

Doing the Right Thing

Focus area 5

Years 0-3

This section contains one of the following Focus areas from **Doing the Right Thing** for students at years 0-3 (ages 5–7):

1. Respect
2. Right and wrong
3. Rules, laws, and consequences
4. Honesty
5. **Role models**

Focus area 5: Role models

Contents

Focus area 5: Role models	2
Notes for the teacher	2
Definitions	2
Key messages	2
Values.....	2
Resources.....	2
Curriculum links.....	2
Success criteria	3
Learning experience: Who I want to be like.....	4
Learning intention	4
Activities	4

Focus area 5: Role models

Notes for the teacher

Make sure students do not confuse a role model with a hero, such as a sports person or a rock star. We tend to admire these people because of their physical qualities or prowess, not necessarily because of the positive values they have or because they behave in a pro-social way.

Definitions

Role model: Someone you like and admire, whom you want to copy.

Key messages

I treat people with courtesy.

When I respect others, I earn respect.

Values

The focus area will clarify students' understanding of the values:

- honesty
- truthfulness
- responsibility
- compassion
- consideration and concern for others
- kindness
- respect.

Resources

Copysheet: **People I Look Up To** (cut up into words or phrases)

Drawing materials and glue

Curriculum links

Key competencies: Managing self; Participating and contributing; Relating to others.

Learning areas:

Level 1 and level 2 Health and Physical Education – Strand A: Personal identity; Strand C: Identity, sensitivity, and respect; Strand D: Rights, responsibilities, and laws

Level 1 and level 2 Social Sciences – Roles and responsibilities in groups.

Success criteria

Students can:

- name and draw a person who they want to be like.

Learning experience: Who I want to be like

Learning intention

Students will be able to identify someone in their life who is an example to them.

Activities

1. Real-life role model

Invite the School Community Officer to tell students a true story (or the teacher tells their own story) about how someone has been a great role model for them. It should be someone who is close to them (see the note about heroes.) As the story is told, the teacher writes up each quality or type of behaviour that is mentioned. The story might sound a bit like this:

Someone I have always admired and respected all my life is my brother. He is older than me and has always made sure that he looked after me – if I fell over, he would help me up, if I couldn't do my homework he would help. (Teacher writes on the board **kind, looks after me, helps with homework**). I can remember once when I was sick, my brother stayed home on Saturday to keep me company, even though he really wanted to go to the rugby. (Teacher writes up **cares about me, isn't selfish**)

When the police officer has finished the story, the teacher draws students' attention to the words on the board and goes over them, explaining any new words.

The teacher asks the police officer:

What did you learn from your brother?

Do you still try to behave like him?

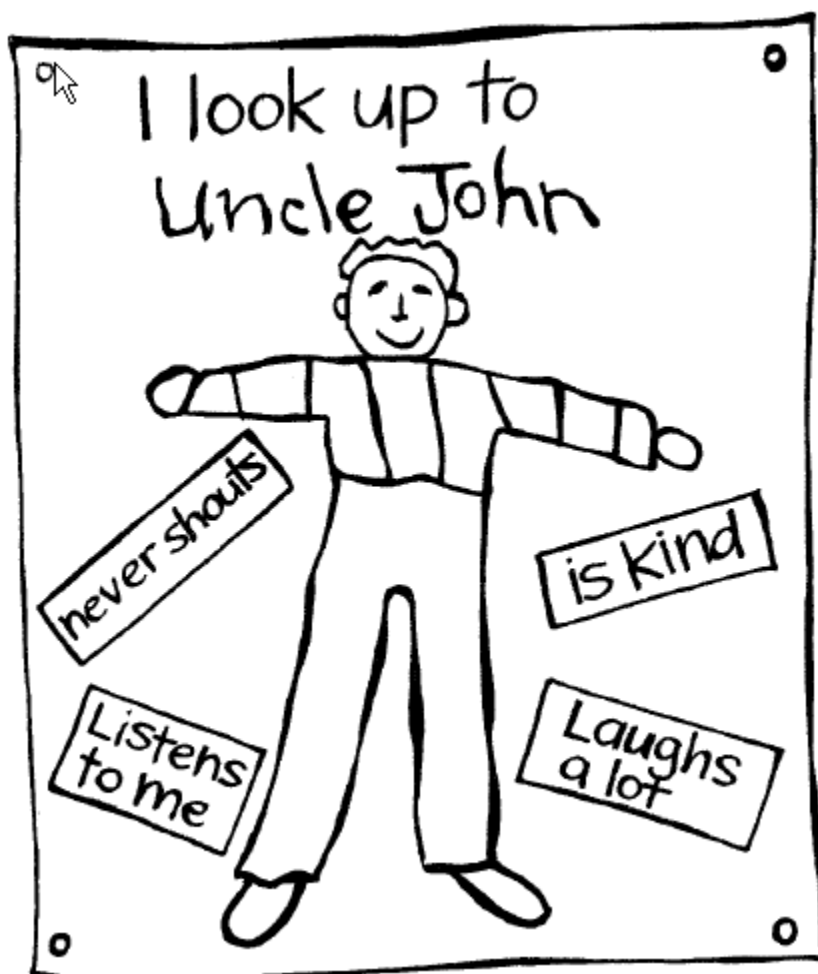
2. Our own role models

Talk about how we all have people whom we can look up to like that. They might not be someone in our family. It could be someone at school, or at church, or a friend's parent. The teacher can give their own example.

Work with the class to help each student identify someone they look up to. Each student does a drawing of this person and completes the sentence:

I look up to ...

Help each student to choose from words cut out from Copsheet: **People I Look Up To** that they think describe their person and to paste them around their drawing. They may add other words that they would like to include. Place all the drawings on the wall. Every day, choose one drawing to talk about with the class.



Copysheet: People I Look Up To

Thinks about others

Is kind

Always tells the truth

Listens to me

Helps me when I have a problem

Has good table manners

Cares about the pets

Puts their rubbish in the bin

Doesn't take other people's things

Laughs a lot

Looks after other people

Is gentle

Never shouts