



ACTIVITY TITLE: WHAT IS A HERO?

ACTIVITY OBJECTIVE: Children will identify ways they can help others.

SOCIAL-EMOTIONAL LIFE SKILL CONNECTION: Self-Awareness

MATERIALS

- *10 Hidden Heroes* © Loyola Press by Mark K. Shriver and illustrated by Laura Watson
- Hero Award (one per child), optional
- large brown paper bag (one per child)
- washable markers
- scissors

DIRECTIONS

Pre-read and examine the illustrations in *10 Hidden Heroes* before presenting the pages for a successful shared experience. Signal children to gather around you. Once children have comfortably gathered, ask the following questions, pausing to allow children sufficient time to respond.

- What is a hero?
- What does a hero do?
- What do heroes look like? (Lead children to the understanding that heroes don't all look alike.)

Explain that there are heroes all around us and that they don't all look alike and that heroes can be any age. Read aloud the entire book, stopping at each scene to ask children to identify the setting and whether the places or things they see depicted remind them of anything they have done or scene before. Call children's attention to scenes in which children are the heroes, such as the children in the house on page 2 and the girl under the tree on page 3.

**SAY: We all need help sometimes. When we need help, we can ask for it.
We can help others too just like the characters in the book are doing.**

EXTENSION

Have children make individual hero costumes to wear from brown paper bags. Ahead of time, cut the side panels for arms and the bottom so children can put their head through it comfortably. Have children decorate their hero costumes with markers. Allow time for children to wear their costumes and explain their reasons for how they chose to decorate them. Older children can draw pictures of themselves in a hero costume.

Read page 20 in the book again. Invite children to describe how they will be a hero. Download and print Hero Awards for each child. Present the awards to children when you "catch them" doing something to help others or invite parents to download the Hero Award and present it to their child when they see him or her doing heroic.

Hero Award

Presented To:

For being a hero by:

Name: _____



ACTIVITY TITLE: FOLLOW THAT HERO!

ACTIVITY OBJECTIVE: Children identify the needs of others and how others may be feeling.

SOCIAL-EMOTIONAL LIFE SKILL CONNECTION: Social Awareness



MATERIALS

- *10 Hidden Heroes* © Loyola Press by Mark K. Shriver and illustrated by Laura Watson

DIRECTIONS

Pre-read and examine the illustrations in *10 Hidden Heroes* before presenting the pages for a successful shared experience. Signal children to gather around you. Once children have comfortably gathered, call their attention to the child on the cover of the book who is wearing a cape and riding a bicycle. Ask children to describe the child (yellow shirt with a red heart on it, a red cape, and a helmet). SAY: We are going to read the book *10 Hidden Heroes* today. As we go through the book, raise your hand when you see this character on the page.

Read aloud the entire book, stopping at each scene to ask children to point out where they see the child with the cape. For page 2–3, **ASK: Where do you see the child with the cape?** (On the sidewalk. She has fallen off her bike, and someone is helping her.) Allow time for children to respond after each question. Then **ASK: What do you think the child is feeling?** (sad that she fell, happy that someone is helping her) **Have you ever fallen off your bike or hurt yourself while playing? How did you feel? Did someone help?**

Read through the remaining pages of the book having children point out the child with the cape.

Ask the following questions:

- What do you think the child sees?
- What might she be thinking about what she sees?
- Consider having children look through pretend binoculars as they tell what the child is seeing.

EXTENSION

Take a class poll to “name” the child in the cape. Ask children to offer names. Have the class vote on a name. Next time you read the book, invite the children to use the name for the character the class chose.

ACTIVITY TITLE: WOULD YOU RATHER...?

ACTIVITY OBJECTIVE: Children will reflect on one's role to promote personal, family, and community well-being.

SOCIAL-EMOTIONAL LIFE SKILLS CONNECTIONS:

Responsible Decision-Making and Self-Awareness



MATERIALS

- *10 Hidden Heroes* © Loyola Press by Mark K. Shriver and illustrated by Laura Watson

DIRECTIONS

Pre-read and examine the illustrations in *10 Hidden Heroes* before presenting the pages. Signal children to gather around you. Once children have comfortably gathered, **SAY: We make a lot of choices every day. Sometimes we make the choices on our own, and sometimes we get help. ASK: What choices did you make today?** (whom to sit next to as they gathered, maybe what to wear and what to eat.)

Allow time for children to respond. **SAY: As we read through the book *10 Hidden Heroes* today, I'm going to ask you to make some choices.**

Read aloud the entire book, stopping at each scene to ask children to make a choice about what they see the characters doing and give their reasons for making their choice. Ask the following questions to help children develop their decision-making skills after you read the pages range indicated. Allow time for children to give their responses and reasons.

ASK: Would you rather...

