



**Religious
Education
Curriculum P-12**
ARCHDIOCESE OF BRISBANE

Religion and Ethics

Elective 4: Heroes and Role
Models

Supporting Resources for
the QCAA Applied Syllabus -
Religion and Ethics

Support Resources for
P-12 RE Curriculum, Years 11 and 12

Heroes and Role Models

https://www.youtube.com/watch?time_continue=1&v=uCxHnhqThBg&feature=emb_logo

Heroes represent the human yearning for hope that transcends people's immediate lives and contributes to their sense of meaning and purpose. In this unit, students will explore heroes and role models as important elements of the story of all communities. Students will investigate heroes and role models in a range of contexts including the saints in the Catholic Christian tradition.

Extending Knowledge: *Heroes and villains in games and film*

In this lesson, students will explore the way heroes and villains are portrayed in games.

Teachers: *Before you start!*

- Use this lesson, after you have completed Lessons 1.1.2 and 1.1.3 if you have students interested in gaming, to extend students' understanding about the nature of a true hero.

Students

For students to explore the way heroes and villains are portrayed in games, complete the following activities:

1. Examine how heroes and villains are portrayed in popular games.
 - Compare the Hero(es) of a popular game with the characteristics of heroes identified in Lesson 1.1.2 and Lesson 1.1.3.
 - Choose a character from a game that is portrayed as a hero.
 - Describe the character and list the actions the character takes that are portrayed as heroic.
 - Compare the actions and characteristics of the gaming hero with those of the heroes identified in Lessons 1.1.2 and 1.1.3 and list similarities and differences. Is the character an example of a true hero? Prepare a short argument that would convince your peers that your gaming character is a true hero. Present your argument to the class and be prepared to defend your point of view.

Topic 1.1: Defining Heroism

Core Content Area 1: Choosing heroes and role models

Lesson 1.1.1 Exploring heroes and role models

In this lesson students will explore definitions and stereotypes of heroes and role models.

Teachers: *Before you start!*

- Preview the movie clip for this lesson.
- Read the Teacher Background about role models.

Students

For students to explore the definitions and stereotypes of heroes and role models, select from the following activities:

1. Investigate perceptions about heroes and role models.
 - View the movie clip that introduces this unit and complete the following activities.
 - Analyse the film's use as a teaching tool: Identify the message of the film; the purpose of the film; whether or not it suits its intended audience; any evidence of bias; and the question: Whose voices are missing that you might have expected to hear?

- Discuss the stereotypes regarding heroes and role models and whether the film reinforced or challenged the stereotypes of secular and religious heroes.
- Reflect on your own thoughts about secular and religious heroes and role models.
 - Create a symbol/drawing that represents an example of a hero or role model.
 - Analyse the created symbols/drawings in groups of four, considering the following in your discussion: the characteristics of heroes or role models, evidence of stereotypes, choice of spoken words.
 - Create a class list of commonly held ideas about secular and religious heroes and role models.

Topic 1.1: Defining heroism

Core Content Area 1: Choosing heroes and role models

Lesson 1.1.2 Who would you be like?

In this lesson students will explore their own thinking about heroes and role models.

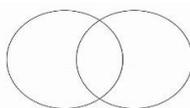
Teachers: *Before you start!*

- Examine the biographies of the people mentioned in this lesson. You might like to choose other people more suited to your class group.

Students

For students to explore their own thinking about heroes and role models, select from the following activities:

1. Explore the reasons why humans need role models and heroes.
 - Discuss the distinctive yet complementary nature of role models and heroes.
 - Create a Venn Diagram to compare and contrast the purposes of heroes and role models.



2. Analyse the characteristics of role models.
 - Explore the difference between good role models and bad role models
 - Choose one of the following people and create a list of at least three reasons why your chosen person could be considered to be a good role model and three reasons why they could be considered a bad role model based on evidence within the following biographies or from other sources. [Shane Warne](#), [Kelly Osbourne](#), [Julian Assange](#), [Anna Bligh](#), [Gordon Ramsay](#).
 - Draw a conclusion about whether you would choose this person as a role model and justify your conclusion to a partner or to the class.
 - Identify the characteristics of the people in your life who are or who have been good role models for you.
 - Complete a table and when listing the characteristics, identify what aspect of their character it is that you admire and inspires you to be like them. For example: do they demonstrate excellence, stand up for what they believe in, always show compassion or kindness etc.

Role Model	Characteristics	What I admire most

- Generate a class list of the characteristics of good role models.
 - Reflect on yourself as a role model. "Older students should always be role models for younger students." Debate!
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Topic 1.1: Defining heroism

Core Content Area 1: Choosing heroes and role models

Lesson 1.1.3 What is a hero?

In this lesson students will explore various definitions and perceptions about heroes.

Teachers: *Before you start!*

- Consider setting up a class [Linoit](#) wall and teaching the class how to use it. You will need to register yourself and have a list of the students' email addresses.

Students

For students to explore various definitions and perceptions about heroes, select from the following activities:

1. Explore and analyse definitions of heroes.
 - Define the terms associated with this topic.
 - Use a Frayer Concept Model to describe and define the following concepts: hero, heroine, hero worship, role model.
 - Review and improve your descriptions and definitions by locating dictionary definitions for the same terms as above. (Start with the [Collins online dictionary](#).)
2. Explore understandings about different types of heroes.
 - Investigate the class's ideas about the characteristics of heroes.
 - Generate a list of adjectives with a partner that you would use to describe heroes.
 - Collaborate with your classmates by posting your adjectives on the class [Lino](#) wall or share in class discussion.
 - Explore the characteristics of heroes from different areas of life.
 - Identify a hero in each of the following areas of life: public (people you don't know, who are in public life), private (people you do know) and religious (people who are heroes in religious traditions and/or sacred texts).
 - Identify the characteristics of each of the three heroes selected and why you consider them to be a hero. Use the list of adjectives generated in the previous activity and/or those from the following list: courageous, determined, dedicated, humble, selfless, persistent, to support your descriptions of the characteristics. Record your information in a table.
 - Reflect on the previous activity by creating a Twitter style statement of 140 characters that begins with: Heroes are people who ... Post your response to the [Lino](#) wall.

Topic 1.2: Unsung heroes

Core Content Area 1: Choosing heroes and role models

Lesson 1.2.1 Heroic lives of ordinary people

In this lesson students will explore examples to illustrate the notion of the heroic life.

Teachers: *Before you start!*

- Familiarise yourself with the resources referred to in this lesson.

Students

For students to explore examples to illustrate the notion of the heroic life, select from the following activities:

1. Explore the lives of ordinary people who are living their lives heroically.
2. Identify the characteristics of a heroic life.
 - Examine the two pictures at these links: Fire-fighter, Woman.
 - Complete the table in Useful Resources about the two images.
 - View the movie clip about Donald Ritchie who was awarded Australia's Local Hero award in 2011 and answer the following questions: Name the simple yet profound actions described in the movie clip that Donald Ritchie takes when he encounters something "suspicious". What evidence is there in the clip to suggest that Donald is a religious person? What is the deeper significance of the heroic role of being a "look out" in this clip? Would you describe Donald Ritchie as a hero? Why or why not?
 - View the movie clip about Lynne Sawyers - Australia's Local Hero 2012, and answer the following questions: What characteristics does Lynne have in common with Donald Ritchie?
 - Could you describe Lynne Sawyers as an unsung hero?
 - Discuss the difference between being a hero in a one-off situation and living your life heroically.
3. Explore the notion of a true hero.
 - Debate the characteristics of a true hero.
 - Form a group of three. Allocate one of the following statements about true heroes to each member of the group.
 - Read your allocated statement and independently determine whether it captures completely your perception of a true hero. Present your critique to the other members of the group.
 - "A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles."- Christopher Reeve
 - "I think of a hero as someone who understands the degree of responsibility that comes with his freedom."- Bob Dylan
 - "A hero is someone who has given his or her life to something bigger than oneself."- Joseph Campbell
 - Create a group statement combining your ideas beginning with "A true hero is someone who..." and share with the rest of the class.
 - Use the class statements as criteria to debate the following: Firemen are not true heroes because they simply are doing their job. This could be done as an actual debate or by dividing the class in half and each half researching information to support their side of the debate. Evidence could be posted on a class lino or sticky wall

Topic 1.2: Unsung Heroes

Content Area 1: Choosing heroes and role models

Lesson 1.2.2: The Golden Ladder of Charity

In this lesson students will explore the meaning of the term “unsung hero”.

Teachers: *Before you start!*

- Familiarise yourself with the resources referred to in this lesson.

