



Optional [Code Your Hero](#) Planning Activity

Who's Your Hero?

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What is CS First?

Google CS First is a free computer science curriculum that makes coding easy to teach and fun to learn. CS First empowers every teacher to teach computer science with free tools and resources - no CS experience required. [Sign in for free to get more benefits.](#) (Not required for this activity)

In CS First, students code with Scratch, a free, block-based programming tool developed by MIT. It's ideal for beginners to learn coding. Students "snap" together blocks of commands that the computer can carry out.

For additional resources, check out the Scratch Wiki. The [Scratch Secrets](#) and [Hidden Features](#) articles can help you continue to explore everything Scratch has to offer.

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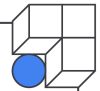
Overview

CS First teaches computer science (CS) concepts through instructional videos that show students how to make projects in Scratch. This Optional Planning Activity supports the “Code Your Hero” activity g.co/csfirst/codeyourhero. In this activity, students brainstorm about and draw heroes in their lives.

“My hero is my coach because she helps me work hard every day.”



“My teacher is my hero because he makes school fun.”



Activity Details

In the first part of this activity, students identify heroes in their lives. They discuss what makes someone a hero as a whole class or write about it with a partner. Questions prompt students to form their own opinions about the meaning of being a hero, choose heroes in their own lives, and identify reasons why they chose their heroes.

In the second part, students draw their heroes using simple shapes and prepare to create them in Scratch. Scratch is a free programming language and online community where students can create their own interactive stories, games, and animations.

By completing this activity, students practice forming an opinion and supporting it. The activity can be extended to have students write a paragraph about their hero.

This activity is primarily designed for students in grades 3 through 5, but it can be adapted for many different ages and audiences. This activity as described takes approximately one hour to run. However, it can be divided between two 60-minute classes if the teacher wants to provide additional time for students to discuss or write about their hero during the first part, and to draw and present their hero during the second part.

Learning Objectives

By completing this activity, students will:

- State an opinion about the definition of a hero and identify a hero.
- Support this opinion with reasons.
- Create a drawing of the hero using basic shapes.
- Be prepared to complete the “Draw Your Own Hero” add-on video in the Code Your Hero activity.



Standards Addressed

This activity can be adapted for many different language arts classes. Refer to these standards when choosing how to adapt the activity to your class.

ELA Anchor Standard - CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	
Grade 3 CCSS.ELA-LITERACY	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.
Grade 4 CCSS.ELA-LITERACY	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.
Grade 5 CCSS.ELA-LITERACY	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented.



Materials

For each student (writing utensil, printable Code Your Hero worksheet and a separate sheet of paper):

1. [Code Your Hero Student Worksheet](#): In this activity, use this one-page worksheet to have students record ideas about heroes in their lives, then write a paragraph about their selected hero.

For the teacher (printable copies of the Code Your Hero worksheet, one per student, projector):

2. Internet-connected computer and a projector
3. In the “Draw Your Hero” activity use the [Drawing Guide](#) slideshow to explain how to create a figure based on simple shapes and a few defining details.

Setup

1. This activity provides opportunities for students to work as a whole class, with a partner, or independently. Ensure that your classroom is arranged to accommodate the type of interactivity you select.
2. Set up your classroom to ensure the slideshow can be displayed for your entire class.

Procedure

Activity: Select a hero in your life (30 minutes)

Student Outcome: By the end of this activity, students will have drawn a figure using simple shapes that they can then recreate in the “Draw Your Own Hero” add-on video for the Code Your Hero activity.

1. **Introduce the activity: (3 minutes)**
 - a. [ask] What is a hero? Who in this class knows a hero? Have several students share their responses.
 - b. [say] Often when we think of heroes, we think of superheroes with extraordinary powers, but there are heroes all around us -- even in this room. In this activity you will select and draw a hero from your life!
2. **Discuss or Write (25 minutes):** This activity can be completed as *EITHER* a whole class discussion *OR* as a partner writing exercise.

Option 1 - Discuss: Explain that the whole class will talk together about the heroes in our lives.

[say] Think about who you interact with at school, at home, and in your community.

- a. What does it mean to be a hero?
- b. Who’s a hero in your family and why?
- c. Who’s a hero in your community and why?
- d. Who’s a famous hero and why?

