



Real Kids, Real Stories, Real Change

by Garth Sundem



Thirty true stories profile read kids who used their heads and hearts to do awesome things. Learn fast facts about countries around the world and find out how you can inspire the hero that lives inside of you! - *Free Spirit Publishing*



BIG IDEAS To Reinforce



Courage, Compassion
Determination, Justice,
Overcoming
Obstacles, Effort

Build Background

As a class, brainstorm the word *hero* and create a web including all ideas on chart paper or a Smart Slide. Organize ideas by category (people, NED attributes, synonyms, etc.). Connect, expand and connect to this web throughout the reading of this book.

Consider showing a 2-minute video on 7-year-old Alexander Scott, whose story is featured in the book: www.youtube.com/watch?v=nwOwGGuhqGw

Student-Friendly Learning Target



I summarize how real kids made a difference and compare and contrast their impact.
I can identify what part of the country the heroes are from and categorize the type of change they made.

Discussion Starters



1. Who is the best audience for this book and why?
2. Which of the sites or stories listed in the bibliography of this book would you like to research or learn more about?
3. Are there any stories in this book that you think should not have been included?
4. Do you have a hidden talent that could be used to make a change?
5. The original title of this book was *The Doggy Dung Disaster*. Why do you think the author changed the title?

Some high schools require students to have some community service hours in order to graduate. Do you agree with this requirement or not? Provide at least three reasons why you agree or disagree.

Writing Prompts



Compare and Contrast Select two stories from this collection and compare and contrast the differences that were made by the heroes. Focus on how much help was needed from other adults or officials, how much determination was needed to carry out their plans, how widespread their change was, etc. Hand out the printable as a worksheet to use prior to the formal writing.



Activities



While listening to the stories, chart the location of each child on a world map and list the name of the hero.

As stories are shared, add traits and background to the original 'hero' word web (details in the building background section). Identify traits that were already listed that connect to individual stories.

Identify someone in your community who is a hero and has done something that would go along with the stories in this collection. The person can be a child or an adult. Arrange to interview this person and inform our class about what you learned or invite this person into our class to share his/her story firsthand.

Core SKILLS

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Write arguments to support claims with clear reasons and relevant evidence..

Name: _____

Date: _____

Select two stories from *Real Kids, Real Stories, Real Change* and compare and contrast the differences that were made by the heroes. Identify the type of change they made (for example: helped the environment, stood up for themselves, helped others, overcame challenges or used their talents and creativity), how much help was needed from friends, adults, or officials, how much determination was needed to carry out their plans, how widespread their change was, etc.

LOCATION

LOCATION

ACTION

ACTION

DETERMINATION

DETERMINATION

HELP FROM OTHERS

HELP FROM OTHERS

IMPACT

IMPACT