

# HEROES:

## HOW TO TURN INSPIRATION INTO ACTION

by Marcus Rashford and Carl Anka

### EDUCATIONAL RESOURCE PACK

Suitable for:  
Ages 10+

- ✓ Read the profiles of the inspirational people featured in the book, including their life stories and achievements.
- ✓ Learn about the qualities and actions that make someone a hero and their contributions to helping others.
- ✓ Discover how having role models can shape and motivate students to become the best versions of themselves.
- ✓ Explore the diversity of heroes from around the world and the universal lessons their stories offer.
- ✓ Discuss the concept of inspiring others and creating a ripple effect of positive change in society.
- ✓ Encourage readers to take action, turning inspiration into tangible change in their lives and communities.

Subject Checklist: ✓ English ✓ Art and Design ✓ PSHE

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**EXTRACT 2:** CONTENTS AND DISCUSSION  
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**ACTIVITY 2:** INSPIRING INDIVIDUALS

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**EXTRACT 3:** DENZEL'S WIFE'S ADVICE (PAGE 77)  
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**ACTIVITY 3:** POWERFUL PHRASES

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**EXTRACT 4:** THE FINAL HERO (PAGES 186 AND 192)  
AND DISCUSSION QUESTIONS

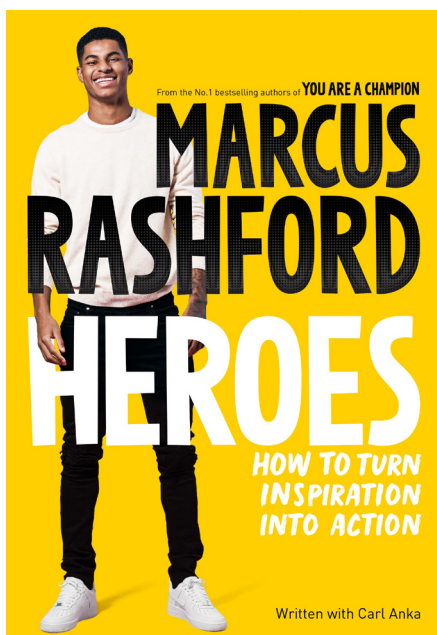
**ACTIVITY 4:** THE HERO WITHIN

**ACTIVITY SHEET 4:** I AM A HERO

Objectives: Empower students to realise and embrace their potential to be heroes in their own lives by making positive choices and taking action; discover ways to implement this in their daily lives.

**NATIONAL CURRICULUM OBJECTIVES**

**ADDITIONAL ACTIVITIES AND INNOVATIVE IDEAS**



## ABOUT THE BOOK

During your life you're going to come across people who will change your life.

People who will inspire you to be the best version of yourself that you can be.

Marcus Rashford has inspired people all around the world with his incredible campaign to end child food poverty - but starting on this journey was never something that he could have done alone.

Now, Marcus wants you to meet ten of the brilliant people who have inspired him to make a difference. Each person has influenced Marcus's life in their own way, so find out how his heroes can help you to be your best self and make a difference to the world around you!

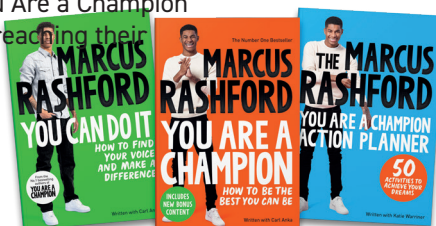
Includes profiles of: Sir Alex Ferguson, Beyoncé, Muhammad Ali, Serena Williams and more!



### ABOUT THE AUTHOR MARCUS RASHFORD

Marcus Rashford MBE is Manchester United's iconic number 10 and an England International footballer. During the lockdown imposed due to the COVID-19 pandemic, Marcus teamed up with the food distribution charity FareShare to cover the free school meal deficit for vulnerable children across the UK, raising in excess of 20 million pounds. Marcus successfully lobbied the British Government to u-turn policy around the free food voucher program - a campaign that has been deemed the quickest turnaround of Government policy in the history of British politics - so that 1.3 million vulnerable children continued to have access to food supplies whilst schools were closed during the pandemic. In response to Marcus's End Child Food Poverty campaign, the British Government committed £400 million to support vulnerable children across the UK, supporting 1.7 million children for the next 12 months. In October 2020, he was appointed MBE in the Queen's Birthday Honours. Marcus has committed himself to combating child poverty in the UK and his book *You Are a Champion* is an inspiring guide for children about reaching their full potential.

