

Doing the Right Thing

Focus area 5

Years 4-6

This section contains one of the following Focus areas from **Doing the Right Thing** for students at years 4–6 (ages 8–10):

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
Curriculum links.....	2
Resources.....	2
Success criteria	3
Learning experience: Hero or role model?	4
Learning intention	4
Activities	4
Copysheet: Job Description	6

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 others look to as an example to imitate; someone who, because of their values and behaviour, is an example of how others should live their lives.

Key messages

I feel good when I do the right thing.

I will lead by example.

Values

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

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

Curriculum links

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

Learning areas:

Level 2 and level 3 Health and Physical Education – Strand A: Personal identity; Strand C: Identity, sensitivity, and respect; Strand D: Rights, responsibilities, and laws; Societal attitudes and values

Level 2 and level 3 Social Sciences – Roles and responsibilities in groups.

Resources

Copysheet: **Job Description**

Success criteria

Students will:

- write a job description for a role model that shows that they understand the qualities and behaviours that make a good role model.

Learning experience: Hero or role model?

Learning intention

Students will be able to explain what a role model is.

Activities

1. What makes a hero?

Ask the class to think of someone famous who they think of as a hero. Put the heading **Hero** on one side of the board.

Ask: What is it about this person that makes you admire them?

Put suggestions under the heading on the board. Suggestions might be: "She's really pretty", "His music is great", "I love her books", "He's got lots of money".

2. People we know

Divide students into groups of three. Ask the members of each group to think of someone closer to home who sets a good example of how to behave. They make a group list of why they have chosen this person – in other words, what qualities they have and how they behave (for example, kind, patient, good teacher).

Ask each group to join with another group. They share their lists and make one common list. Take reports from each group and write the qualities and behaviours they give on the board under a heading **Role Model**, putting a tick beside any that have already been given.

Ask students to discuss in pairs if they would rather be a hero or a role model. Hear some views.

Role model	
Qualities	Behaviour
-listens ✓✓	-is a good Dad
-caring ✓	-has a good job
-helpful	-works hard
-wise	-plays club rugby
-honest	
-do what they say they will	

3. Job description for a role model

Working individually or in pairs, students write a job description for a role model for young people, using the format on Copsheet: **Job Description**. Go over the form carefully with the class, discussing the meaning of such terms as **attitude**, **environment** and **qualities**. Some of these could be shared with parents and caregivers at a parent/caregiver meeting or in the school newsletter.

Copysheet: Job Description

Position: Role model for children and young people

This is a particularly important job, which requires a special person who has positive values and behaves in a way that helps others and makes New Zealand a better place to live. The chosen applicant should show the following qualities:

Attitude to work/job:

Attitude to other people:

Behaviour towards other people:

Attitude towards the environment:

Things done to protect the environment:

Qualities as a member of a team:

Attitude to rules and laws:

Behaviour on the roads:

How they feel about themselves: