

Heroes have no identity (B1 level)

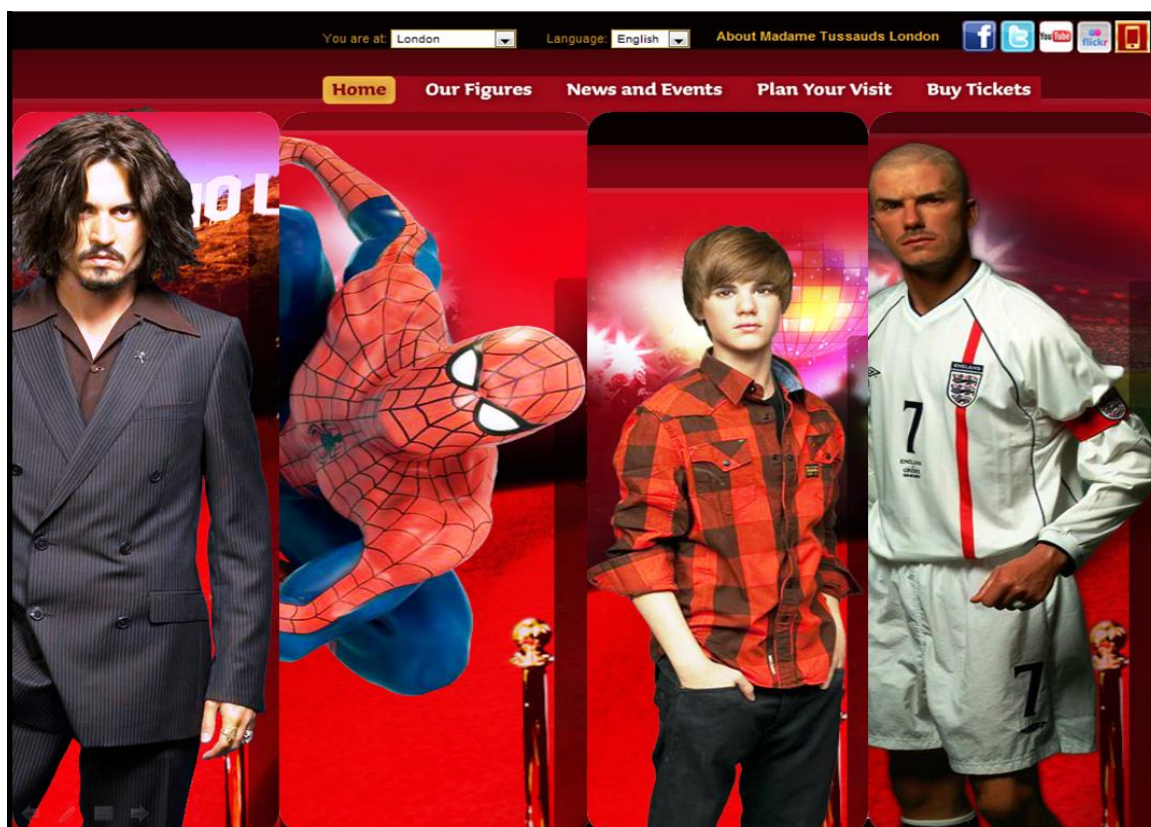
Task-based language learning to build attitudes and values.

Pre task

Activity 1

The teacher projects a PPT slide with several different celebrities figuring in wax museums - e.g. Madame Tussaud's-, among which there is a heroic figure, and asks the students to identify them, to justify their fame and to spot the hero explaining his/her distinctive characteristics. Here is a sample of the activity:

Look at the pictures of some wax figures one can see at the London Madame Tussaud's Museum and try to orally provide answers to the following questions working with a partner.



Questions

1. Do you recognize these people?
2. What are their names?
3. What do they do?
4. Why are they in the museum?
5. Which of all is a hero? Why?

Activity 2

Click on

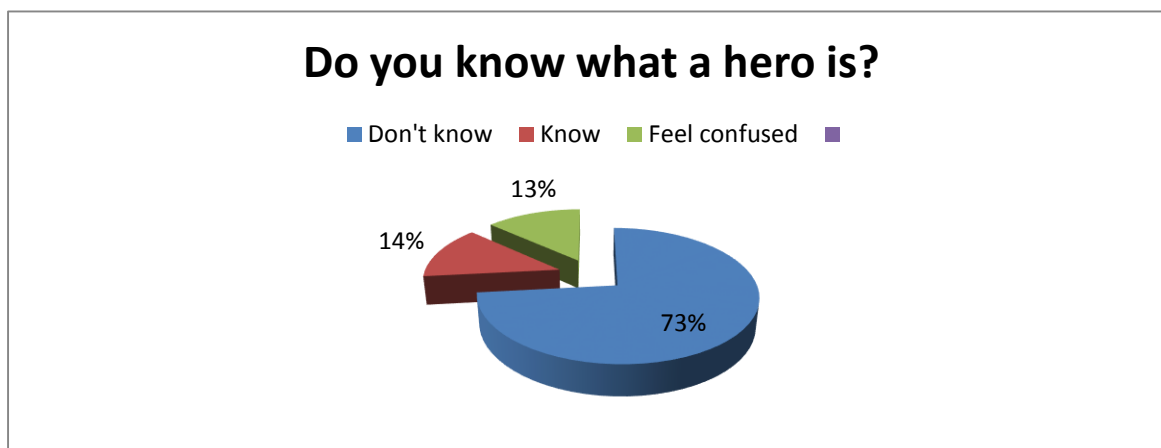
http://news.bbc.co.uk/cbbcnews/hi/newsid_9000000/newsid_9001500/9001539.stm to read how British children describe a 'hero'. Whose ideas do you mostly agree with?