### MORE FROM MARCUS RASHFORD AND CARL ANKA

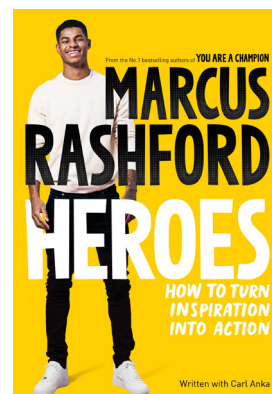


### ABOUT THE AUTHOR CARL ANKA

Carl Anka is a London-born journalist and broadcaster who likes his tea with milk and one sugar. He has written for BBC, Guardian, VICE, NME, GQ and BuzzFeed among other publications online and in print and specialises in writing about pop culture, video games, films and football. Currently a reporter for sports media group The Athletic, covering Manchester United, he is the host of the Talk of the Devils podcast and is scared of talking on the phone. Along with Marcus Rashford, Carl is the co-writer of *You Are a Champion: How to Be the Best You Can Be*, *You Can Do It: How to Find Your Voice and Make a Difference* and *Heroes: How to Turn Inspiration Into Action*.

ideally, I'd like these books to be centered at the bottom, but if you can't (or don't want to!) cut the Rashford copy, I'll just align it under the Carl Anka text

# EXTRACT 1: SOMEONE ELSE'S SHOES AND DISCUSSION QUESTIONS (PAGES XII-XIII)



I'm fascinated by stories. All kinds. It doesn't matter if they're in books, in films, in songs, or whether they're stories that people tell me. I love them all!

**ONE OF THE THINGS I LOVE ABOUT BOOKS IN PARTICULAR IS THAT YOU GET TO IMAGINE YOURSELF IN SOMEONE ELSE'S SHOES.** And I think that's true about speaking to other people, too, and hearing what they have to say about their own life.

In 2020 I went out to speak to a lot of families who were struggling to put food on the table. At that point, there were a lot of people in the UK who needed help. After talking to lots of different people and listening to what they had to say, I worked closely with charities like FareShare and the Trussell Trust, who try to make sure that all people in the UK have access to food.

We wanted to make sure that children around the country were able to get the food they needed. During our campaign, and along with the help of the British public, we did something incredible – we managed to convince the British government to set up a summer food fund during the COVID-19 pandemic, which helped to get food to 1.3 million schoolchildren across the UK.

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But taking action and trying to make a change was never something I could have achieved on my own.

I was inspired to try and work with these charities and join their amazing campaign to end child food poverty because of lessons I had picked up from my heroes growing up.

★ **TO ME, A HERO IS** ★  
★ **SOMEONE WHO** ★  
★ **INSPIRES A PERSON** ★  
★ **TO WANT TO DO BETTER.** ★

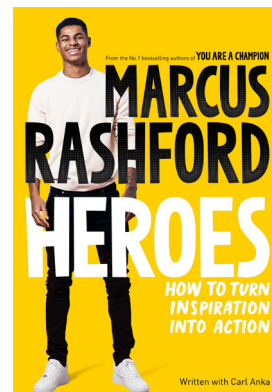
They are someone you can find anywhere – it might be an actor you've seen on TV or a sports person, but it could also be a family member or a friend. Heroes come in all shapes and sizes, and they will impact your life in many different meaningful ways.

I have a lot of heroes, and in this book, I want to talk to you about a few of them.

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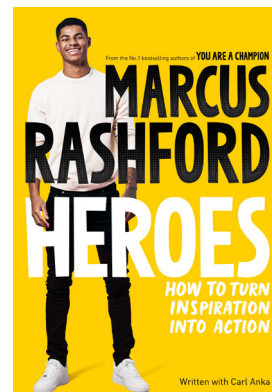
- Marcus says he's fascinated by stories. How do you like to experience them? Do you prefer reading books, watching films, listening to songs or hearing them told by those around you?
- What does it mean to imagine yourself in 'someone else's shoes'? How do you think listening to people's life stories can help you understand them better and show empathy towards them?
- Why does Marcus value listening to others? Are you a good listener? Why?
- He also talks about his work with charities to help. How do you think helping others can make a positive impact on the world? Have you ever been a part of a project or charity campaign?
- What did Marcus do to help children around the country during the COVID-19 pandemic? How do you think we can make sure that all children have enough food to eat?
- How does he define a hero? Do you agree? Can you think of someone who fits that definition?
- Who are your heroes? Why do you look up to them? What qualities should a hero have?
- Is it possible for heroes to exist in our everyday lives, such as among our family and friends?
- If you could meet one of your heroes, what questions would you like to ask them? What do you think you could learn from them, not only from their successes but also from their mistakes?
- How do you think learning about Marcus' experiences and heroes might inspire you to do something positive or make a change in the world?

## ACTIVITY 1: SHARING EACH OTHERS' STORIES



- Begin by asking students what a story is and why stories are important, encouraging them to share their thoughts and experiences related to storytelling. Discuss the different types of stories they know (e.g. fairy tales, personal stories, books) and explore how these stories have played a role in their lives.
- Explore and delve deeper into their historical and cultural importance. Help students to understand that stories have been a way for people to pass down their experiences, beliefs and values to the next generations, keeping traditions alive and teaching life lessons. Share how these stories have been told through spoken and written forms and, more recently, films and digital storytelling like social media.
- Next, read the provided extract from the book aloud to the class, focusing on the key points, such as Marcus' fascination with stories; imagining yourself in someone else's shoes, both in books and real life; his experience working with charities; and the concept of heroes and what they mean to Marcus.
- Use this to highlight how everyone has a unique story to tell, because each of us has a life filled with experiences, memories, challenges and achievements that are different and distinctive to them.
- Now that the students have an understanding of the importance of storytelling and why everyone has a unique story to tell, it's time to inspire them to share their own stories.
- Hand out Activity Sheet 1: My Story So Far to each student, making sure they have access to writing and drawing materials as well. Explain that this activity will allow them to share their own unique stories and personal histories with their classmates.
- Go through each section, explaining what each one is for. You may like to share examples or anecdotes from your own life related to them to serve as inspiration and make the activity more relatable.
- Emphasise that each section serves as a building block for sharing their unique story. Encourage students to reflect and think about how their family, experiences, interests and dreams make them who they are. Point out the importance of individuality in making the world a rich and fascinating place and let them know that this activity is a chance to celebrate these differences and learn from one another.
- Encourage students to begin filling in their sheets, and as they work, circulate to offer assistance, ensuring they feel comfortable and confident in sharing their stories. Attend to those needing help or clarification. If a student is uncertain, ask open-ended questions to prompt their thinking.
- After completing their activity sheets, have each student share aspects of their story with a partner. Encourage partners to ask questions that show interest in learning about their classmates' stories.
- Conclude the lesson by reinforcing the idea that through the act of sharing their stories, students have related to each other on a deeper level and developed empathy. Encourage them to continue exploring and sharing their stories outside the classroom, whether by talking to family members and/or bringing in interesting stories or photos to share with the class.
- Consider creating a classroom display featuring their 'My Story So Far' sheets to celebrate and embrace the diversity of your students.

# ACTIVITY SHEET 1: MY STORY SO FAR



NAME: \_\_\_\_\_

AGE: \_\_\_\_\_

DATE: \_\_\_\_\_

## MY FAMILY TREE:

Draw a simple family tree and label your family members (parents, siblings, grandparents, etc.). Write a few words about each person's role in your life.

## MY BIRTHPLACE:

Describe the place where you were born. What do you know about it? Is it in a different country from where you live now? What's your favourite memory from there?

## MY EARLY YEARS:

Draw or write about some of your earliest memories. What were your favourite toys or games? What did you enjoy doing as a little child?

## PLACES I'VE BEEN:

Draw a map of the places you've been to or want to visit. Describe one special place you've visited and what made it memorable.

## MY STORY IN PICTURES:

Draw a picture that represents you and your story so far. It could be a self-portrait or a scene from your life.

## SCHOOL DAYS:

Draw your school or write about your school experiences. Who are your friends? What do you like to learn about? What's your best school memory?

## MY HOBBIES:

List your hobbies and activities you enjoy. Explain why you like each one and if you've won any awards or achieved anything special related to them.

## SPECIAL CELEBRATIONS:

Write about your favourite celebration or holiday. What do you do during this time, and what makes it special for you?

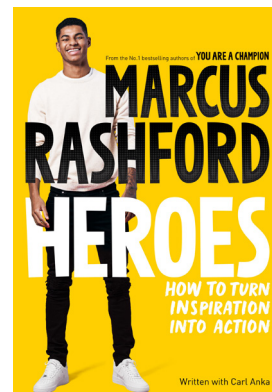
## GOALS AND DREAMS:

Write about something you'd like to achieve or experience in the future. It could be a dream job, a place you want to visit, or a new skill you'd like to learn.



