

Doing the Right Thing

Focus area 5

Years 7-8

This section contains one of the following Focus areas from **Doing the Right Thing** for students at years 7–8 (ages 11–12):

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
Definition	2
Key messages	2
Values.....	2
Curriculum links.....	2
Resources.....	3
Success criteria	3
Learning experience: I’m a role model	4
Learning intention	4
Activities	4
Copysheet: Pledge	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.

Definition

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 have rights and responsibilities.

I can change my behaviour.

I will lead by example.

I can help others make good choices.

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 3 and level 4 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 3 and level 4 Social Sciences – Make and implement laws.

Resources

Parent and small child (option)

Strips of paper, felt pens and glue

Chart headed: **The things they learn from us.**

Copysheet: **Pledge**

Success criteria

Students will be able to:

- list things that younger students learn from them
- carry out a pledge to become a better role model.

Learning experience: I'm a role model

Learning intention

Students will be able to:

- explain why they are important role models to others
- make changes to their behaviour.

Activities

1. We learn by imitating

Either

Select students who have younger brothers or sisters (introduce the word **siblings**).

- Ask: How do children learn things when they are very young? (By watching and copying other people)
What examples can you give of a time when your younger brother or sister copied something you did? (Could be positive or negative)
Why do you think young children imitate older siblings? (They look up to them, they think the older siblings are cool)
What does this tell you about how you should behave?

Explain that it is not only siblings who are imitated. Young children also copy older children at school, at wider family gatherings, at church or elsewhere in the community.

Or

Invite a parent who has small children to class. Ask the parent to tell the class about how the child learns to do things, giving lots of concrete examples. If it hasn't been covered, explain that the child often imitates or copies the behaviour of older brothers or sisters (siblings), or older children at school.

- Ask: Why do you think young children imitate older siblings? (They look up to them, they think the older siblings are cool)
What does this tell you about how you should behave?

2. Things they learn from us

Divide students into groups. Ask each group to brainstorm a list of the sort of things that young children can learn from them. They write each idea on a strip of paper and glue them on the chart **Things they learn from us**.

Some examples could be:

To always wear a cycle helmet.

How to eat nicely.

Go over all the ideas with the class.

3. Agree or disagree

Walk a continuum line along the floor. One end of the line is **agree** and the other end is **disagree**. Explain to the class that you are going to give them some statements. After each one, they position themselves on the line in the place that best fits their level of agreement or disagreement. Invite some students to say why they have chosen that position (there should be no pressure for them to contribute, as some of these statements are quite personal).

Statements may include:

I already knew that I was a role model for younger children.

I think I am a good role model.

There are some things I want to change so that I become a better role model.

4. Making a pledge

Each student then goes and makes a pledge, using the format on Copysheet: **Pledge**. The pledges should be kept in a safe place. At regular intervals, check with the class to see how their pledges are going.

Copysheet: Pledge

My Pledge as a Role Model

I know that I am an important role model for people younger than I am.

Some things I want to change so that I am an even better role model are:

1

2

3

4

Signed: _____

Date: _____