



Life-skill development

Teacher's handbook



Erasmus+



SUPREM



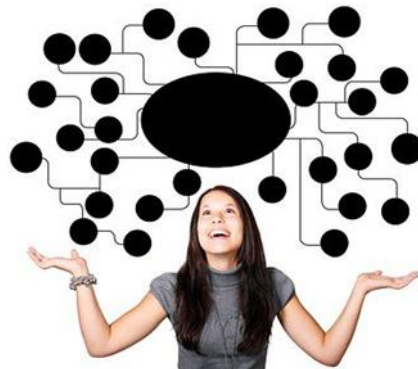
MODUL 9

ROLE MODELS' IMPORTANCE

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	Knowledge	Ability	Attitude	Autonomy and responsibility
9. Role models' importance	Students know human and social values. They recognize adults (people) whose life paths represent a value.	Students identify role models for themselves. They define the values represented by the role model for themselves.	Students are interested in role models' lives and are encouraged to follow them.	Students make independent proposals for actions to be followed.



Lesson 1: Defining a role model

Ice-breaker (10 minutes)

Students stand or sit in a circle so that they can see each other. The teacher asks them to enlist positive and negative inner characteristics. Then they should think of their own inner characteristics. Finally, students will tell each other 3 characteristics 2 of which are true about them and one which is false.

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)

Students form groups of 3-4 randomly. Each group gets materials (flipchart paper and markers) or they use their own devices for electronic maps. The teacher asks each group to think about and discuss the questions below, then make a mind map based on their ideas.

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).

1.	2.	3.	4.
<p>What is a role model?</p>	<p>Who are your role models?</p>	<p>What characteristics made these people role models for you?</p>	<p>Do role models affect your own behavior?</p>
<p>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</p>	<p>Suggestions: parents, other family members, teachers, famous people, sports figures, actors, musicians, stars</p>	<p>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</p>	<p>Why (not)?</p>



Brainstorming - extending the mind map - (10 minutes)

The teacher asks the groups to work further on their mind maps. Students are required to think about other possible role models of their own, suggested by the teacher, then for each role model enlisted come up with characteristics they admire in them.

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

At the end of the activity each group presents their mind map to the others.

Matching characteristics (5 minutes)

The teacher gives each student a piece of paper with some statements about role models. Students are required to evaluate how important the given statements are on a scale of 1 to 3. After deciding on their own, the students' answers are discussed and students are asked to motivate their choice.

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



Opinion corners - agreeing/disagreeing - (10 minutes)

The teacher posts two signs in two opposite corners of the room: "Yes, I consider the person a role model. " and "No, I don't consider the person a role model. " Then he/she asks the students to think about the statements he/she tells them and choose the appropriate corner according to their opinion. Later on, the students are required to motivate their choice. Students can at any point change corners.

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)

The teacher asks students to stand/sit in a circle so that they all see each other. Then he/she asks the students to think about good and bad examples of good character and possibly illustrate their ideas with examples of celebrities. For example, a person who is thorough, consequently slow, could be admired for deep thinking and well-considered opinions, on the other hand being thorough, and thus slow, could be a bad feature if a quick decision needs to be made.

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>

Lesson 2: Role models and values they stand for

Webquest (15 minutes)

Students are asked to bring along their own devices (phones, tablets, laptops) for the next activity. They should search the Internet in order to answer some of the questions below:

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?

The teacher might suggest starting their search on the following site:

www.rootsofaction.com/role-model

At the end of the activity students are asked to present their findings and discuss the ideas they have found in small groups.)

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)

The teacher tells the students that they can use their own mobile devices and they can work individually, in pairs or small teams. Then the teacher reminds them about the 5 criteria they have encountered on the site suggested in the previous activity. Then the teacher asks the students to think about their own role model, look for information about them, then design a card about this role model. The card should contain a picture of the role model and, based on the aforementioned criteria, 5 pieces of information which they think are most valuable about their role model. At the end of the activity students briefly present their findings to each other or provide feedback.

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)

The teacher tells the students they are going to play with the cards they have designed. Students are seated in a circle. The teacher explains the rules. Cards are mixed on a table. A challenger picks a card and reads the information about the person on it, then tries to choose the most valuable piece of information related to that person. Then (s)he challenges someone by stating which of the values (s)he would like to compare. Both the challenger and the challenged student will have to convince their colleagues that the

person on their card is worth being a role model based on the criteria chosen by the challenger.

The audience will use Kahoot! to vote for the more convincing presentation of their card role models. Then the student who was challenged gets to pick the next participant of the game. The teacher must encourage students not to pick only their friends, but choose partners randomly. Those who already were chosen should be left out in the next few rounds.

At the end of the activity the student who gathers the most points wins the game..

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

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

Group discussions (5 minutes)

The teacher asks the students to think about their favourite teacher and, having in mind the 5 criteria used in the previous activity, present the characteristics which fit their favourite teacher. Students are asked to exchange ideas in small groups (groups are formed randomly), then present the 3 most important ones to the whole group.

