

**LEARNING ACTIVITIES/TEACHING STRATEGIES:**

**NOTE:** Prior to the beginning of this topic, collect movie posters, entertainment advertisements, sports posters showing famous sports figures, movie star pictures, music group posters, magazines covers with famous people, program covers from plays or concerts, and newspapers clippings about or pictures of famous people. Anything that shows a recognizable figure that students will easily identify will work. These items (persons) will be used throughout this topic as role models. They can be either positive or negative role models, because you'll need some of both kinds.

P. S. This could be an extra credit activity to get a good collection!

**1. Define the term *role model* and evaluate the importance of role models.**

**1-1 The Importance of Role Models**

Provide the class with the following definition for the term *role model*:

**ROLE MODEL:** A person who models or patterns behavior, attitudes, and values.

(A pattern for an overhead transparency of this definition is provided on page I-G-9).

Discuss the importance of role models for children and young adults. Point out that without any role models, people would be limited in their social growth and development. Some things to include in the discussion are:

- Why it is important to have role models that inspire you
- How role models influence you (use examples)
- How a role model can be a negative influence
- Teens need to identify with productive, happy people that they look up to and want to be like.
- If the teen can visualize that he/she has the ability to be like this individual, then behavior is shaped.
- This helps the teen make positive decisions about his/her life and become a productive person.
- Role models are important in the development process, and come from many sources.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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2. **Identify positive and negative qualities of famous individuals perceived as role models.**

**2-1 Introductory Activity: Famous Individuals**

Decorate the room with the posters, etc., that have been collected. Ask the students to choose one poster person to serve as their role model for this activity.

Give each student a copy of the student activity guide, **FAMOUS INDIVIDUALS**, (page I-G-10) and have the students list the positive characteristics of the role model they have chosen and tell how the role model could influence students' lives. Then have the students list any negative characteristics the role models might have and tell how those characteristics could be negative influences.

Have the students share the qualities they know about their role model with the rest of the class and see if anyone else knows of other qualities relevant to that individual.

If the students don't really know many of the role model's characteristics, allow them to do some research on that person and complete the assignment later.

The students can then determine whether the role model they have chosen has qualities they would like to include in their personal development, and why.

**NOTE:** A major concept that needs to be addressed within this activity is that being famous and/or wealthy doesn't automatically make a person a positive role model. The teacher can include this concept in case it doesn't surface during the above activity. Then the teacher can lead the students in identifying some current famous/wealthy persons who aren't good role models and why they aren't. A discussion item could include, "Do famous and/or wealthy high-profile persons have a responsibility to be positive role models?" For example: sports superstars, movie stars, etc.

**2-2 Newspaper or Magazine Articles**

Assign students to bring to class newspapers or magazine articles that feature someone they can use as role models. Have them write one-page reports that tell about the characteristics that qualify this person to be a role model. Also have them explain what events illustrate these qualities (as stated in the article).

**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:****3. Identify personal role models in one's own life and evaluate his/her qualities.****3-1 List of Role Models**

On the board list people in our lives who could be possible role models, such as: parents, siblings, grandparents, other relatives, friends, teachers, television characters, movie stars, sports figures, neighbors, peers, coaches, political figures, historical figures, and religious leaders.

Discuss which of these role models have major impacts at different ages.

For example:

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|------------------|---|
| Ages 0-5 years:  | Parents, siblings, grandparents, relatives  |
| Ages 6-15 years: | All of the above plus teachers and principals, neighbors, peers, entertainment personalities, coaches, religious leaders, movie and sports figures. |
| Ages 16-adult:   | All of the above plus work associates, political figures, children.   |

Analyze why different ages might be influenced by different types of role models.

**3-2 Choosing Role Models**

Introduce the students to some of the following concepts about role models and their choices of role models:

- Successful people surround themselves with others who are successful.
- These people become his/her "heroes"--people they want to be like.
- These are people who are "viable".
- Viable people are productive, self-sufficient, and well-adjusted people.
- Viable role models are not people who steal, do drugs, kill, lie, cheat, or engage in any activity that is illegal or immoral.
- Viable role models do not participate in any activity that could cause harm or damage to anyone at any time.
- Mohammad Ali said, "Champions are those people who have a desire deep within to dream, to achieve, to succeed." (page I-G-11)
- We must be very careful whom we choose to be our role models.

**Basic Concept:** Those with whom we associate have an influence on us. Association with productive, self-sufficient, well-adjusted, happy people can have a positive effect on us that may lead to our success in life.

**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

Concept to ponder: Do we have a responsibility to ourselves and our future to choose role models with positive characteristics that can help us be successful and viable individuals?

**3-3 Family Members as Role Models**

Assign each student to choose a member of their family that they look to as a role model. Have each student bring either a picture of that person or a special article or artifact from that person's life to class--preferably one that is suitable for mounting.

Mount the picture or other article on 1/4 sheet poster board. Have the students make a poster that identifies the person and lists the qualities that make him/her a role model. Hang these around the room and have students tell about his/her role model.

**3-4 A Coach I Can't Forget**

Have students read the story, **A COACH I CAN'T FORGET**, (pages I-G-12 through I-G-16) and complete the corresponding student activity guide (page I-G-17). After the students have completed the activity, lead the class in a discussion about the role of a role model.

**4. Identify personal (own) qualities exhibited as a role model for younger persons.****4-1 "Me" as a Role Model?**

Assign each student to bring a picture of himself/herself to class (a school picture will work, or the teacher can take a picture of each student to use for this project). Have the students mount his/her picture on a poster board or construction paper and below the picture list the qualities he/she has that makes him/her a good role model. Also, have the students identify the younger children in their family, neighborhood, etc., that look to them as a role model.

Concepts for discussion: Do we choose to be role models?  
(Whose choice is it?)  
Do we always know we are someone's role model?  
Does that place any responsibility on us to always perform as role models?  
Does that make us feel comfortable or uncomfortable?