>Students are asked to work in small groups to come up with a definition for the word 'hero' and to give examples of people who they think are heroes; stating their roles and their values. Students might like to begin by thinking about family members.</p> <p>Teacher reads the article 'More Than a Mountaineer' (School Journal, Part 3, Number 3, 2003) which describes Sir Edmund Hillary's mountaineering achievements as well as his work with the Himalayan Trust. The teacher explains that Sir Edmund Hillary is regarded as an international hero not just for his climbing achievements but also for the way he has worked tirelessly to help others.</p> <p>The teacher and students discuss why heroes and celebrities need to be recognised and appreciated.</p> <p>The unit and focus for learning is described to the students. Explain that the class will:</p> <ul style="list-style-type: none"> <li>• explore a range of local people who could be regarded as heroes,</li> <li>• investigate the work that these people do, what has inspired them, their vision, positive attitude and beliefs, leadership role, time involved, etc, and</li> <li>• thank these 'local heroes' for their efforts and achievements.</li> </ul> <p><b>Teaching and Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>1. The teacher reads a local newspaper article about a local person who has made a significant contribution to community life. The teacher asks the class: Why is this person special? How many people know this person?</li> <li>2. The teacher and students brainstorm a list of other local people who contribute to community life, eg: a sports coach, religious leader, school teacher, youth group leader, school principal, volunteer worker, someone we have learned from e.g. child with a disability, etc. (Learning Outcome 1) Integrity Community and participation Equity Excellence</li> </ol>	<p><b>LINKS TO BES</b> <b>Best Evidence Synthesis</b></p> <p><i>5. Quality teachers create effective and sufficient learning opportunities and link learning to real life experiences.</i></p> <p><i>2. Quality teachers encourage learners to work as a community and facilitate active learning in the classroom.</i></p>
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<p>11. Use a Decision Making Grid (*) to help rank possibly choices of Heroes to acknowledge and make a decision as to who will be honoured. This will require students to consider criteria that will help them make an objective choice. (LO 4)</p> <p>12. Class decides how they will thank their heroes. (LO 4)</p> <p>13. Students brainstorm the range of jobs that will need to be done to thank their heroes –</p> <ul style="list-style-type: none"> <li>• If the class is hosting a morning tea they will need to send out invitations, make food, decorate the classroom or hall, appoint a Master of Ceremonies, etc.</li> <li>• If the class is making thank you cards they will need to collect resources (card, ribbon, glitter), design and make the cards, organize delivery, etc. (LO 4) <b>Planning and organising</b></li> </ul> <p>14. Students are assigned roles and responsibilities and they work together to thank their 'local heroes'. (LO 4) <b>Working with others and in teams, Planning and organising</b></p> <p><b>Questions to consider within this inquiry:</b></p> <p><b>Links to Citizenship</b></p> <ul style="list-style-type: none"> <li>• What people in our community can be regarded as 'local heroes' and why?</li> <li>• How do 'local heroes' contribute as citizens of our community? What responsibilities does this involve? How does it affect you and your friends? How does it affect other members of the community?</li> <li>• Consider what role you would like to have (now, or in the future) that would require you to be a 'local hero'.</li> <li>• Consider what traits you will need to be a local hero.</li> </ul> <p><b>Links to Values</b></p> <ul style="list-style-type: none"> <li>• Why do these 'local heroes' choose to do the work that they do?</li> <li>• How does the community value our 'local heroes'?</li> <li>• Is it important to acknowledge the work that our 'local heroes' do?</li> </ul> <p><b>Evaluation questions</b></p> <ul style="list-style-type: none"> <li>• Consider the loss to the community if a 'local hero' was to move to another town/city.</li> </ul> <p><b>Reflective Questions:</b></p> <p>Exploring what it is to be innovative and enterprising</p> <ul style="list-style-type: none"> <li>• What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers.</li> <li>• How could you improve on using the Enterprising Attribute/s for next time?</li> <li>• Can you transfer this learning to your other topics?</li> </ul>	<p><b>9. Quality teachers promote critical thinking.</b></p>
<p><b>Possible Assessment Activities (Teacher):</b></p> <ul style="list-style-type: none"> <li>• Learning Outcome 1: Students draw or list a range of people in their community who are 'local heroes' giving valid reasons for why they are special.</li> <li>• Learning Outcomes 2/3: Students write an article describing in detail the work that their selected 'local hero' does and explaining how they are valued by other community residents.</li> </ul>	