GROUPING.

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)

The teacher tells the students they can use their own mobile devices and they can work individually, in pairs or small teams. The teacher asks the students to choose a profession they consider interesting, possibly a famous person in that particular line of work, and look for information about them on the Internet. Students are required, once again, to have in mind the 5 criteria used in the previous activities.

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.



Guess your profession! (15 minutes)

The teacher explains the rules of the game.

He/She prepares tags with names of different professions on them. Without showing these cards to any of the students, the teacher sticks one tag on the back of each student. Students move around the classroom and try to find out which profession/job is on the label on their back.

Students ask YES/NO questions related to different jobs or professions. They can ask only one question from a peer, then move on to ask someone else. Whenever someone guesses the profession on his/her back, they sit down.

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)

The teacher tells the students to prepare a presentation about a profession/job they like. They can use the information gathered in the previous activities or choose to come up with something new. Students are instructed to use their own mobile devices and to work individually. At the end of the activity they present their work to their peers.

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)

The teacher explains how the activity works. The students form two circles having the same number of members. Students in the inner circle face their peers in the outer circle. They will have to tell their partner which presentation they liked the most and why in one sentence. At the teacher's signal they swap roles, then the students in the outer circle take two steps and change partners. They perform the same task, with different partners, so that they find out as many points of view as possible in the given time frame.

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)

The participants stand in a circle, so that everyone looks inside the circle. The teacher asks them not to talk until the end of the game, then goes around and sticks a post-it-sticker on each participant's back (any type of paper which sticks on clothing without leaving a mark can be used). The words on the stickers form pairs which can be easily recognized. The participants will have to find their pairs without talking to each other throughout the activity and without touching the stickers on their backs. Examples for word pair on the cards: blackboard – teacher; stethoscope – doctor; fire engine hose – firefighter; hairdryer – hairdresser; wooden spoon - cook; fishing rod – fisherman; wine glasses – waiter; bread – baker etc..

Without talking to anyone, try to find a partner.

Following the game the participants could reflect on the following issues: (1) What functioned as a disturbing factor in solving the task? (2) Did they come up with some kind of rule in order to solve the task? In what way? (3) How did the participants of this activity communicate with each other without talking? (4) How could it have been possible to maximize the possibilities of the group?



Guided group discussions (10 minutes)



The teacher forms groups of 3-4 students randomly. Each group gets a set of questions to discuss.

- 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?*
-

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)

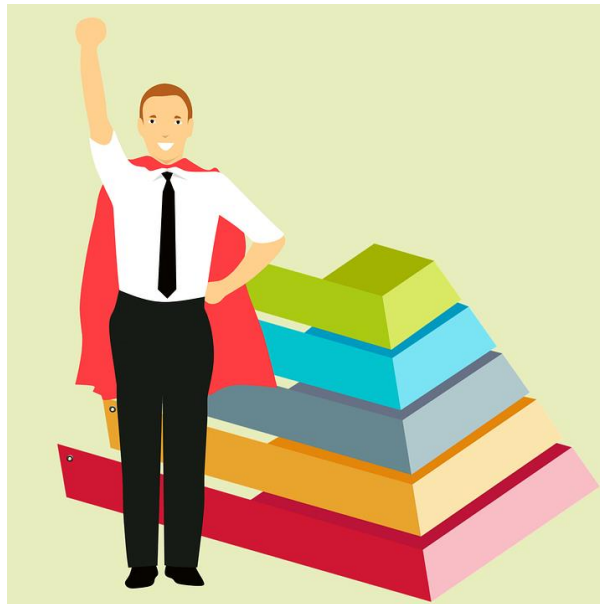
The teacher reminds the students to keep in mind the set of 5 criteria already mentioned several times in the previous activities. Then he/she asks them to think about themselves and come up with examples from their lives for each criteria. Of course, they might leave out or add other areas according to their own ideas.

Based on the ideas mentioned, the students are requested to create their own avatar or action hero. The teacher might also mention an example of an online application for creating avatars: www.charactercreator.org.

When they finish, students are asked to present their avatars or action heroes to their peers and explain the elements they have picked for their avatars.

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)

The teacher explains how the activity works. The students form groups of 4-5 students. One of the group members in each group sits backwards to the other members of the group who gossip about him/her. There are 3 basic rules:

- (1) They have to speak in third person singular about the person under discussion, avoiding 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) Those who are gossiped about cannot react to the gossip during the activity. Students should take turns in being gossiped about. At the end of the activity they can discuss how they have been affected by the gossip.*
-

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
 - (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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The teacher ends the activity by reminding the students that everyone has strengths and values which make her/him a superhero, and they should be proud of that. If there is time, the day can be closed with a short discussion related to this topic: everyone is a superhero in some respect.

SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS



INTELLECTUAL OUTPUT 1
EDUCATIONAL PROJECT PORTFOLIO

MADE WITHIN
THE FRAMEWORK OF
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