**For the Heroes: A Pep Talk from “Kid President”**



Goal: To realize the power within oneself to change the world.

As you watch this video, think about Kid President’s message. What is he *really* saying? Can you think of a quote or two from the video that you can discuss later?

<https://www.youtube.com/watch?v=tgF1Enrgo2g&list=PLc3fk_nP5UvBiBE2eAoQmzLCIePcD9Hrb&index=3>

Standards addressed: [CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/) , [CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/)

[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/)

1. What is “Kid President” really saying?

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**Kid President gave us a “pep talk.”**

**A “pep talk” is a talk intended to make someone feel more courageous or enthusiastic.** [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/)

2a. Have you ever given or heard a pep talk? Talk about it with a partner.

2b. Who else do you know who have given pep talks? Teacher? Mom? Dad? Friend? Baseball coach? Gymnastics coach? What were the circumstances?

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3. Whose point of view is shown the video? Why do you suppose he thinks it is necessary to give us a “pep talk.” Cite evidence from the video for your claim. [CCSS.ELA-Literacy.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/)

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1. Discuss this quote with your partner: “You are more than your problems and you are more than your mistakes.” What does it mean? Can you cite another quote from the video? [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/)

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1. What was the most important part of the video for you? Why? Cite evidence from the text to support your opinion. If you do not have an answer right away, then watch the video again to see if you can find it.

[CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/) ; [CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/)

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6. “Kid President” recalled some changes that young people have done to make a difference. What were some of those things? How can you make a difference?

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SESSION 2

DO HEROES NEED TO BE BRAVE?

WATCH THE FOLLWING MUSIC VIDEO “BRAVE” BY SARA BAREILLES

<https://www.youtube.com/watch?v=QUQsqBqxoR4>

AFTER WATCHING THE VIDEO, REVIEW THE LYRICS FROM THE SONG “BRAVE” WITH YOUR GROUP.

HIGHLIGHT KEY WORDS

**"Brave"**

. You can be amazing

You can turn a phrase into a weapon or a drug

You can be the outcast

Or be the backlash of somebody's lack of love

Or you can start speaking up

Nothing's gonna hurt you the way that words do

When they settle 'neath your skin

Kept on the inside and no sunlight

Sometimes a shadow wins

But I wonder what would happen if you

Say what you wanna say

And let the words fall out

Honestly, I wanna see you be brave

With what you want to say

And let the words fall out

Honestly, I wanna see you be brave

I just wanna see you

I just wanna see you

I just wanna see you

I wanna see you be brave

I just wanna see you

I just wanna see you

I just wanna see you

I wanna see you be brave

Everybody's been there,

Everybody's been stared down by the enemy

Fallen for the fear

And done some disappearing,

Bow down to the mighty

Don't run, just stop holding your tongue

Maybe there's a way out of the cage where you live

Maybe one of these days you can let the light in

Show me how big your brave is

Say what you wanna say

And let the words fall out

Honestly, I wanna see you be brave

With what you want to say

And let the words fall out

Honestly, I wanna see you be brave

And since your history of silence

Won't do you any good,

Did you think it would?

Let your words be anything but empty

Why don't you tell them the truth?

Say what you wanna say

And let the words fall out

Honestly, I wanna see you be brave

With what you want to say

And let the words fall out

Honestly, I wanna see you be brave

I just wanna see you

I just wanna see you

I just wanna see you

I wanna see you be brave

I just wanna see you

I just wanna see you

I just wanna see you

See you be brave

I just wanna see you (yeah)

I just wanna see you (oh ooh)

I just wanna see you

I just wanna see you

I just wanna see you

I just wanna see you

LET’S ASK THE QUESTION, DO HEROES NEED TO BE BRAVE?

NAME ONE FAMOUS PERSON WHO IS A HERO? WHY?

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ARE YOU BRAVE? ARE YOU A HERO? TELL YOUR GROUP SOMETHING YOU DID WHEN YOU WERE BRAVE?

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HAVE YOUR GROUP LIST THE THINGS EACH OF YOU DID WHEN YOU WERE BRAVE. SHARE YOUR STORIES WITH YOUR CLASS.

**GROUP STORY**

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To the Teacher:

Below is the alignment of each question to the CT Core Standards

**Viewing the videos:**

[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1

1. What is “Kid President” really saying?

[CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

1. **A “pep talk” is a talk intended to make someone feel more courageous or enthusiastic.**

2a. Have you ever given or heard a pep talk? Talk about it with a partner.

2b. Who else do you know who have given pep talks? Teacher? Mom? Dad? Friend? Baseball coach? Gymnastics coach? What were the circumstances?

[CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (pep talk and quote: We are not all of our problems or mistakes)

1. Whose point of view is shown the video? Why do you suppose he thinks it is necessary to give us a “pep talk.” Cite evidence from the video for your claim.

[CCSS.ELA-Literacy.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/) Assess how point of view or purpose shapes the content and style of a text. (Kid President is hopeful that everyone work together to make big changes and conveys that message through references to other kids who have made a difference: the boy who inspired a group of people to take action for clean water, the girl who wanted to have a beauty contest to celebrate beauty in the disabled.

1. Discuss this quote with your partner: “You are more than your problems and you are more than your mistakes.” What does it mean?

[CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1. What was the most important part of the video for you? Why? Cite evidence from the text to support your opinion. If you do not have an answer right away, then watch the video again to see if you can find it.

[CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1. 6. “Kid President” recalled things done by young people that made a difference. What were some of those things? How can you make a difference?

Application of a theme to real-world situations.

Text-to-Self; Text-to-World