

☆ I think of a hero as someone who understands the degree of responsibility that comes with his freedom. Bob Dylan ☆ A hero is no braver than an ordinary man, but he is braver five minutes longer. Ralph Waldo Emerson ☆ If Hero means sincere man, why may not every one of us be a Hero? Thomas Carlyle ☆ True courage is not the brutal force of vulgar heroes, but the firm resolve of virtue and reason. Alfred North Whitehead ☆ Heroes stand for what is right. If someone is our hero, it is because that person does what you would like to see be accomplished. Kenneth E. Clark, former president of the American Psychological Association ☆ The first great gift we can bestow on others is a good example. Thomas Morell ☆ The Hero is commonly the simplest and obscurest of men. Henry Thoreau ☆ The healing for your own sorrows can only come from giving thanks and then turning those same eyes to see the needs of others. The giving of thanks opens the heart's door to your own self recovery and then pours out compassion for others that have not yet learned. Anonymous ☆ If I do my full duty, the rest will take care of itself. General George S. Patton, Jr ☆ Everybody can be great because everybody can serve. You only need a heart full of grace, a soul generated by love Martin Luther King, Jr. ☆ Unsung heroes do it because it is the right thing to do. Unknown ☆ Leaders are visionaries with a poorly developed sense of fear and no concept of the odds against them. They make things happen. Dr. Robert Jarvick ☆ I just want people to think what I did is what I should have done. I am no hero at this, no hero whatsoever. I don't even want to be [thought] of as a hero. Ron Lantz (Ron Lantz is a truck driver who was just five runs away from retirement as the sniper was terrorizing and killing innocent victims in the DC area. He spotted the sniper suspects car at a rest stop. Mr. Lantz called 911 on his cell phone and then he and a fellow truck driver barricaded the exits to keep the suspects from leaving.) ☆ Courage is the price which life exacts for granting peace. Amelia Earhart ☆ Do whatever comes your way as well as you can. Think as little as possible about yourself and as much as possible about other people and other things that are interesting. Put a good deal of thought into happiness that you are able to give. Eleanor Roosevelt ☆ Unhappy the land that is in need of heroes. Bertolt Brecht ☆ HEROES ARE CREATED BY POPULAR DEMAND, SOMETIMES OUT OF THE SCANTIEST MATERIALS. GERALD W. JOHNSON ☆ A hero is someone who has given his or her life to something bigger than oneself. Joseph Campbell ☆ Half our life is spent trying to find something to do with the time we have rushed through life trying to save. Will Rogers ☆ **Be your own hero, it's cheaper than a movie ticket.** Doug Horton ☆ *We can't all be heroes, because somebody has to sit on the curb and applaud when they go by.* Will Rogers ☆ Never in the field of human conflict was so much owed by so many to so few. Sir Winston Churchill ☆ A boy doesn't have to go to war to be a hero; he can say he doesn't like pie when he sees there isn't enough to go around. Edgar Watson Howe

Superhero Training

Curriculum addressing the standards

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Communication

Standard 5: Conflict Resolution

1. The student will solve the problem or lead them to the right person.
2. The student will discuss openly problems and concerns the group or individuals are facing.
3. The student will understand the importance of coming to a solution using many ideas.

Communication

Standard 8: Interpersonal Skills

1. The student will demonstrate teamwork and consensus building.
2. The student will have knowledge of when to take each role.
3. The student will understand the concept of WIN/WIN and how compromising is part of that
4. The student will treat others the way they wish to be treated.
5. The student will listen and hear other points of view.
6. The student will use constructive criticism.
7. The student will have opportunity to communicate feelings using "I" statements.
8. The student will practice problem solving skills
9. The student will use appropriate body language and listen while others are talking.
10. The student will have knowledge and practice the steps in conflict resolution
11. The student will take on a task without being asked.
12. The student will decide on priorities to reach goals.
13. The student will establish and practice guidelines and rules.
14. The student will display an understanding with others.
15. The student will understand the difference between passive and active listening.
16. The student will provide feedback in a constructive manner and accept it with grace.
17. The student will acknowledge the strengths and accomplishments of others.

Personal and Social Development

Standard 1: Group Dynamics

1. The student will understand the different personality types and how to work in a group setting, keeping all-inclusive.
2. The student will understand the diversity of others.
3. The student will have the opportunity to take on a leadership role in an activity or group work.
4. The student will have the opportunity to serve as a leader and a follower, enlist others to share a vision, celebrate accomplishments and recognize the contributions of others, as well as passing on authority when appropriate.

Personal and Social Development

Standard 4: Self-Esteem/Self Awareness

1. The student will, through various activities, group work, and personal work, improve the way they feel about themselves.

Service Learning

Standard 3: Citizenship

1. The student will have an experience in giving without receiving anything in return.
2. The student will have compassion for other people's challenges and accept those people for who they are.
3. The student will have an understanding of other people's differences.

Superhero Training Lesson Plan—shorter session

- 1) Introduction: What makes a person a hero? Is it the firefighter who charges into a burning building because he thinks that there may be someone in there? Is it the basketball star who has used his fame and fortune to develop an after school program for kids in his hometown? Is it the teacher whose dedication to her students helps them not only learn about history, math and science, but also what it means to be a good person and to care for others? Is it the mom who has to work two jobs to support her children and still makes the time to show her kids she loves them, and to play a game of Memory with them? There are countless definitions of heroes in our world, but most people's ideas about the characteristics of a hero are fairly consistent. So...
 - A. Brainstorm superheroes, past heroes, present heroes—names on the three column list.
 - B. What constitutes a hero? What do heroes do?
 - C. What qualities do certain heroes have that make them exceptional?
- 2) Discuss the villains a high school superhero would have to fight and the villains everyone in ASB has to fight.
- 3) Choose the top four or five ASB villains
- 4) Put students into groups to create five step plan on how to rid the ASB of villains
- 5) Discuss three ways to make more superheroes on their campus once again... (note...leading by example is HUGE! Must rid ASB of villains first)
- 6) Read 14 Ways to be a Super Hero

Superhero Training Lesson Plan

- 7) Create a superhero *Instructions*
- 8) Take Superhero *Quiz*
- 9) Discuss the study done at Cambridge...ways to be a superhero...and create more superheroes on your campus.
- 10) Move into groups according to answers on quiz (the most A's together, etc.)
WORK IN GROUPS, BUT EVERYONE WILL WRITE BRAINSTORMS AS THEY GO—THEY WILL BE NEEDED FOR FUTURE REFERENCE. Create a superhero character needed at your school.
- 11) Give each person a superhero card and move into new groups according to superhero cards (or put them in school groups if fairly even)
- 12) Introduction: What makes a person a hero? Is it the firefighter who charges into a burning building because he thinks that there may be someone in there? Is it the basketball star who has used his fame and fortune to develop an after school program for kids in his hometown? Is it the teacher whose dedication to her students helps them not only learn about history, math and science, but also what it means to be a good person and to care for others? Is it the mom who has to work two jobs to support her children and still makes the time to show her kids she loves them, and to play a game of Memory with them? There are countless definitions of heroes in our world, but most people's ideas about the characteristics of a hero are fairly consistent. So...
 - D. Brainstorm superheroes, past heroes, present heroes—names on the three column list.
 - E. What constitutes a hero? What do heroes do?
 - F. What qualities do certain heroes have that make them exceptional?Please brainstorm all the qualities, characteristics and traits you can think of. *Superhero traits brainstorm sheet*
- 13) Groups present their brainstorms, have a running lists of the traits that were most common amongst the groups, and of the most unusual adjectives and descriptions for a hero.
- 14) Students (in school groups) create their definition of the word hero on posters and hang posters up, present their definitions. *My definition of an everyday super hero sheet*
- 15) Work individually to fill out personal questions. *Everyday Superheros reflection*
- 16) Discuss the villains a high school superhero would have to fight and the villains everyone in ASB has to fight.
- 17) Choose the top four or five ASB villains
- 18) Put students into groups to create five step plan on how to rid the ASB of villains
- 19) Discuss three ways to make more superheroes on their campus once again... (note...leading by example is HUGE! Must rid ASB of villains first)
- 20) Present certificates
- 21) Read 14 Ways to be a Super Hero

CREATE A SUPERHERO

Your group has 5 minutes to create a SUPERHERO.

- ★ The [Heroic Historians](#) of the group will create the *background information* for the character
- ★ The [Bionic Biographers](#) will take that information and create the *super powers* for the character.
- ★ The [Valiant Villain Creators](#) will then create a *villain* for your character.
- ★ The [Agile Artists](#) will design a *distinctive* characteristic for the superhero.

What is the background information for your superhero?

(Example--Spiderman: Peter Parker was bitten by a radio active spider while on a school field trip. After his Uncle Ben is killed by a mugger he vows to devote his life to fighting crime.)

What are your superhero's super powers?

(Example--Spiderman: Peter Parker, after being bitten by the spider, discovered he had gained great strength, agility, and the ability to cling to any surface—he has spider-like qualities.)

What is your superhero's villain?

(Example—Spiderman: The Green Goblin, a businessman who had an experiment blow up in his face that made him insane, is Spiderman's archenemy.)

What is distinctive about your superhero?

(Example—Spiderman: Spiderman recalls the words of his beloved Uncle Ben, "With Great Power Comes GREAT Responsibility" and he vows to live by this ideal.)

Standard 1: Group Dynamics 1. The student will understand the different personality types and how to work in a group setting, keeping all-inclusive.

Super Hero Quiz

1. How would you describe your personality?

- a) Determined and dedicated, I always do what I set out to do
- b) I am gallant, I'd carry a man/woman over doggy poop
- c) A true patriot, I LOVE my school and my country
- d) A relentless avenger of justice, I persevere through any evil
- e) I have fortitude, I encounter and overcome danger/pain without a fuss
- f) Loyalty is my thing. I will be true to a cause until the end.

2. What would your perfect job be?

- a) Chairman of the Board
- b) Doctor
- c) Teacher
- d) Writer
- e) Actor/Actress/Model
- f) Other: _____

3. Are you:

- a) Someone who likes to work alone
- b) Part of a team
- c) A go-getter, just give me a job to do
- d) A planner, I like to make sure I have everything together, then I work faster
- e) A delegator-I tell others what to do and make sure they do those things
- f) Happy to do whatever needs to get done, just tell me!

4. Let's say you bumped into someone who hurt your best friend would you:

- a) Turn him/her into the proper authorities
- b) Buy him/her a coffee at Starbucks and try to figure him/her out
- c) Apply your own brand of justice (make him/her take notes for you during your worst classes, clean up after dances, make balloon arches, etc.)
- d) Fix him/her up with the worst date you can find
- e) Leave a nasty note on his/her locker
- f) Send him/her to conflict management

5. How would you describe your style of dress?

- a) Flashy, I'd like to think I'm the center of the world
- b) Fashionable, I'd make James Bond wonder where I got my threads
- c) Retro, I stick with what works
- d) Trendy, I go with what's in, I'm fun that way
- e) Subtle, I don't like to draw attention to myself
- f) Cool, I don't work at it, it just happens

6. What's your greatest asset minus your spidey sense?

- a) Sense of humor
- b) Intelligence
- c) Strength
- d) Agility
- e) Personality
- f) Organizational and Time Management Skills

7. Which of these statements mostly applies to you:

- a) I listen well no matter what
- b) When there's a problem, yo, I solve it
- c) I'm often the most level-headed person in the group
- d) I tend to solve other peoples' problems first before thinking of myself
- e) I get frustrated easily and I take off, I like to work on my own
- f) I'm happy and I know it, clap my hands
- g) I believe a smile is the best thing you can give away every day

8. Choose some colors:

- a) Blue and gold
- b) Maroon and gold
- c) Black and orange
- d) Red, white and blue
- e) Purple and white



- f) Black and yellow
- 9. Let's talk about that nemesis of yours:**
- a) Lack of school spirit is what makes me crazy
- b) Anyone who picks on someone else is MY nemesis
- c) Litterbugs, they deserve to be punished!
- d) The forces of evil, all of the forces of evil—drugs and alcohol on our campus, it makes us all look bad
- e) A King Pin Warlord or a teacher who complains about everything we do, they're both my nemeses!
- f) Anyone who makes me mad, except Britney Spears/Justin Timberlake...whom I love and who never makes me mad