## EXTRACT 2:

# CONTENTS AND DISCUSSION QUESTIONS

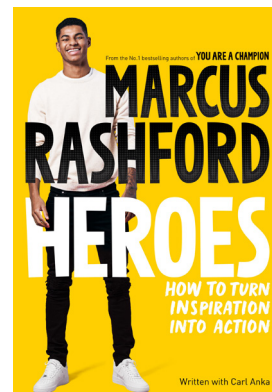


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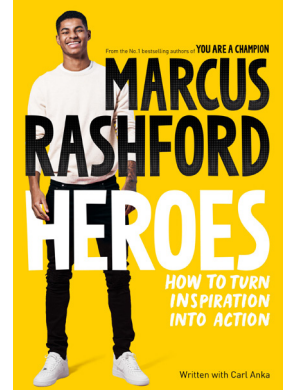
- Before we read about these amazing people, have you heard about any of them before? Can you share what you already know about them or their achievements?
- Is there anyone in the book who is new to you?
- Think about the heroes in this book. Why do you think Marcus Rashford and Carl Anka specifically selected these ten individuals to feature in the book? What criteria or qualities do you believe the authors considered when making their choices?
- Which person are you most excited to learn more about in the book and why are you curious about their story?
- Imagine you had the opportunity to meet one of the people mentioned in the book. What questions would you ask them and why?
- Imagine you could step into the shoes of one of these heroes for a day. Whose life would you choose to experience and what would you hope to learn from that experience?
- Can you identify any common themes or lessons that might emerge from the stories of these ten heroes? What do you think they all have in common that makes them inspiring figures?
- The book's tenth hero is called 'My Final Hero'. Who do you think this mysterious hero is, and why might the authors have chosen to keep their identity a secret until the end?
- If you were given the task of adding an eleventh hero to this book, who would you choose and why do you believe their story deserves a place among these inspiring individuals?
- What impact do you think this book might have on people who read it? How can it encourage them to turn inspiration from reading about other people into action in their own lives?

## ACTIVITY 2: INSPIRING INDIVIDUALS



- Begin by presenting the cover of the book *Heroes: How to Turn Inspiration Into Action* to the class and sharing the title and authors. Tell them that it's all about celebrating individuals who have made an impact on the world and that today, they will have a chance to learn about these ten inspiring figures.
- Use a projector or the board to display the book's contents page. Go through the list of names and ask the students if they know any of these individuals. Encourage them to raise their hands if they do.
- For each figure recognised by the students, invite the ones who raised their hands to share what they know about that person. For those figures that are not recognised by the students, take a moment to briefly introduce each one by sharing a key accomplishment or an interesting fact about the individual.
- Lead a group discussion with the provided discussion questions and any of your own, such as: "Why include these individuals in a book about heroes?", "What defines heroism?", and "How can we draw inspiration from their lives and achievements?"
- As a class, collectively choose one profile to initially read aloud, discussing their key details, achievements and what makes them inspiring. You could consider holding a class vote to decide which one, keeping in mind that 'The Final Hero' is ultimately about how the reader can be a hero themselves.
- Post-reading and discussion, share with the students that their task is to create an informative fact file in their preferred style (e.g., poster, presentation, etc.) about an inspiring individual from the provided list or a person of their choosing, like a family member.
- Recap the concept of a fact file by reminding students that it's a structured document that compiles essential information about a specific person, providing a clear and concise overview of their life.
- Model the process of creating a fact file by using Activity Sheet 2: Fact File as a tool for note-taking and referring to the profile you explored earlier as a class. Guide them through gathering information from the profile to give them a clear understanding of how to structure and fill out their fact files effectively.
- Next, make sure that students have access to the additional profiles in the book and any essential resources, including internet-enabled devices, to assist them in their research and referencing.
- After exploring the profiles, inspire students to select an individual they strongly connect with or someone close to them whom they deeply admire. Ask them to conduct additional research about them using Activity Sheet 2: Fact File to gather extensive information about their chosen individual.
- Following this, allocate time for students to work on their fact files in their preferred format, using the Activity Sheet as a helpful reference tool. Offer assistance and guidance as necessary, and be available to answer questions. Periodically check in on the students' progress, allowing them to share their work with peers for feedback and suggestions.
- Have students share some interesting facts they discovered about their chosen individuals, promoting class discussion and engagement. End on a motivational note, reminding students of the importance of learning about inspirational individuals and how they, too, can make a positive impact on the world.

