RETA Curriculum

Heroes: A Thematic Unit

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What is a Hero?
The Elementary Component

Introduction
This lesson is designed to help participants gain an understanding of media and how it impacts the theme of "What is a Hero?" This set of activities is designed for cooperative learning groups. In these activities, participants will examine content and form of various media.
Note: Activities may be done at the same time or spread out over several class periods. For professional development use, we suggest that these activities be done during one in-service.

Outcomes
Upon successful completion of this unit, the learner will:
- be able to use multimedia to create a book or brochure.
- be able to use critical thinking skills to identify what qualities a hero possesses.
- be able to evaluate web resources for validity, bias, and hidden messages.

Technology Use
- Digital cameras
- Word processor
- Image processor
- WW Web

Resources
- Computers
- Reference CD-ROMs
- Software programs

Music
- Davy Crockett
- When Johnny Comes Marching Home Again
- Holding Out for a Hero....Bonnie Tyler
- Wind Beneath My Wings....Bette Midler
- England's Rose....Elton John
- My Heroes have always been Cowboys....Willie Nelson

Books
- Hero's Voice .....Native American story
- Forgotten Hero of My Lai - about how Hugh C. Thompson Jr. helped stop the massacre.
- Johnny Appleseed......a reprint of an article
- John Glenn: An American Hero......PBS special; complete with teaching guides
- Jan Karski ...A Hero of the Holocaust
- Jonas Salk....Scientist. Polio vaccine and HIV immunotherapies.
- President Andrew Johnson...Early American Hero.

<u>Sports</u>
- Lou Gehrig....Baseball
- Mickey Mantle...Baseball
- Kerri Strug...Gymnastics
- Wilma Rudolph...Track and Field

<u>Unsung Heroes</u>
- Thomas Andrews ...builder of Titanic
- Audie Murphy...WWII

<u>Fun</u>
- The Hazard Guy....Education's Hero

Tips (Note: There are five stations in this lesson. Divide groups accordingly.)
- Learners vary widely in ability, learning styles, and cognition. Be aware of the following:
- There will be varying degrees of expertise with technology.
- Encourage seasoned users to assist the newer users.
- Participants may or may not be responsible, self-directed, and collaborative in their approach to the tasks.
- No one has all the answers – including the instructors.
- Set up stations in advance and have class discussion away from the Station to encourage participants to listen to and/or participate in the discussion.

Materials
Newspapers, magazines, chart paper, markers
New Mexico Media Literacy Project (NMMLP) CD-ROM
Printer
Preparation
Make copies of all needed handouts.
Make sure software applications are running properly.
Set up stations with necessary materials and handouts.

<u>Station 1</u>: Word Processing program, Database program, and Publishing program such as Microsoft Office, Microsoft Works, Clarisworks, Pagemaker, PrintShop Deluxe, Print Artist. Local Newspapers, Printer.

<u>Station 2</u>: Slide Show program such as Kid Pix Deluxe, Hyperstudio, PowerPoint, Clarisworks.

<u>Station 3</u>: A Spreadsheet program such as Clarisworks, Microsoft Excel, Microsoft Works. Reference CD-ROMS such as Encarta, Groliers, World Book, NMMLP, (Internet access is optional). Timeliner program by Tom Snyder. Sports Magazines. Printer.

<u>Station 4</u>: Reference and Music CD-ROMS and Video Camera.

<u>Station 5</u>: A Word processing program such as Storybook Weaver, Kid Works Deluxe. A Draw/Paint program such as Clarisworks, Microsoft Works, Microsoft Office. Hero literature.

Assessment
Each activity station has its own rubric.

Summary
Below are the anticipated outcomes of the Digital Portfolio training sessions. They are based on the New Mexico's Standards and Benchmarks, the National Educational Technology Standards, and the New Mexico Teacher Competencies.