Complete the following table with the appropriate information:

Name of child	Age	City / country	Idea of hero

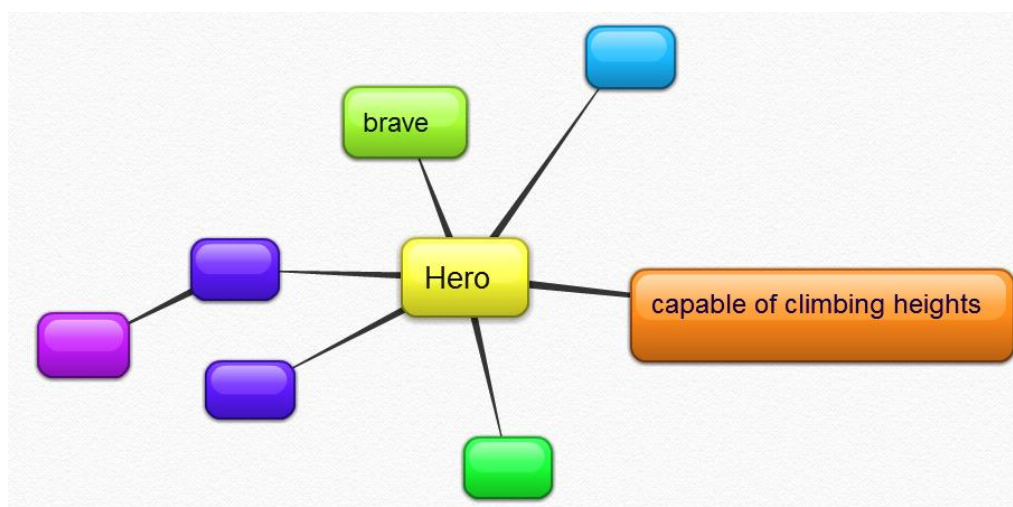
Alternative version of Activity 2

Use the **Word Chart** tool to create a chart containing two types of data: 1) the percentage of the children of the forum who know what a hero is and 2) the percentage of of the children who don't know. The chart should have a title and numerical data. An example is:

**Activity 3**

In groups, write on a word document 3 -5 major characteristics of a hero (adjectives and short phrases). Share your ideas with another group and then use **Bubblus** (<https://bubbl.us>) to present to the class the complete profile of a hero using your ideas and new ideas from the other groups. Compare and contrast the results with the other groups.

Here follows an example layout of this brainstorming tool:



Activity 4

The teacher asks the students to elaborate on the question: “Are heroes only human?” and collects various answers. Then s/he says:

Click on

http://news.bbc.co.uk/cbbcnews/hi/newsid_9400000/newsid_9404700/9404773.stm , read the story about a strange hero and complete the following table on the story with suitable notes.

<u>The hero</u>	<u>The danger</u>	<u>The heroic action</u>

Task cycle

Activity 5

Watch a short movie clip on **YouTube** (<https://www.youtube.com/watch?v=hRMcPJrWm-g>) and complete the missing information on a Google Drive quiz at <https://docs.google.com/forms/d/1bL9VfqjfJKDs6WD5O-2KwkBTNIsdk1tRKOouk4RLfCg/viewform> .

Activity 6

Work with your partner and complete this table once again with information from the clip.

<u>The hero</u>	<u>The danger</u>	<u>The heroic action</u>

Activity 7

Get divided into groups. Choose one of the two old characters of the clip. Use **Storybird** (<http://storybird.com>) to create a digital story book of up to 10 pages with their personal memories of their first meeting in their youth.

Alternatively, you can write the story on a word document, convert it into a .pdf file and use **Flipsnack** (<http://www.flipsnack.com>) to turn it into a flipping book. Remember to include an interesting title, an author's name and illustrations in your story pages. Also remember to write as the old man or the old lady.

Activity 8

In the unicorn box, the old man put a card. Can you imagine what the card said? What did the card look like? Work with your group and use **Smilebox** (<http://www.smilebox.com>) and your imagination to design a cute card.

Activity 9

Upload the movie clip on your **Facebook** page and share it with your friends writing a personal view as a post. Respond to at least two commentary posts you will receive from FB friends.

Language focus

Activity 10

How did you feel after watching the movie clip? Use **Wordle** (<http://www.wordle.net>) or **Tagul** (<http://tagul.com>) to describe with adjectives your feelings about it.

Alternative version of Activity 10

Use **Wordle** (<http://www.wordle.net>) or **Tagul** (<http://tagul.com>) to express in adjectives the characteristics of the young hero of the movie clip.

Activity 11

What are the characters in the clip thinking? What are they saying? With your partner, use **Windows Live Maker** or **Amara** (<http://www.amara.org/el>) to add up to 10 captions in various parts of the video to show either the characters' thoughts or words.

Activity 12

The teacher uploads the following photo s/he has captured and edited through the **PrintScreen** (prtsc button) or **Jing** (<http://www.techsmith.com/jing.html>) software on **thinglink** (<https://www.thinglink.com>).

Then students are invited to work collaboratively in groups and use the link of the photo in order to add tags on the characters. The tags can include text, audio or video. For the audio tags students can record their voices using **audioBoo** (<https://audioboo.fm>) and tag their audio texts using the url they get after the recordings. For the video tags, the students can use the url of their selected YouTube videos.

Here is an example of thinglink photo:

