Life-skill development

Student workbook

Erasmus+

SUPREM

SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS

INTELLECTUAL OUTPUT 1 EDUCATIONAL PROJECT PORTFOLIO

MADE WITHIN

THE FRAMEWORK OF

2019-1-HU01-KA201-061091

PROJECT

WWW.SUPREM.EU

THE AUTHOR OF THE MODUL 9 (ROLE MODELS' IMPORTANCE)

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2021.

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MODUL 9

ROLE MODELS' IMPORTANCE

2019-1-HU01-KA201-061091

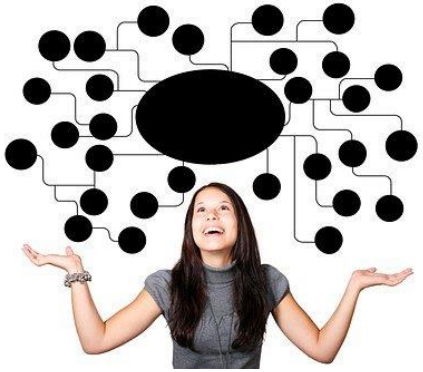
Lesson 1: Defining a role model

Ice-breaker (10 minutes)

Present yourself. Enlist 3 inner characteristics 2 of which are true about you and one which is false. The others will have to guess which is the false feature.

Mind map (15 minutes)

Discuss about the following topics in groups of 3-4 students, then create a mind map based on the discussions in small groups. You can use flipchart paper and markers and create a classic mind map or you could also use an application for creating electronic mind maps (e.g. www.coggle.it).



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1.	2.	3.	4.
What is a role model?	**Who are your role models?**	**What characteristics made these people role models for you?**	**Do role models affect your own behavior?**
Suggestions: someone to look up to, someone you want to be like, someone who sets an example, someone who does good/brave things, someone who inspires you, someone who teaches you, someone who helps you	Suggestions: parents, other family members, teachers, famous people, sports figures, actors, musicians, stars	Suggestions: characteristics which are worth following, capable of action worth admiring seeks to help others, inspires others to take action, someone to look up to cool, fashionable	Why (not)?

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Brainstorming - extending the mind map – (10 minutes)

Some people have family members or friends as their role models. Other people have teachers or police officers. Other people look up to a movie star or popular sports person. List any characteristics that you admire in people that you know. It's okay to have blank lines.	Possible traits to think about:
friend parent grandparent older sibling neighbor teacher coach doctor community leader politician police officer	loyalty integrity perseverance responsibility preparation courage appreciation composure respect attitude tolerance compassion honesty

Matching characteristics (5 minutes)

Below you will find some of the characteristics and actions of a role model identified by you and others who have thought about this topic. Decide how important each characteristic is to being a role model, then place an appropriate score (1, 2, or 3) in the space next to it.

Values:

1	**Very important**	This characteristic makes a person a role model.
2	**Somewhat important**	This characteristic is admirable, but other traits or actions are more important.
3	**Not important**	This characteristic is unlikely to make a person a role model.

____ serves the community
____ is physically strong
____ performs a magnificent feat
____ possesses special abilities
____ inspires people to do good things
____ has a nice personality
____ makes someone else's life better
____ makes sacrifices for other people
____ overcomes obstacles

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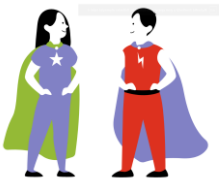
Opinion corners - agreeing/disagreeing - (10 minutes)

Your teacher will read out some statements. Think about the people and their behavior in the statements and go to the corner which reflects your opinion best: "Yes, I consider the person a role model." or "No, I don't consider the person a role model." Please, explain your choice.

A police officer who smokes cigarettes Yes/No WHY?
A teacher who plays favorites Yes/No WHY?
A firefighter who parks in handicapped spaces Yes/No WHY?
A winning soccer coach who uses only the best players Yes/No WHY?
A nurse who hates dogs Yes/No WHY?
A mayor who runs red traffic lights Yes/No WHY?

Wrap up (5 minutes)

Who would you consider to be a good and bad example of a good character? Use entertainment and sports figures so that it's easy for everyone to follow.



Source: http://www.socialstudies.org/sites/default/files/publications/yl/1301/130105.html

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Lesson 2: Role models and values they stand for

Webquest (15 minutes)

Use your own phone, tablet or laptop to find answers to the following questions.

What is a role model? Who are your role models? Why do you admire them? Who do you look up for inspiration and guidance? Why? What do you like about him/her/them? Why? What values does your role model represent? Use the search engine of your choice and collect information about the values that a genuine role model represents. For instance, you could start by accessing the following link: www.rootsofaction.com/role-model Then discuss your findings in small groups of 3-4 students.

Creating value cards (15 minutes)

Think about a person who could be a role model. Have in mind the 5 criteria available on www.rootsofaction.com/role-model, and use the Internet to look for specific information about the person you have chosen to be a role model based on those criteria (1. passion and ability to inspire, 2. clear set of values, 3. commitment to community, 4. selflessness and acceptance of others, 5. ability to overcome obstacles). Then design a card with the picture of the person and the 5 pieces of information which you think are most valuable about him/her.

Presenting values related to role models (25 minutes)

You will play with the cards that you have designed. Listen to your teacher explaining the rules, then enjoy the game.

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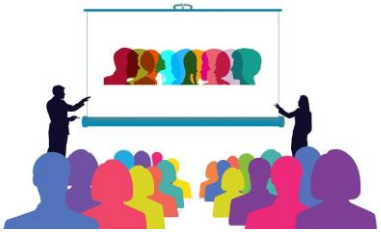
Lesson 3: Professions and role models how to recognize others' emotions

Group discussions (5 minutes)

Think about your favourite teacher. Having in mind the 5 criteria that you used in the previous lesson, think about characteristics which fit your favourite teacher. Discuss your ideas in small groups. Each group has to choose the three most important values from those proposed by the different team members. Each group should choose a spokesperson and present their ideas to the whole class.

Collecting data (10 minutes)

Choose a profession that you consider interesting (e.g. fireman, teacher, doctor, lawyer, musician, pop star, blogger, vlogger, influencer, scientist, writer, fictional hero etc.) or an important personality (a particular famous person). Apply the same 5 criteria that have been used in the previous lesson, and look for information about them on the Internet. Try to come up with characteristics which are important for that specific line of job.



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Guess your profession! (15 minutes)

You will get a tag with a profession/job. The tag is stuck on you back and you cannot see it. You will have to ask from your peers and guess the word on your back. Remember that your peers can only say YES or NO. You can ask only one question from someone, then you will move on to ask someone else. If you guess the profession on your back, you can sit down.

Presentations on the different professions (20 minutes)

Choose the profession that you liked the most in the previous activities. Prepare a presentation about it (for example using PreziVideo). Present your work to your colleagues.

Wrap up game - Onion rings – (5 minutes)

Form two circles having the same number of members. Students in the inner circle face their peers in the outer circle. In one sentence, tell your partner which presentation you liked the most and why. At the teacher's signal you will have to swap roles. Then the students in the outer circle take two steps and change partners.

Lesson 4: My set of values

Speechless pairs (10 minutes)

Without talking to anyone, try to find a partner.

Guided group discussions (10 minutes)

Having in mind all the things mentioned in this module so far, discuss these issues in small groups.

1. What is a role model for you?
2. Who are your role models?
3. What characteristics made these people role models for you?
4. Are there any negative sides to your role models?
4. Could you be a role model for someone else? In what way? To whom?

My role model superpowers
25 minutes (10 minutes for creating an avatar + 15 minutes for presenting them)

Based on these examples and all the information discussed throughout this unit, think about your strengths, abilities and values, then create your avatar or ideal action hero (a Role-Model-Marvel-Hero) by using some online application (for example: www.charactercreator.org).
Present your avatar to your colleagues. Explain why you have picked the elements you have included in your avatar.

The gossip game (10 minutes)

Form groups of 4-5 students each. Pick a member who you are going to gossip about. Here are some of the basic rules for gossiping.

(1) You should speak in third person singular about your peer, and avoid addressing him/her directly (e.g. Alex/Alexandra does this and that, I admire him/her because…).
(2) The gossip has to be about strengths, abilities, positive attitudes and resources discovered about that particular participant.
(3) Students who are gossiped about cannot react to the gossip during the activity.
You should take turns in being gossiped about. At the end of the activity discuss how you have been affected by the gossip.

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