Outcomes
Upon successful completion of this unit, the learner will:
- understand the basic tools for media literacy.
- have in-depth knowledge of the tools for analysis/techniques of persuasion and their applications.
- evaluate web resources for validity, bias and hidden messages.
- discuss issues regarding media literacy and its effect on teaching and learning.
- develop an awareness of current and future trends of media use in the classroom.

Content Standards
National Educational Technology Standards
1) Basic operations and concepts;
2) Social, ethical, and human issues;
3) Technology productivity tools;
4) Technology communications tools;
5) Technology research tools;
6) Technology problem-solving and decision-making tools.

New Mexico's Standards and Benchmarks

Language Arts
- 1) Students will understand and use Language Arts for communication.
- 2) Students will understand and use Language Arts as a learning tool.
- 3) Students will listen and read for a variety of purposes.
- 5) Students will speak clearly and write effectively for a variety of audiences and purposes.
- 6) Students will speak and write clearly, effectively, and correctly.
- 10) Students will use state-of-the-art computer and other technology to gather, use and synthesize information, and to create and communicate knowledge.

Health Education
- 4) Students will analyze the influence of culture, media, technology, and other factors

Modern, Classical, and Native Languages
- 2) By listening, observing, reading and discussing, students will comprehend and interpret oral, written, and visual messages on a variety of topics.
- 3) Students will understand the relationship between language and culture.

Social Studies
- 4) Students will know and understand the ways in which human beings view themselves and others over time.
- 6) Students will know and understand how personal and group identities are shaped by culture, physical environment, individuals, groups and institutions.
- 9) Students will understand, develop and employ the civic skills necessary for participatory citizenship.

Elementary Lesson: Starter Activity (Required)

Introduction
This activity introduces students to heroes. They investigate media sources for a variety of heroes as defined by society. The purpose for this investigation is to make students aware of the general definitions of heroes in American media. Students will draw from these definitions and discuss their personal definitions in order to study and create their own heroes. The station activities depend upon the outcomes of this activity.

Outcomes
Upon successful completion of this unit, the learner will:
- Have an awareness of mainstream society's definition of heroes.
- Develop and express his/her personal criteria for heroes.
- Develop a comprehensive definition of a hero.

Technology Use
Internet Access
Word Processing
Concept Mapping

Resources
My Hero [http://myhero.com/home.asp]

Process
Tips: Note: There are only four (4) stations in the starter lesson. Assign groups accordingly.

For grades K-2, have all materials prepared and in stations before students arrive. If possible, have adult supervision at all centers.

For grades 3-6, have all materials prepared and in stations before students arrive; however, students can gather these materials from home before the time of the activity.

Avoid controversial materials. (Teacher discretion.)

Materials
- Recent Magazines (last 3 years)
- Literature books
- TV clips or Videos of Heroes
- Newspaper articles of local heroes (last 2-3) years
- Large chart paper
- Markers
- Adult volunteers if possible.

Preparation
Set up stations with the appropriate materials.
Make sure there is work space at or near computers for students to use.
Put out large paper and markers for students to use.
Review computer usage if necessary.
Review proper handling of books, newspapers, TV/VCR, etc.
Verbally introduce topic and give instructions for each station.

Tasks
Students listen to verbal introduction.
Predetermined groups of students go to stations.

Station 1: Literary Heroes
Students read or review short stories about heroic characters.
Students discuss what attributes these heroes have and what to write on chart paper for defining characters. With young children, an adult or older child can write down what the students say.
Students write the definitions on large paper to share with whole class.

Station 2: Sports Heroes
Students look through sports magazines and other printed materials to read about and discuss what makes a Sports Hero.
Students discuss and determine attributes of Sports heroes.
Students write definitions on large paper.

Station 3: Community Heroes
Students look through newspapers and local materials (last three years) to find local heroes.
Determine attributes.
Write definitions on large paper.

Station 4: Cartoon Heroes
Students view cartoon clips of heroic characters.
Determine attributes.
Write definitions on large paper.

Wrap Up: Whole Class
Come back together and display large charts.
Discuss in detail why students wrote down the particular attributes.