## ACTIVITY SHEET 2: FACT FILE



**HERO'S NAME:** \_\_\_\_\_

### IMPORTANT DATES

Birth Date: \_\_\_\_\_

Death Date (if applicable): \_\_\_\_\_

Significant Achievements (e.g., awards, milestones):  
\_\_\_\_\_  
\_\_\_\_\_

### BACKGROUND AND EARLY LIFE

Place of Birth: \_\_\_\_\_

Childhood and Family: \_\_\_\_\_

### WHY DID YOU CHOOSE THIS HERO?

Write a brief paragraph explaining why you selected this hero.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### HEROIC QUALITIES

What makes this hero inspiring? What characteristics or actions make this individual a hero?

- 
- 

### NOTABLE ACHIEVEMENTS

Describe some of the key accomplishments or contributions made by your chosen hero:

- 
- 

### CHALLENGES FACED

Were there any obstacles or difficulties that your hero had to overcome?

- 
- 

### LEGACY AND IMPACT

How has this hero's actions influenced or inspired others?

- 
- 

### ADDITIONAL RESOURCES

List any books, websites or sources you plan to use for further research:

Source: \_\_\_\_\_

Source: \_\_\_\_\_

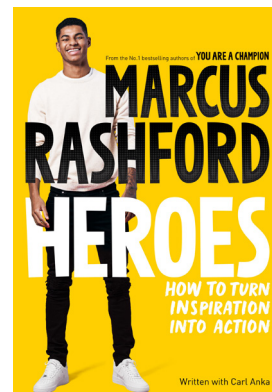
Source: \_\_\_\_\_



### EXTRACT 3:

# DENZEL'S WIFE'S ADVICE AND DISCUSSION QUESTIONS

(PAGE 77)



I've got one more quote from Denzel Washington I want to leave you with. It's actually something that his wife said to him, but it's a really important piece of advice that he still carries around with him:

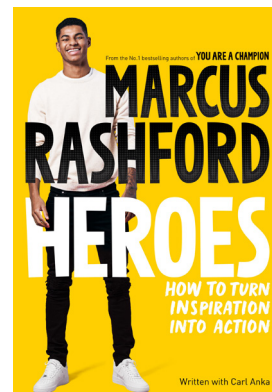
**TO GET SOMETHING  
YOU NEVER HAD,  
YOU HAVE TO DO SOMETHING  
YOU NEVER DID**

It means that if you want to achieve amazing things, you will usually have to try something new in order to achieve it. You don't achieve great things by just doing the same things over and over. You have to challenge yourself and take risks. And taking risks often means that you are willing to make mistakes.

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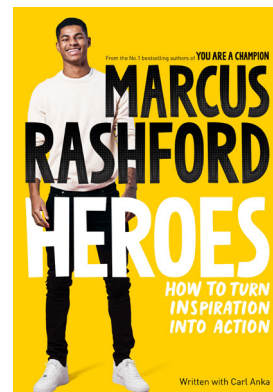
1. What do you think the quote 'To get something you never had, you have to do something you never did.' means? Do you find this message relatable or relevant to your life?
2. In the book, we come across many inspirational quotes like the one above. What do you think inspirational quotes are meant for? Why do people find them meaningful and motivational?
3. How do you feel when you read or hear an inspiring quote? Does it change your mood or perspective on a topic? Why do you think this happens?
4. Do you have a favourite saying or piece of advice from a family member or friend that has inspired you? What is it and how has it influenced your life?
5. What are some common themes or messages you often find in inspirational quotes, such as perseverance, determination or staying positive?
6. How can inspirational quotes help us overcome challenges in our lives? Are there situations where using them may not be a good idea? When might they not be appropriate or helpful?
7. Do you think inspirational quotes are more effective when they come from famous figures or can wisdom be found in the words of everyday people too?
8. If you had to choose just one inspirational quote to share with the world, what would it be?
9. How might the interpretation of an inspirational quote differ from person to person? Is it okay that we don't all see it the same way?
10. Can you come up with your own inspirational quote and explain its message or lesson?

