

## The Hero in You: A Study Guide

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### Abstract

This paper will present two lessons in aspirations using Bibliotherapy. There will be a rationale for the need for the lessons, as well as specific learning goals from the Revised Maine Learning Results. Developmentally appropriate lesson plans, student assessments and parent resources will also be included.

### Rationale

Motivation is something that directs, energizes and sustains behavior. This determination is seen in young children as they begin to make choices about their partialities early in life. The satisfaction of one's work can be traced to infancy as children develop their individuality Fukuyama's work (as cited in Magnuson and Starr, 2000). Play is the work of a child, and in those activities children begin the acquisition of skills that will last throughout their life Fukuyama's work (as cited in Magnuson and Starr, 2000). It is never too early to consider activities that promote self-exploration and self-fulfillment.

We will be providing two bibliotherapy lessons to fourth graders that focus on personal aspirations. We have chosen Ellis's Paul's book and song titled, "The Hero in You," to help students understand what happens to them is largely up to them. Children are an open canvas and it is our goal to encourage a curious spirit to help them untap their potential.

The results of studies of career development suggests that educators and parents can and do have a significant impact of the career guidance and preparation of students (Helwig, 2008). Children make decisions about themselves and the world at a very early age (Magnuson and Starr, 2000). The ability to choose strategies for attaining goals and then monitor their effect on one's' progress is necessary for student progress (White et al., 1997). According to Bandura (as cited in Raymund et al., 2012) high levels of self-efficacy contribute to successful learning. Judgments of self-efficacy should be task and domain specific as the beliefs are dependent on the context by which it operates. Magnuson and Starr (2000) indicated that experiences in one level of development influence subsequent levels of development and maturation. Children are reliant upon others for their learning opportunities and look to others to guide their journeys Piaget's work (as cited in Magnuson and Starr, 2000). Early childhood is a momentous time for providing rich experience that will fortify skills and attitudes. This process can facilitate ideas about themselves and their aspirations Super's work (as cited in Magnuson and Starr, 2000).

We will help them become active participants in their own lives rather than passive reactors to life's events. Intentionally incorporating the concepts of career awareness, exploration and planning into children's early life experiences as they make decisions about themselves and the world will encourage the process of life career planning as a habit of the mind. (Magnuson and Starr, 2000, p101)

It is our hope that by exposing the students to heroes of our land through reading and singing that it will empower them to find the hero in themselves. The activities will help students recognize that success comes from their own hard work and self-determination.

## Lesson I

<p>Purpose</p>	<p>To instill into our youth the idea that the story of their life is not yet written yet. They are an open canvas with untapped potential and what happens to them is largely up to them.</p> <p><i>You are someone special, and the story of your life is happening right now! It'll be a bumpy ride sometimes, but you'll learn a lot along the way. Maybe you'll invent something or write a book or become a leader. Or maybe you'll try something that's never been done before. How will you be a hero? It's up to you.</i></p> <p style="text-align: right;"><i>-Ellis Paul</i></p>
<p>Learning Results</p>	<p style="text-align: center;">Career and Education Development Standards</p> <p style="text-align: center;">A. <u>Learning About Self-Knowledge and Interpersonal Relationships:</u> Students identify, demonstrate, analyze, and evaluate:</p> <ul style="list-style-type: none"> <li>• self-knowledge related to interests, skills, work, and school;</li> <li>• positive personal traits, attitudes, beliefs, behaviors, <i>habits of mind</i>, and experiences that lead to success in school, work, and community;</li> <li>• their ability to build and maintain a positive <i>self-concept</i>; and</li> <li>• their ability to develop and recognize the positive <i>interpersonal skills</i> that effectively influence work and relationships with others.</li> </ul> <p style="text-align: center;">B. <u>Learning about and Exploring Education and Career and Life Roles:</u> Students identify, demonstrate, analyze, and evaluate:</p> <ul style="list-style-type: none"> <li>• An understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and</li> <li>• the ability to identify and use education and career information for lifelong learning to achieve success.</li> </ul>
<p>Objectives</p>	<p>I can identify and demonstrate interests, skills, habits of mind, and experiences that build and maintain a positive self-concept.</p> <p>I can explain how success in school supports my ability to positively contribute to school, home, and community.</p>
<p>Outline</p>	<p>Introduce the book <b>Hero In You</b></p> <p><i>We are going to do more with this book next class, but for this week we are going to spend some time getting to know the author.</i></p> <p>Read Ellis Paul's Biography (Appendix A) and discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. What were the two qualities that Ellis Paul possessed that enabled him to be successful?</li> <li>2. Which of the two qualities is more important? Give supporting evidence to back up your thoughts.</li> <li>3. Did Ellis Paul end up in the career that he thought that he would pursue when he was in school?</li> </ol>

	<p>Watch the following video:  Song: <i>The Hero In You</i>  <a href="https://www.youtube.com/watch?v=11YguZ2GVz0">https://www.youtube.com/watch?v=11YguZ2GVz0</a></p> <p>Learn the song using the CD found in the book and lyric sheets (Appendix B).</p> <p>Application Questions:</p> <ol style="list-style-type: none"> <li>1. What are some skills or talents that Ellis Paul talks about in the song? Do you already possess any of these skills?</li> <li>2. Which skills do you think that you might like to use in your adult career? It's okay if you do not already have experience with that skill. There is still time to learn.</li> <li>3. What does the song say about trying? Will you succeed at everything you try?</li> <li>4. Beyond that, is hard work something that you are willing to do? Name one time that you have worked hard.</li> <li>5. Do you consider people successful when their life or career may not have gone as they planned? Was Ellis Paul successful? He went to college to be a writer and to run in the Olympics.</li> </ol>
Materials	<p>Book: <b>Hero In You</b>  CD Player and <b>Hero In You</b> CD from the book  Appendix A: Ellis Paul Biography  Appendix B: <i>Hero In You</i> lyric sheet  Appendix C: Assessment and writing/drawing utensils</p>
Resources for students/parents/teachers	<p>Websites</p> <p><a href="http://freestoriesforkids.com/tales-for-kids/values-and-virtues/stories-about-aspirations">http://freestoriesforkids.com/tales-for-kids/values-and-virtues/stories-about-aspirations</a></p> <p><a href="http://www.pickthebrain.com/blog/5-ways-to-help-your-children-turn-their-dreams-into-reality/">http://www.pickthebrain.com/blog/5-ways-to-help-your-children-turn-their-dreams-into-reality/</a></p> <p><a href="http://www.theseedsnetwork.com/getting-kids-to-dream-big/">http://www.theseedsnetwork.com/getting-kids-to-dream-big/</a></p> <p><a href="http://www.thewmparentingconnection.com/2011/02/teaching-kids-to-dream-big.html">http://www.thewmparentingconnection.com/2011/02/teaching-kids-to-dream-big.html</a></p>
Assessments	<p>On a sheet of paper write or draw:</p> <ol style="list-style-type: none"> <li>1. One thing you might like to be or do when you grow up</li> <li>2. What can you do now that will help you reach that goal?</li> </ol>

## Lesson II

<p>Purpose</p>	<p>To instill into our youth the idea that the story of their life is not yet written yet. They are an open canvas with untapped potential and what happens to them is largely up to them.</p> <p><i>You are someone special, and the story of your life is happening right now! It'll be a bumpy ride sometimes, but you'll learn a lot along the way. Maybe you'll invent something or write a book or become a leader. Or maybe you'll try something that's never been done before. How will you be a hero? It's up to you.</i></p> <p style="text-align: right;"><i>-Ellis Paul</i></p>
<p>Learning Results</p>	<p style="text-align: center;">Career and Education Development Standards</p> <p><b>B. <u>Learning About Self-Knowledge and Interpersonal Relationships:</u></b> Students identify, demonstrate, analyze, and evaluate:</p> <ul style="list-style-type: none"> <li>• self-knowledge related to interests, skills, work, and school;</li> <li>• positive personal traits, attitudes, beliefs, behaviors, <i>habits of mind</i>, and experiences that lead to success in school, work, and community;</li> <li>• their ability to build and maintain a positive <i>self-concept</i>; and</li> <li>• their ability to develop and recognize the positive <i>interpersonal skills</i> that effectively influence work and relationships with others.</li> </ul> <p><b>B. <u>Learning about and Exploring Education and Career and Life Roles:</u></b> Students identify, demonstrate, analyze, and evaluate:</p> <ul style="list-style-type: none"> <li>• An understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and</li> <li>• the ability to identify and use education and career information for lifelong learning to achieve success.</li> </ul>
<p>Objectives</p>	<p>I can identify and demonstrate interests, skills, habits of mind, and experiences that build and maintain a positive self-concept.</p> <p>I can explain how success in school supports my ability to positively contribute to school, home, and community.</p>
<p>Outline</p>	<p>Review: Sing <i>Hero in You</i> with the CD and lyric sheets</p> <p>Today we are going to look closer at the book <b>Hero In You</b>. This book is a collection of songs about different people in American history. Ellis Paul writes:</p> <p><i>I wrote this music-and now this book-to remind parents and children about some of the truly amazing people this country has produced. As we've been confronted by war, terrorism, class struggles, and political divides, I worry that our perception of ourselves has become more about our challenges than our victories. So I set out to write music that says, "this is who we really are." I hope it will inspire kids to reach for the better parts of themselves. A nation is only as good as its heroes, and we truly need more. If you're a kid reading this: remember that at one time</i></p>