Discuss thoroughly how students knew the people/characters they saw were heroes.
- Who said these heroes were heroes?
- Did students decide for themselves?
- What influenced their choices?
- Did anyone choose a member of his/her own family as a hero?
- Do heroes have to be famous?
- Can anyone be a hero? How?
- Can you be a hero?
- What would make you into a hero?
- Who do you know personally that has done something heroic (as defined by the charts)?

Decide what attributes are found in all charts.
Discuss what general statements could be made about heroes.

On large chart, write the group's concensus and display it where everyone can read.
Note: Since this is a warm-up activity, students can either go on to the next activity or go on with regular daily schedule.

Assessment
Teachers should be aware of the misconceptions, conceptions, and confusions that children have about heroes. Move from station to station to listen to what is being discussed and how children are forming their opinions about what defines a hero. Be sure to have adult helpers trained in guiding and not giving answers. This foundational activity does not need to be graded, but an evaluation of students' methods of defining and researching would be very valuable.

Elementary Main Lesson

Technology Use
- Digital cameras
- Word processor
- Image processor
- WW Web

Resources
- Computers
- Reference CD-ROMs
- Software programs

Preparation
- Make copies of all needed hand-outs.
- Make sure software applications are running properly.
- Set up stations with necessary materials and hand-outs.

Tasks

Foundational Activity [Start here]
Students use various sources of media to gather the social definition of "hero." They work in small groups to assess qualities and behaviors of presented heroes. After gathering info, they return to a whole class discussion of what makes a hero and record their definitions on large chart paper. This paper is then displayed for use during the Station activities. It is imperative this activity occur before doing the stations.

Station 1: Community Hero
Students browse local newspaper to pick a community hero and set up an "imaginary" banquet to honor this hero, including banners, certificate and awards.

Station 2: Animated Hero
Students create a slideshow using an animated drawing.

Station 3: Sports Hero
Students survey the class for sports hero and make a spreadsheet and a pie chart.

Station 4: Music Hero
Students use the videocamera to create a video. The video can be a song they have written or lip sync'd or karoake (music video) or an interview with their music hero.

Station 5: Literature Hero
Students write a story which they will make into a book.

Presentation

When all groups have cycled through the Stations, bring them back together as a class. Have each group present its project(s) to the others. Discuss what motivated the creations and why.

Assessment

Each activity station has its own rubric.

Extensions

SECONDARY EXTENSION

Below are some suggested extensions, which could be used at a middle school or high school level.

I. DRIVING QUESTION: What is a hero and what qualities do they possess? (secondary)
OBJECTIVE: Students will be able to define for a hero is and what qualities they have by researching and do a presentation on their own heroes.

II. DRIVING QUESTION: How can I be an environmental hero?
OBJECTIVES:Students will be able to identify the nine critical issues about the environment through utilizing Internet resources. The issues are the "Greenhouse effect," wildlife and habitat, ozone depletion, deforestation, acid rain, water resources, solid wastes, toxic wastes and recycling.
III. DRIVING QUESTION: Who are government heroes?
OBJECTIVES: Students will research and then play roles in a mock federal government. Students will articulate the interrelationships between the four branches of government and the roles each play in the national decision making. Students will support arguments with sound evidence from a variety of different sources.

IV. DRIVING QUESTION: Who were the Civil War heroes at the Battle of Gettysburg and what qualities did they possess?
OBJECTIVES: Through an in-depth study of the Civil War and a single battle, students will reach their own conclusions about who and what a hero during this time frame was.

Interview Sheet

Handout #1

Use this sheet to write down your answers. This will help you to know what to say while you are in front of the video camera.

Who is your favorite musician?
Why do you like this musician?
Do you think your favorite musician is a hero?
If you do, what makes this musician a hero?

Tally Sheet

Handout #2

Use this sheet to keep track of the Sports heroes. Make a tally mark (|) for every time someone chooses each named hero.

Name of Sports Person	Number of Times Chosen (|)

Heroes: Secondary Overview

Introduction

This RETA workshop is the middle school/high school component of the Introduction to Media Literacy thematic unit. In this workshop participants are introduced to using computer applications (such as Inspiration®, ProQuest, Internet Searches) to plan unit content and strategy concept maps using the Media theme. Later in the workshop, RETA facilitators will introduce another computer application (HyperStudio®, PowerPoint®, Publisher®, etc.) that can be used by students to present what they have learned.

This thematic unit introduces the skills needed to use the different media programs available in order to integrate information. This information will be used to discern the positive and negative attributes that describe Heroes and Villains in a sports venue. The participants will use this information to design and present their findings. This set of activities is designed for use together.

Technology Use

Prior to the workshop, instructors will need to determine hardware and software capabilities at the workshop site and participant experience in determining what other software to introduce. Instructors will need to make sure software or trial software is available at the workshop site and is made available to ALL workshop participants. If peripheral equipment is to be used (scanner, digital camera, presentation system), the instructor needs to make sure in advance the equipment is available or make arrangements to bring equipment to the workshop site.

- Word Processing software
- Draw/Paint program
- Web Browser/Access to the Internet
- Printer
- Appropriate types of software (Inspiration, Internet Access, PowerPoint, HyperStudio, etc)
- ProQuest Direct/Access to ProQuest
- TV/VCR for Movie
- Digital Camera
- Scanner
- Video taping/editing equipment

Process

Tips

- Learners vary widely in ability, learning styles, and cognition. Be aware of the following:

- There will be varying degrees of expertise with technology. Encourage seasoned users to assist the newer users.
- Participants may or may not be responsible, self-directed, and collaborative in their approach to the tasks.
- Being prepared in advance by knowing what the participants need will make the workshop run smoothly. Remember that flexibility is great.
- Have class discussion away from the computer area to encourage participants to listen to and/or participant in the discussion.
- No one has all the answers - including the instructors
- When deciding what software to use, see what the group would like to use and/or learn and what is available at their school. Decide on one or two at the most so the group is not overwhelmed.

This one-day workshop may involve introductions to Inspirations, ProQuest, How to do an Internet Search, what is true or bogus on the Internet, and giving presentations using a variety of different choices. If all this is needed, discuss with participants whether they want to have "a little of everything" or make the workshop more than one-day.

Tasks

In the Main Lesson, the activities provide opportunities for the following:

A. PowerPoint

If the group would like to learn about PowerPoint, this activity is good. Just require the presentation to be a PowerPoint presentation. Introduce the beginning steps of PowerPoint and let the group explore. The trainer can coach individuals.

B. HyperStudio

If the group would like to learn HyperStudio, this activity is good. Just require the presentation to be a HyperStudio stack of about 5 cards. Introduce the beginning steps of HyperStudio and let the group explore. Then the trainer can be there to explore and coach the individuals. Please make sure that you have a trial copy for each teacher to take back to their district to work with if their school district does not have HyperStudio.

C. Inspiration

The presenter does not have to be an expert on this software, but this is not the time to be a beginner. It is suggested to be familiar with the software. Trial copies of Inspiration® should be given to participants for use when they go back to their schools. If Inspiration® is not available,

then skip this part and just brainstorm with the brainstorm web handout, paper and pencil, or on the board.

D. Internet Search

Extra time may be wanted and needed in this area. A handout is available for this area with a short activity. There is an activity on how to do an Internet Search. The information is provided for the teachers. Usage is up to the discretion of the teacher. It is a great summary and explanation of Internet Search. A great reference.

E. ProQuest

This is a great time to introduce this free resource. If the site your are at has this wonderful resource, this is the time to demonstrate the vast knowledge within this resource. Just a brief plug for ProQuest is necessary. This program will be shared with the participants if it has not been seen. Suggest to the participants that they may want to talk to their high school librarians for needed account number and password. If this does not work, please contact Ben Wakashige at (505) 476-9762 for the needed information.