## ACTIVITY 3: POWERFUL PHRASES



- Begin by displaying the quote 'To get something you never had, you have to do something you never did' from the book. Present it in a way that captures the students' attention, such as writing it on the board or projecting it on a screen.
- Encourage them to reflect on it, posing questions like: "What do you think this quote means?", "How does it make you feel?" and "Can you relate this quote to something that has happened in your life?" Continue guiding the discussion by asking the discussion questions related to inspirational quotes.
- Record a range of the students' interpretations on the board, creating a visual representation of their responses. While doing this, share that this particular quote is among many featured within the book and was said by Pauletta Washington, an actress and the wife of Denzel Washington.
- Next, ask the students if they are familiar with the term 'inspirational quote' and encourage them to share any quotes they may have heard or seen before. List some of their responses on the whiteboard.
- Prompt students to share instances when they have used them in their own lives. Encourage them to describe moments when they were beneficial and times in which they might not have been as helpful.
- After discussing their prior knowledge, explain the purpose and common themes of inspirational quotes, messages and slogans. Explain that these are powerful words or phrases that are designed to do two important things: Motivate: They encourage people to take action, push through challenges and believe in themselves. Inspire: They elicit feelings of hope, determination and positivity within people.
- Share a selection of additional inspirational quotes from diverse figures using visuals and posters to make them more memorable. Identify the elements that make them motivating or inspiring. Include quotes from everyday people to broaden students' perspectives beyond celebrities and historical icons.
- Transition to the next phase by informing students that, by the end of the lesson, each one of them will create an inspirational quote that's personal to them and which reflects their individuality and creativity.
- Discuss the importance of personal values and beliefs with the students. Encourage them to think about what matters most to them in life, what they stand for and what inspires them. This will serve as the foundation for their quotes.
- Provide time for a brainstorming session. Ask students to jot down words, phrases or concepts that represent their values, beliefs and aspirations. Following this, have them use the ideas generated in the brainstorming session to draft their quotes. Encourage them to be concise and clear, conveying their message in a single sentence or a short phrase. Remind them that the goal is to inspire and motivate, be original and avoid clichés and make the message relatable to the audience.
- Encourage students to use their creativity to create visual representations of their quotes using Activity Sheet 3: My Inspirational Quote. This could include designing posters, illustrations or digital graphics.
- Finally, allow students to share their created quotes with the class. This can be done individually or in small groups, depending on the class size.

## ACTIVITY SHEET 3: MY INSPIRATIONAL QUOTE



### INSTRUCTIONS:

Think about what inspires you, motivates you or brings positivity to your life. Reflect on your own experiences, values and beliefs. Use the space provided to create

your own inspirational quote. Be creative and let your thoughts flow!

**DESIGN YOUR QUOTE:** Choose a font, text style, colours and graphics to make your inspirational quote visually appealing.

**EXPLAIN THE MEANING OF YOUR QUOTE:** \_\_\_\_\_

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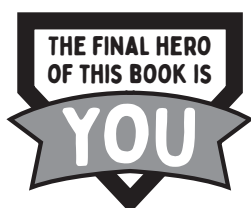
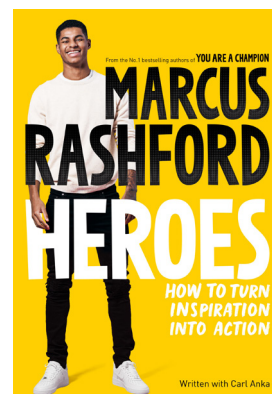
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## EXTRACT 4:

# THE FINAL HERO AND DISCUSSION QUESTIONS

(PAGES 186 AND 192)



BECAUSE THE TRUTH IS, YOU ARE THE HERO OF THIS BOOK. YOU, THE PERSON HOLDING THIS BOOK RIGHT NOW. I WANT YOU TO KNOW THAT YOU HAVE THE POTENTIAL TO BE THE HERO OF YOUR OWN LIFE.

**WITHIN YOU RIGHT NOW  
IS THE POWER TO OWN  
YOUR OWN STORY**

I've talked a lot about how I think it's important to have role models and people to look up to in life, but remember that the people who inspire you don't have to be a celebrity or someone with lots of money.

There are inspiring people all around you. All you have to do is look and listen as best you can. And if you can do that, if you can find heroes in lots of different places, you'll discover that you are a hero too. And that you can in turn inspire the people around you.

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You can be the hero of your own life. So as you go out into the big wide world, I want you to remember a few important things:

**TRY TO SURROUND YOURSELF WITH HEROES WHO INSPIRE YOU**

**MAKE AN EFFORT TO SURROUND YOURSELF WITH HEROES WHO MOTIVATE YOU**

**BE A HERO FOR OTHERS, AND MOTIVATE AND INSPIRE THEM IN RETURN**

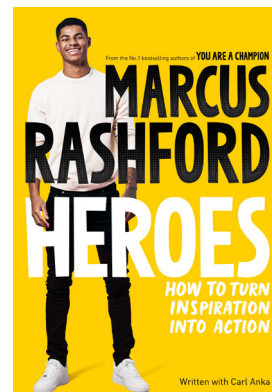
IF YOU CAN DO ALL OF THAT, YOU'RE ALREADY BEING THE BEST VERSION OF YOURSELF THAT YOU CAN BE.