- Pages 4–5: **be lifeguard or a crossing guard? Police officer or firefighter? Go to beach or go to a pool?**
- Pages 6–7: **be a recycling worker or a tree planter? Ride a scooter or a bike? Play basketball or play tennis?**
- Pages 8–9: **run in a race or help at a clothing drive?**
- Pages 10–11: **walk a dog or take care of animals on a farm? Play at the park or go to the library?**
- Pages 14–15: **build a rocket or work on the computer? Fly a kite or a rocket?**
- Pages 16–17: **paint a picture or act in a play? Fly in an airplane or take a walk? Observe a caterpillar or a bird? Work with others or work alone?**
- Pages 18–19: **Play soccer or make a craft? Have a picnic or participate in a contest?**

SAY: We can learn a lot about ourselves by the choices we make. When we choose to help others, we are helping make the world better.

EXTENSION

During free choice or center time, invite children to role play making choices using puppets or dress-up clothes.



ACTIVITY TITLE: COOPERATION STATION

ACTIVITY OBJECTIVE: Children will identify ways work with others to solve problems.

SOCIAL-EMOTIONAL LIFE SKILLS CONNECTIONS: Social Awareness and Self-Management

MATERIALS

- *10 Hidden Heroes* © Loyola Press by Mark K. Shriver and illustrated by Laura Watson
- Blocks or other construction toys (enough for each child to have five pieces)

DIRECTIONS

Pre-read and examine the illustrations in *10 Hidden Heroes* before presenting and the How Many Hidden Heroes Did You See answer key on pages 22–23. Signal children to gather around you. Once children have comfortably gathered, **SAY: We are going to read the book *10 Hidden Heroes*. The characters in this book work to solve problems and help others. As I read, raise your hand when you see a problem that a hero character is working to solve with others** (family picking up trash, children collecting clothes and books, Save the Children members distributing books, Special Olympics athletes cheering each other on.) Read the book expressively.

ASK: What are some problems we can solve on our own? (a friend needs a crayon; finding our shoes)
What are some problems that we need the help of others to solve? Allow time for children to respond. Explain that sometimes problems need the help of a lot of people who each do their part.

EXTENSION

Assign children to work in pairs. Give each child five blocks. Ask the children in each pair to work together to build the tallest and most stable structure using all 10 blocks in three minutes. Invite each pair to tell the rest of the class about the structure and how the team worked together to build it. Coach children to work together constructively. Point out the differences and similarities in each final structure. Congratulate the pairs for working together to solve a problem.
SAY: When we work together, we can solve big and small problems!





ACTIVITY TITLE: CHARACTER CHAT

ACTIVITY OBJECTIVE: Children will look at situations from the perspective of others.

SOCIAL-EMOTIONAL LIFE SKILLS CONNECTIONS: Social Awareness and Relationship Skills

MATERIALS

- *10 Hidden Heroes* © Loyola Press by Mark K. Shriver and illustrated by Laura Watson
- 20 or more sticky notes cut in the shape of dialogue bubbles
- pen or marker

DIRECTIONS

Pre-read and examine the illustrations in *10 Hidden Heroes* before presenting the pages. Signal children to gather around you. Once children have comfortably gathered,

SAY: We are going to read the book *10 Hidden Heroes* today. Read the book expressively. Pause on each scene to ask children what the characters might be saying to one another. Write the children's suggested dialogue on sticky note dialogue bubbles and affix them on the pages near the characters. Read the dialogue bubbles aloud.

ASK: What else might the characters be thinking? Allow time for children to respond after each question. How might they be feeling? What do you think the character(s) were doing before this scene? What do you think they may do after?

EXTENSION

Invite children to ask one another questions about themselves, such as "What is your favorite color, book, or toy?" Encourage children to take turns being the one who asks the questions and the person who responds. When they have completed their conversation, invite each child to tell the group what they learned about their conversation partner.





ACTIVITY TITLE: WE CAN USE OUR STRENGTHS TO HELP OTHERS

ACTIVITY OBJECTIVE: Children will recognize strengths and gifts in themselves and others.

SOCIAL-EMOTIONAL LIFE SKILLS CONNECTIONS: Self-Awareness and Social-Awareness

MATERIALS

- *10 Hidden Heroes* © Loyola Press by Mark K. Shriver and illustrated by Laura Watson
- Drawing paper
- Markers, colored pencils, or crayons

DIRECTIONS

Pre-read and examine the illustrations in *10 Hidden Heroes* and the list below before presenting the pages. Write the following words on the board or on chart paper as a list--athletic, creative, curious, good listener, kind, musical, smart. Read each strength aloud. Invite children to share which strengths they possess. Read through the book. Pause in each scene long enough to have children identify characters they think are exhibiting each strength below.