F. Internet Hoaxes

If you need an activity with Internet Hoaxes, please go to this URL http://www.reta.nmsu.edu/medinves.html and do **Station 4: Internet Hoaxes** and complete the Scavenger Hunt of Hoaxes.

Assessment

Participants will show products created for their classrooms using the software application chosen by the instructor for this workshop. Other evaluation can take place during the process. See the activities page.

Heroes: Hall of Fame

Secondary Main Lesson

Introduction

This thematic unit introduces the skills needed to use the different media programs available in order to integrate information. This information will be used to discern the positive and negative attributes that describe Heroes and Villains in a sports venue. The participants will use this information to design a presentation of their findings. This set of activities is designed for use together.

Note: Activities may be done at the same time or spread out over several class periods. For Professional Development use, we suggest these activities be done during one-day inservice or spread over two days.

Step 1: Set the Stage
Step 2: Brainstorming
Step 3: Research
Step 4: Develop Presentation
Step 5: Group Presentations

Technology Use
- Word Processing software
- Draw/Paint program
- Web Browser
- Digital Camera
- Scanner
- Video taping/editing equipment
- Printer
- Appropriate types of software (Inspiration, Internet Access, PowerPoint, HyperStudio, etc)

Resources
How to Use Standards in the Classroom. Harris, D.E. & Carr, J.F. ASCD, Alexandria,VA
New Mexico Standards and Benchmarks
HyperStudio ®
Inspiration ®
PowerPoint®

Process

Materials

- Letter to groups
- Warm-up Activity Worksheet
- Access to the Internet
- Internet Research Guide Worksheet

Suggested but not required:

- Movie :"League of Their Own" (if available)
- TV/VCR for Movie

Software:

- HyperStudio®
- Inspiration®
- PowerPoint®
- Publisher®
- Netscape Composer

Preparation

- Make sure you are familiar with the hardware/software you will be using.
- Make copies of the Letter.
- Make copies of the Activity worksheet.
- Display task cards and directions at resource centers (or where necessary).
- Make sure you know how to work the digital camera, scanner and printer.

Tasks

Step 1: Setting the Stage

- Fill out the Warm-up Activity.
- Talk for a few minutes of the different types of media there are in today's society and their availability.
- Discuss the results of the warm-up activity (group and/or individual).
- Show Video: If the movie (A League of Their Own) is available, view the segment of the Hall of Fame opening the All American Women's Baseball League display. [Note: This segment is near the end of the movie.] This will help set the stage for the letter.
- Distribute and read the Letter. It presents a problem to solve.

Step 2: Brainstorming

A. Discuss the Letter as a group. Here are a few questions to get things started:

- What makes a great baseball player?
- Who is Pete Rose?

- History of Pete Rose?
- Who is Mark McGwire?
- History of Mark McGwire?
- What have each done for the game of baseball?
- What are the requirements of the Baseball Hall of Fame?
- Do these baseball players meet the requirements? Or will they meet the requirements in the future?
- If they meet the requirements, do they deserve to be in the Hall of Fame?
- Will this information help you make your decision?
- How will you support your decision?

B. Brainstorming Web

Distribute the Brainstorm Web handout. This may be used in figuring out a plan for solving the problem presented in the letter. The group may come up with a game plan. General knowledge and information can be shared among the group at this time about the subjects in the letter.

Note: Inspiration is a powerful visual learning tool that inspires students to develop ideas and organize their thinking. If the software Inspiration is available, this is a great time to use it. This could be done on a computer with an overhead projector. Demo disks can be requested from Inspirations [(800) 877-4292] about 10-15 days before the workshop.

Step 3: Research

Use Internet research to gather facts for the decision making process. This will provide the foundation for making an informed decision.

- Information about ProQuest.

There is a great research tool that is available to all New Mexico High Schools and Public Libraries called ProQuest. This wonderful program is provided through the New Mexico State Library.

- Internet Search

This is the time to find out if your group has the ability and 'know how' to do Internet searches. Sometimes searches take longer than need be if the researcher does not know how to surf the Internet efficiently. This area maybe very valuable for you as researchers.

