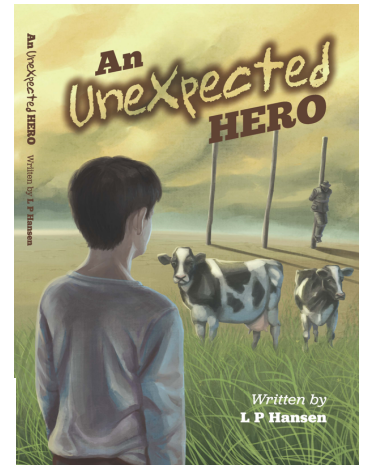


Teacher Resource for **An Unexpected Hero**  
by LP Hansen

**Using NZ Curriculum Key Competencies  
Vision and Values: Years 8-10**



**COMMUNITY ENGAGEMENT & BELIEFS**

**CONTENTS:**

**THINKING – RELATING TO OTHERS – LANGUAGE, SYMBOLS AND TEXT –  
MANAGING SELF – PARTICIPATING AND CONTRIBUTING**

**TEACHER TAKEAWAYS & BONUS**

**THINKING**

In the book's opening pages, twelve year old Matt experiences being dismissed because of his family by someone completely unknown to him. What is flawed about judging people because of their family, age or appearance? What strength does Matt show by not answering back? Discuss your answers with a partner or in a small group.



## RELATING TO OTHERS

Due to his stammer, Matt is faced with one of his worst fears by having to do a Year Eight Leavers' Speech about a family hero. When he is offered various kinds of help by his grandparents, how does he negotiate differently with each of them to get the help he really needs? Explain your ideas to a partner or in a small group. Practice listening to the others in your turn.



## **LANGUAGE, SYMBOLS AND TEXT**

Imagine the letter that Matt might write to his mother to go with a copy of his final speech. What will he tell her about the evening, since he doesn't want her worrying about him? Write a draft of what he might say.

OR

Design a cover page for the copy of Matt's speech that Mr and Mrs Foster will add to their set of stories leading up to New Zealand's nuclear-free status.



## **MANAGING SELF**

How do you feel about giving presentations, speeches or talks in front of other people? Which of Nan's suggestions would you be willing to try? Discuss your answer with a partner or in a small group.



## PARTICIPATING AND CONTRIBUTING

Matt was at a small rural school. List four ways that the community engaged with the school while he was there. Is your community and whanau involved in the same ways at your school? If involvement is different, give two examples and suggest why. Discuss your answers with a partner or in a small group.



## TEACHER TAKEAWAYS

Using appropriate YA novels to teach about community engagement and belief allows students shared and immediate **ACCESS** to varied challenging social situations.

YA literature gives students a chance to **IDENTIFY** with characters from different communities and to basic beliefs that young people can relate to.

**DISCUSSION** YA novels provide a range of attitudes to problems that students can discuss and actively pursue/explore in different ways.

**GROWTH** Just as YA characters grow and change through the difficulties they face in the stories, students can arrive at fresh understandings of their own thinking through critical study and discussion of YA novels.

## BONUS

See [www.lphansen.com](http://www.lphansen.com) for an overview of the dramatic narrative storytelling session that the author provides to schools. It covers a wide sweep of peacemaking history in these islands and includes Archie Baxter, father of poet James K. Baxter.



*Archie Baxter conscientious objector WW1*

**L P Hansen** is also available for author-in-schools visits, directly or through ReadNZ. For information about visits or discounted class sets of her titles, email [info@onepotopress.com](mailto:info@onepotopress.com).