

## Session Four-Ordinary Heroes

I. This activity helps the youth learn new things about each other and take risks in a safe way: Pass out a pencil/pen and a piece of paper to each youth. Tell the students the next activity is supposed to be anonymous so they should not put their names on the piece of paper.

a. Ask them to write something about themselves no one else in the room knows about on the piece of paper.

b. Have the youth pass in their anonymous papers to the group leader who then hands them out to individuals making sure not one has their own statement. Then ask them to read them out loud. Have people guess who wrote each one.

c. Debrief: Ask the youth what that felt like to have their story read out loud? Did it make them nervous to share and learn about each other? Did it feel like a risky thing to do?

II. Begin with a quotation from Ervin Staub, a noted author and psychologist: "Heroes evolve; they aren't born." Write this down in large print on a big piece of paper. Ask the youth to think about what it means. Ask clarifying questions and make sure they know what evolve means in this statement. (Evolve means to develop or achieve gradually)

a. Have youth write whether they agree, disagree, or are unsure or neutral about this statement. Then have them write why they agree, disagree, unsure or neutral.

b. Ask youth to participate in an imaginary linear barometer activity indicating whether or not they agree with the quote. Have them imagine a line from one end of the room to another. At one end of the classroom, post the word "Agree" and at the other end the word "Disagree." In the middle write the phrase: "Unsure/Neutral."

c. Ask the youth to stand along this imaginary line reflecting where they stand in agreement with this quote. Ask the youth to tell why they have chosen where they are standing. This activity allows the youth to practice listening, responding and disagreeing with one another respectfully, thus practicing their discussion skills.

III. After the imaginary linear barometer activity, have youth engage in a discussion of what makes an individual choose to make a difference or become a hero.

a. Ask students the questions:

i. What makes an act heroic?

ii. Can heroic acts be small?

iii. Can "ordinary" people do courageous or heroic acts?

iv. Who do you consider a hero and why?

v. What does it take to be a hero? Who is your life that you know is a hero?

vi. Think of a time that you did something that was heroic. Share that memory with people.

IV. What did you learn today?

Materials:

- a. Pencils/ Pens
- b. Paper for students to write on
- c. Piece of paper with AGREE written on it
- d. Piece of paper with DISAGREE written on it
- e. Piece of paper with UNSURE/NEUTRAL written on it
- f. Tape
- g. Large piece of paper with quote written on it

#### Session IV

#### "Everyday Ordinary Heroes"

- I. This activity helps the youth learn new things about each other and take risks in a safe way: Pass out a pencil/pen and a piece of paper to each youth. Tell the students the next activity is supposed to be anonymous so they should not put their names on the piece of paper.
  - a. Ask them to write something about themselves no one else in the room knows about on the piece of paper.
  - b. Have the student pass in their anonymous papers to the group leader and then read them out loud to the room. Have people guess who wrote each one.
  - c. Debrief: Ask the youth what that felt like to have their story read out loud? Did it make them nervous to share and learn about each other? Did it feel like a risky thing to do?
- II. Begin with a quotation from [Ervin Staub](#), a noted author and psychologist: "**Heroes evolve; they aren't born.**" Write this down in large print on a big piece of paper. Ask the youth to think about what it means. Ask clarifying questions and make sure they know what evolve means in this statement. (Evolve means to develop or achieve gradually)

- a. Have youth write whether they agree, disagree, or are unsure or neutral about this statement. Then have them write why they agree, disagree, unsure or neutral.
  - b. Ask youth to participate in an imaginary linear barometer activity indicating whether or not they agree with the quote. Have them imagine a line from one end of the room to another. At one end of the classroom, post the word "Agree" and at the other end the word "Disagree." In the middle write the phrase: "Unsure/Neutral."
  - c. Ask the youth to stand along this imaginary line reflecting where they stand in agreement with this quote. Ask the youth to tell why they have chosen where they are standing. This activity allows students to practice listening, responding and disagreeing with one another respectfully, thus practicing their discussion skills.
- III. After the imaginary linear barometer activity, have youth engage in a discussion of what makes an individual choose to make a difference or become a hero.
- a. Ask students the questions:
    - i. What makes an act heroic?
    - ii. Can heroic acts be small?
    - iii. Can "ordinary" people do courageous or heroic acts?
    - iv. Who do you consider a hero and why?
    - v. What does it take to be a hero? Who is your life that you know is a hero?
    - vi. Think of a time that you did something that was heroic. Share that memory with people.
- IV. What did you learn today?

Materials:

- a. Pencils/ Pens
- b. Paper for students to write on
- c. Piece of paper with AGREE written on it
- d. Piece of paper with DISAGREE written on it
- e. Piece of paper with UNSURE/NEUTRAL written on it
- f. Tape
- g. Large piece of paper with quote written on it