- True or bogus?

Everything we read or see on the media may not be true. Now is a great time for a discussion about what is true on the Internet. Anyone can put anything on the Internet.
    - How do we know if the information is reliable or just plain bogus?

- Who is the author of the information?
- What is the source?
- Is the source reliable?
- Is the source well-known?
- Is the material up-dated?
- Is the material an editorial or an opinion?
- If it is not a government or education source, what are regulations must the source meet before being published on the Internet?

Step 4: Develop Presentations

After doing your research and making your final decision, it is time to make a presentation. The presentation will display your decision and the reasoning behind it. The presentation should explain why you made the decision you did and show support for it. Facts, pictures, logical reasoning, and additional supporting information should be included in your presentation. The type of presentation is up to you. Your presentation may be done with, but is not limited to, one or more of the following:

- PowerPoint Presentation
- HyperStudio Stack
- Make a Video
- WebPage (or site)
- Desktop Publisher to make brochures, flyers, posters, and other advertising products
- Produce a book
- Write a newspaper article
- Write a song
- Original drawing(s) or picture(s)

Your presentation will be shown to all Hall of Fame selection committee members.

Step 5: Group Presentations

When all groups have had time to work on their presentations, come back together as a class. Each group presents to the others. Peer evaluation sand /or suggestions of each presentation could be an assessment. Discuss briefly what motivated the creation of these presentations. Some discussion questions:

7) How did they arrive at their decision?
8) Could the presentations influence the vote?
9) What will the Hall of Fame committee decision be? Pete Rose or Mark McGwire?
10) How did this activity impact participants' way of looking at media?

Assessment

Participants will engage in discussing concept map planning.

Participants will show products created for their classrooms using the software application chosen by the instructor for this workshop.

Participants will return to the next workshop with a more developed plan and sample of their work or their students work related to today's workshop.

Participants will engage in "Bridge To Practice" discussions.

Extensions

How could this activity fit into your curriculum?

- Heroes vs. Villains
- President Candidates
- Campaigning Sports Athletes
- TV Shows
- Movies
- Music Stars
- History People
- Calculators vs. No Calculators in the classroom
- Technology vs. Limited Technology

Outcomes

Upon successful completion of this unit, the learner will:

- understand the basic tools for media literacy.
- have in-depth knowledge of the tools for analysis/techniques of persuasion and their applications.
- evaluate web resources for validity, bias and hidden messages.
- discuss issues regarding media literacy and its effect on teaching and learning.
- develop an awareness of current and future trends of media use in the classroom.

Content Standards

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New Mexico's Content Standards

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7) Students will speak and write clearly, effectively, and correctly.

10) Students will use state-of-the-art computer and other technology to gather, use and synthesize information, and to create and communicate knowledge.

Health Education

4) Students will analyze the influence of culture, media, technology, and other factors

Modern, Classical, and Native Languages

2) By listening, observing, reading and discussing, students will comprehend and interpret oral, written, and visual messages on a variety of topics.

3) Students will understand the relationship between language and culture.

Social Studies

4) Students will know and understand the ways in which human beings view themselves and others over time.

6) Students will know and understand how personal and group identities are shaped by culture, physical environments, individuals, groups, and institutions.

8) Students will understand, develop and employ the civic skills necessary for participatory citizenship.

Handout #1: Heroes Secondary Unit

What media have you used today?

Estimate how many hours you have used the following media. Record your data in the table.

MEDIA	Hours used Today	Hours used per Week
Television/Video		
Radio		
Telephone		
Computer		
Seminar/Class/Workshop		
Audio Tapes, CDs, LPs		
Print media--		
Magazines		
Newspapers		
Books		
Ads/Fliers		
Totals:		

Letter

Dear Citizen,

Congratulations! You have won a seat on the Baseball Hall of Fame Selection Committee!
You, along with other select citizens, will make the critical decision of which nominees are to be inducted into the Baseball Hall of Fame.

