

Unit 7, Lesson 2

POSITIVE ROLE MODELS



IN THIS LESSON

This activity helps students discover different ways people achieve success and gain respect. They identify people in the past or present who have had a positive impact on them and others.

Lesson Purpose

To identify the characteristics of positive role models.

Performance Objectives

The student will:

1. Identify the characteristics of positive role models.
2. Explain the relationship between what people achieve and their characteristics.

Materials and Preparation

- *Changes and Challenges*
 - *Positive Role Models* worksheet
 - *Everyday Heroes* worksheet

Today's Quotation

“If I can line up the people who, back through the ages, have gone at life in ways I greatly admire, then I can feel their strength supporting me, all their standards and values pointing the way in which I am to go.”

—Bonaro W. Overstreet,



DISCOVERING

05 MINUTES

Write the lesson purpose and today's quotation on the board.

Lesson Purpose: To identify the characteristics of positive role models.

Quotation: *If I can line up the people who, back through the ages, have gone at life in ways I greatly admire, then I can feel their strength supporting me, all their standards and values pointing the way in which I am to go.*

—Bonaro W. Overstreet, author



DISCOVERING

Begin the lesson by asking students what the quotation says about identifying people who have lived admirable lives. During the next lesson, students will interview several people who have worked hard to identify a purpose, set goals, and experience different kinds of success. Some or all of them may have had role models who inspired them.



CONNECTING

15 MINUTES

1. Students define and identify role models.

Ask the class to define *role model*. Guide them to a definition similar to this: “a person you admire and want to be like.”

Ask students to write down the names of some positive, drug-free people they admire. These people could be living or dead, famous names in the news, parents and other family members, or people in the community. If necessary, identify a few positive role models as examples.

If you ask students to list their role models before hearing others’ models, they will be more likely to make their own choices.

Invite volunteers to name some of their role models. List them on the board.

2. Students identify characteristics of role models.

Have students identify characteristics that make someone a positive role model and list these on the board. Make sure students focus on characteristics other than fame and wealth.

Examples: honest, caring, creative, loyal, skilled at what he or she does, makes everyone feel comfortable, and so on

Ask students to identify any common threads among the characteristics on the list.

If students suggest a characteristic that you consider to be negative, ask for clarification. Sometimes after hearing the thinking behind the suggestion, you can identify a positive characteristic. When students know you want to understand their thinking, they will be more eager to participate.



WORDS TO LEARN

role model: a person you admire and want to be like



CONNECTING

Ask students which values discussed in Unit 1, such as honesty, trustworthiness, and being responsible and caring, are listed as characteristics of a positive role model. Guide them to recognize that we usually admire people who share and demonstrate our values. People with positive characteristics become positive role models.



Positive Role Models, p. 140



PRACTICING

20 MINUTES

1. Students interview partners about their role models.

Explain that now students will think about their own role models. Ask them each to select a person they admire, perhaps someone from the list on the board.

Pair students with strong language skills with others who may need help. Ask the partners to interview each other about their role models, using their *Positive Role Models* worksheets from *Changes and Challenges*. They will write their partners' responses on their partners' worksheets. Remind them to write clearly. The partners will be reading their notes.

If necessary, pick a name from the board and demonstrate how to complete the worksheet. Allow ten minutes for the interviews, five minutes for each partner. Provide assistance if needed.

2. Groups of four discuss what they have learned in the interviews.

When the interviews are completed, have two pairs share with each other what they learned. Then bring the class back together and ask several volunteers to share information about their role models.

Alternative Activity: Have students work in groups of five or six to complete the activity in a talk-show format. Students can take turns as moderator, audience, and role model, using the questions on the worksheet as a guide.

continued p. 23



PRACTICING

3. Summarize the lesson.

Remind students that a role model demonstrates admirable qualities and characteristics through choices, behaviors, and actions. Alert students to watch for other people to add to their list of role models.

Closure Questions

- What have you learned today about people who earn our admiration? (Elicit a number of responses.)
- Can a young person be a role model? (Have students think of and give examples of young people who serve as positive role models.)



APPLYING

05 MINUTES

Journal Entry

Have students write about a time when they were everyday heroes, that is, when they acted in a caring, courageous, or sensitive way. Remind them that helping Mom when she is overworked, for example, could be considered an act of everyday heroism.

Changes and Challenges

Have students turn to the *Everyday Heroes* worksheet. Ask them to interview someone they know who has done something heroic. Emphasize that this act does not have to be something that would make the evening news. It could be simply saying “No” to negative pressure, standing up for a positive value, or persevering in spite of difficulties. Have students find out more about the action and how it affected others.

Notes

unit 7 LESSON 2

A+

You may wish to assign Unit 7 Test B for homework or as a critical thinking exercise.

Everyday Heroes

NAME: _____ DATE: _____

Everyday heroes are people who have done something "heroic." This could range from helping someone in need to making negative news positive.

1. Describe what the person did that required business, courage, or determination.

ASK THE PERSON THESE QUESTIONS:

2. What are some things that helped you in this accomplishment?

3. Did you ever doubt you could succeed? Why or why not?

4. How did you feel after you accomplished what you set out to do?

5. What would you recommend to others in this position?

Everyday Heroes, p. 141