SO GO OUT THERE AND BE THE CHANGE.

*MR*

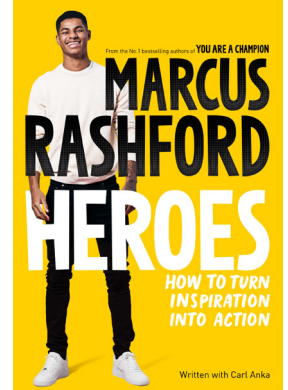
1. What makes someone a hero in their own life? How can you be your own hero?
2. Have you ever felt like a hero? When was it and how did it make you feel?
3. In your opinion, are heroes born, made or a mix of both?
4. Can you think of a time when you made someone else feel like a hero? How did you do it?
5. Do heroes always need praise for what they do? Why or why not?
6. What small things can make you or others feel heroic? How do these little actions help?
7. What problems might you face when trying to be a hero for yourself and others? How can you overcome these challenges?
8. Why is it important to try to be the best you can be? How can this benefit not only you but also the people around you?
9. What do you think the world would be like if everyone tried to be their best selves and help others like heroes?
10. What next steps do you think you can take to become your best self and 'be the change', following Marcus's advice in the text?

## ACTIVITY 4: THE HERO WITHIN



- Begin by asking students if they know what a hero is and who their heroes are. Record their responses on the board.
- Introduce the idea of being the hero of one's own life by reading aloud the provided book extracts. Discuss the meaning of these extracts and how every individual can be the hero of their own story.
- Engage the students in a brief discussion about the power they possess to shape their own lives and how they can inspire others in the process.
- Encourage them to share personal experiences or examples that illustrate how they have the potential to be heroes in their lives or in the lives of others. Examples could include acts of kindness and support; leadership and guidance; and resilience and overcoming challenges. Emphasise the idea that each of them has unique abilities and strengths that can positively impact the world around them.
- Now, it's time for the students to reflect individually on their heroic qualities and potential actions. Provide the students with the Activity Sheet that prompts self-reflection. Ask them to fill in the sections that focus on their qualities, actions and inspirations.
- Heroic Qualities: Ask students to list or draw their unique qualities and strengths. For example, they can write about being kind, a good listener, artistic, helpful or brave. They can also draw symbols or illustrations representing these traits.
- Inspiring Actions: Encourage students to brainstorm actions they can take to be heroes in their lives or inspire others. This can range from helping a friend, standing up against injustice, sharing knowledge or being a positive role model. Students should write down these actions or draw scenes illustrating them.
- After completing the activity, invite volunteers to share their reflections. Discuss the various qualities and actions the students have identified. Encourage the students to appreciate and acknowledge the diverse ways they can contribute positively to their own lives and the lives of others. Ask questions like: "What did you discover about yourself during this activity?", "How do you think these actions can impact others?" and "Do you see any common qualities or actions among your peers that are inspiring?"
- Finally, incorporate a creative element. Provide drawing materials, such as pencils, markers, crayons, or collage materials and ask students to create a visual representation of themselves as heroes. They can draw themselves in heroic roles or situations, illustrating the qualities and actions discussed earlier.
- Encourage them to write a short description or story to accompany their artwork, highlighting how they can be heroes in their lives or inspire others.

## ACTIVITY SHEET 4: I AM A HERO



### HEROIC QUALITIES:

Write or draw your unique qualities that make you a hero in your own life.  
Examples could include kindness, bravery, creativity or any other traits that make you special.

#### MY HEROIC QUALITIES:

(List qualities or draw symbols representing them)

#### AN EXAMPLE OF HOW I SHOW MY HEROIC QUALITIES:

(Describe a personal experience or draw a scene)

### INSPIRING ACTIONS:

Think about actions that you can take to be a hero in your own life and inspire others.  
What positive actions can you do to make a difference?

#### MY INSPIRING ACTIONS:

(List actions or draw scenes illustrating them)

#### AN EXAMPLE OF HOW I CAN INSPIRE OTHERS:

(Describe ways to inspire others or draw a scene)

### DRAWING MYSELF:

Imagine yourself as a hero. Draw a picture of yourself in a heroic role or situation.