Tip: If students are unsure how to answer these questions, prompt them to think of people who help others or are brave in challenging situations. Examples might include parents, grandparents, siblings, friends, teachers, coaches, doctors, firefighters, athletes, musicians, authors, and military personnel.



Option 2 - Write: Explain to students they will now work with a partner to write about what being a hero means to them and why someone in their life is a hero.

[say] Think about what being a hero means to you. Work with your partner to complete the planning section in the [worksheet](#) in which you will answer the following questions:

- a. What does it mean to be a hero?
- b. Who is a hero in your life?
- c. Why did you choose your hero?

Tips: As students work, walk around and check that each student's reasons logically support their opinion. Extend this writing exercise by having students use the writing section in the [worksheet](#) to turn their ideas into a paragraph.

3. **Wrap-up (2 minutes):** Have students turn to a neighbor and share their definition of a hero, their selected hero, and one reason why they chose them. Explain that students will now have the opportunity to draw their heroes.

Activity: Draw your hero (30 minutes)

In this activity, students draw their hero using shapes. For this part of the activity, no computer is needed, however students will need access to paper and drawing supplies such as pencils, colored pencils, or crayons. By the end of this activity, students will have drawn a figure using simple shapes that they can then recreate in the "Draw Your Own Hero" add-on video for the Code Your Hero activity. In the "Draw Your Own Hero" add-on, students use Scratch, a free block-based programming tool, to create a hero character for a coding project.

1. Introduce the activity (5 minutes):

[say] In this activity, you will draw your hero on paper. The drawing you make will prepare you to draw your hero using a free coding program called Scratch in the Code Your Hero activity. To make your hero easier to draw on the computer in Scratch, you will use simple shapes like circles, lines, and rectangles to make your figure. Then, you will add a few details to show what makes your hero special. For example, you might add a big smile to show that the person is happy, or a basketball to show that the person is good at sports.

[ask] If you look at a head, what shape does it have? How about a body? Or arms and legs? Allow several students to answer. They may suggest that the head looks like a circle, or that the upper body looks like a rectangle.

[say] In this slideshow I will give you an example of how you can draw a figure in this way. This is just an example to show you how you can do this, and I would like for you to be creative when you draw your hero.

Present (5 minutes): Show students this [Drawing Guide slideshow](#). It explains step by step how to draw a hero using shapes. Narrate through each slide, and encourage the students to give other ideas for how they can draw the different parts of their figure to represent their hero's special qualities and express their own creativity.



Optional Code Your Hero Planning Activity

- 2. **Draw (15 minutes):** Instruct students to draw their hero using a blank sheet of paper and a writing utensil. Release students to draw.

- 3. **Wrap-up (5 minutes):** As a whole class, discuss students' experiences completing the drawing activity. Look for feedback from students about whether they felt successful with the activity or need additional support before drawing their hero on the Scratch website.

Possible discussion questions include:

- a. What surprised or challenged you when drawing your hero in this way?
- b. Why did you choose to include the details you did? What do they show about your hero?
- c. What did you learn while completing this activity?
- d. Why did you choose the hero that you did?
- e. What have you learned about who is a hero?

Explain that in the next lesson, students will learn how to recreate their drawing of their hero in Scratch, and code it to make it fly. To get started, check out the [Code Your Hero Lesson Plan](#).

Student Worksheet

[View and print student worksheet](#) →

Optional Code Your Hero Planning Activity

SELECT YOUR HERO
Planning

Think about what being a hero means to you. Follow the steps below to pick a hero in your life and explain why they are a hero to you.

What does it mean to be a hero?
Hint: Do heroes help others, provide encouragement, act bravely, or something else?

Who is your hero in your life?
Hint: Your hero can be a friend, family member, coach, teacher, athlete, singer, or anyone else!

Why did you choose your hero?
Hint: Think about what it means to be a hero. How does your hero show these qualities?
1. _____
2. _____
3. _____

SELECT YOUR HERO
Writing

Turn your ideas about being a hero into a paragraph. Be sure to include a topic sentence that introduces your hero, reasons that support why you chose your hero, and a concluding sentence.

Topic Sentence: _____

Reasons: _____

Concluding Sentence: _____

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Your Name _____

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