- **athletic** (p. 6 bike and scooter riders; p. 7 tennis players; p. 9 people running the race; p. 11, children playing in the playground; p. 18, Special Olympics participants; p. 19 soccer players)
- **creative** (p. 16, children painting; p. 17, children performing a play; p. 19, children making a craft)
- **curious** (p. 10, people learning a new language, learning to read, attending story time at the library; p. 14, scientists; p. 15 girl testing a rocket; p. 16, girl observing a caterpillar)
- **good listener** (p. 10, children at story time at the library)
- **kind** (all heroes helping on each page. See pp. 22-23 in the book for a full list.)
- **musical** (p. 12, choir)
- **smart** (p. 2, vet; p. 3 doctors and nurses in the hospital; p. 9 builders; p. 10, people inside and outside of the school and community center; p. 14, scientists, teachers, and students in the buildings; p. 15, girl testing a rocket; p. 16, people reading Braille, girl observing a caterpillar)

EXTENSION

Write on the board or on chart paper, I am. Give each child a sheet of paper and ask them to complete the sentence using one of the words from the list or others, such as funny, a good friend, good at math, persistent, and so on, that they may care to use and write it at the top. Underneath, ask them to draw a scene depicting them demonstrating the strength they chose to help others. Have older children use two or more words to complete the sentence. Invite volunteers to share and explain their sentences and drawings. After everyone has had a chance to share, **SAY: We can use our strengths to help others.**



ACTIVITY TITLE: SEEING EMOTIONS

ACTIVITY OBJECTIVE: Children will identify and name emotions.

SOCIAL-EMOTIONAL LIFE SKILLS CONNECTIONS: Self-Awareness and Self-Management

MATERIALS

- *10 Hidden Heroes* © Loyola Press by Mark K. Shriver and illustrated by Laura Watson
- Uncoated paper plates (one for each child)
- Markers or crayons

DIRECTIONS

Pre-read and examine the illustrations in *10 Hidden Heroes* before presenting the pages. Signal children to gather around you. Once children have comfortably gathered, **SAY: Everyone has emotions. Sometimes we call emotions feelings. Our feelings are responses to things we do, think about, and remember.** Invite children to name some emotions (happy, surprised, excited, sad, mad). **SAY: Sometimes we can get an idea of how someone is feeling by the look on his or her face. I am going to make a face. When I do, raise your hand if you know what emotion I am acting out.** Note that some children who may find it difficult to recognize facial expressions and other cues may require additional practice identifying emotions. Make an exaggerated face that would show surprised. Call on a child with his or her hand raised to identify the emotion. Call the name of an emotion; count to three; and have the group make a face that matches the emotion. Continue for a few rounds with different emotions.

SAY: Sometimes people feel things that we can't see in their faces. We can think about what we may be feeling in the same situation. We are going to read *10 Hidden Heroes* and try to see if we can tell how some of the characters might be feeling. Read through the book. Pause in each scene long enough to have children identify emotions they may infer the characters might be feeling. To get children started, point out the following on pages 2–3:

- people in the house (sad, concerned, grateful, happy)
- grandfather with baby (happy, proud, content)
- girl on the bike (sad, scared)
- people in the hospital (proud, confident, concerned, happy)

EXTENSION

Give each child a paper plate. Ask children to draw a face on one side showing an emotion and another face on the other side showing a different emotion. After they have had time to finish both sides, have children work in pairs. One person holds the paper plate drawing in front of his or her face and says things someone might say who is feeling the emotion. The person not holding the paper plate and talking should try to guess the intended emotion. Have children switch roles after two minutes. **SAY: It can sometimes be confusing to know the exact emotion we are feeling. There are not good emotions or bad emotions, but how we act on what we feel can be positive or negative. You can talk with a parent or other trusted person about how to deal with and identify feelings you might find confusing.**

ACTIVITY TITLE: HAPPY AND PEACEFUL RELATIONSHIPS

ACTIVITY OBJECTIVE: Children will identify positive relationships.

SOCIAL-EMOTIONAL LIFE SKILL CONNECTION: Relationship Skills



MATERIALS

- *10 Hidden Heroes* © Loyola Press by Mark K. Shriver and illustrated by Laura Watson

DIRECTIONS

Pre-read and examine the illustrations in *10 Hidden Heroes* before presenting the pages. Signal children to gather around you. Once children have comfortably gathered, **SAY: Everyday, we spend time with other people. Each of us has many connections and many relationships. Today we are going to read *10 Hidden Heroes* and look for characters that have a connection.** Read through the book. Pause in each scene long enough to have children identify characters and their possible relationships or connections. Help the children identify and discuss the relationship between the characters and how those connection may mirror relationships the children have.