	<p><i>Abraham Lincoln, Jackie Robinson, and the Beatles were kids too. They were dreamers, writers, painters, science geeks, and athletes. A lot of the work they did as grown-ups had roots in the dreams they had as kids. So keep dreaming! Dream out loud! Start now!</i></p> <p>Let's take some time to get to know the heroes in this book. We are going to break up into groups of three. Each group will be assigned one hero from the book. We will then go the computer lab where you will search for information to answer the question on the Hero Reporting Out Sheet. After approximately 20 minutes we are going to report back to our peers. Please be prepared to share your findings as well as the Ellis Paul song about your hero with the group.</p> <p>The Heroes:  Nellie Bly  Augustus Jackson  Woody Guthrie  Chief Joseph  Rachel Carson  Jackie Robinson  Albert Einstein  Rosa Parks  Ben Franklin  Mr. Tee Tot (Rufus Payne)  Thomas Edison  Martha Graham  Georgia O'Keeffe</p>
Materials	<p>Book: <b>Hero In You</b>  CD Player and <b>Hero In You</b> CD from the book  Appendix B: <i>Hero In You</i> lyric sheet  Computer Lab  Appendix D: Hero Reporting Out Sheet  Pencil or Pen  CDs of each individual song (For the group work)  Earphones</p>
Resources for students/parents/teachers	<p>Websites</p> <p><a href="http://freestoriesforkids.com/tales-for-kids/values-and-virtues/stories-about-aspirations">http://freestoriesforkids.com/tales-for-kids/values-and-virtues/stories-about-aspirations</a></p> <p><a href="http://www.pickthebrain.com/blog/5-ways-to-help-your-children-turn-their-dreams-into-reality/">http://www.pickthebrain.com/blog/5-ways-to-help-your-children-turn-their-dreams-into-reality/</a></p> <p><a href="http://www.theseedsnetwork.com/getting-kids-to-dream-big/">http://www.theseedsnetwork.com/getting-kids-to-dream-big/</a></p> <p><a href="http://www.thewmparentingconnection.com/2011/02/teaching-kids-to-dream-big.html">http://www.thewmparentingconnection.com/2011/02/teaching-kids-to-dream-big.html</a></p>
Assessments	<p>Does your hero have any similarities to individuals in the group? If yes, what are those similarities? If no, what would you most like to learn from your hero?</p>

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## Appendix A

### Ellis Paul Biography

Ellis Paul was born in the dead of winter in the small town of Fort Kent, Maine, a place nestled right up next to the Canadian border. He came from humble origins, a family of potato farmers who could count among their forebears a veteran of the battle of Gettysburg, whose heroism on that field of honor earned him the 140 acres of Maine farmland that his descendants would continue to sow. It was the place that taught Paul the meaning of hard work and self-reliance, and the values that accompany as much drive and determination any individual could muster.

As a boy, Paul found his escape in athletics, working out as a runner and testing his mettle in the open spaces near his home. He became a star competitor, and enjoyed the advantage of traveling throughout the nation after being given opportunities to compete. Every trip was funded by a hat the town passed around on my behalf, and it never came back empty.” When Paul finished second in a nationwide track competition, he was met at the airport by the high school marching band and a fire engine with spinning lights that drove him in triumph through town. In an expression of hometown pride, the mayor handed him the key to the city.

No one ever told Paul he had to follow in his family’s tradition. He was a dreamer after all, and he had seen enough of America to know there was more out there than his little town could ever offer. Consequently, his ambitions were never destined to stay bottled up for long. He would write, paint, play trumpet and sing in the school choir. “I never had anyone tell me I had to be a farmer,” Paul insists. “I had plenty of people telling me how my hard work and talent could take me places. That’s enough to get you dreaming, And enough to make you believe those dreams are within reach.”

Indeed, Paul found those dreams were within his reach, at least in terms of his imagination. However their pursuit would take him far from home. His first destination was Boston College, courtesy of a track scholarship. Yet as Paul describes it, his athletic endeavors, combined with his academic responsibilities, served to rob him of his creativity. It was only after he suffered a knee injury which forced him to take a year off that he rebounded with a new form of expression, made possible when his girlfriend’s sister gave him a second hand guitar. “A mysterious partnership with the instrument followed,” Paul concedes. “It became a marriage, a friendship, a lifelong bond that only comes when you find that one thing that becomes an extension of yourself. I played for hours, choosing to write my own original songs and sing instead of studying, socializing or exploring what the Boston streets could offer after hours.”

After graduation, Paul did find time to explore those paths, while taking opportunities to indulge his creative ambitions. Working as a teacher and social worker with inner city children by day and pursuing the possibilities offered by Boston’s fertile music scene at night, he gained prominence in local coffeehouses and open mic nights. It was the same circuit that opened the door for other like-minded artists of the day. It also helped him win a Boston Underground Songwriting competition and placement on a Windham Hill Records singer/songwriter compilation, bringing him his first hint of national exposure at the same time.

- Lee Zimmerman (writer/reviewer for American Songwriter,  
No Depression, New Times, Country Standard Time, Blurt, Relix, and  
M Music and Musicians)

## Appendix B

### Hero In You Lyrics

Everybody's got a story  
Of all their troubles  
All their glories  
Tell me yours you cannot bore me  
I love to listen to you  
All your bumps and all your scratches  
All your holes and all your patches  
It's you. It's true. You have no matches.  
There's a hero in you

You can make the hero you are  
With your brains, your aim, and your battle scars

Everybody's got a tale  
Of how they chased the great white whale  
Some succeed and some just fail  
Tryin's what you got to do  
Cause in the tryin'  
You feel you're flyin'  
A whole wide world's beneath you lyin'  
It's you. It's true. There's no denyin'.  
There's a hero in you.

You can make the hero you are  
With your brains, your aim, and your battle scars

Everybody's got a story  
Of all their troubles  
All their glory  
Tell me yours you cannot bore me  
There's a hero in you.  
So use your brain and do some thinkin'  
You could be the next Abe Lincoln  
Use your muscle, try to hustle  
You could be Mohammad Ali  
Use your toes and dance on pumpkins  
You could be Isadora Duncan  
It's you. It's true. I hope it's sunk in.  
There's a hero in you.

You can make the hero you are  
With your brains, your aim, and your battle scars

Everybody's got a story  
Of all their troubles  
All their glories  
Tell me yours you cannot bore me  
There's a hero in you.



## Appendix C

### Assessment

Name \_\_\_\_\_

Grade \_\_\_\_\_

1. Write or draw one thing you might like to be or do when you grow up.
  
2. What can you do now that will help you reach that goal?

## Appendix D

### Hero Reporting Out Sheet

Names of Students in the Group \_\_\_\_\_

Name of the hero \_\_\_\_\_

What makes this person a hero? \_\_\_\_\_

Did this hero have any struggles, difficulties, and/or failures before attaining their goal? \_\_\_\_\_ If yes, what were they? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If you had to decide on one trait or skill that this person possessed that caused them to be a hero, what would that skill or trait be?

\_\_\_\_\_

Does your hero have any similarities to individuals in the group? \_\_\_\_\_ If yes, what are those similarities? If no, what would you most like to learn from your hero? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Share the song for your hero from the book. Please feel free to sing along with Ellis Paul.