Students

For students to explore examples to illustrate the notion of the heroic life, select from the following activities

1. Investigate the values of the unsung hero.
2. Explore Maimonides’ Golden Ladder of Charity.
 - Read the following about Moses Maimonides and the “Golden Ladder”.
 - “We are obligated to be more scrupulous in fulfilling the commandment of charity than any other positive commandment, because charity is the sign of a righteous man.” Moses Maimonides, Jewish rabbi, scholar, philosopher and physician 1135-1204.
 - The Golden Ladder provides a guide to the significance of a gift. The further one goes up the ladder, the more virtuous and meaningful the gift. Unsung heroes often give of themselves with time, money, compassion, patience and loyalty without expecting anything in return and often working behind the scenes, perhaps supporting the known hero. Consider famous examples like Merlin and Arthur in the Legend of King Arthur, or Dr Watson and Sherlock Holmes, or the Sisters of Charity and Mother Teresa. Check out the Unsung Heroes of our Nation on Australia Day 2012 for more examples.
 - Complete the following table with examples of people from your everyday life and the extra examples below: blood donors, lifesavers, people who pick up rubbish whenever they see it, volunteers who clean up unknown people’s houses during floods, fire-fighters fighting bush fires, buying a Big Issue magazine – proceeds to the unemployed person selling it, working with a Rosie’s van to give food to the homeless, bringing money in for class Project Compassion, assisting a village to set up sustainable food growing practices, SES volunteers, Meals on Wheels volunteers, Christians who risked their lives to hide Jewish people in World War II, sponsoring a child with World Vision, giving money to a beggar, scientist working on a cure for cancer.
 - Which level(s) of the Golden Ladder would best represent the actions of an unsung hero? Discuss.
 - Consider sending a thank you note to one of the unsung heroes in your life.

Level of giving from bottom to top Example with your everyday life Examples from the list:

- Giving unwillingly
- Giving unwillingly but inadequately
- Giving adequately after being asked
- Giving before being asked
- Giving to an unknown recipient
- (but the recipient knows who the giver is)
- Giving anonymously to a known recipient
- Giving anonymously to an unknown recipient
- Helping a person help themselves

Topic 1.2: Unsung heroes

Core Content Area 1: Choosing heroes and role models

Lesson 1.2.3: Against all odds

In this lesson students will explore the actions of unsung heroes who act in the face of adversity.

Teachers: *Before you start!*

- Consider using a collaborative tool such as TypeWith.me for students to collaborate whilst viewing the program in this lesson. More information provided in Useful Resources.

Students

For students to explore the actions of unsung heroes who act in the face of adversity, select from the following activities:

1. Investigate the actions of unsung heroes who act in the face of adversity.
 - Explore the actions of a new generation of young women acting for change in Afghanistan.
 - View the episode of Foreign Correspondent Girl Power (26 mins). Whilst you are viewing, consider the following questions: What are some of the difficulties facing women in Afghanistan? How is Noorjahan Akbar working to change the situation? Would the women of Afghanistan see the Young Women for Change as heroes? Why or why not? Do you see them as heroes? Why or why not? (If collaborating, using TypeWith.me during the viewing, ask and answer each other's questions as well as answering the questions a above.)
 - Discuss the responses to the questions as a class.
 - Investigate unsung heroes in Indigenous communities in Australia.
 - Listen to the brief audio presentation and or read their brief bio on the ABC website.
 - Record brief notes about the selected person, considering why you think that this person has been identified as an unsung hero and role model in their communities. Compare their achievements with the characteristics of heroes identified in previous lessons. How has your selected person demonstrated the characteristics of a hero?

Topic 1.3: Community expectation and responsibility

Core Content Area 1: Choosing heroes and role models

Lesson 1.3.1: Heroes in the Community

In this lesson students will explore the community expectations of local heroes and what happens when they're not met.

Teachers: Before you start!

- Familiarise yourself with [Survey Monkey](#).

Students

For students to explore community expectations of local heroes, select from the following activities:

1. Analyse the general characteristics of heroes in your local community.
 - Investigate the heroes in your local community.
 - Use a digital camera or similar to capture evidence of people held as heroes in your school or town community. Look for statues, plaques, school magazine and newspaper articles about prominent members of the community who seem to have acquired hero status. Work in pairs for this activity.

- Locate information about the person or people identified in activity one including what they did or do, why they have been remembered, how long they were considered heroic and what for. Examples of resources include the local library, local newspapers, school magazines, members of the community who would remember that person etc.
 - Create a peoplescope style profile of the person/people you have chosen. Include photographic evidence and one or two sentences about who they are and why they are community heroes. Share with the class.
 - Explore the expectations of the community regarding heroes.
 - Devise a set of questions to determine the expectations of the community with regard to who is a hero, what they expect of heroes and how heroes should behave.
 - Determine as a class, the five to eight questions that would best determine the community's attitudes and expectations about heroes. Use these questions plus some demographic questions such as age, gender and occupation to set up a questionnaire on [Survey Monkey](#). Each student could nominate two people to whom they will send the survey.
 - Analyse the data gathered from the survey and draw conclusions about your local community and their attitudes and expectations about heroes.
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Topic 1.3: Community Expectations and Responsibilities

Core Content Area 1: Choosing heroes and role models

Lesson 1.3.2: When good heroes go bad or when the villains turn good!

In this lesson students will investigate the rise and fall of a hero of their choice.

Teachers: *Before you start!*

- Familiarise yourself with the resources referred to in this lesson.

Students

For students to investigate the rise and fall of a hero, complete the following activities:

1. Investigate the factors involved in the rise and fall of a hero.
 - Research a person who rose to hero status and then fell from grace.
 - Discuss the meaning of the phrase "to fall from grace."
 - Reflect on the role of the following virtues and vices that could lead a person either towards or away from living an heroic life: power, temptation, over indulgence, greed, pride, losing touch with reality, loss or gain of sense of purpose, broken relationships, community support, narcissism, fame, knowing who you are and what your values are, a healthy spirituality.
 - Choose a person in a field of your own interest who became a hero in the eyes of the community (local, national or international communities) and who then fell from grace.
 - Investigate the career of your chosen person, locating information about how and when they reached heroic status in the community's eyes. Record their heroic characteristics, their achievements and personal attributes.
 - Investigate their fall from grace. What happened? How did people find out? What role did the media, social media, word of mouth play in the event(s)? How responsible was the reporting?
 - Reflect on the treatment of heroes by the media and by the community: How much influence should the media have in the making and breaking of heroes? Do heroes in the public arena have a responsibility to be good role models? Do communities have a responsibility to their heroes? vii Write an opinion piece in the style of a letter to the editor,

- based on how fair or unfair you think the treatment of this person was, and your opinion about the responsibilities heroes have to the public and the community has to its heroes.
- Investigate an example of a person who through a transformative or conversion experience, changed from living a selfish life to living the selfless life of a hero.
 - Choose a person (fictional or real) from the following list (or other) and investigate how this person changed from living a selfish life to living the selfless life of a hero: Nelson Mandela, St Paul, Oskar Schindler, Hurricane, Jean Val Jon.
 - Discuss the responsibility of the community when a person has experienced a significant conversion experience, changing from a villain to a person of virtue.

Depthing Understanding: *Superheroes and the heroic motif*

In this lesson students will explore the appeal and relevance of superheroes today and how the heroic motif continues to influence the representation of superheroes.

Teachers: *Before you start!*

1. Familiarise yourself with the resources referred to in this lesson.

Students

For students to explore the characteristics and appeal of superheroes today and how the heroic motif continues to influence the representation of superheroes, select from the following activities:

1. Investigate the relevance of superheroes in the 21st century.
 - Analyse the characteristics of one or more superheroes.
 - Read the statements about superheroes.
 - Whether they're super-powered aliens, lone vigilantes, or teenage sidekicks, all superheroes share certain characteristics in common, "some sort of strength of character (though it may be buried), some system of positive values, and a determination to, no matter what, protect those values ... the superhero - more than even the ordinary fictional hero - has to represent the values of the society that produces him".
 - A superhero must, by definition, be virtually ageless and immortal, capable of rising from the grave even after being killed (or, for that matter, cancelled). Not only are superheroes unable to die, but they also cannot retire, quit, or decide to radically change themselves in any fashion (be it their costume, general appearance, or disposition.)
 - We can always trust that everything will work out in superhero comic universes - that death will never truly come knocking, that oblivion will never finally arrive. from James Fleming's review of Danny Fingeroth's 2005 book *Superman on the Couch: What Superheroes Really Tell Us About Ourselves and Our Society*.
 - Choose one or more of the statements above and write a short rationale about how your favourite superhero demonstrates the characteristics outlined in the chosen statement/s and therefore why he/she is relevant or appealing to society today.
 - Explore how the ancient concept of the archetypal hero continues to influence the representation of superheroes today.
 - View the slideshow presentation about [The Archetypal Hero](#).
 - Analyse how the representation of superheroes in comics and games today reflects the characteristics of the archetypal hero as presented in the slide show.

Extending Knowledge: The need for the anti-hero

In this lesson students will explore the concept of anti-hero in Australia.

Teachers: *Before you start!*

- Familiarise yourself with the resources referred to in this lesson.