The decision of who is inducted will be based on the recommendations of the Selection committee. You and your fellow committee members will provide justification for your selection based on research. After your presentation, there will be a brief open discussion followed by a ballot vote.   Your research must answer this question:
Should Mark McGwire and/or Pete Rose be inducted to the Baseball Hall of Fame?

We recommend you consider the following questions in your decision making and presentation:
- General Background Research:
- What does it take to be a Sports Hero?
- What makes a person a great baseball player?

Specific Player Research:
- Who is Pete Rose?
- History of Pete Rose?
- Who is Mark McGwire?
- History of Mark McGwire?
- What have each done for the game of baseball?

Institution Research:
- What are the requirements of the Baseball Hall of Fame?
- Do these baseball players meet the requirements? Or will they meet the requirements in the future?
- If they meet the requirements, do they deserve to be in the Hall of Fame?
- Justification:
- What type of presentation will you give to the Hall of Fame committee?
- What needs to go into your presentation?
- How are you going to plan and create the presentation?

The Baseball Hall of Fame Selection Committee realizes that you and your committee have a very important decision to make in a short amount of time. We are confident you will make the best decision based on research. We are looking forward to your presentations.
Congratulations again for being chosen to serve on the Baseball Hall of Fame Selection Committee!
Sincerely,

R. B. Inne

¿QUÉ ES UN HÉROE/UNA HEROINA?

Primera Estación: Héroe/heroína de la Comunidad

Revisen los periódicos en esta estación. Encuentren una persona, animal, or grupo reconocido como héroe/heroina por la escuela, la comunidad, la policía o el departamento de bomberos.

Imagínense que están preparando un banquete para el héroe/heroína. Incluyan el siguiente:

- Escriban una carta invitando la comunidad entera al banquete. Escriban la carta de tal manera que se pueda incluir o publicar en periódicos y boletines del área.
- Hagan una base de datos (usando los miembros de su grupo) para hacer un "mail merge" con la carta.
- Hagan una bandera estilo pancarta (banner) para exhibirla en el banquete.
- Hagan un Certificado de heroismo para el héroe/heroína.

Segunda Estación: Héroe/heroína Animado

En esta estación el grupo va a montar un "show" de diaositivias ("slide show") usando la tecnología que anima dibujos.

- Hagan un dibujo de un héroe/heroína tal vez haciendo lo que lo identifica como héroe/heroína.
- Abran el programa de Power Point o pila de tarjtas de presentación de HyperStudio.
- Dibujen o importen dibujos de héroes, heroínas y otras formas de arte de la computadora estilo "clip art."
- Diseñen las tarjetas para que el héroe/heroína se vea en acción.

Tercera Estación: Héroe/heroína de Deportes

En esta estación el grupo hará una encuesta preguntándole a miembros de la clase quiénes son sus héroes deportivos. Luego utilizarán el resultado para crear una hoja de cálculo.

Últimamente van a convertir la información a una gráfica de "pie" (pie chart").

- Hablen con ocho personas de la clase o de su familia u otras personas. Usen la hoja de datos (tally sheet) para nombrar Héroes Deportivos Favoritos.
- Traigan la hoja de datos a esta estación y abran un programa electrónico de "spread sheet," es decir, hoja de cálculo.
- Hagan una hoja de héroes Deportivos Favoritos usando la información en la hoja de datos.
- Hagan una gráfica de "pie" (pie chart) usando la tabla que crearon.
- Hagan una línea histórica de la vida de su héroe/heroína deportivo favorito según la encuesta. Usen la tecnología CD-ROM, la Red Internet u otros recursos para encontrar información sobre su héroe/heroína.
- Impriman la línea histórica de la vida de su héroe/heroína usando la impresora y hagan una exposición.

Cuarta Estación: Héroe/heroína de la Música

En esta estación el grupo usará la videocámara para crear un video. Hagan una entrevista con cada miembro del grupo por tres minutos. Pueden usar las siguientes preguntas (o usen otras).

¿Quién es su músico favorito?
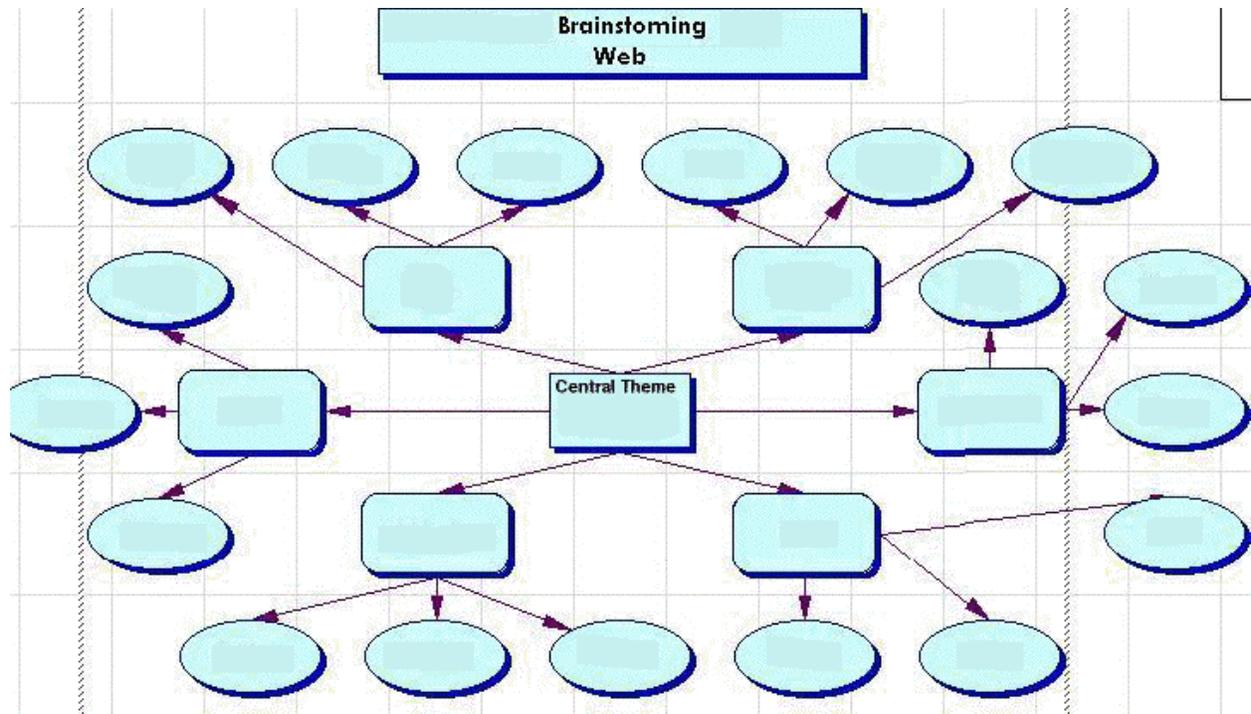
¿Por qué le gusta este tipo de música?

¿Crees que tu músico favorito es un héroe?

Si estas convencido de esto, ¿cuáles son las características que lo hacen un héroe/una heroína?

Quinta Estación: Héroe/heroína de la Literatura

En esta estación el grupo escribirá un cuento de un héroe/heroína imaginario que crearon.

- Lean los cuentos en esta estación.
- Hablen de su héroe/heroína y de lo que hizo él o ella.
- Abran la alicación procesador de palabras.
- El grupo entero debe de construir un cuento de heroe (ser humano o animal). Hagan su cuento creíble.
- Utilizen un programa de dibujar o de pintar para ilustrar su cuento. Dejen una copia de su cuento en esta estación.
- Encuentren los cuentos dejados por otros grupos y hagan sus propias ilustraciones que pueden acompañar los cuentos. Luego pongan sus ilutraciones al lado de las otras en la exposición.

Brainstorming Map Example