#### DRAWING MY HEROIC SELF:

(Draw a self-portrait of yourself as a hero)

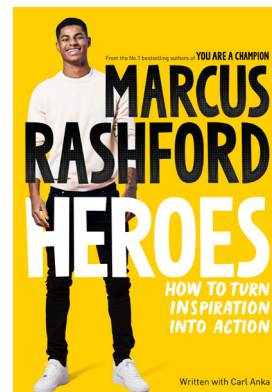
#### A SHORT STORY OR DESCRIPTION:

(Write a brief story or description of your heroic self)



# NATIONAL CURRICULUM OBJECTIVES

## KEY STAGE 2 AND KEY STAGE 3



### ENGLISH:

#### SPOKEN LANGUAGE

##### Pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- consider and evaluate different viewpoints, attending to and building on the contributions of others

#### READING – COMPREHENSION

##### Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - being encouraged to link what they read or hear read to their own experiences
- Understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

#### WRITING: COMPOSITION

##### Pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)

- Consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
- Make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils

### ART AND DESIGN:

##### Pupils should be taught to:

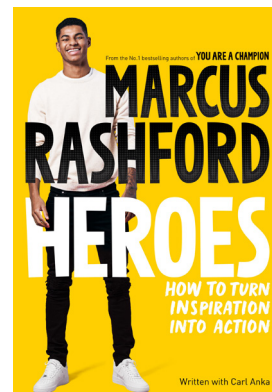
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### PSHE (taken from PSHE Association's Programme of Study):

##### Pupils should have the opportunity to learn:

- that their actions affect themselves and others
- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- about enterprise and the skills that make someone 'enterprising'
- the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)

# ADDITIONAL ACTIVITIES AND INNOVATIVE IDEAS



- **HERO OF THE WEEK:** Organise a “Hero of the Week” celebration, where each week a student takes turns presenting their chosen hero to the class, exploring their background, accomplishments and the defining qualities that make them heroic. By sharing these stories, everyone gains insight into various role models and their inspirational journeys.
- **CHANGE-MAKER PROJECTS:** Task students with creating an action plan for a cause they are passionate about or proposing actionable ideas to address a local issue. This could involve a school-wide initiative or a smaller project such as organising a food drive, fundraising or even initiating a community service. Students can present their plans and work towards implementing them, reflecting the spirit of the book.
- **MEET LOCAL HEROES:** Invite local community heroes to the classroom for an interview. Equip students to prepare questions and lead the interviews, offering them a firsthand opportunity to learn about acts of heroism and the admirable qualities that define these local role models. Consider recording these sessions to create a podcast-style series, amplifying the impact of these stories for a wider audience.
- **INTERACTIVE TIMELINE:** Create a timeline of events highlighting key moments in the lives of the influential figures featured in the book. Encourage the students to research and find pivotal events, connecting them to broader historical and social contexts. Display the timeline in the classroom for reference.
- **HEROIC REFLECTIONS:** Provide students with journals or digital platforms for regular self-reflection, prompting them to write about their personal inspirations and individuals who have positively impacted their lives. Through this practice, they learn to appreciate the significance of everyday heroes and reflect on the power of their influence.
- **HEROES' BOOK CLUB:** Set up a reading club for students focusing on biographies or stories of inspirational figures. By selecting books that highlight individuals who've made a positive impact, they can delve into discussions, share insights and connect the dots between the diverse stories of these remarkable heroes.
- **WALL OF INSPIRATION:** Create a space, be it physical or digital, where students can regularly contribute inspirational quotes, anecdotes, or thoughts about the heroes they've encountered. This fosters a culture of sharing and encouragement, as students express their own perspectives on heroism.
- **CREATE YOUR OWN HEROIC QUEST:** Encourage students to flex their creative muscles by designing board games or challenges that mimic the heroic journey. As they progress, they'll navigate obstacles, emphasising bravery, kindness, intelligence, and teamwork, fostering not just fun but also values integral to heroism.
- **HEROIC ACTS IN DAILY LIFE:** Dedicate a week to actively promoting and partaking in small acts of kindness and bravery within and outside the school community. Encourage students to not only engage in these acts but also journal their experiences and reflections, deepening their understanding of the impact of their actions.
- **HEROIC LETTER WRITING:** Encourage students to write heartfelt letters to those they hold in high regard as heroes, expressing gratitude and explaining the reasons for their admiration. This activity nurtures appreciation and enhances writing skills through heartfelt expression.