

Unit 3.3: *Heroes and Heroines*

What makes a hero?

About the Unit:

This unit explores the lives of members of the community - in its widest sense - who have performed heroic deeds or dedicated their lives to a cause. It provides an opportunity to explore the lives of past and present heroes and heroines from world faiths. The unit explores faith in action. It extends pupils' knowledge of actions by others and links them to a faith when appropriate.

Where the Unit fits:

The unit builds on Unit 1.3 *Faith Stories* and provides an opportunity to look at a broader range of key and/or local figures.

Key Vocabulary:

Mother Theresa, Saint Hugh, Lincoln Cathedral, Saint Hilda, Saint Augustine Webster, Saint Cuthbert, Saint Bede, Saint Aiden, Saint Francis, Gurus, Gandhi, hero, heroine, actions, works, belief, reasons, altruism

Suggested Resources:

Lincoln Cathedral, Beverley Minster, York Minster, Holy Trinity (Hull), Whitby Abbey, Lindisfarne, dictionary of saints, pictures, badges, appropriate literature and music, other audio-visual material, camcorder, tape recorder

Levels of Attainment:

Level	AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
1	Talk about an event in the life of a hero or heroine	Consider which qualities are necessary for becoming a hero/heroine
2	Know what a person said or did during their lifetime that has led them to being regarded as special	Recognise the personal qualities of the hero/heroine
3	Describe what the hero/heroine did as a result of their belief and commitment	Describe how the life and actions of a hero/heroine were influenced by religious beliefs
4	Describe and explain how religious beliefs cause heroes/heroines to act in a particular way and how they may affect the lives of others	Ask questions and suggest answers about the sense of commitment of famous leaders to a cause or belief

Points to Note/Further Suggestions:

This is an excellent opportunity to develop the spiritual, moral, social and cultural dimension, and aspects of citizenship link to the themes.

To encourage pupils to move away from restricting their choices to sports people and pop stars as heroes and heroines, introduce discussion about the distinction between those who get paid for what they do and those who do it from personal commitment (the concept of altruism).

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection & Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p>PEOPLE</p> <p>(1) explore the lives and work of special people including key religious figures in history and today</p> <p>(2) consider the roles of local religious leaders</p> <p>PLACES</p> <p>(1) explore local places of worship through visits whenever possible</p>	<p>(a) describe major events in the lives of key religious figures</p> <p>(c) describe the activities of local faith communities including their leaders, recognising similarities and differences</p> <p>(b) describe how religious artefacts are used by members of faith groups in a special place</p>	<p>(a) express thoughts and feelings about the work of special people and reflect on what makes them special, making links with their own experiences, attitudes and behaviours</p> <p>(b) consider influences of leaders in own lives</p> <p>(a) reflect upon why a religious building is special</p> <p>(b) describe their thoughts and feelings relating to a visit</p> <p>(c) express their thoughts and feelings about the art, architecture and artefacts in a religious place</p>	<p>Connect</p> <ul style="list-style-type: none"> • What is a hero? Who are your heroes and why? Discuss and make a montage of your heroes and heroines. Who are the local heroes? • Explore names of local places of worship and make links to religious figures. • Saints - past/present. Who are they? Why are they remembered? <p>Consider and Respond</p> <ul style="list-style-type: none"> • Investigate the lives of local saints, e.g. St Hugh, St Hilda, St John. • Visit a local place of worship associated with a saint to investigate how the saint is recognised and depicted in the architecture and artefacts. • Compare the life of a saint with a local religious leader, identify similarities and differences and explore reasons for commitment. • Express their own opinion on the life/actions of a past/present religious leader. • Devise a media presentation on the work of a saint. Write relevant questions to ask the saint. Roleplay the interview and report in journalistic style (newspaper, radio and/or television). • Make a 'Heart of Gold Award' for someone who is deserving. • Think about why they have chosen this person. <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> • Hold an assembly where 'Heart of Gold Awards' are presented. • In the style of the artefacts seen, e.g. stained glass, pictures, models, create a depiction of a hero, to reflect a characteristic of that person. <p>Review</p> <ul style="list-style-type: none"> • Make a storyboard of the life and works of a 'saint' (ancient/modern/local). • Make a display for the hall depicting the lives of local heroes and heroines. • Retell the story of a local saint – dramatise/sequence key events.

Recommended teaching time: 1 hour per week over half a term.
At least one visit to each section of the *Teaching Activities* is recommended.

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