- Pages 2–3: people in the house: parents and children, siblings; grandfather and grandchild; mother and child; people in hospital: family; husband and wife; mother and son. **ASK: What does it mean to be a good brother or sister?** Allow time for children to answer.
- Pages 4–5: mother and daughter; mother and son; bus driver and passenger
- Pages 6–7: Neighbors; friends; tennis partners; mother and daughter; father and son **ASK: What does it mean to be a good neighbor or good teammate?** Allow time for children to answer.
- Pages 8–9: families; co-workers **ASK: What things do people do so that they can work well together?** Allow time for children to answer.
- Pages 10–11: classmates; grandmother and grandchild
- Pages 12–13: choir members; members of a synagogue, mosque, and church; Buddhist group; families
- Pages 14–15: co-workers; classmates; friends; family; brothers
- Pages 16–17: husband and wife; mother and daughter; brothers; friends; audience members; cast of a play
- Pages 18–19: customers; Special Olympics athletes; fans; family; peace group.

EXTENSION

Revisit pages 4–5. Read the text aloud. Then work together as a group to establish rules for a peaceful and happy class. Make a copy of the agreed upon list for each student. Post the rules in the classroom. If doing this activity as a family, make a list of family rules that the entire family takes part in creating.

ACTIVITY TITLE: MAKING DECISIONS TO SAVE THE EARTH

ACTIVITY OBJECTIVE: Children will develop the understanding that they have the personal and collective agency to make decisions and accomplish goals.

SOCIAL-EMOTIONAL LIFE SKILLS CONNECTIONS:

Responsible Decision-Making and Self-Management



MATERIALS

- *10 Hidden Heroes* © Loyola Press by Mark K. Shriver and illustrated by Laura Watson
- Drawing paper
- Markers or crayons

DIRECTIONS

Pre-read and examine the illustrations in *10 Hidden Heroes* before presenting. Signal children to gather around you. Once children have comfortably gathered, **SAY: Today we are going to read the book *10 Hidden Heroes*.** Read through the whole book with emphasis. Go back to pages 6–7. Reread the text on the page. Explain that a deed is a decision to do something. **SAY: Let's look for the characters on these pages who made a decision to save the Earth.** Guide children to identify what the character is doing and the decision they may. Use the following as a guide.

Page 6: (Top left) Man composing vegetable. Decision: Not to add waste to a landfill. Family riding bikes. Decision: Ride a bike rather than take a car to where they are going. (Middle) Boy is refilling a water bottle. Decision: To use a reusable container rather than a single-use bottle. (Bottom right) Children are planting trees. Decision: To spend their free time to help the Earth by planting trees that will help make the air cleaner.

Page 7: (Top left) Children pick up litter. Decision: Take the action to pick up litter even if they didn't create it. (Middle) Man's job is to help people recycle. Decision: Have a job where he can help the environment. (Bottom right) Man is installing solar panels. Decision: Use less fossil fuel by getting energy from solar power.

SAY: Not doing something is also a decision. All the characters we found made decisions to do something.

EXTENSION

ASK: What decisions can you make to save the Earth? Have children brainstorm decisions they can make to help, such as turn off water when brushing their teeth; turn off lights when leaving the room, unplug chargers and other devices from the wall when not in use; place appropriate materials in the recycling bin. Then have children draw pictures of themselves doing one of those things and write a sentence underneath that begins with *To save the Earth, I made the decision to...* Invite children to share their drawings and their sentences.

ACTIVITY TITLE: WE LOVE 10 HIDDEN HEROES

ACTIVITY OBJECTIVE: Children will make a connection between their life and a scene or illustration in the book.

SOCIAL-EMOTIONAL LIFE SKILLS CONNECTIONS: Self-Awareness



MATERIALS

- *10 Hidden Heroes* © Loyola Press by Mark K. Shriver and illustrated by Laura Watson
- Chart
- Heart-shaped or other stickers (at least one per child)

DIRECTIONS

Pre-read and examine the illustrations in *10 Hidden Heroes* before presenting the pages. Signal children to gather around you. Once children have comfortably gathered, **SAY: We are going to read the book *10 Hidden Heroes* today. As I read, listen carefully to the words, and look at the illustrations. Think of what scene you like the best. I will ask you to tell us your favorite.** Read the book expressively. Pause on each scene long enough for children to look at all the illustrations. Invite children to make connections between what they see on the pages and their life experiences. Allow time for children to answer.

EXTENSION

Write the following in list form on large chart paper:

- #10: Pages 2–3
- #9: Pages 4–5
- #8: Pages 6–7
- #7: Pages 8–9
- #6: Pages 10–11
- #5: Pages 12–13
- #4: Pages 14–15
- #3: Pages 16–17
- #2: Pages 18–19
- #1: Page 20



Display each scene from the book one at a time again. Ask children to say which pages/scene they liked best and why. Draw one heart on the same line as the page number to indicate each child's choice on the chart paper. Guide the children in reading the graph. Write at the top *We Love 10 Hidden Heroes* and display somewhere in the classroom.