Students

For students to explore the concept of anti-hero in Australia, complete the following activities:

1. Explore the links between a country's anti-heroes and its cultural identity.
 - Investigate the development of [Ned Kelly](#) as an anti-hero in Australian culture.
 - View the trailer for the 2006 film Ned Kelly by way of introduction to this lesson.
 - Share your knowledge of Ned Kelly as both a real and mythologised figure in Australian history. Some framing activities to help with the discussion include the following:
 - List any visual and written representations of the Kelly Gang that you are aware of.
 - Which of these representations present Ned Kelly in a sympathetic light?
 - What kind of historical records in the form of primary materials are available to people interested in understanding Ned Kelly?
 - Why do you think opinions about Ned Kelly's status as a hero are still as divided today as they were in the 1880s?
 - Examine the timeline of poignant moments in Ned Kelly's life provided in Useful Resources below. What does the Kelly story reveal about society in Australia in the mid-1800s? What elements of the "legend" are familiar to you?
 - Read the following statement about Australian anti-heroes and answer the questions that follow.
 - Australians tend to admire flawed characters with a streak of rebelliousness, particularly if they are working class, railing against so-called stuffed-shirts. Add a dash of injustice, plus a pinch of incompetence on high, and we have the classic Aussie anti-hero. The gallant 'lions led by donkeys' at Gallipoli, Breaker Morant, Ned Kelly ... On one level, the Kelly's, with their mastery of horsemanship, sharp-shooting and bush survival skills, stand for an emerging 'Australianness' which contrasts with the 'foreignness' of the British authorities. At the same time, the Kelly's represent qualities such as larrikinism, egalitarianism, and a willingness to bend the rules against a colonial administration which wants to impose the injustices of the old order on the new world. (Steve Meacham, Sydney Morning Herald, 26 March 2003)
 - What characteristics has the author identified as being the characteristics of an anti-hero in Australia?
 - How much do you agree or disagree with the author's description of an anti-hero for Australians?
 - Why does the legend of Ned Kelly continue to be told and retold in Australia?
 - Who do you think could be an anti-hero in Australia today based on the characteristics listed by the author?
 - List their good qualities and their flaws. What might be the danger of bias and glorification of anti-heroes?
 - Share answers with a partner.
 - Design a character for a film or a game that Australian viewers would identify as an anti-hero in a contemporary context. Examples of contemporary contexts to draw upon include: Environmental issues such as whaling, or coal seam gas exploration; Refugee issues such as offshore processing, detentions centres; Addiction issues such as drug and alcohol abuse; Indigenous health issues such as mortality rates. Use [Story Cube](#) to create a character profile. Share final products with the class. Be sure to consider the Australian cultural context in the development of the character.

Date	Key Events
1854 or 1855	Edward (Ned) Kelly born to John (Red) Kelly and Ellen Kelly (formerly Quinn) near Beveridge in Victoria.
1865-66	Ned Kelly said to have saved Dick Shelton, a child, from drowning in a creek. Presented with a green silk sash.
1866	Ned's father 'Red' Kelly dies.
1867	Widowed, Ellen Kelly moves to farmland near Greta with her seven children.
1870	Ned arrested, convicted of assault and sentenced to a year in prison.
1871	Re-arrested for horse theft and sentenced to three years hard labour.
April 1878	Constable Fitzpatrick injured while attempting to arrest Dan Kelly. Ned and Dan go into hiding in the bush. Ellen is jailed for attempted murder of Fitzpatrick.
October 1878	Three policemen killed at Stringybark Creek by the Kelly Gang. Gang declared outlaws to be shot on sight.
December 1878	Euroa bank robbery.
February 1879	Ned tries and fails to get his 'Jerilderie Letter' printed and published while robbing a bank in Jerilderie.
26-28 June 1880	Siege at Glenrowan. Ned wore iron armour and a helmet at the final siege.
27-28 June 1880	Press photographers record the scene at the hotel and photograph Joe Byrne's body. Ned is captured and the hotel burnt with Steve Hart and Dan Kelly's bodies still inside.
11 November 1880	Ned Kelly is hanged at the Old Melbourne Jail.
1881	Royal Commission into the Kelly outbreak. Many police shown in a less than positive light. Kelly Gang actions neither excused nor sanctioned.

Topic 2.1: Australian heroes

Core Content Area 2: Heroes and cultural identity

Lesson 2.1.1 Portrait of an Aussie hero

In this lesson students will explore the characteristics of Australian heroes and role models.

Teachers: *Before you start!*

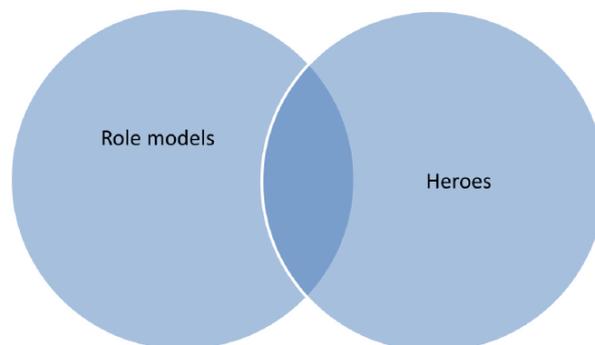
1. Familiarise yourself with the resources referred to in this lesson.

Students

For students to explore the characteristics of Australian heroes and role models, select from the following activities:

1. Explore the heroes that are publicly honoured in Australia.
 - Identify the characteristics of well-known heroes in Australia.
 - Create as a class, a list of well-known heroes in Australia from the past and the present. Complete this task without research.
 - Categorise the heroes in a table under the following headings: Sports, Arts, Religious, Academic, Political, Activist, Medical and Rescue.
 - Identify what role models and heroes share in common and what they don't using a Venn diagram:

Venn Diagram



Analyse the list noting the numbers and genders in each category.

- Analyse the statistics of people named in the Australian of the Year categories.
 - Form expert groups of four. Each group member will investigate and collect data about one of the following becoming the expert in their chosen category:
 - [Australian of the Year](#)
 - [Senior Australian of the Year](#)
 - [Young Australian of the Year](#)
 - [Australia's Local Hero](#)
 - Record information about the age, sex and field of expertise of the award recipients in your allocated category for the past fifteen years in a table. An example is in Useful Resources.
 - Analyse the data in your category. What percentage of the awards were received by males and by females? (To calculate the percentage, use the following formula: Total females x 100/number of years Which field of expertise is the most represented? What was the average age of recipients over the number of years analysed?)
 - Share your data and analysis with the other members of your group. Discuss similarities and differences with the data from the four different categories of awards

and answer the following questions: Were the results surprising in any way? Are certain groups more represented than others? Is it possible to determine how the list reflects the Australian cultural identity?

- Based on the data examined, write a generalised statement about the characteristics that are valued by the selection panel for these awards. How does this compare with your own attitudes about who is a hero and/or a role model?

Topic 2.1: Australian heroes

Core Content Area 2: Heroes and cultural identity

Lesson 2.1.2 Australia's top ten

In this lesson, students will attempt to determine who their top ten Australian heroic groups or individuals are.

Teachers: *Before you start!*

1. Establish a [Typewith.me](https://typewith.me) document for students to collaborate on. Import the document (as a Word or PDF document) when completed, as a resource for future discussion and reference

Students

For students to attempt to determine who their top ten Australian heroic groups or individuals of all time are, complete the following activities:

1. Attempt to establish the class's top ten Australian true heroes of all time.
 - Establish the criteria for "Australian" true heroes.
 - Discuss as a class the qualities a person or group must have to be a quintessential Australian hero. List the values, attitudes, beliefs and behaviours that the person or persons must exhibit. Ensure that the criteria for the [Australian of the Year Awards](#); the Gospel values of faith, hope, love, compassion, justice, courage, right judgement; and the Catholic Social Teachings about solidarity, an option for the poor and marginalised, and stewardship of the environment are represented in the final criteria.
 - Publish the agreed criteria so that it is accessible for all members of the class.
 - Establish the list of nominees for the top ten Australian Heroes.
 - Complete research to determine who you would nominate for one of the positions in the top ten Australian heroes, ensuring that your chosen person or group meet(s) the established criteria. Develop a persuasive argument to defend your nomination to a small group.
 - Form groups of five and listen to each other's persuasive arguments. Determine as a group which three nominees best meet the criteria and will therefore be put forward as the group's nominations. Try to include some diversity in your nominations with regard to age, gender, field of excellence and representation of the Gospel values. iii Elect one member of the group to be on the panel of judges and two people who will present the nominations to the panel. (The panel will comprise a member from each group. Alternatively, it could be an unbiased outsider such as the Principal, APRE or Year Coordinator.)
 - Make judgements according to the agreed criteria.
 - Each group presents their nominations to the panel. All class members may contribute to a [Typewithme](https://typewith.me) document during the presentations by commenting on how well they think the nominees meet the established criteria. The final document could be used by the panellists during the final judging.
 - The panel discusses the nominees and considers the contribution of the class.

Topic 2.2: Honouring and remembering heroes

Core Content Area 2: Heroes and cultural identity

Lesson 2.2.1 Remembering heroes in Australia

In this lesson students will investigate how Australians remember their military heroes.

Teachers: *Before you start!*

1. Familiarise yourself with resources provided in this lesson. If completing activity b. remind students of the context of the Good Samaritan story, i.e. the Samaritan was the least likely person to help the wounded victim due to religious and cultural differences.

Students

For students to investigate how Australians remember their military heroes, select from the following activities:

1. Explore the importance of remembering the cultural heritage of a country.
 - Explore the remembrance of the Australian unknown soldier.
 - Access the [Australian War Memorial website](#).
 - Explore the sections of the memorial by reading first [About the Australian War Memorial](#). What is the purpose of the museum? How important do you think that remembering is to the Australian community? Discuss.
 - Click on Museum in the top tab and the various links on the right under Explore the Memorial to examine the different ways that the memorial “remembers” those who have served Australia in war and armed conflict. How does the design of the memorial position the visitor to experience the memorial? Discuss.
 - Click on the [Tomb of the Unknown Australian Soldier](#) from the Explore the Memorial menu. Read the article.
 - Listen to the [1993 Remembrance Day speech](#) from the Prime Minister of the time, Paul Keating whilst reflecting on the image of the tomb. Comment on the effectiveness of the speech at capturing the cultural importance of remembering those who were lost in war.
 - Complete a PMI (Plus Minus Interesting) chart for the way that this Australian soldier has been remembered. Share with a partner.
 - Investigate the story of [Simpson and his donkey](#).
 - Read the brief article about John Simpson Kirkpatrick. What characteristics of Simpson have been adopted as a vital part of the story of the Anzacs?
 - View the picture of the sculpture of Simpson and his Donkey. How does the sculpture help the viewer to engage with the story of Simpson? Compare the sculpture of Simpson with the Van Gogh painting of the Good Samaritan. (Pictured side by side in Useful Resources.) Note the similarities and differences. How did Simpson embody the values of the [Good Samaritan](#)? Discuss.
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Topic 2.2: Honouring and remembering heroes

Core Content Area 2: Heroes and cultural identity

Lesson 2.2.2 Remembering heroes in the Asia Pacific

In this lesson, students will examine the connection between memorials and cultural identity.

Teachers: *Before you start!*

1. Familiarise yourself with the resources referred to in this lesson.

Students

For students to examine the connection between memorials and cultural identity, complete the following activities

1. Explore connections between how the honouring of heroes reflects cultural identity.
 - Explore the [National Peace Memorial Hall](#) in Hiroshima, Japan.
 - Listen to or view one of the testimonies of the survivors of the bombings during World War II in 1945. How does the testimony add to your understanding about true heroes?
 - What is the important message of the memorial? What is the connection between heroes and role models and this Peace Memorial?
 - Investigate how the bombs of 1945 have influenced Japanese policy regarding nuclear weapons. Report findings to the class.
 - Investigate the way that heroes are honoured in the Philippines.
 - Examine the [calendar](#) of Public holidays in the Philippines and answer the following questions:
 - How many holidays relate to heroes or heroism?
 - What evidence does the calendar of public holidays provide about the cultural values of the Filipino people?
 - What is the link between a country's history, its culture and religion and its heroes?
 - Compare with Australia's list of public holidays. Discuss points of interest including similarities and differences.

Topic 2.2: Honouring and remembering heroes

Core Content Area 2: Heroes and cultural identity

Lesson 2.2.3 Remembering heroes in America

In this lesson, students will explore how Americans remember their heroes.

Teachers: *Before you start!*

1. You may need to refresh the students' memory about the terrorist attacks on the World Trade Centre in New York on September 11, 2001 when nearly 3000 people died, including many first on scene police, fire fighters and volunteers when the buildings collapsed. Ensure that discussions regarding the attacks do not demonise particular ethnic or religious groups.

Students

For students to explore how Americans remember their heroes, select from the following activities:

1. Explore the honouring of heroes in America.
 - Explore the [9/11 Memorial website](#) to discover ways of remembering and honouring in America.
 - Read the [Mission Statements](#) of the 9/11 memorial and the memorial museum. Make a list of the values that are honoured by the Mission Statements. How do the stated values compare with Gospel values? Discuss.
 - Examine the Design and Name arrangement of the [memorial](#). How does the design of the memorial represent the mission statement values identified in activity one?
 - Explore the [Interactive Lady Liberty](#) in the teaching and learning part of the 9/11 Museum website.
 - Examine the various symbols and objects attached to the sculpture. Describe the values that the symbols represent to you.
 - Are elements of true heroism represented by the sculpture and or its attached objects and symbols? Explain your point of view to a partner or small group. (Refer to the agreed criteria for an Australian true hero as a point of reference.)

Topic 2.3: Heroes and the Arts

Core Content Area 2: Heroes and cultural identity

Lesson 2.3.1 "We don't need another hero."

In this lesson, students will investigate the portrayal of heroes in musical videos and song lyrics.

Teachers: *Before you start!*

- Familiarise yourself with the resources referred to in this lesson.

Students

For students to investigate the portrayal of heroes in musical videos and song lyrics, complete the following activities:

1. Investigate the ideas about heroes in songs and video clips.
 - Explore the lyrics and video clips of songs that feature aspects of heroes or heroism.
 - Form groups of four and choose one song each about heroes to analyse either from the list in Useful Resources or one of your own choosing.
 - Listen to and view your selected song and locate and read the lyrics of the song. Analyse the representation of heroes or the aspects of heroism presented in the chosen piece by examining both the lyrics of the song and the visuals that go with it. Record information for your song in the first row of a table like the one in Useful Resources.
 - Investigate if the song has been used in another context since the original version and consider whether the newer version adds to your understanding about heroes.
 - Share your findings with the other group members and complete the table for the four songs.
 - Discuss the information gathered and construct one or two statements about the depiction of heroes in songs and video clips. Share the statements with the class.
 - Reflect as a class on whether music and song lyrics today depict heroism or heroic virtues. Share some examples.
 - Are ideas about heroes in recent song lyrics different to the examples from past decades?
 - Is there a connection between cultural identity and the ideas about heroes and heroic virtues presented in song lyrics and video clips?

Topic 2.3: Heroes and the Arts

Core Content Area 2: Heroes and cultural identity

Lesson 2.3.2 Literary Heroes

In this lesson students will examine how heroes and unsung heroes have been portrayed in literature.

Teachers: *Before you start!*

- Remind students that to fully understand the mythical heroes of Ancient Greece they would need to do further research about the cultural identity of the people of the time. Information for this lesson can be found at [Mythweb](#) and the [Walters Art museum](#).

Students

For students to examine how heroes and unsung heroes have been portrayed in literature, select from the following activities:

1. Explore how ideas about literary heroes today have been influenced by the heroes of Greek mythology.
 - Compare and contrast the lives of ancient Greek heroes with modern literary, game and filmic heroes.
 - Read the following taken from the [Mythweb](#) about the “heroes” of Greek mythology and complete the activities that follow. If a hero is properly defined as somebody who does something dangerous to help somebody else, then the heroes of Greek mythology do not qualify. They were a pretty selfish bunch, often with additional antisocial tendencies thrown into the bargain -- in other words, not exactly role models for the younger generation of today. But knowing their names and exploits is essential for understanding references in literature and even popular culture today. So, let's recognize and celebrate Hercules and Perseus and the others by their proper dictionary definition: ***"In mythology and legend, a man or woman, often of divine ancestry, who is endowed with great courage and strength, celebrated for his or her bold exploits, and favoured by the gods."***
 - Clarify understandings about the quote.
 - What is meant by divine ancestry?
 - What is meant by bold exploits?
 - How has religion of the Ancient Greeks influenced their depictions and legends about heroes?
 - Work in pairs to gather information about two mythical Greek heroes.
 - Choose from Jason, Hercules, Bellerophon, Theseus, Odysseus and Perseus, Helen.
 - Locate information that matches the description given in the quote above: divine ancestry, great courage and strength, celebrated for bold exploits and favoured by the gods. You could also look for evidence of these other common traits of ancient Greek heroes: being the subject of a prophecy, unusual birth circumstances, abandonment at birth or very young and marrying a princess.
 - Share information with each other.
 - Choose a modern literary hero or hero from the movies or games and create a Trading card that includes an image of the hero, and examples of how they share similar characteristics with the heroes of ancient Greece. Locate and save your picture first and then create the trading card using BigHugeLabs Trading Card.
 - Share cards with the class and discuss the reasons for similarities and differences between the Ancient Greek heroes and the literary heroes of today.
2. Explore examples of heroic virtues in modern literature.
 - Share understandings about unsung heroes and heroic virtues.

- Choose a relatively minor character from a book who you believe is an unsung hero and explain to a partner why you think this character shows the virtues of a true hero. State to your partner whether you agree or disagree with them about the character and explain why. Share interesting examples with the class, noting whether there is a set of common characteristics for unsung or true heroes in literature.

Topic 2.3: Heroes and the Arts

Core Content Area 2: Heroes and cultural identity

Lesson 2.3.3 Portrait of a hero

In this lesson students will explore the way cultural identity has influenced the way heroes have been portrayed in the visual arts.

Teachers: Before you start!

- Set up a class Padlet wall for students to post artworks that depict heroism.

Students

For students to explore the way cultural identity has influenced the way heroes have been portrayed in the visual arts, select from the following activities:

1. Research the ways in which heroism is depicted in the visual arts.
 - Create a virtual art museum to showcase artworks that depict heroism.
 - Locate an image of an artwork (including sculpture) that depicts heroism to contribute to a virtual art gallery.
 - Research some key facts about the artist, including name of the artist, the time and place it was created, religion of the artist if known and major influences.
 - Construct a brief description of the work and what values, or attributes of heroism are depicted in the work. How has the artist tried to capture these ideas? How might the artwork be representative of the cultural identity of the artist?
 - Post the image of the artwork and the description on a class or group Padlet or similar.
 - Analyse the ways in which heroism is depicted in the visual arts.
 - Tour the virtual art gallery on the Padlet wall and examine the various contributions from the group or class.
 - Critique and analyse the works and write a statement about whether the visual arts assist the viewer to understand better, the meaning of true heroism.

Topic 2.2 Honouring and remembering heroes

Core Content Area 2: Heroes and cultural identity

Deepening Understanding: Yad Vashem-Righteous Among the Nations

In this lesson students will explore how the Righteous Among the Nations are remembered at Yad Vashem in Israel.

Teachers: *Before you start!*

- Read the background information provided with this lesson and decide the best way for your class to work with the information.
- Familiarise yourself with the other resources.

Students

For students to explore how the Righteous Among the Nations are remembered at Yad Vashem, select from the following activities:

1. Investigate what it means to be called Righteous Among the Nations.
 - Examine information about Yad Vashem and the Righteous Among the Nations.
 - Read the document in Useful Resources, Righteous Among the Nations either individually or as a class and answer the following questions: What is the Holocaust and when did it occur? What is meant by the terms collaborated, perpetrators, bystanders, rescuers, deportation and expropriation? What were some of the dangers faced by the rescuers? What sort of people became rescuers and what were their motivations? What is Yad Vashem? Who are considered to be Righteous Among the Nations? How are the Righteous Among the Nations honoured and remembered?
 - Take a Virtual tour of the "[Avenue of the Righteous Among the Nations](#)" and the "[Garden of the Righteous](#)", at Yad Vashem in Jerusalem to see how the Righteous are commemorated at the site. List the ways that the Righteous have been remembered and honoured at Yad Vashem.
 - Choose a story of one of the Righteous from the list on the Yad Vashem website. You can search by country or by topic, eg "Rescue of Children", "The Ultimate Price" and "Churches". Read the story and answer the following questions: Who was the saviour and who was saved? Why did this person feel obligated to save Jews? What were the risks involved in saving the lives of the Jews in this particular story? How do you think this person acted as a hero in the situation they faced?
 - Create Peoplescapes of the Righteous in the stories identifying their name and their heroic characteristics. As a whole class or in small groups analyse the Peoplescapes by identifying similarities and differences between the characteristics and the contexts.
 - Reflect on the courage needed to have been a rescuer of Jews during the Holocaust.
 - In small groups, read the poem "The Righteous" by Hayim Chefer in Useful Resources and answer the following questions:
 - What information can be gained from the poem about its author?
 - What struggles does the poet say these 'Righteous' faced?
 - What words or phrases does the poet use to show the difficult circumstances the 'Righteous' experienced? e.g. "Sea of hate".
 - Reflect on the stories you have heard from the Holocaust. Imagine yourself in the place of the author of the poem and your possible response/s to the question – "Could I have done the same if I was in their place?"
 - Create a visual response to the poem or the stories of the Righteous that you have heard.

Righteous Among the Nations (adapted from <http://yadvashem.org/>)

During the Holocaust, attitudes towards the Jewish people mostly ranged from indifference to hostility. People watched as their former neighbours were rounded up and killed. Some people collaborated with the perpetrators, and many people benefited from the expropriation (the politically motivated and forceful confiscation and redistribution of private property outside the common law) of the Jews' property.

There was a small minority though who showed extraordinary courage and sought to uphold human values. These are now known as the "Righteous Among the Nations". Most rescuers started off as bystanders but became rescuers. In many cases this happened when they were confronted with the deportation or the killing of the Jews. Some had stood by in the early stages of persecution, when the rights of Jews were restricted and their property was confiscated, but there was a point when they decided to act. There was a boundary they were not willing to cross.

Faced with Jews knocking on their door, bystanders needed to make an instant decision. This was usually an instinctive human gesture, taken on the spur of the moment and only then followed by a moral choice. Often it was a gradual process, with the rescuers becoming increasingly involved in helping the persecuted Jews. Agreeing to hide someone during a raid or roundup, to provide shelter for a day or two until something else could be found, could evolve into a rescue that lasted months and years.

The price that rescuers had to pay for their actions differed from one country to another. In Eastern Europe, the Germans executed not only the people who sheltered Jews, but their entire family as well. Notices warning the population against helping the Jews were posted everywhere. As a consequence, rescuers and the rescued lived under constant fear of being caught. There was always the danger that they would be handed in by neighbours or collaborators. This increased the risk and made it more difficult for ordinary people to defy the conventions and rules.

Most rescuers were ordinary people. Some acted out of political, ideological or religious convictions; others were not idealists, but merely human beings who cared about the people around them. In many cases they never planned to become rescuers and were totally unprepared for the moment in which they had to make such a far-reaching decision. They were ordinary human beings, and it is precisely their humanity that touches us and should serve as a model.

Rescue stories

The stories of the rescuers are a shining example of the most selfless sacrifice. Those people who rescued Jews in places like German-occupied Poland were alone, and often deprived of their pre-war means of livelihood. Many were expelled from their farms, factories, businesses, offices and even homes, and most of them lived in dire poverty. They found it virtually impossible to earn a living. They were under no legal obligation to risk their own lives and, even more, those of their families and neighbours, for the Jewish people who came to them. Their help most often lasted days and nights, weeks, months, even years, always in secret, and always risking discovery.

To save one Jewish person sometimes several dozens of people risked their lives.

"If I were to fail, to turn away and thus permit the death of this person whom I could perhaps save, only because I was in danger myself, I would be committing the same error as the entire German people ...The people who ordered and implemented these horrible deeds were not so many. But infinitely many others let it happen, because they lacked the courage to prevent them."

From the testimony of Dr. Ella Lingens, Righteous Among the Nations, who was a prisoner in Auschwitz.

Remembering and Commemorating Yad Vashem, the Holocaust Memorial Museum in Jerusalem, has recognised Righteous among the Nations from 44 different countries and nationalities. There are Christians from all denominations and churches, Muslims and agnostic men and women of all ages. They come from all walks of life. There are highly educated people as well as illiterate peasants; public figures as well as people from society's margins; city dwellers and farmers from the remotest corners of Europe; university professors, teachers, physicians, clergy, nuns, diplomats, simple workers, servants, resistance fighters, policeman, peasants, fishermen, a zoo director, a circus owner, and many more...

The Criteria for Righteous Among the Nations

The term "Righteous Among the Nations" (Chasidei Umot HaOlam) was taken from traditional Jewish literature. The lawmakers took the existing term of 'Righteous' and added a new meaning to it. The Yad Vashem Law went on to characterize the "Righteous Among the Nations" as those who not only saved Jews but risked their lives in doing so. This was to become the criterion for awarding the title. The basic conditions for granting the title are:

1. Active involvement of the rescuer in saving one or several Jews from the threat of death or deportation to death camps.
2. Risk to the rescuer's life, liberty or position.

3. The initial motivation being the intention to help persecuted Jews: i.e. not for payment or any other reward such as religious conversion of the saved person, adoption of a child, etc.
4. The existence of testimony of those who were helped or at least unequivocal documentation establishing the nature of the rescue and its circumstances. Persons recognized as a "Righteous Among the Nations" are awarded a specially minted medal and a certificate of honour – both bearing their name – as well as the privilege of their names being added to the Wall of Honour in the Garden of the Righteous at Yad Vashem in Jerusalem.

The Righteous by Hayim Chefer

I hear this title and it makes me think

About the people who saved me.

I ask and ask, "Oh, my dear God,

Could I have done the same thing?"

In a sea of hate stood my home,

Could I shelter a foreign son in my home?

Would I be willing along with my family

Constantly be threatened by certain evil?

Sleepless dark nights watching out for noise

Hearing footsteps of certain evil.

Would I be able to understand every sign,

Would I be ready for this, could I walk like this

Among those who would betray

Not one day, not one week, but so many years!

There a suspicious neighbour, there a look,

and here a sound –

For that one -- warm -- brotherly clasping of my hand ...

Not having any pension -- not having anything for this.

Because a person to person must be a people.

Because a people comes at this time through —

So I ask you and ask you once more –

Could I have done the same if I was in their place?

It was they who went to war every day.

It was they who made the world a place for me.

It was they, the pillars, the Righteous brother,

Who this day this world is founded by.

For your courage, and for your warm extended hand

In front of you, the Righteous, I bow.

[Source: Yad Vashem](#)

Extending Knowledge: *Why Mary MacKillop?*

In this lesson, students will explore the life and work of Mary MacKillop and examine the process of her canonisation as a saint in the Catholic Church.

Teachers: *Before you start!*

- Explore the resources at the [Saint Mary MacKillop website](#) and choose the information best suited to your students for this lesson.

Students

For students to explore the life and work of Mary MacKillop and examine the process of her canonisation, complete the following activities:

1. Examine information about the life and work of Mary MacKillop Australia's first formally recognised Catholic Saint.
 - Refresh your knowledge about the life and work of Mary MacKillop in the light of your understanding about heroes, saints and role models gained from previous lessons.
 - Access and explore the [Mary MacKillop website](#). There are short film clips under the Mary's Story tab from the movie Mary that provide information about where Mary came from, her dreams and some of the challenges she faced. Discuss with a partner what you think made Mary stand out in the communities she lived and worked in.
 - Read the page [Recognising Mary's Life and Work](#) either individually or as a class and discuss the following question. What evidence is given in the article that positions you as a reader to recognise Mary MacKillop as a worthy Australian Catholic saint?
 - Compare the path of canonisation of Mary MacKillop with the formal process of canonisation in the Catholic Church.
 - Review the process of canonisation given in Lesson 3.1.1 or read a more detailed version [here](#).
 - Examine the [canonisation timeline for Mary MacKillop](#) and answer the following questions: Do the events in Mary's canonisation correspond with the steps in the formal process? How many years did the process take from the preliminary discussions until actual canonisation? How might you account for the large gaps between parts of the process? What does the visit to Mary's tomb by the Australian Prime Minister in 2008 suggest about the significance of Mary MacKillop's sainthood for all Australians?
 - Conclude this lesson by reading the short article [After Canonisation](#) and reflecting on how Mary and others like her can be an example and a challenge for all Christians to follow.

Topic 3.1: Saints and martyrs

Core Content Area 3: Religion, role models and heroes

Lesson 3.1.1 The road to sainthood

In this lesson students will learn about the importance of saints in the Catholic faith tradition and the formal process of canonisation.

Teachers: *Before you start!*

- Read the **Teacher Background** on saints.
- The online [Catholic Encyclopaedia](#) is a useful resource for this lesson.

Students

For students to learn about the importance of saints in the Catholic faith tradition and the formal process of canonisation, select from the following activities:

1. Reflect on the role of saints in the Catholic tradition. "The saints are those who, in some partial way, embody, literally incarnate the challenge of faith in their time and place. In doing so, they open a path that others might follow."- Robert Ellsberg
 - Explore the role of Saints in the lives of adherents of the Catholic faith tradition.
 - Listen to the [Saint Song](#) (1min 50secs) by way of introduction.
 - Share thoughts, questions and knowledge with the class about saints in the Catholic Church.
 - Examine the article about All Saints Day. Locate five facts about the ways that Catholics engage with the saints. Report findings to the class, including examples from your own experience.
 - Explore the formal process of canonisation in the Catholic faith tradition.
 - Read the steps to becoming a recognised saint in the Catholic canon of saints followed since 1983 in Useful Resources and complete the following activity. Research and discuss points of interest about the process of canonisation. Framing questions could include: What is heroic virtue? What is a relic and what is its purpose? What is a martyr? What is intercession? What is a feast day? Share new knowledge with the class.
 - Complete the Extending Knowledge lesson on Mary MacKillop for further information about canonisation.

Topic 3.1: Saints and martyrs

Core Content Area 3: Religion, role models and heroes

Lesson 3.1.2 Catholic saints, venerables and blessed

In this lesson, students will explore how saints and other holy people can be role models for contemporary Christians today.

Teachers: *Before you start!*

- Locate and source some reliable resources about holy men and women. One example is Ellsberg, R. (1997). All Saints: Daily reflections on saints, prophets, and witnesses for our time. New York: The Crossroad Publishing Company.

Students

For students to explore how the lives of the saints and other holy people can be role models, select from the following activities:

1. Examine the ways that holy men and women of the Catholic Church exemplify the way Catholic Christians could live their life.
 - Investigate and share information about the lives of holy men and women, critiquing their value as role models for contemporary Christian life.
 - Work in pairs to research the life of one of the following: Dorothy Day, Pope John XXIII, Damien of Molokai, Frederic Ozanam, Hildegard of Bingen, St Melania the younger, Padre Pio, Bd. Angela of Foligno, Catherine of Siena, Pier Giorgio Frassati, Mother Theresa or other. (Choose one that you don't know anything about.)

- Record information about the chosen person: life circumstances and cultural context, actions and achievements, motivation and challenges that were overcome in an information retrieval chart.
- Analyse their actions and motivation in the light of the heroic virtues of faith, hope, charity (love), fortitude (courage), justice, prudence (right judgement) and temperance (restraint from doing what is wrong).
- Evaluate how the person might be a role model for young people today. Post your evaluation as a post on a class Padlet. For example: John XXIII was a great example of... and therefore...

Topic 3.1: Saints and martyrs

Core Content Area 3: Religion, role models and heroes

Lesson 3.1.3 Modern day saints and role models

In this lesson students will look at how other key figures, not necessarily recognised formally by the Catholic Church, are heroes and role models for a contemporary world.

Teachers: *Before you start!*

- Read the Teacher Background on saints.

Students

For students to look at how other key figures, not necessarily recognised formally by the Catholic Church, are heroes and role models for a contemporary world, select from the following activities:

1. Recognise the extraordinary witness of those past and present who exemplify the characteristics of great role models.
 - Reflect on the lives of other holy men and women.
 - Consider the question: Is it likely that the Catholic Church has been able to canonise all of the holy men and women who have lived lives of heroic virtue? Read the following: Robert Ellsberg, in his book *All Saints: Daily reflections on saints, prophets and witnesses for our time*, suggests a wider understanding of heroic sanctity or holiness. He says that "quite apart from any official process ... there are certain people whose lives in some extraordinary fashion, proclaim the mystery of the Gospel". He includes in his book, non-Catholics and non-Christians who, he says, also point in the direction of God.
 - Listen to the [rap](#) about Mohandas K. Gandhi, and answer the following questions: What are some of the virtues that Gandhi lived, according to the lyrics of the rap? What aspects of Gandhi's life sound heroic to you? How was Gandhi a role model and a hero for his people? How was Gandhi a hero or a role model for the world? Why do you think the songwriter created this rap?
 - Choose a person who you think is deserving of the title Religious hero or Religious role model. The person should be or have been a model of heroic virtue: a person of faith, hope, charity (love), fortitude (courage), justice, prudence (right judgement) and temperance (restraint from doing what is wrong). Some examples include: Martin Luther King, Rumi (Sufi mystic), Edith Stein, Thomas Merton, the Righteous Among the Nations, Aung San Suu Kyi, Moira Kelly.
 - Create a trading card for that person with a photo or symbol and a short biography that illustrates their heroic virtue using [BigHugeLabs Trading Card](#) or similar.

Topic 3.2: Religious Heroes and Role Models

Core Content Area 3: Religion, role models and heroes

Lesson 3.2.1 Jesus as a role model

In this lesson students will explore common themes in Jesus' life and teachings as recorded in the Gospels and how Jesus' words and actions influence the lives, values and lifestyles of Christians today.

Teachers: *Before you start!*

- Read the Teacher Background about Jesus as a role model.
- Show students how to search [Bible Gateway](#) and use [Wordle](#).

Students

For students to explore common themes in Jesus' life and teachings and how Jesus' words and actions influence the lives, values and lifestyles of Christians today, select from the following activities:

"And let us run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of faith."

1. Examine common themes of Jesus' life and teachings.
 - Explore common themes in Jesus life and teachings in the Gospels in the New Testament.
 - Choose one of the Gospels, Matthew, Mark, Luke or John as the basis for this study.
 - Allocate each student a chapter from the chosen Gospel. (Start at chapter 3 for Matthew and Luke and chapter 1 for Mark and John to avoid the infancy narratives.)
 - Locate your chapter in the online Bible [BibleGateway](#) by typing the name of the Gospel and chapter number in the search bar.
 - Create a Wordle of the text by copying the chapter, excluding footnotes, and pasting into Wordle. Adjust the layout of the [Wordle](#) so that it is easy to read.
 - Compare your created Wordle with a partner and then in a group of four. List the similarities and differences between the Wordles. Is it possible to gain some insight into Jesus' life and teachings from the Wordles? Discuss as a class.
 - Evaluate how Jesus might be a role model for young people today.
 - Examine some of the words and actions of Jesus as examples for how to live as he did, by completing the following activities: Locate and read the following Scriptural texts and reflect on possible meanings. Record the possible meanings in the table in **Useful Resources**: John 13:12-16, John 13:34-35, Matthew 6:9-15, Matthew 6:25, Matthew 7:1-2, Luke 6:46-49. Locate at least two other texts from the Gospels that give an indication of how followers of Jesus should live their lives. This activity could be done in pairs.
 - Create a message for Christians today based on the words and actions of Jesus. Possible ways of displaying these messages could include: a graffiti wall, thought for the day in daily notices, bumper bar stickers etc.
-

Topic 3.2: Religious Heroes and Role Models

Core Content Area 3: Religion, role models and heroes

Lesson 3.2.2 Bodhisattvas in Buddhism

In this lesson, students will explore the role of Bodhisattvas in Buddhism.

Teachers: Before you start!

- Familiarise yourself with the resources used in this lesson. A quick guide to the basics of Buddhism is given in this [article](#).

For Students

For students to explore some of the religious heroes and role models in Buddhism, select from the following activities:

1. Explore information about bodhisattvas in Mahayana Buddhism.
 - Investigate the bodhisattvas and celestial bodhisattvas of Mahayana Buddhism in order to gain knowledge about religious role models in Buddhism.
 - Read the introduction to Mahayana Buddhism [here](#).
 - Work in pairs to locate information regarding bodhisattvas in Mahayana Buddhism.
 - Share information with the class and discuss the bodhisattvas as role models for Mahayana Buddhists.
 - Examine artistic representations of bodhisattvas.
 - Locate information and images of bodhisattvas: Avalokitesvara, Akasagarbha, Vasudhara, and Maitreya.
 - Create a [Glogster](#) of images and information about the bodhisattvas emphasising the way bodhisattvas are religious role models.

Topic 3.3: An heroic spirituality

Core Content Area 3: Religion, role models and heroes

Lesson 3.3.1 Heroic spirituality

In this lesson, students will explore the virtuous qualities of true heroes.

Teachers: *Before you start!*

1. Familiarise yourself with the article about [heroic virtue](#) in the Catholic Encyclopaedia.

Students

For students to explore the virtuous qualities of true heroes, complete the following activities:

“The goal of a virtuous life is to become like God.” – St. Gregory of Nyssa

- Explore the virtuous characteristics of true heroes.
 - Research teachings about virtue in the major world religions of Christianity, Islam and Hinduism.
 - Form learning teams of three and allocate each member a religion from the list above. Research the teachings in your allocated religion about virtue. List the virtues espoused by the religion in one column of a three column table. (Be sure to use more than one source to verify your research.)
 - Share the information with each group member and complete your table for the other two world religions.
 - View the introductory movie clip for Heroes and Role models again and identify any virtues that are mentioned from the three lists.
 - Read the definition of heroic virtue taken from the Catholic Encyclopaedia. An heroic virtue, then, is a habit of good conduct that has become a second nature, a new motive power stronger than all corresponding inborn inclinations, capable of rendering easy a series of acts each of which, for the ordinary man, would be beset with very great, if not insurmountable, difficulties. Discuss as a class what is implied in the definition about the difference between a person of virtue and a person of heroic virtue.
 - Revisit your understanding of the nature of a true hero. List some examples of the actions of a true hero that typify an extraordinary example of a virtue or virtues.
 - Reflect on the relationship between a virtuous life and the life of a true hero and what it might mean to have an heroic spirituality. Write or draw a response to this reflection.

Topic 3.3: A heroic spirituality

Core Content Area 3: Religion, role models and heroes

Lesson 3.3.2 Choosing to be a true hero

In this lesson students will imagine themselves as living the life of a true hero.

Teachers: *Before you start!*

1. Review the [Ron Rolheiser article](#) On being [Saints for a new situation](#) (2019).

Students

For students to imagine themselves as living the life of a true hero complete the following activities:

1. Develop understanding about living like a true hero with an heroic spirituality.
 - Explore further dimensions of a heroic spirituality.
 - Work in pairs to read and discuss [Saints for a new situation](#). What does the author suggest about ways to live lives like the saints? Which characteristics listed by the author would you consider to be characteristics of an heroic spirituality?
 - ii Identify which of the characteristics listed from the article that you believe you possess and list characteristics that you would like to possess and would like to develop further in yourself.
 - b. Imagine yourself living the life of a true hero.
 - i Imagine you have won this year's Australian Local Hero of the Year. Review the criteria for the award and the [criteria](#) for heroes and true heroes developed in earlier lessons. Write an acceptance speech that outlines briefly what you might have done to receive the award and who you would thank for the person you have become and are becoming.

Depthing Understanding: Heroes in Islam

In this lesson students will explore heroes and role models in Islam.

Teachers: *Before you start!*

- Familiarise yourself with the resources referred to in this lesson.

Students

For students to explore heroes and role models in Islam, complete the following activities:

1. Explore religious role models in Islam.
 - Investigate the importance of Muhammad for Muslims.
 - Locate the following information about the [prophet Muhammad](#): time and place of birth, what he did, why he is important to Muslims.
 - Investigate the Sufi Saints.
 - View the YouTube clip about the [Sufi Saint Muhammad Raheem Bawa Muhaiyaddeen](#).
 - How do Sufis honour their saints? What is the difference between a prophet and a saint in Sufism? What is the role of the saints in Sufism?

Useful Resources

- [Core Content Area 1: Choosing heroes and role models](#)
- [Core Content Area 2: Heroes and cultural identity](#)
- [Core Content Area 3: Religion, role models and heroes](#)

Elective Unit: *Heroes and Role Models*

Fertile Question: *How could I live the life of a true hero?*

Teachers: *Before you start!*

The assessment technique for this elective unit utilises the Project technique which is detailed in the RAE Syllabus (see Section 4.4.1, p.34).

Students: *Getting started...*

The idea or genre for this assessment is the creation of a story board which depicts the story of one day in the life of a true hero. Students might like to engage with this prior to engaging with the project for assessment.

Task: Create a presentation that tells a story about a day in the life of a true hero. The story must demonstrate your understanding of what a true hero is and may or may not feature you as the main character. Negotiate the mode of presentation with your teacher. Some possibilities include: comic strip, poster, photo story, song lyrics or art work. Your Project will represent a considered response to the Fertile Question: How could I live the life of a true hero?

Suggested process:

Review completed activities and new understandings that may be reframed or refined. Use a brainstorming tool such as Bubbl.us to plan your thinking. First you must consider your response to the Fertile Question: How could I live the life of a true hero?

Product Component:

1. Review the activities completed in the unit that relate to 'true heroes' and how to live like a true hero.

2. Brainstorm as a class and then individually, ideas about plots, characters, themes etc.
3. Create a scenario where the main character behaves, reacts and responds like a true hero. The scenario can be real or imaginary; in the past, present or future. (Hint: One way of organising your ideas is to choose which aspect of being a true hero will be central to the character and plot development. For example, courage, dedication, determination etc.).
4. Participate in a collaborative feedback session in groups of 3-4. See Useful Resources.
5. Create a story board of your story remembering the elements of good story telling that include; Introduction of the main character in the chosen context and setting and setting up the complications and resolutions that build to a climax and conclusion. Samples of planning questions are given in Useful Resources. Examples of digital story boarding tools include: Myths and legends story creator, Story cube.
6. Choose an appropriate mode of presentation. Students can choose from Web2.0 tools for this such as: cartoon strips, posters and collages, and photo story.

Spoken Component:

1. Present your story board to the class.
2. Prepare questions for reflection of your hero. Questions such as the following might be used:
 - o Do you think this is a story about a true hero?
 - o What are some other ways the hero could solve the problem?
 - o How else could the story end?
 - o Would the hero really say (or do) that in this context?

Response type:

It is suggested that the response types of this Project include a Product component and a Spoken component. The Product component will be evidenced by a story board; the Spoken component will be evidenced by an oral presentation. Students respond to the Fertile Question: ***How could I live the life of a true hero?***

Assessment conditions	Semesters 1-2	Semesters 3-4
Product component	Story board development	Story board development
Spoken component	1 ½ - 3 ½ minutes	2 ½ - 3 ½ minutes

Syllabus considerations:

This project is designed to provide students with an opportunity to answer the fertile question: How could I live the life of a true hero? This will allow students to demonstrate the three exit dimensions found in section 4.6 of the Religion and Ethics Subject Area Syllabus 2014:

Knowing and understanding

- In this Dimension students will be able to show that they understand their chosen social justice issue and can speak about it using appropriate language. They will be able to Show how this social justice issue touches all aspects of life and be able to explore differences in understanding and practice.

Applying and examining

- In this Dimension students will be able to demonstrate their ability to organise their materials. They will be able to analyse a variety of different opinions related to their chosen social justice issue and they will be able to communicate this understanding.

Producing and evaluating

- In this Dimension students will inquire about specific social justice issues in a manner that allows them to communicate their findings and decide on the effectiveness of their process.

In completing this assessment technique at least two core perspectives must be covered within the project (see Section 3.3 Core, p.9). This example covers all three perspectives; the personal perspective, the relational perspective and the spiritual perspective. In responding to this technique schools may wish to consider student responses that are not solely written. This can disadvantage students who know their work but have difficulty expressing in writing. Students can be given a choice of response type.

Remember, schools must submit your own study plan for approval to QCAA.

Lesson 1.1.1

In this lesson students will explore definitions and stereotypes of heroes and role models.

Teachers: *Before you start!*

- Investigate [Voki](#) as a tool for use in this lesson.
- Preview the movie clip for this lesson.
- Read the Teacher Background about role models.

Students

For students to explore the definitions and stereotypes of heroes and role models, select from the following activities:

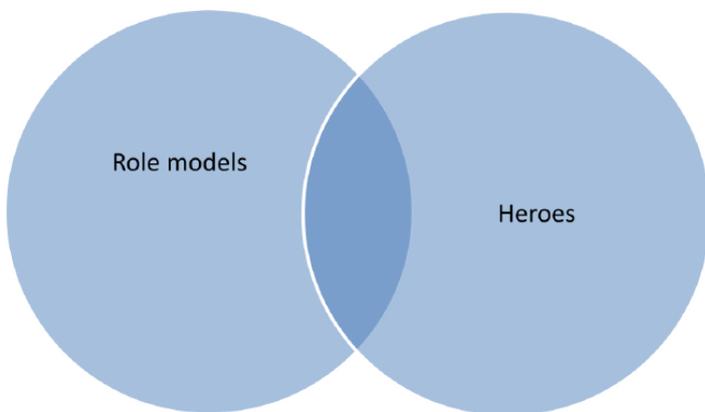
1. Investigate perceptions about heroes and role models.
 - View the movie clip that introduces this unit and complete the following activities.
 - Analyse the film's use as a teaching tool: Identify the message of the film; the purpose of the film; whether or not it suits its intended audience; any evidence of bias; and the question: Whose voices are missing that you might have expected to hear?
 - Discuss the stereotypes regarding heroes and role models and whether the film reinforced or challenged the stereotypes of secular and religious heroes.
 - Reflect on your own thoughts about secular and religious heroes and role models.
 - Create an avatar that represents an example of a hero or role model using [Voki](#) or by drawing. An example can be found [here](#). Further information can be found in Useful Resources.
 - Analyse the created avatars in groups of four, considering the following in your discussion: the characteristics of heroes or role models, evidence of stereotypes, choice of spoken words.
 - Discuss the advantages and disadvantages of Voki compared with hand drawing to fully express your ideas about heroes and role models.
 - Create a class list of commonly held ideas about secular and religious heroes and role models.

Voki is a Web 2.0 tool for creating avatars that speak. Be sure to use all of its features by exploring horizontal and vertical scrolling options, as well as the colour palette to change colours. Your completed Voki can be embedded on a web page or emailed with a link to a URL.

Hero	Characteristics	Reasons for being my hero
Private - My Aunt. South Australian Woman of the Year 2008 for her work with Aboriginal people	Compassionate, patient, humble, generous, persistent, religious, intelligent, acted to bring about change for poor and marginalised people especially women, female, lifelong work, practised what she preached	Doing something I greatly admire but would find very difficult to do myself. She goes above and beyond what she needs to do to be a good person. She is extremely generous and proud of who she is. She has changed and continues to change lives. She lives her life heroically.
Public - Dr Fred Hollows. An Ophthalmologist who saved the eyesight of thousands of people in Australia and overseas. Australian of the Year 1990.	Compassionate, talented, dedicated, acted to bring about change for poor and marginalised people in Aboriginal communities and overseas, intelligent, male, lifelong work	Identified a need that he could not only fill but he filled it above and beyond the call of duty. Changed thousands of lives. Highlighted the plight of Aboriginal people and their health.
Religious - Jesus. Described as Son of God by Christians. Three year public ministry preaching about love for one's self and neighbour	Compassionate, acted for change for the poor and marginalised, charismatic, practised what he preached, selfless, courageous, visionary, intelligent, male.	Subversive, acted against the authorities to bring about change. Started a massive movement. Made God accessible to people. Always put people before the law. Great teacher.

Lesson 1.1.2

Venn Diagram



Role Model Category	Name	Characteristics
Family		
Friends/peers		
Community		
Celebrity		

Lesson 1.2.1

Image	Question	Image Analysis
 <p data-bbox="156 813 531 909">Kiwi NZ, January 19, 2003, via Flickr, Creative Commons Attribution</p>	<p data-bbox="553 421 767 454">What do you see?</p> <p data-bbox="553 560 983 622">What does the image suggest about fire-fighters?</p> <p data-bbox="553 728 1007 761">Is this person a hero? Why? Why not?</p> <p data-bbox="553 866 960 929">What other information would you need to answer the question?</p>	
 <p data-bbox="156 1664 531 1727">Picture. National Australia Day Council</p>	<p data-bbox="553 1104 767 1137">What do you see?</p> <p data-bbox="553 1243 983 1305">What does the image suggest about fire-fighters?</p> <p data-bbox="553 1411 1007 1444">Is this person a hero? Why? Why not?</p> <p data-bbox="553 1550 960 1612">What other information would you need to answer the question?</p>	

Lesson 1.2.3

Typewith.me is a free collaboration tool that requires no registration, where many people can contribute to one document all at the same time in response to a stimulus such as a movie clip, photograph, newspaper article etc. The original author gives the page a name and sends the URL to those who are participating. Each person writes in a different colour. Students should be encouraged to ask their own questions as well

as answering the set questions and should be encouraged to comment on each other's answers by asking for clarification etc. The final document can be printed in a variety of formats for later review or discussion.

Pitfalls to look out for are:

- The novelty factor when you use it for the first time may interfere with quality responses.
- Students using the chat function instead of focusing on the task.
- Overwriting or deleting others' work.
- Less confident students may not want to participate, so allowing misspelling or allowing comments on others' work may be a way to encourage their participation.
- Positives include:
- Encourages critical thinking.
- Encourages students to engage without having to put a hand up and speak.
- Allows opportunities to challenge each other's assumptions in a non-threatening way.
- Allows an opportunity to improve understanding of the stimulus.

Lesson 1.3.1

[Survey Monkey](#) is a free online tool for developing surveys. A variety of question styles are available and the instructions given make it very easy to produce surveys and analyse results.

Lesson 2.1.1

Table 1: Well known heroes in Australia

Sports	Arts	Religious	Academic	Political/ Activist	Medical	Community Service	Other
Totals M= F=	Totals M= F=	Totals M= F=	Totals M= F=				

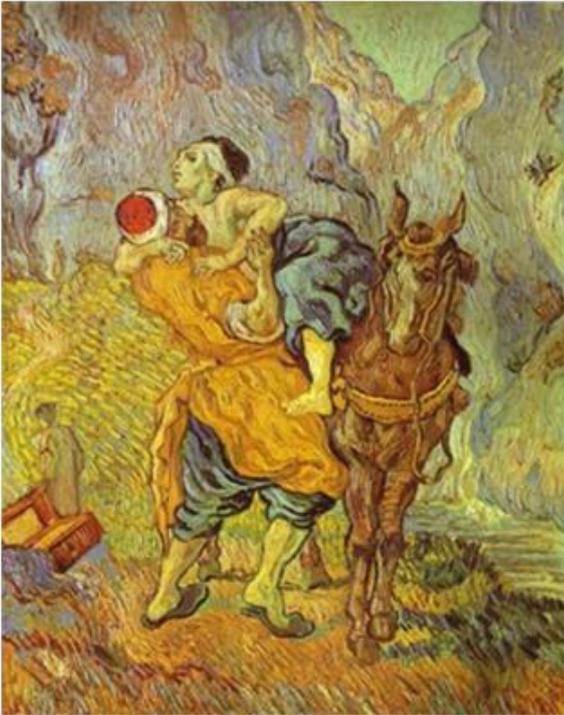
Table 2: Australian of the Year Recipients (Note: local Hero award only goes back to 2003.)

Year	Name	Age	Sex	Field of Expertise

Lesson 2.1.2

Typewith.me is a real time online collaboration tool.

Lesson 2.2.1



Lesson 2.3.1

Examples of songs about heroes.

- [Heroes live forever](#) by [Vanessa Amorosi](#)
- [Heroes](#) by David Bowie
- [Hero](#) by [Mariah Carey](#)
- [Hero](#) by Nickelback (sound track for Spiderman)
- [We don't need another hero](#) by [Tina Turner](#)
- [Holding out for a hero](#) by [Bonnie Tyler](#) (Original version)
- [Search for the hero](#) by M People
- [Superman](#) by Five for Fighting
- [Cartoon Heroes](#) by Aqua
- [Wind beneath my wings](#) by Bette Midler

Song and artist	Heroes virtues or values mentioned in lyrics	Main ideas about heroes presented in the visuals	Context for the song. Date/locations/event written for a purpose	Other uses for the song since its original release

Lesson 2.3.2

BigHugeLabs Trading Card is another in the suite of applications that does creative things with digital images. Register with an email and password if you want to save your work. Use images that have a high resolution for best results and follow copyright procedure correctly.

Lesson 2.3.3

Padlet is an online sticky notice board that can be shared with a group once you send them the URL link. It is free to register with an email and password. Images, documents, video and text can all be posted to the wall for viewing and commenting by others.

Lesson 3.1.1

Steps to Catholic Sainthood:

- A person considered worthy is identified.
- The local bishop (or ordinary person) gives permission to open an investigation into the virtues of the person, now referred to as a "Servant of God".
- Once sufficient information on the person's life has been gathered, it is presented to the Roman Curia (the group at the Vatican responsible for the Causes of Saints).
- A person called a postulator is appointed to investigate further.
- Permission is given to exhume the body to make sure it hasn't been the subject of improper worship and relics are taken.
- A proclamation is made that the Servant of God was a person of heroic virtue and they are given the title of Venerable.
- If the person was a martyr for the faith, the Pope must make a declaration of martyrdom that the venerable gave up his or her life voluntarily for the faith or in an act of heroic charity for others. If not a martyr, it must be determined that a miracle has occurred due to the intercession of the venerable. Usually these days, the miracle is in the form of a cure that is unexplainable by doctors and compete and long lasting. The venerable is now beatified and called Blessed.
- Once a second miracle has been attributed to the individual, the person can be canonized as a saint. A feast day is assigned which may be celebrated within the Catholic Church, churches can be named in their honour and the faithful can freely celebrate and honour the saint.

Lesson 3.1.2

Padlet is an online collaborative wall. It is useful for small groups to collaborate and share media and ideas. To set up a group page, a person needs to register (free) and then invite the other users using their email address.

BigHugeLabs Trading Card is an online tool to manipulate image and text to create an attractive trading card. Cards can be printed and

shared with others. Useful for creating a set of biographies.



More than
11,500
People

Supporting
142
Schools

Transforming
75,000
Students