- 10. What kind of crime would you be most comfortable foiling?**
- a) Bullies in the hallway
- b) Anyone picking on the poor freshmen
- c) Littering, those guys really make me mad, a clean school is a happy school
- d) People with no spirit, come on, we're only in high school once
- e) Cheating on tests because they just plain didn't study
- f) Cheating off my homework because they just plain didn't do it

- 11. So, pretty boy or handsome girl, what do you look like?**
- a) Think of James Bond, only better looking
- b) The mirror is my best friend, any mirror, I love mirrors, and may I borrow your mirror?
- c) Women cry when they see me, I'm soooooooooooooooooooooo dashing
- d) Men cry when they see me, I'm sooooooooooooooooooooo beautiful
- e) I wear a mask all the time
- f) Heads turn when I walk into a room

- 12. Let's talk super powers, which one is most appealing to you?**
- b) Flight
- c) Super agility
- d) Super strength
- e) Wall climbing ability
- f) X-ray vision
- g) Teleportation

- 13. You see someone trip and fall down. Knowing that you are in fact a super hero they yell to you, "Hey buddy! You gonna help me out here or just sit there in your tights and look pretty?" How do you respond?**
- a) "Let me help you up, kind citizen! Now where's my reward?"
- b) "Someone else will surely help this poor person so I'll just scoot my little superhero self on to class!"
- c) "Listen buddy, I just saved the earth from being destroyed for about the third time this week, you don't need me, you need your mama!"
- d) "Of course, let me help you, are you alright? Let me take you to the school nurse!"
- e) "I'm too busy being important! I'm an ASB Superhero and I don't want to get my new ASB sweatshirt sweaty!"
- f) "I'll just pretend I didn't see that."

Now count the number of each letter you have:

A _____

B _____

C _____

D _____

E _____

F _____

Which super hero do YOU relate more closely to? Which ever letter you chose the most...that's who you are most like.

A=Superman

B=Batman

C=Spiderman

D=Thor

E=Captain Planet

F=Flash

Communication Standard 8: Interpersonal Communication The student will demonstrate teamwork and consensus building.

SUPERHEROES IN THE COMICS...	SUPERHEROES WHO WALKED THE EARTH HISTORICAL SUPERHEROES	SUPERHEROES WHO WALK THE EARTH CURRENT DAY SUPERHEROES

Personal and Social Development Standard 4: Self-Esteem/Self Awareness 2. The student will, through various activities, group work, and personal work, improve the way they feel about themselves.

Please answer the following questions as quickly as you possibly can. Just write down what is right “off the top of your head.”



EVERYDAY SUPERHEROES

What traits do **you** believe an everyday Super Hero has?

List one Super Hero at your school and describe what makes him/her a super hero in your eyes.

What are **your personal** super hero traits?

How can an ASB help to nurture more of these super hero traits in you and others?

What would your school be like if more of the student body were super heroes?

What is ONE thing you will use your superhero powers to change at your school this year?

Standard 6: Creative Thinking

2. The student will participate in free flowing idea lists.


★SUPERHERO TRAITS/CHARACTERISTICS/QUALITIES★

Standard 8: Interpersonal Skills

17. The student will acknowledge the strengths and accomplishments of others.

MY DEFINITION OF AN EVERY-DAY SUPERHERO IS:

I feel _____ is an everyday hero because:

A large, empty rectangular box with a thin black border, intended for the student to write their response to the prompt above.

CHARACTERISTICS OF A HERO

Sacrifice	Sacrifice is the forfeiture of something highly valued for the sake of one considered to have a greater value or claim.
Determination	Determination is a fixed intention or resolution; a firmness of purpose or resolve.
Loyalty	Loyalty is the feeling of allegiance or the act of binding oneself to a course of action.
Courage	Courage is that firmness of spirit and swell of soul which meets danger without fear.
Dedication	Dedication is a selfless devotion; complete and whole hearted fidelity or the act of binding oneself to a course of action.
Intrepidity	Intrepidity is firm, unshaken courage.
Valor	Valor is courage exhibited in war, and can not be applied to single combats.
Selfless	Selfless is the quality of unselfish concern for the welfare of others and acting with less concern for yourself.
Conviction	Conviction is a fixed or strong belief; a necessity of the mind or an unshakable belief.
Focused	Focused is the ability to direct one's energy toward a particular point or purpose; to concentrate one's energy.
Gallantry	Gallantry is adventurous courage, which courts danger with a high and cheerful spirit.
Perseverance	Perseverance is a persistent determination.
Fortitude	Fortitude has often been styled "passive courage," and consists in the habit of encountering danger and enduring pain with a steadfast and unbroken spirit.
Bravery	Bravery is daring and impetuous courage, like that of one who has the reward continually in view, and displays his courage in daring acts.

In a study done in Cambridge, Massachusetts a preschool classroom was turned into a study on heroism. The teacher leaves the classroom and a few moments later a loud crash is heard, then a child's cry coming from the preschool classroom next door. About half of the time, at least one of the 5 year olds jumped up and ran next door to assist the injured child. The study was also done with second graders and a shocking 90% ran next door, this percentage dwindles as the children get older. Only 40% of fourth graders ran next door and only 30% of sixth graders. Why does this statistic diminish as the children get older? The researcher states "society and parents often quash it (heroism) by enforcing simplistic rules about obedience and failing to encourage kids to keep helping."

Standard 8: Interpersonal Skills. 2. The student will have knowledge of when to take each role.

1. Be an example to your peers. As a leader, you are a respected person on your campus. Encourage your peers to be the one to stand up and say that bullying is wrong by doing this yourself. Encourage them to throw their trash in the trash can by doing this yourself. Encourage them to befriend others by doing this yourself. Model this behavior. It's the only way. Please describe one way you have modeled leadership behavior on our campus in the past month:

Standard 8: Interpersonal Skills. 4. The student will treat others the way they wish to be treated.

2. Praise don't preach. Students will respond better if we praise them by saying "What a good thing you did standing up for that guy!" Instead of saying "It's good to stand up for people." Praise is the best reward for a true hero, because s/he has already gotten the ultimate reward— a feeling of satisfaction from doing a good deed, which in turn leads to self respect and self gratification. Please describe the last time you gave praise to a fellow leader for doing a good deed:

Standard 8: Interpersonal Skills 13. The student will establish and practice guidelines and rules.



3. Teach your peers to accept responsibility—ask them to do their part in caring for the classroom, cleaning up after themselves, respect rules and guidelines, respecting other people's property, doing what they say they're going to do etc. This will reinforce the value of responsibility. **HOLD YOUR PEERS (AND YOURSELF) ACCOUNTABLE.** If you see someone acting like a Superjerk instead of a Superhero, call them on it (in a nice way) and then you can help them take a different course of action. Here's an example: "Hey, John, those are the staff appreciation committee's donuts. If you take those six, they won't have enough for all the teachers and they've worked hard on this. Let's go to the cafeteria and get cinnamon rolls—I'll buy this time!" or "Jane, we were counting on you bringing the donuts for staff appreciation and now we can't do our room service activity, when you don't follow-through on what you say you're going to do, it hurts the whole ASB. Can you tell me what happened and how I can help you follow-through next time?" **If YOU make a mistake, admit it and apologize for it. Even superheroes make mistakes, and they always tell the truth about them.**

Tell about a time when you were in a leadership position where you had to hold someone accountable:

What did it feel like to you? How did you feel afterwards?

"EVIL progresses when good people stand by and do nothing." Unknown

Communications Standard 8: Interpersonal Skills

<p>6. The student will use constructive criticism.</p> <p>7. The student will have opportunity to communicate feelings using "I" statements.</p> <p>8. The student will practice problem solving skills</p>	<p>9. The student will use appropriate body language and listen while others are talking.</p> <p>10. The student will have knowledge and practice the steps in conflict resolution</p>
<div data-bbox="370 390 508 493"></div> <p>Villains at your school</p>	<div data-bbox="1097 390 1235 493"></div> <p>Villains in your ASB</p>

Communication Standard 8: Interpersonal Skills

12. The student will decide on priorities to reach goals.
13. The student will establish and practice guidelines and rules.
14. The student will display an understanding with others.
15. The student will understand the difference between passive and active listening.
16. The student will provide feedback in a constructive manner and accept it with grace.

A FIVE-STEP PLAN TO OVERCOME VILLAINS IN ASB

DESCRIPTION OF VILLAIN:

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PLAN OF "ATTACK":

- 1.
- 2.
- 3.
- 4.
- 5.

NOTES: