

MY HEROINE – MY HERO

Children ask parents/people from their environment about their professions as homework. The results are presented and discussed in class.



Preperation

- ▶ Print picture frame "My Heroine-My Hero" for all children
- ▶ Prepare crayons and craft materials



Implementation

1. **Day 1:** Let the children tell about heroines and heroes from books, movies or series. Each child decides on a character they particularly like. They draw this in the picture frame.
2. **Day 2:** Form a sitting circle and have the children introduce their heroes and heroines one after the other and imitate them with a movement. They should tell what each character does particularly well, what they like about them, and what they don't like about them.
3. Afterwards, ask the children to walk around the circle when they name a characteristic that fits their character, e.g.: "All the heroes who can fly stand up and 'fly' a lap around the seating circle."
4. Continue, for example, with the following traits: can transform/run fast/can do magic/are strong/are smart/are brave/are working with someone.
5. Then all the children put their drawings in the center. Each child is now asked to pick a different character from the drawings. Encourage the girls and boys to choose heroines or heroes of the opposite sex as well.
6. The children imitate the chosen heroes and heroines one after the other with movements and run a lap around the sitting circle. They are accompanied by the other children with a variation of a children's song of choice that has a quick, racing pace.
7. Finally, the group reflects on the drawings.

Learning Objective:

Make individual and collective identification with fictional characters visible; recognize gender attributions.

Method: Drawing and representation of fictional characters; handicraft work in groups

Age Level: Age 5-6

Duration: 120 minutes (over two days)

Materials: "My Heroine-My Hero" picture frame (second page), crayons and craft materials





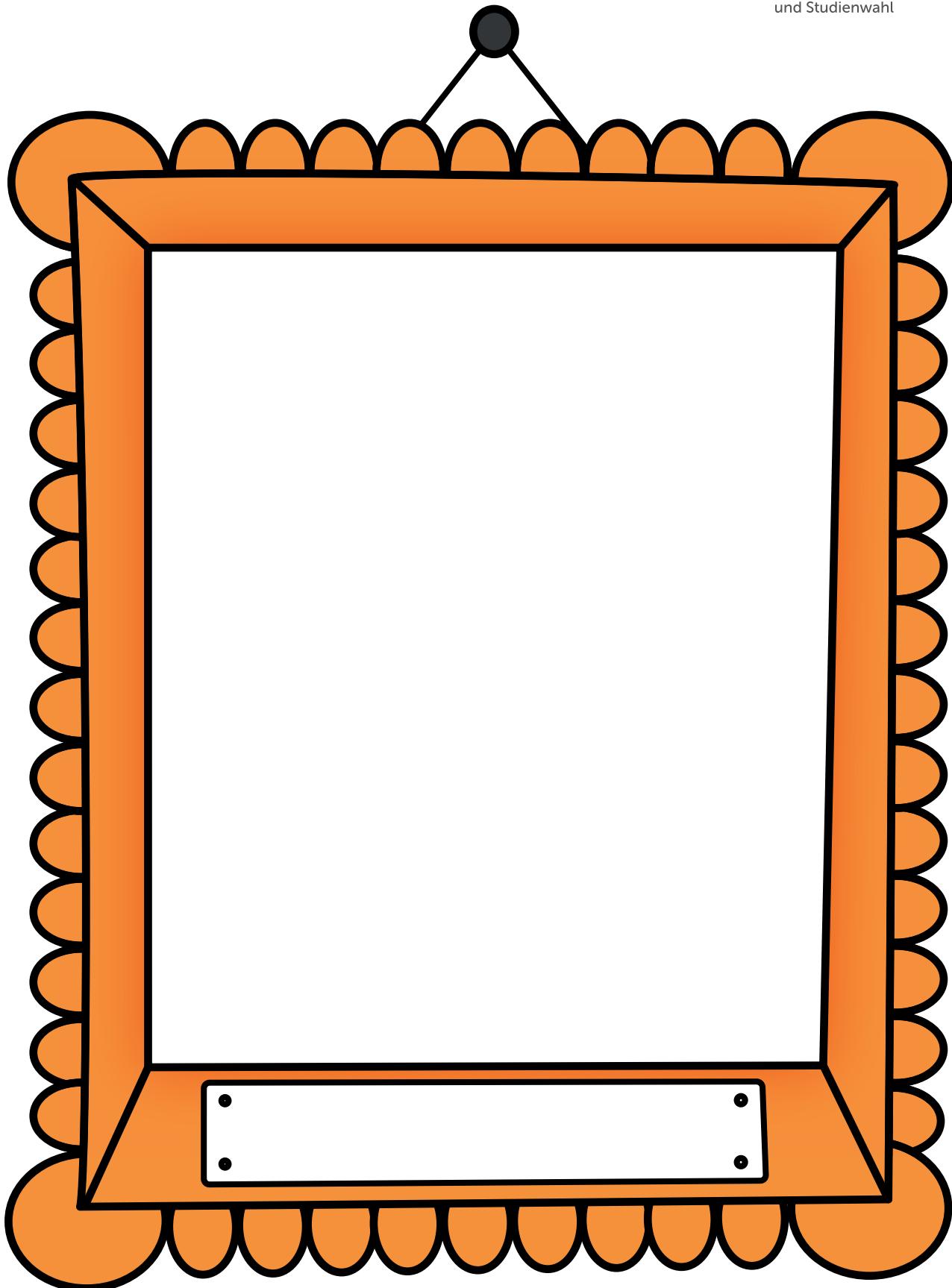
Reflection Suggestions

- ▶ How did you like the painting and the running song?
- ▶ Did you know the heroes and heroines of the other children?
- ▶ How did you like their heroes and heroines?
- ▶ Are there any characteristics that only heroines or heroes have? If so, what are they?
- ▶ Do you know more heroines than heroes or vice versa? Are there any differences? What are the reasons?
- ▶ Which heroines or heroes would you like to be and why?



Extensions

You can adapt the method for "Sad Heroes and Heroines" to address feelings such as sadness, fear or sensitivity



The methods were developed by the service centre of the Klischeefrei initiative. The translations were funded by the Goethe-Institut. The service centre of the Klischeefrei initiative comprises an office based at a not-for-profit registered association called the Competence Centre Technology-Diversity-Equal Opportunities e. V. and an editorial department located at the Federal Institute for Vocational Education and Training (BIBB). The service centre receives its funding from the Federal Ministry of Education and Research (BMBF) and the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ).